



EVALUATION REPORT

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February 2019



European Summer School: Towards resilient Communities



European Summer School: Towards Resilient Communities 2018

INTRODUCTION

The 2018 ‘European Summer School: Building Resilient Communities’¹ follows up on the 2016/17 Erasmus KA1 Adult Education programme ‘Creating Resilient Communities through Social Leadership’ (CRCSL)² which sought to give community organisations the opportunity to participate in social leadership training programmes. That initiating programme laid the ground work for a deeper working relationship between international organisations: Impuls (Germany), Untold (Netherlands), Whitton Harrow Limited (UK), CAWOGID (UK) and of course, The Ubele Initiative (UK). In the report which followed that programme, the overarching conclusion was that going forward, Ubele would:

“...build on our 2016-2017 Erasmus + KA1 Adult Education programme through introducing social leadership and change management frameworks to a different cohort of individuals and organisations. The aim is to develop their personal and professional insight, knowledge and skills to be utilised for the benefit of the communities they work with... These courses will extend their knowledge, skills and capacity to synthesise multiple frameworks and to more effectively lead change and sustainability.”³

Building on the success and lessons learnt of that first programme, the 2018 European Summer School (ESS) programme sought to extend and provide a more robust approach to both programme content and delivery, to open access to learning opportunities that are not usually available to the Black and Minority Ethnic community organisations, including asylum-seekers and refugees, and who are often excluded from opportunities. Through the acquisition of knowledge, skills and attitudes, the process sought to create opportunities that developed social inclusion and active citizenship in order to increase the employability and competitiveness of disadvantaged groups.

The European Summer School provided six (6) learning courses over two (2) mobilities, in Germany and the Netherlands, for 87 participants from a range of UK-based community organisations⁴. Participants were drawn from 48 different organisations based around the UK. The courses took place between 4 July to 31st October 2018.

¹ 2017-1-UK01-KA104-036177: Nov 1, 2017 to Jan 31, 2019

² 1/11/2016 – 30/11/2017: <https://tinyurl.com/y7af3987> (see also <https://www.ubele.org/crc>)

³ See Harrow, M and Duda, A, Creating Resilient Communities through Social Leadership, Erasmus Report, Jan 2018; <https://www.ubele.org/crc>.

⁴ Attached as Appendix 1 is an overview of the organisations represented across the six courses.

The lead partner is The Ubele Initiative (TUI), which is a not-for-profit community led organisation working to support the sustainability of the African Diaspora community, facilitated through social leadership development programmes, community enterprise, social action training and development, supporting diverse grass-roots projects and organisations across the UK. Three receiving European partners - *Impuls in Berlin*, *Reos and Untold in Amsterdam* - formed the delivery team of the 'European Summer School 2018'⁵.

The key objectives of the project were:

1. To develop leadership and change management skills by gaining new knowledge, insight and understanding to effect personal, organisational and societal change
2. To strengthen the capacity of individual organisations to anticipate threat, plan for change and develop new initiatives
3. To impart skills that will enable participants of the project to successfully tackle and navigate the complex challenges that their organisations often face
4. To further develop pan-European connections and partnerships to meet identified development needs and to create new Strategic Partnership projects
5. To share good practice and create future opportunities to facilitate European and international partners' learning as a 'receiving' UK consortium



⁵ Ubele Initiative (UK), Impuls - Agentur für angewandte Utopien e.V. (DE), Stichting Interlock, Reos Foundation Europe (NL), Untold (NL)

PLANNED ACTIVITIES: PROGRAMME CONTENT AND DESIGN

Table 1 below provides an overview of the courses, including content outline of the sessions. The approach agreed with facilitators were to ensure a balance between theory and practice delivered through experiential learning approaches. The design of the programme was driven by the key ideas of *'interconnectedness, complexity, creativity, resilience, and stretch'*. The facilitators/trainers created both a deeper understanding that underpinned their respective programmes couched within the lived experiences of participants, which enabled participants to reflect on their own practices in order to enhance their navigation of the challenges they are facing more widely.

Another facet of the programme design and delivery was to provide an intergenerational perspective to how the course was planned and recruited to. Intergenerational practice is gaining momentum as a tool within social action discourse as the approach supports the changing of attitudes through a process of exchange, dialogue and action such as, for example, working to address racial tension and development of cultural understanding; working with young people who are experiencing difficulties at schools and working with older people in care homes⁶. As part of another Erasmus funded programme – Black to the Future – the Ubele approach to intergenerational was outlined as *"...bringing generations together, an opportunity for generations to interact and become engaged in the issue or activity together from which - intentionally or unintentionally - learning will take place. That is, 'taking the best from the past to inform the future'"*⁷. This Sankofa approach is central to the Ubele principles and methodology and provides context and foundation to the evaluation process.

The courses were organised as concurrent programmes within each mobility in two cities outside the United Kingdom (UK): Amsterdam and Berlin. This was deliberate as the programme sought to develop pan-European connections and partnerships as well as the sharing of good practice and creation of opportunities that would facilitate European and international partners' learning (objectives 4 and 5). Two (2) courses took place in Amsterdam (Systems Thinking and Introduction to Black Europe) and four (4) courses in Berlin (Introduction to Theory U x 2 and Introduction to Action Learning x 2). The outline provided at Table 1 provide overviews of the courses, which also include learning objectives underpinning each course: that is, the knowledge, skills and attitudes that participants were expected to acquire as a result of their participation on the courses.

⁶ Granville G (2002), A Review of Intergenerational Practice in the UK; London, The Beth Johnson Foundation; Community Education Development Centre (2000), Inter-generational Learning: A Training Manual, Coventry: CEDC.

⁷ Murray, K, 'Black to the Future: A Sankofa approach to exchange youth work practice', unpublished report to Erasmus, September 2018

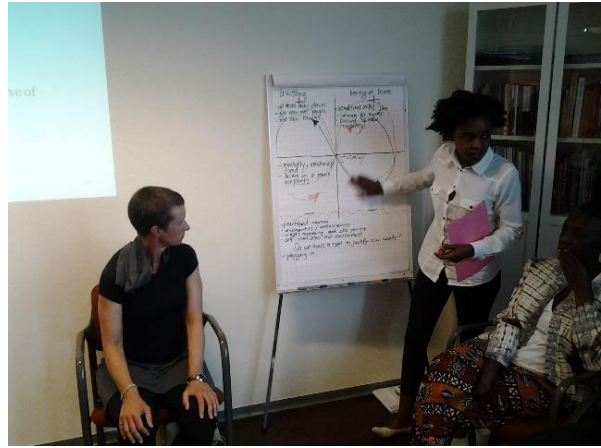


Table 1: COURSE OUTLINE: AN OVERVIEW

| The Courses | Programme objectives | Programme content and delivery |
|---|--|--|
| Systems Thinking | <p>To:</p> <ul style="list-style-type: none"> • Gain insights into complexity and be able to think about their own systems in a more interconnected way • Acquire skills to tackle complexity in their organizations and communities in a systemic way, anticipate threat, plan for change and develop new initiatives • Develop tools to practically address systemic challenges and dilemmas in their work • Build confidence in applying these insights, skills and tools for personal, group, organizational and societal change • Establish relationships to support ongoing development and application of more systemic ways of thinking, being and acting. | <p>Day 1: Welcome and Introductions: 5 days roadmap for the course; Introduction to Systems Thinking; Working with complexity; Thinking about thinking; Case Clinics</p> <p>Day 2: Thinking about Social Change; Learning Journey</p> <p>Day 3: <i>What are we learning about ourselves in systems?</i> Polarity Mapping; Systems Mapping.</p> <p>Day 4: Introduction to stretch collaboration principles; How to we apply systems thinking?</p> <p>Day 5: Review of concepts and tools; Evaluation and closing.</p> |
| Introduction to Black Europe (IBE) | <p>To:</p> <ul style="list-style-type: none"> • Introduce the history and context of Black Europe today • Highlight some of the impact of migration, slavery and colonization on | <p>Day 1: Introduction to Untold and Facilitation Team: Programme purpose, objectives and main activities; Identity & Spirituality; Seminar Inclusive Education;</p> <p>Day 2: Workshop Black Empowerment; Presentation Black Art and culture; Workshop I-Bims (I believe in myself); Excursion Amsterdam Southeast.</p> |

| | | |
|---------------------------------|---|--|
| | <p>current structures, societies and constructs such as 'race' and 'citizenship'</p> <ul style="list-style-type: none"> • Widen understanding around themes of Black and African-European identity • Evaluate notions of 'old' and 'new' racisms • Gain an insight into European anti-discrimination law and community action • Better understand resistance to oppression in a European context. | <p>Day 3: Travel to Tropen Museum: Visiting slavery exposition and slavery monument; Visiting Black Archives and workshop; Swazoom Live Showcase</p> <p>Day 4: Black History City Tour.</p> <p>Day 5: Evaluation</p> |
| Introduction to Action Learning | <p>To:</p> <ul style="list-style-type: none"> • Introduce participants to the core principles of Action Learning (AL) • Help them develop skills in active listening and asking exploratory questions • Look at how to apply AL principles and process to their working context • Encourage the use of reflective dialogue to increase self-awareness and leadership skills • Motivate participants to implement an action plan based on learning from the AL session | <p>Day 1: Building connections, getting to know each other, preparing for the next 3 days</p> <p>DAY 2: Diving into Action Learning, giving everyone an opportunity to give it a go and share their challenges, and reflect on the learning from all the issues discussed</p> <p>DAY 3: An opportunity for presenting another round of issues, and for anyone who wants to have a go at facilitating and reflecting on the experience and learning</p> <p>DAY 4: Reflections on the content and process of the last three days, reviewing the learning, looking at implementation and application, agreeing and committing to next steps</p> |

| | | |
|--------------------------|---|--|
| | <ul style="list-style-type: none"> Support participants in creating and facilitating their own AL Set by teaching them the core principles of self-facilitation | |
| Introduction to Theory U | <p>To:</p> <ul style="list-style-type: none"> Introduce participants to Theory U as a methodology, community of practice and set of tools that helps facilitate profound positive change; Support participants in exploring and learning from their initiatives with a 'prototyping' mindset, in order to more effectively work with marginalised/ disadvantaged individuals, groups and communities; Develop leadership skills of participants within participating organisations so that they can better use their listening abilities, and respond to the challenges of our time with whole system awareness; Provide new opportunities for UK based organisations to expand their professional network, pursue learning links with German / Berlin-based learning providers, and explore the potential to collaborate on joint projects in the future. | <p>Day 1: "Co-Initiating:" Intention Setting, Basic Concepts</p> <p>Day 2: Learning to see through the eyes of other people ("Co-Sensing"); Basic concepts – Listening as core practice of Theory U; Introduction to the sensing and the art of suspension preparing for learning journeys to Berlin; Debriefing in small groups</p> <p>Day 3: Co-Sensing (cont'd): Connecting to sources of our work (Pre-sensing); Sense-Making from Learning Journeys; Presencing: 'Field of the Future' and Dialogue Reflection; Exploring our potential; Self as a source of our work; Creating Resilience through mutual support: Case Clinics</p> <p>Day 4: Prototyping, Next Steps, Summary and closing;</p> |

Diary entry: ESS - Day 5 (9/7/18)

Stretch collaboration

Using bodies to go over learning points of the day previous, looking at polarity mapping using people to sketch out the movements and so pulling out the learning points.

- quadrant (+_) created using markers/chairs.
- theory - practice being the two poles.
- starting with theory, ask question about how we feel in relation to theories: *What it evokes by way of positive feeling?*
- what it feels like when it's not working/producing what was expected (negative domain): *How do feel now that we are in that place?*

What would make it seem real? Participants move to positive quadrant of practice.

What aspect does not feel right? Negative feeling/implication.

From here reflect on what may be required to move back to positive aspect of the theory to illuminate practice - and so the cycle goes on (Kevin's point of using different colours to indicate different responses was good intervention).

Note: could be used in group-based situation for an organisation rather than general - probably work best for targeted work with an organisation (i.e. LLCC and Croydon BME Forum).

Stretched collaboration approach: summary

This extends and contrast with conventional collaborative approaches (see principles on slides)

Principle is that it works within conflict situation and where entrenched views/opinions dominate.

Does seem that if followed it allows for undercurrent to persist as individuals would be able to exit from interaction, and so sustain reason why collaboration is necessary.

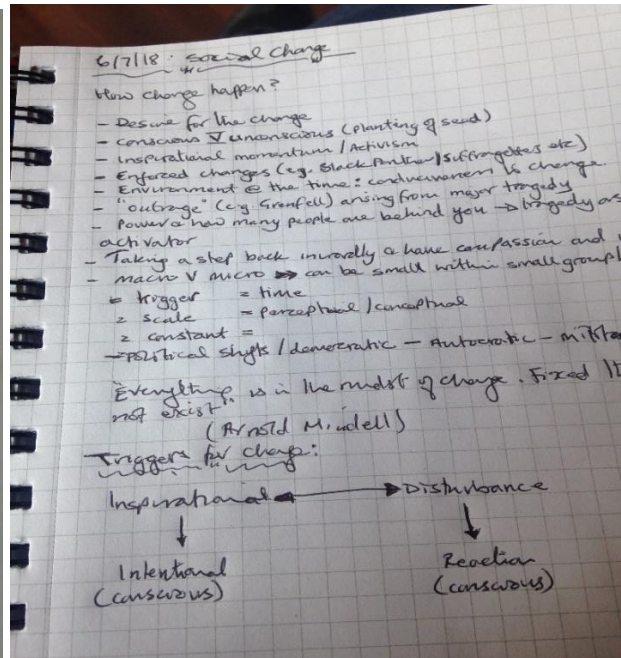
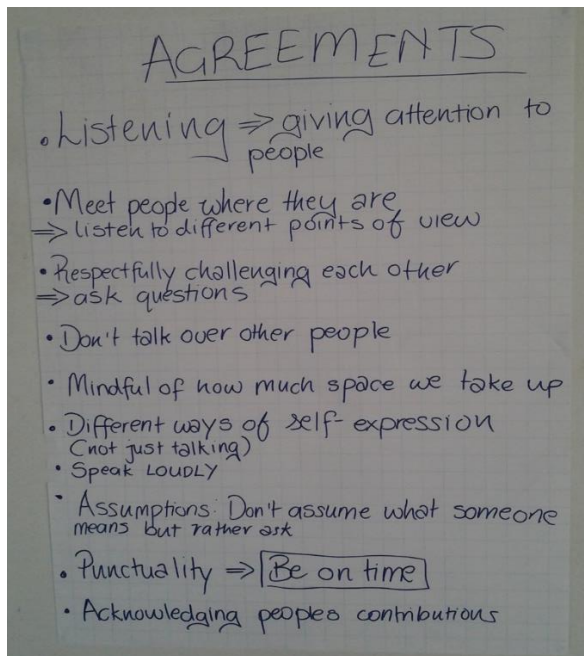
It would seem that such an approach may be more helpful to surface deeply held beliefs in order to be able to work through transformational changes. Once there is movement to a position to collaborate then the 'conventional' principles can come into play!

Is this an approach like traditional Marxian conflict theory of thriving on differences between poles at extremes though failing to see the bridges that divide as each perspective is simultaneously self-perpetuating and at same time a voice for change - but only according to a particular world view.

[Participant on the Systems Thinking]

MEASURING THE SUCCESS OF THE PROJECT

During the actual training, structured time for discussion, silence, reflection and writing was built in (see Table 1 programme content overview). The final session of each course included reflections and discussion about the learning objectives and whether these had been achieved. For example, the Amsterdam course participants undertook a joint feedback and evaluation session of the 'whole' course – two courses running concurrently – with reflections captured on post-it notes onto large pieces of flip chart paper. Below are examples of four approaches we utilised to help measure learning and the programme:



In addition to each course having its own evaluation activity (including pre-course readings) we utilised social media such as WhatsApp, twitter and Facebook to share learning and ideas. The WhatsApp group offered an active communication tool alongside networking with, and learning, from each other.

From the outset, we sought to create an evaluation process which reflected the creative aspects of the programme and which was in keeping with the idea of 'creative and experiential' processes. So, in addition to traditional evaluation methods, we used on-line tools as well as direct face to face interaction (i.e. use of video conferencing) to help inform the evaluation process. We also asked course participants to capture their insights and learning whilst on the programme through methods that suited their learning styles and abilities. For instance, 'journaling', photo diaries or poetry /art work (see example of an entry by one of the participants). An example of an entry that reflected on learning and thoughts arising from a session on 'Stretch collaboration' is included by way of example of the diary approach. From an evaluation perspective this provided:

- A brief description as to what the session covered
- Method/learning approach (use of physical 'bodies' to exemplify and bring the concept to life: experiential)
- Linking theory with practice in their work setting: can the tool and/or tool be used in their practice back 'home'?
- Synthesis and drawing on other bodies of knowledge to help crystalize and better understand the learning and therefore any limitations (i.e. conflict theory)

After each mobility telephone/Zoom video conferencing sessions were held to evaluate the programmes and the impact with:

- individual participants (1-2-1 structured interviews)
- training providers (1-2-1 basis)
- consortium members (group basis)
- world café exercise as part of the 'Reconnecting session' (see *Appendix 2*)

In addition to the evaluation form that all participants had to complete for the National Agency (British Council/Acorys)⁸, an organisational specific tool was developed and administered as part of the overarching evaluation process. This took the form of 'pre and post assessment questionnaires' and was administered at the outset and conclusion of each programme. For example:

Pre-start questionnaires can be found at:

- Introduction to Black Europe (IBE): <https://tinyurl.com/y6lahrkc>
- Systems Thinking (ST): <https://tinyurl.com/yy9xlzt3>

Post-course questionnaires can be found at:

- Introduction to Black Europe (IBE): <https://tinyurl.com/y4ewxfmq>
- Systems Thinking (ST): <https://tinyurl.com/yy8rfant>

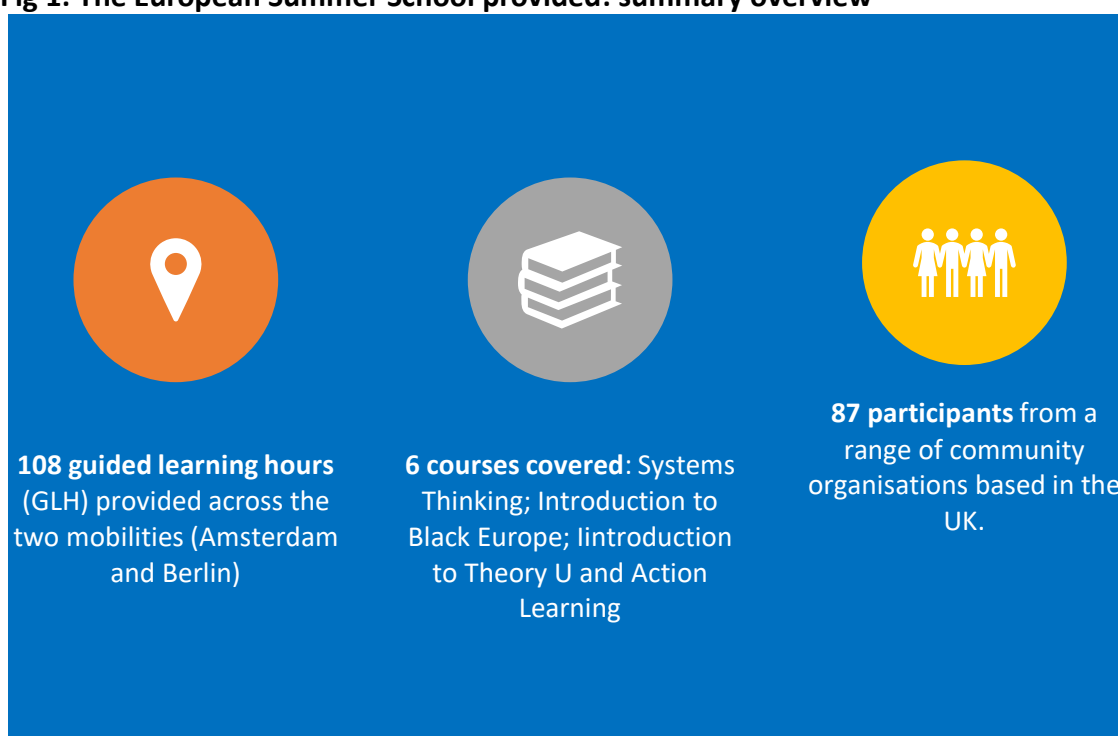
⁸ This particular evaluation form is an Erasmus developed tool where all participants are sent a link to an online questionnaire which they are encouraged to complete. The ESS programme had a 100% response rate (see discussion on impact and outcome).

We held a 'Reconnecting and Reflecting' event 2mths after the courses with a cross section of participants able to participate. Sixteen (16) participants from across the four courses participated which provided some fruitful feedback on learning, impact and outcomes for those who attended (see outcome and impact section below).

CHARACTERISTICS OF PARTICIPANTS

Participants on the ESS came from a variety of organisations and reflected a wide swath of the occupational strata (i.e. volunteer, consultants, researchers, CEO, those in the process of establishing their own community projects alongside university undergraduate students). In total, 48 different organisations were represented and 17 undergraduate students. A total of 87 participants took part across the six programmes offered.

Fig 1: The European Summer School provided: summary overview



The characteristics of the participants showed the following:

Gender

Female: 60

Male: 27

Locations – geographical spread (UK)

Participants were mostly from London, with participants from Birmingham, Wolverhampton, Manchester and Liverpool.

Fig 2: Ethnicity – breakdown of participants

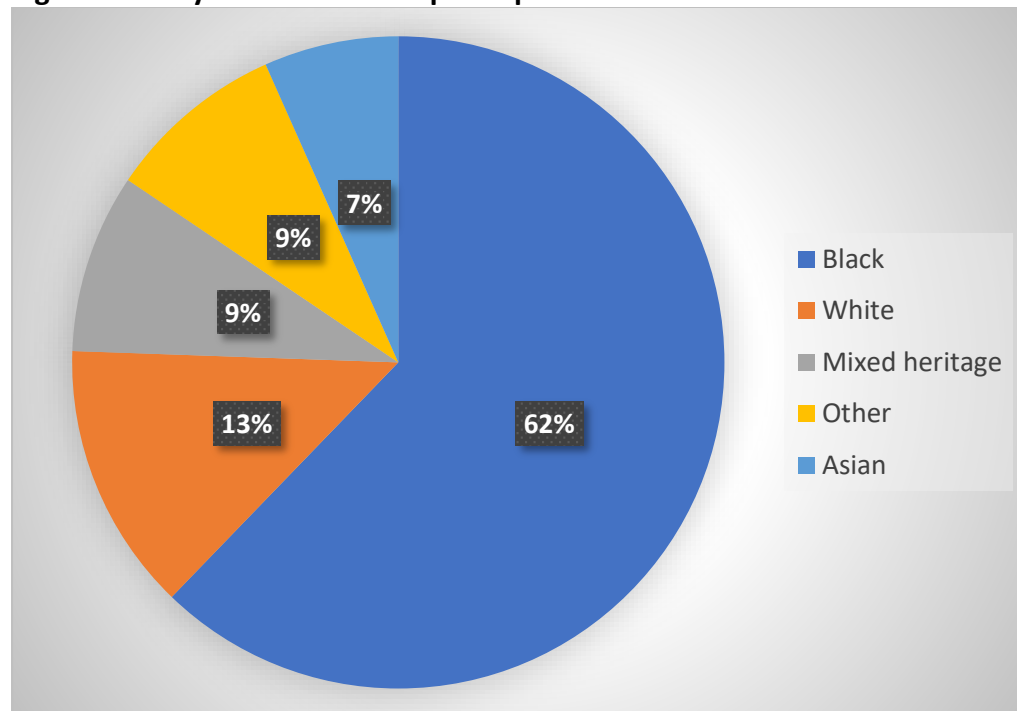


Fig 3: Age range of participants

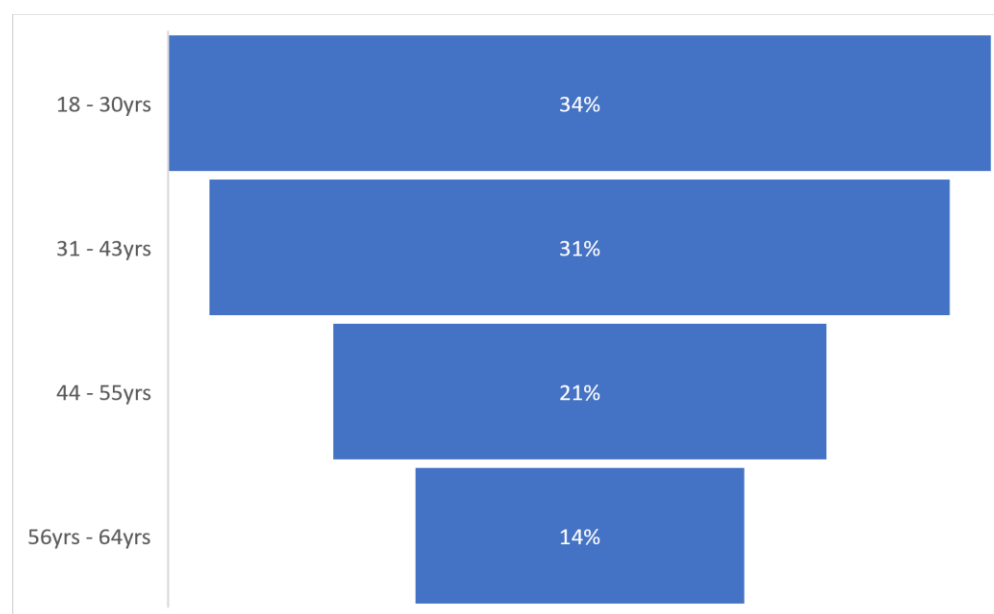


Fig 4: Breakdown of participants across courses

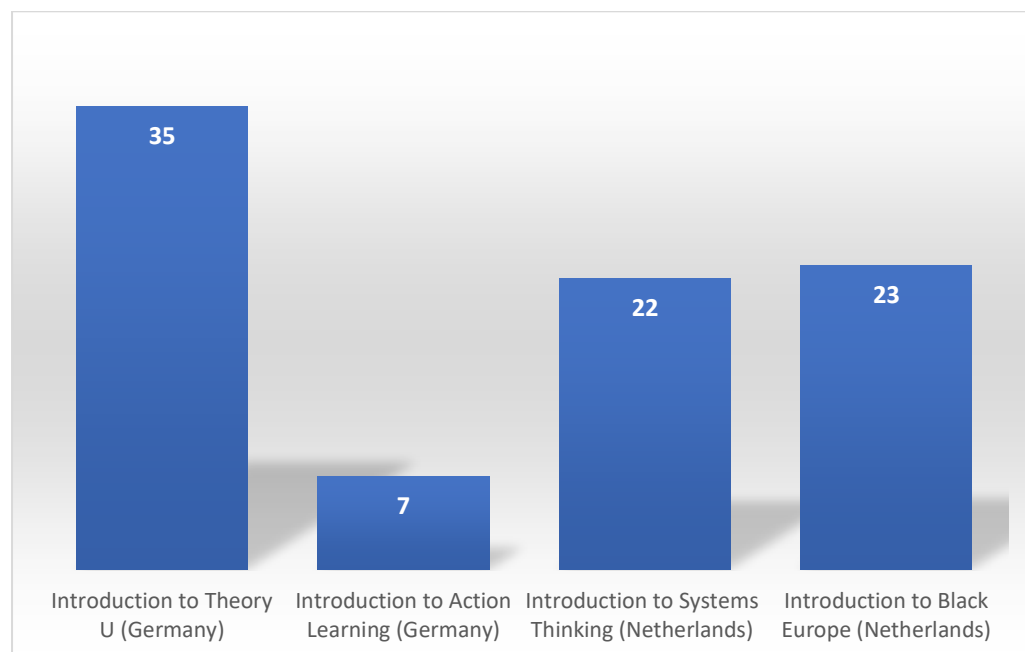
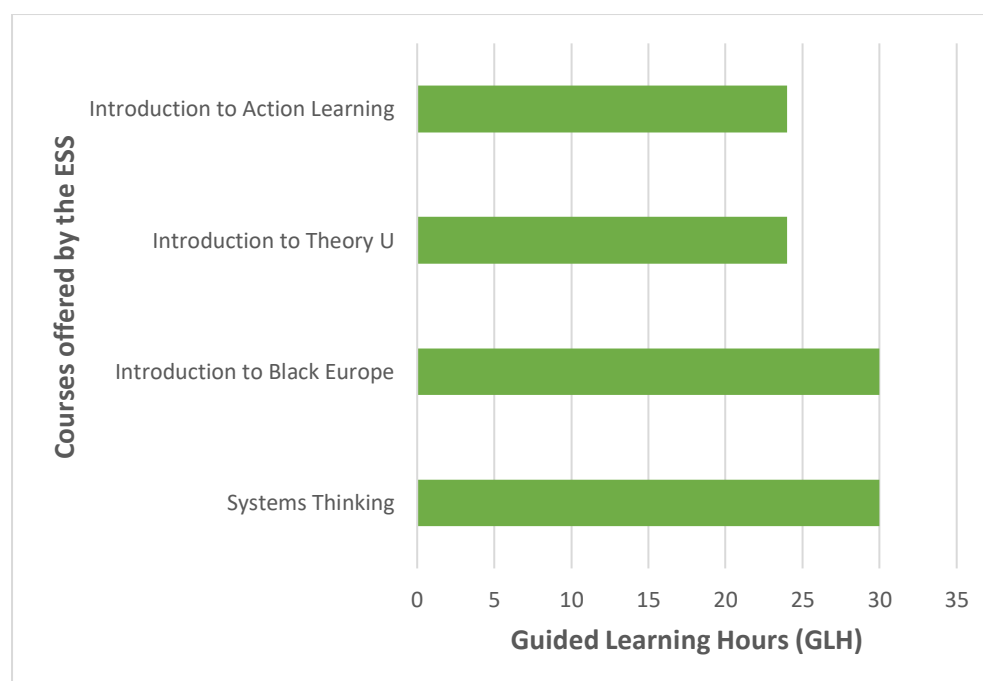


Fig 5: Actual Guided Learning Hours (GLH)⁹ across the two mobilities (x 6 courses)



⁹ Section 145(11) of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') defined 'actual guided learning' as the time a person spends: a) being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training; or b) otherwise participating in education or training under the immediate guidance or supervision of such a person, but does not include time spent on unsupervised preparation or study, whether at home or otherwise. It is this aspect of the courses that have been included; we have excluded informal networking and social events that had been organised outside the scheduled and time-tabled programme with the facilitators (i.e. group initiated activities).

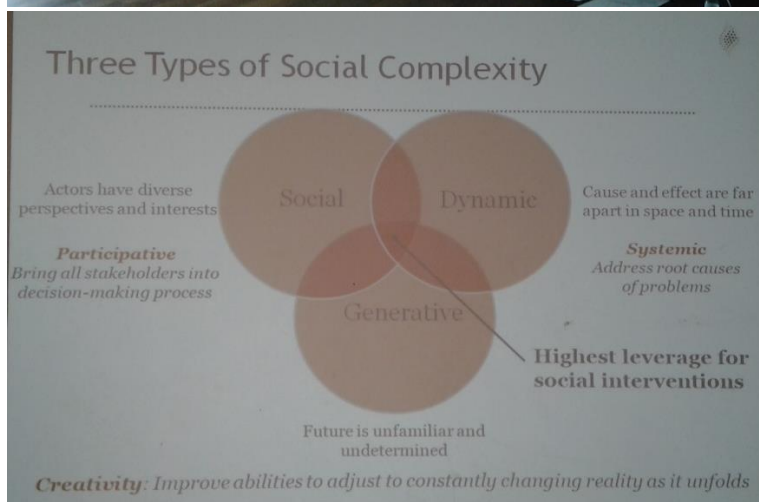
THE SUMMER SCHOOL COURSES: DESIGN, CONCEPTS AND TOOLS

Course 1: Systems Thinking: 4 July to 9th July 2018, Amsterdam

This course was delivered by two facilitators from *Reos Partners* who engaged participants in exploring systems thinking and how the approach could help support transformational change. Given the diversity of (and within) the group, the course provoked much discussion and creativity across what was a wide variety of organisations, the majority of whom were meeting for the first time. Expectations and needs were therefore divergent at times. Most of the time, the approach and materials provided by the trainers struck a happy medium and were able to balance these differing needs, but not without some challenges.

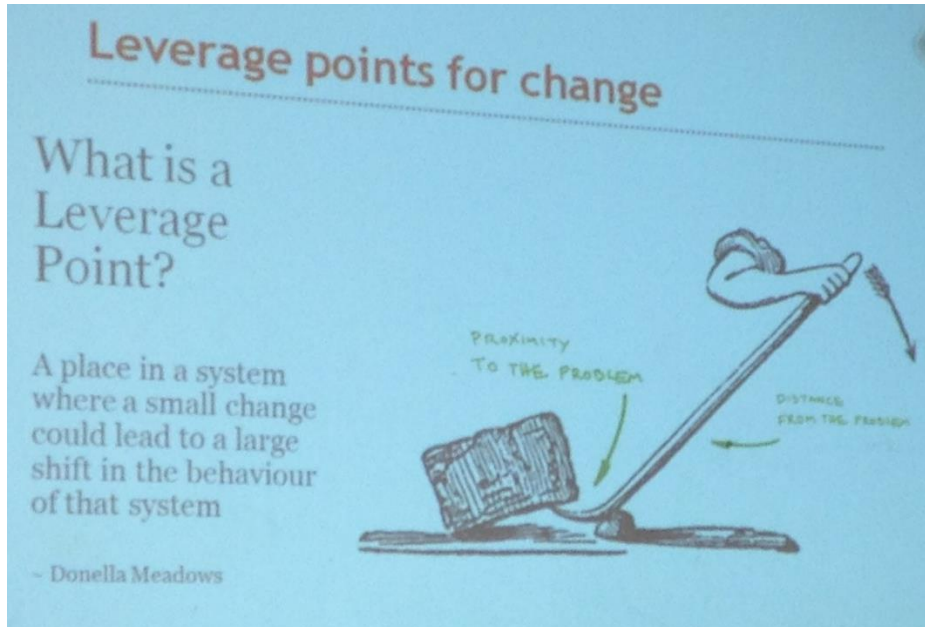
As indicated in Table 1, the first day sought to introduce the key themes, principles and concepts as follows:

- 3 kinds of complexity
- 4 ways of talking and listening
- Mapping a system
- Case clinics



Day 2 of the course looked at applying systems thinking to social change. This included undertaking Learning journeys with a partner by exploring 'local systems' (i.e. drawn from individual's personal work-based challenge), in order to see one's own systems with fresh eyes. Consideration was also given to the exploration of:

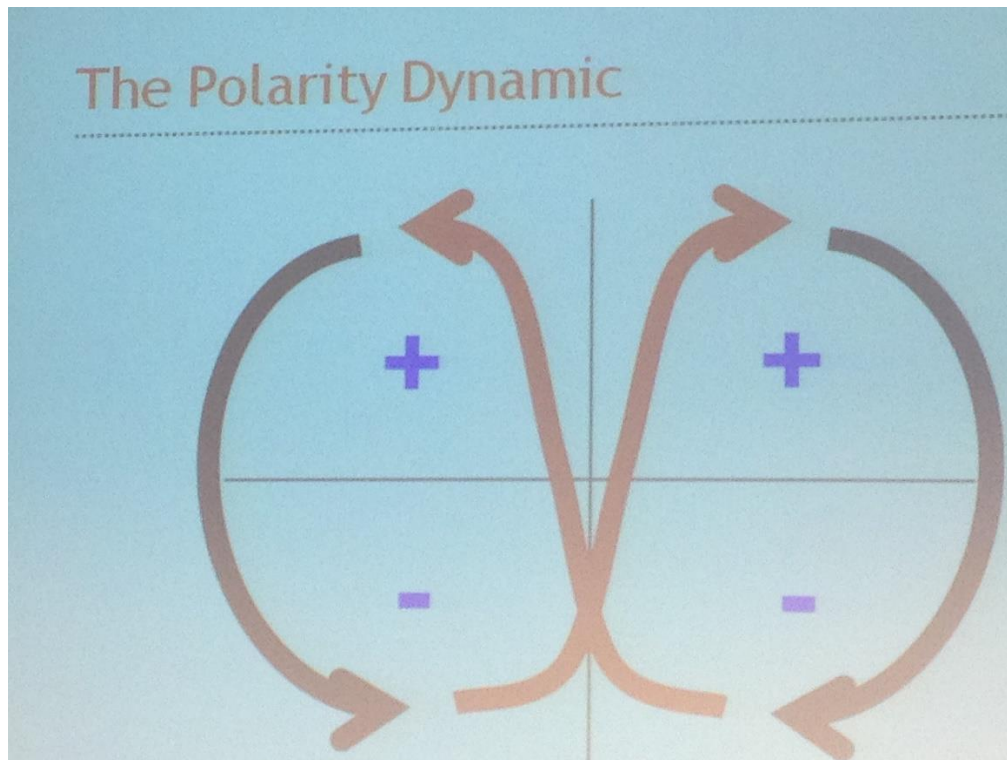
- Leverage points for change
- Adaptive cycles
- 'Lerato Says' game



Days 3 and 4 looked at 'managing' dilemmas in complex systems through 'polarity mapping' and 'Stretch Collaboration' as tools for social change. These sessions were both experiential and creative and included:

- Polarity mapping and experiential exercise
- Dialogue Walks
- Principles of stretch collaboration (3 types)





Course 2: Introduction to Black Europe: 4 July to 9 July 2018, Amsterdam

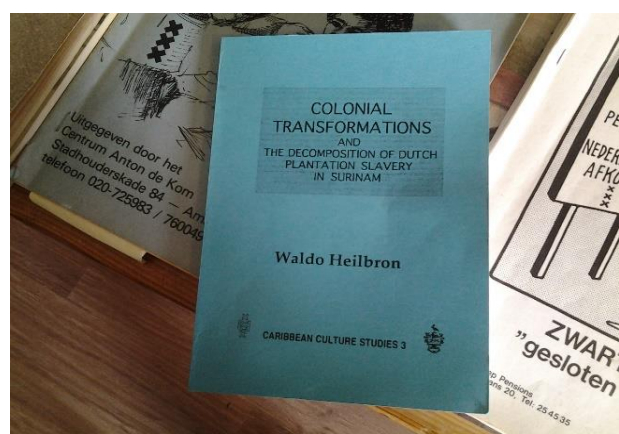
This course brought together a diverse group of participants primarily with African heritage, to learn about and understand the historical connections and contexts of Black people in Europe. This course was co-designed between Ubele and Untold. As Table 1 overview indicated, the key issues explored included:

- tracing African and international connections to Europe,
- identity and cultural heritage and pride,
- the construct of 'race' and experience of racism,
- resisting new racisms and oppression,
- creating connections and opportunities in African Diaspora communities.

Participants on the programme were introduced to insights into the migration and lived experiences of migrants within the 'Dutch' society, from which new domains of knowledge, practical tools and skills could be shared and so inform practice within organisations working with African Diaspora communities. The course included visits to places of historical and social significance to African Diaspora communities in Amsterdam and introduced participants to creative and artistic techniques and processes as an alternative means of exploration and self-expression.

Of particular interest and significance were the visits around Amsterdam Southeast, the Troopen Museum and the Black Archives. While at the Troopen Museum, participants viewed the exhibition on slavery and colonialism from the perspective of the Netherlands, something none of them would have been familiarised with. As one participant puts it: *"...we only hear about how Britain colonised the world, very little about the role of the other European nations' colonisation of Africa and other parts of the world."*

The visit and presentation at the Black Archives engaged participants in the stories and history of the genesis of the Black Archives, which was very inspirational, with participants acquiring knowledge about the history of Surinam and the Netherlands.



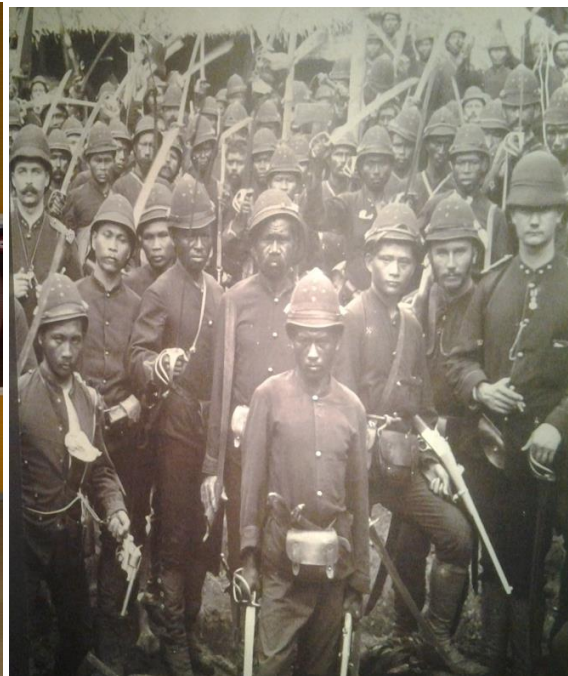
The Netherlands, it was highlighted, has been shaped by its history of slavery, and this is still tangible and visible. The power structure that exists at that time created an inequality that still confronts many Dutch people every day. Racism, prejudice and economic inequality

based on skin colour and parentage still exist today. Social movements have grown up to raise public awareness of this and to promote equal treatment. In recent times the protest against the figure of 'Black Pete' (Zwete Piet) has come to be a symbol of the rejection of the racism that still pervades Dutch society.



Comments from participants through the follow-up one-to-one structured interviews highlight the following insights into what the experience meant to them:

- *Untold Festival in the auditorium – music performance with the young people/ performers who have been training throughout the year: African/ Afro beat/ Surinamese dance/ hip hop.*
- *The Festival on the Street – the beginning of it was so inspirational – talking and singing in their language – (Papamentoo – similar to my own language – Spanish and Portuguese mixture) and had no idea before about that language.*
- *Talks about racism in the Netherlands – Black Face – Black Piet -used at Christmas time for children (see images below). An appreciation of the level of activism that was happening using social media, which was very good. In my own Spain, we are now seeing similar Black Face – campaign in Spain and challenges quite similar – people don't realise the background to these.*
- *Visit to the Troopen Museum – all the legacy of slavery – impact of colonialism and slavery over the years (see images below) and how religious traditions were under-rated in galvanizing the people (e.g. religions in Surinam and links with Benin – some people call it Voodoo and yet it is a proper religion: Winti).*

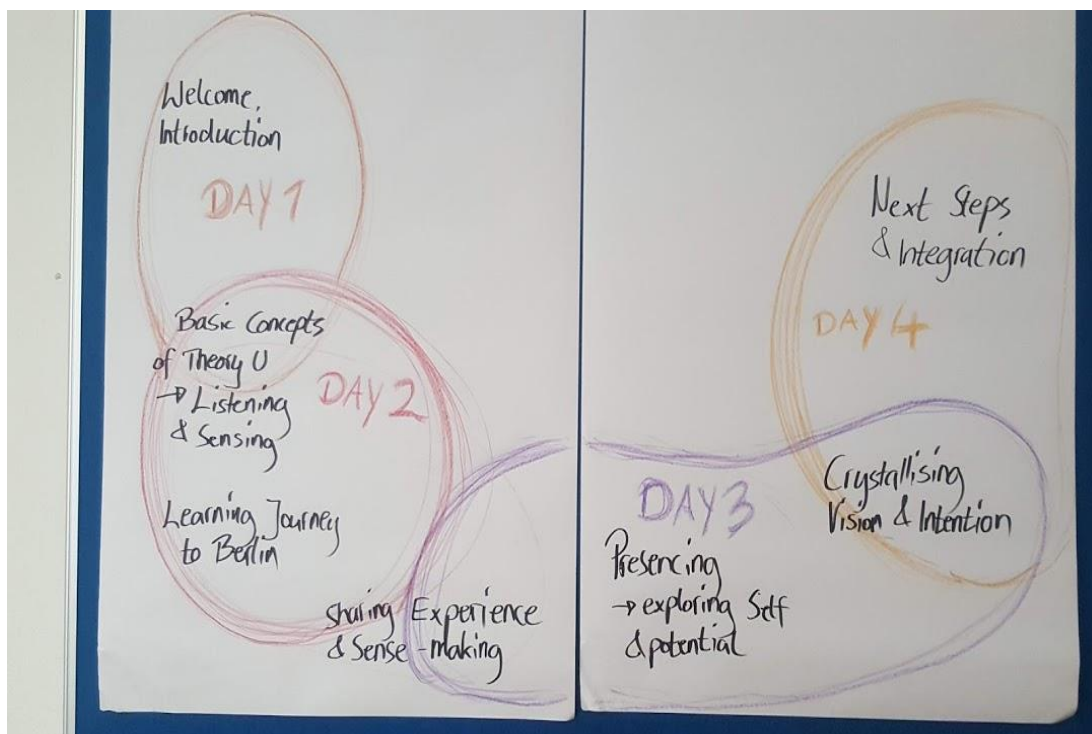


Course 3: Change Lab: Introduction to Theory U (x2): 11 to 14 September 2018, Berlin¹⁰

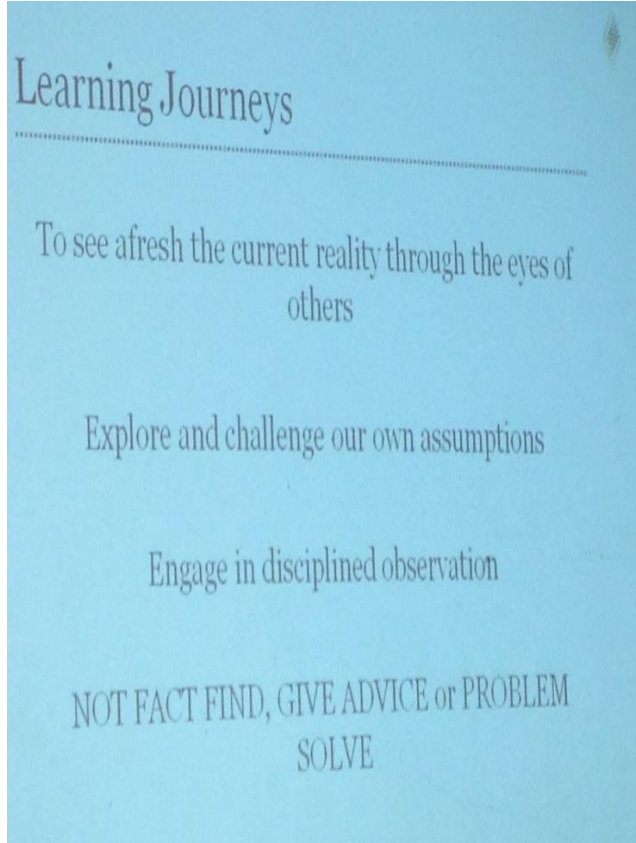
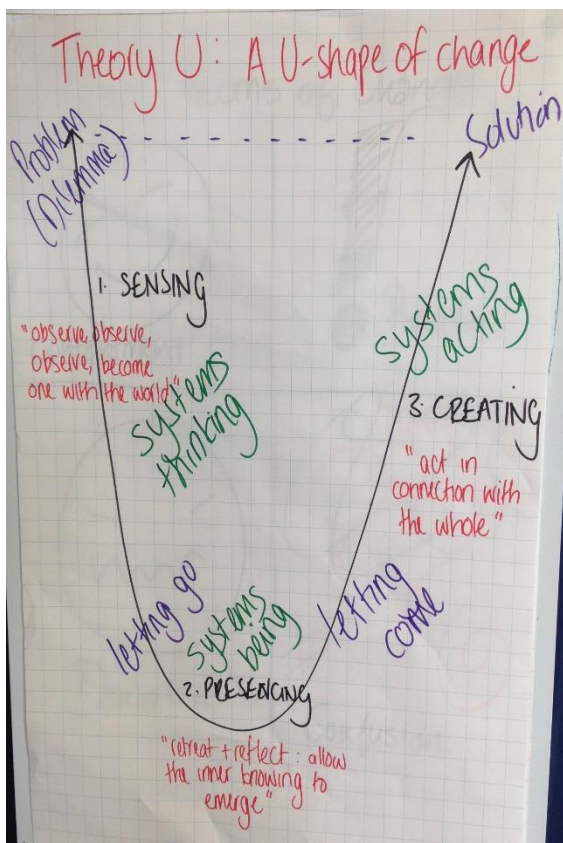
The Berlin course, Introduction to Theory U, was over 3-days and facilitated by Impulse and Ubele facilitators. The programme provided practical introduction and practical approaches to implementation of the methodology in practice. The 'learning journeys' organised by the facilitators formed an integral part of the learning which provided participants with a rich opportunity to learn from, and exchange with, people and community organisations in Berlin (full programme outline is indicated in Table 1).

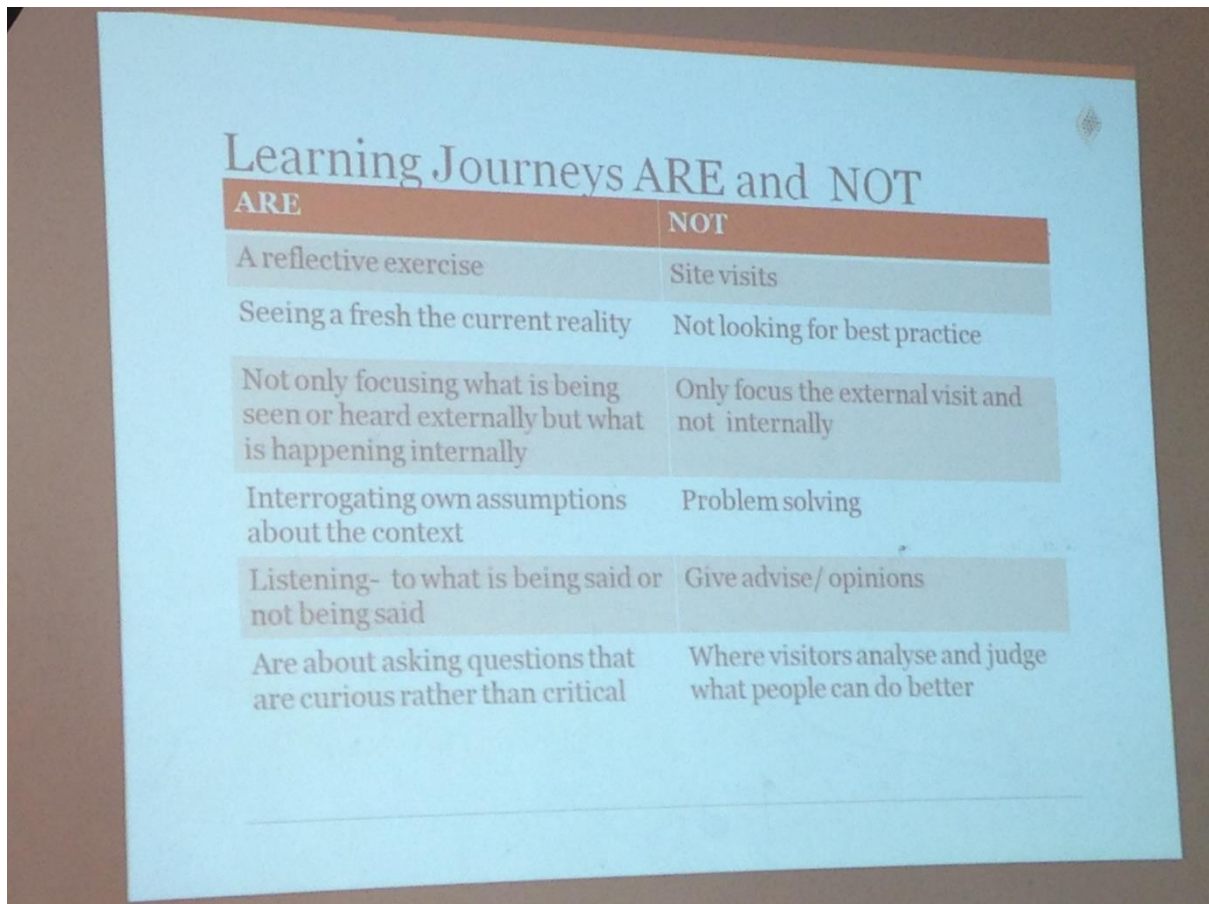
The Change Lab model

The 'Change Lab' approach, which is based on the U-Process, is a learning and innovation model dedicated to incubating and growing initiatives focused on bringing about change in a complex, multi-stakeholder environment. It is an approach that utilises the process of dialogue, action-learning and experimentation, whereby key stakeholder within a given social system, in this case the participating organisations, can *"discover and grow the seeds of [a] healthier, more resilient and more just social reality"*.



¹⁰ The Berlin courses consisted of 2 courses of 3 days each delivered twice: Theory U and Action Learning





| ARE | NOT |
|---|--|
| A reflective exercise | Site visits |
| Seeing a fresh the current reality | Not looking for best practice |
| Not only focusing what is being seen or heard externally but what is happening internally | Only focus the external visit and not internally |
| Interrogating own assumptions about the context | Problem solving |
| Listening- to what is being said or not being said | Give advise/ opinions |
| Are about asking questions that are curious rather than critical | Where visitors analyse and judge what people can do better |

The experience of some participants provide a useful mirror against which to view what they came away with:

“One of the highlights of the programme was the learning journey. I went to a really incredible community farm that was co-developed and run by migrants and refugees. I had so many assumptions in my head of what it was going to be like. We were asked to write out the assumptions and leave them in the room and go with an open mind and open heart. It was very different from the assumption I had made. For example, I thought it would be run by older white middle-class people but was actually very diverse and inclusive. As a result of the experience, the course has enabled me to really listen and to become conscious of what is being said.

My key learning was to engage in new ways of listening, becoming an active listener and more conscious of when I am just downloading information rather than actually listening and/or challenging what I am hearing.

Though the organisation of the programme was incredible, where we felt very supported throughout the programme, I took much from it in terms of new skills. I wouldn't however say that I feel comfortable in saying that I'm trained in the Theory U.”

Another participant commented that the 3D Modelling programme was memorable and empowering, especially in “...how you can put your feelings, emotion and aspirations where you are now and where you want to be through a physical representation. The process also allowed us to talk aloud what it was we were trying to do and our aspiration (i.e. goal). This I felt was empowering as we can see the mental journey in actuality – which is not as ‘clear and unproblematic’ as when being conceived mentally. “



Course 4: Introduction to Action Learning: 14 to 17 September, 2018, Berlin

Action Learning (AL) is a well-established small group approach to learning and development. The programme was designed and delivered as an immersion process rather than a taught course with the participants working as an ‘AL Set’ the whole time throughout the three days of the course. That is, to create learning by doing and a lived rather than a theoretical experience of the principles.

Some of the key elements that underpinned the course were:

- Each person brought a current problem, challenge or opportunity to work on
- They each had equal time (approximately an hour each) to present and work on their issue - coming up with new perspectives and actions and learning
- The **issue holder** was seen as the expert around this issue
- Instead of telling them what to do and giving advice, the group worked together as a team asking questions to help the **issue holder** gain insights, and to feel empowered by their understanding and commitment to action around these issues.

The approach ensured that participants were motivated, gained insight through reflection, commitment and confidence (i.e. developing thinking, questioning and listening skills). These

skills – amongst others - are core in leadership development. From responses, participants learnt not only to explore their own issue, but from others' perspective as well (sometimes more) as well as from the group as a whole.

Participants left with the following resources:

- Action Learning in a Nutshell - handout on the core principles, the roles, structure and process
- Action Learning Handbook – personalised notebook to record learning from each presentation, with additional information about questions etc
- Self - Facilitation Guide - everything needed to set up and run self-facilitated AL Sets
- Flip chart diagrams, resources - people took photos of these and in the second group one participant created a poster capturing all of this additional information – all of this was shared on what's app.

The programme was well received, though some participants felt that the duration was too short. One respondent summarised well the reported experience of many of the participants:

"...It was a good experience and I enjoyed Action Learning course, especially meeting people from different organisations and parts of the world.

I learnt how to ask and answer questions through the process of questioning someone and giving them the opportunity to find answers themselves. Additionally, I appreciated taking action as part of a team - not as an individual.

The training gave me the opportunity to evaluate my group back home and how it works and how we will move forward in order to build capacity. I am developing a programme to support asylum seekers who are destitute and so will be using the action learning ethos."



LEARNING OUTCOMES AND IMPACT

In recent years 'impact' and 'outcomes' have become familiar terms in evaluation, and in particular, a strong feature of all funders. However, the differences and nuances of 'impact' and 'outcomes' can be confusing. Depending on the funder, for example, there are often differences in both definition and expectation. In the approach that has guided how we have evaluated the ESS programme, we took as our starting point the following interpretations of 'outcome' and 'impact'.

The key distinctions between 'outcome' and 'impact' is perhaps best illustrated in the different reach, scope and nature of each. First, outcomes. An outcome is often confused with 'outputs' and, as in many instances, used interchangeably, with expectations that what is being 'monitored' (i.e. often objective and quantifiable indicators) reflects the 'outcome' of the programme or intervention. On this basis, the reach of an outcome will be pre-defined and as such the scope of an outcome will be similarly limited. For example, an outcome of a mentoring intervention being seen in terms of 'effect size' tend to pick up on a range of subjective indicators that are then attributable to the intervention. Another example of an outcome, this time of a health-related information and advice telephone service, may be whether someone has sought out and accessed further health related support in their community. In these examples, outcomes are focused on the measurable objective quantifiable 'indicators' that emanate from the intervention which are then said to be the effect of engagement with the programme. Also, outcomes can also be treated as 'short term' effect (or change) derived from an individual's pre-start state on a programme (or base-line position) to where they are at the conclusion of the programme or intervention. For example, interviews and products arising from their engagement often reveals an 'immediate' change and/or learning that has made an impact on the individuals outlook from where they were at the start of the programme to where they are now, at its conclusion.

In contrast, *impact* refers to a much broader and longer-term effect – perhaps the effect of an intervention such as putting on a course to skill-up participants. Impact can be conceptualised as the longer-term effect of an outcome – being a shorter-term effect of the intervention/programme. So, the impact of attending a course may not be realised for many months (or years) following the intervention though the outcome derived from the programme could be measured or determined over a shorter period following the programme (i.e. outcomes and outputs).

As charitable funded projects are time-bound and must deliver over a short term, being able to better account for the 'outcome' derived from the programme over the short term provided us with the basis from which to develop our monitoring and evaluation processes. We were also heartened by the recognition of the distinctions made by organisations like the Charities Evaluation Services (CES) and the Centre for Non-profit Management (CN-PM), who asserts: *"...An impact evaluation looks at the long-term, deeper changes that have resulted from that program. This type of evaluation could, for example, suggest that the changes to your skills-training participants' lives continued over time and perhaps transferred across generations. While the outcome evaluation tells us what kind of change*

has occurred, an impact evaluation paints a picture as to how a programme might have affected participants' lives on a broader scale.¹¹"

As indicated above (see section on methods), our evaluation methodologies sought to take account of a range of variables and all have helped to inform what has emerged as both the 'outcome' (short term) and potentially the longer term (impact indications) along two main dimensions: *personal development of participants and organisational development and considerations*.

Personal development: feedback from the participants

Participants were asked to complete a pre and post programme questionnaire to help gauge and determine impact as a result of participating on the programme. From this process, respondents felt that the experience strongly aided their personal development. Feelings of self-reflection and empowerment was a recurring theme across all four courses. For example, the pre and post programme questionnaire for the Systems Thinking and Introduction to Black Europe, revealed the 'distance' travelled by participants in terms of their understanding and knowledge before the course and after the course. Figs 6 and 7 provides graphic overview across the five indicators measured. Key areas of growth that stands out are:

- Acquiring tools that participants could use to address challenges (Systems Thinking – increase of 4pts on the pre-start rating)
- Gaining insights and knowledge about the history and context of Black Europe (IBE – increase of 4pts on the pre-start rating)
- Development of skills to resist racism and oppression, creating connections and opportunities (IBE – increase of 4pts on the pre-start rating)
- Confidence to apply insights, skills and tools for personal, group, organisational and societal change (IBE – increase of 4pts on the pre-start rating)

In response to the Erasmus+ self-evaluation questionnaire - which participants completed immediately at the conclusion of each course - as Table 2 below shows, participants reported positively that there were many lessons and skills acquired that they would be able to introduce on their return. Respondents reported the following:

- 91% said they would be creating opportunities to share the knowledge acquired through the mobility activities with colleagues;
- 86% said they'd be using the new teaching/training methods, approaches and good practices at their sending institution
- 85% said the experience had strengthened their cooperation with the partner organisations as a result of the experience.

¹¹ <http://nonprofitanswerguide.org/evaluation/>

Fig 6: Rating of experience pre and post programme responsiveness: Systems Thinking

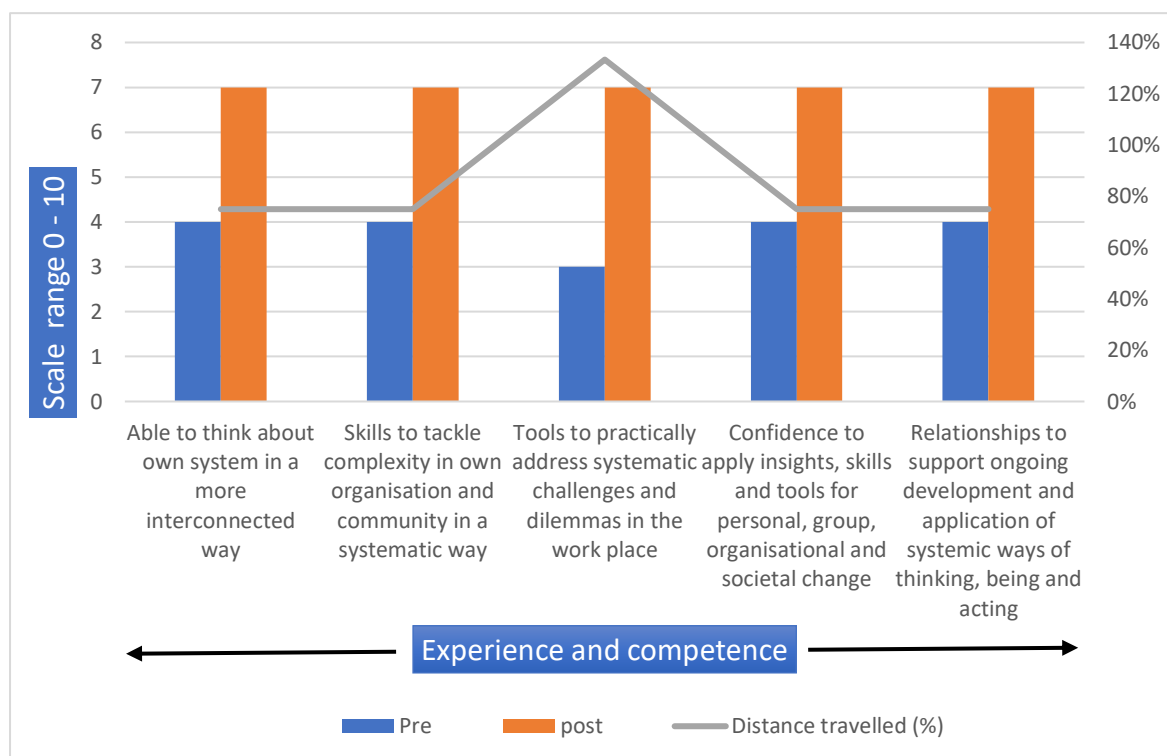


Fig 7: Rating of experience pre and post programme responsiveness: Introduction to Black Europe

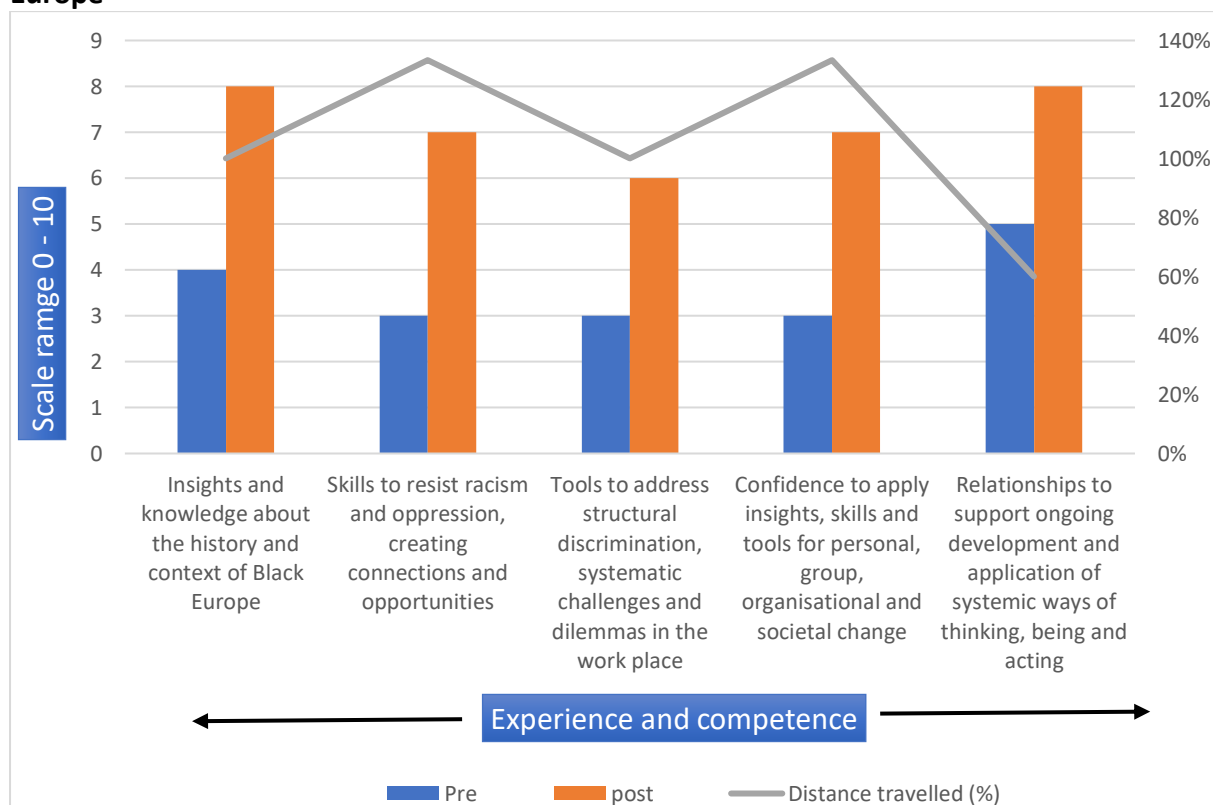


Table 2: How participants rated their experience (n=87)

| <i>Indicator</i> | <i>% of participants answering positively</i> |
|---|---|
| <i>Creating opportunities for me to share the knowledge acquired through my mobility activity with colleagues</i> | 91 % |
| <i>Using new teaching/training methods, approaches and good practices at my sending institution</i> | 86 % |
| <i>Reinforcing a positive attitude of my sending institution towards sending more staff on teaching assignments, job shadowing or training abroad</i> | 81 % |
| <i>Strengthening the cooperation with the partner organisations in this project</i> | 85 % |

Source: Erasmus+ post course evaluation

Attached as **Appendix 3** is a course by course outcome matrix which captures ‘evidential’ statements from participants indicating the extent to which the overall programme met the objectives of the project. Some selected feedback statements, set against the key objectives of the programme, illustrates well some of the personal development outcomes for participants:

Objective 1: To develop leadership and change management skills by gaining new knowledge, insight and understanding to effect personal, organisational and societal change

Amsterdam was an experience that was positive and inspiring – to meet so many people from BME backgrounds doing amazing things in their communities (Systems Thinking).

My understanding of Black Europeans, especially of particular communities such as the Surinamese communities. Learning about Black Europeans and connecting the dots and finding similarities between Black British communities. A personal journey that I shared with family and friends when returning (Introduction to Black Europe)

This course has been very useful for me in terms of my inner learning, as I have acquired a new approach to seeing and understanding problems and situations that communities might be facing... I am planning to use this approach ...in my current work and future project (Introduction to Theory U).

Developing your project idea with the help of [name of person]. In my placement I have been asked to develop activities and workshops on leadership. I am using Action Learning with the young people to support the young people to present their issues and ideas and get support for these. It is very accessible. The young people have lots of ideas and can support each other with deep listening. I am also training mentors in schools to work with their peers and am using a number of the tools/activities from ST and TU in this to enable reflection (Action Learning).

Objective 2: To strengthen the capacity of individual organisations to anticipate threat, plan for change and develop new initiatives

I am developing a project around Black Europe specifically Black youth and crime, looking specifically at developing a programme that looks at Black identity in a therapeutic setting and will be using some of techniques with students (Introduction to Black Europe).

I would like to see a programme more connected with young people on the Africa continent to talk about the African Diaspora and its role – more flow of information as to how young people on the continent see us as African Diaspora young adults. (Introduction to Black Europe).

It has impacted me in my day to day work, it has helped with the supervision I do with my students and my consultancy work, I have been deploying the strategies and tactics I learnt (Action Learning).

I hope to facilitate my own course to share learning as well as learning more about black sexuality in Europe and how this can be incorporated a little more into the work that I do (Systems Thinking)

This course has been very useful for me in terms of my inner learning, as I have acquired new approaches of seeing and understanding problems and situations that communities might be facing in their own contexts. I am planning to use this approach to the emerging future in my current work and future project I will be involved. (Introduction to Theory U).

Objective 3: To impart skills that will enable participants of the project to successfully tackle and navigate the complex challenges that their organisations often face

ST was so amazing; I wish we had more time to explore in greater depth. I am not used to sitting down, listening and learning and it was very intense! It takes me a while to process new theories and tools. I've given myself a year to absorb, integrate and use my learning in practice. Last week I was invited to [name of project] who want to set up a group of parents to set up and analyse what is working and what is not working in current practice – I am going to help them with their research to draw out what good practice looks like and how you can teach this to social workers at an early stage. I will definitely be using ST and TU (e.g. what is the emerging practice, how can you be resourceful, use of restorative practice to work with at risk young people). We can use the stretch collaboration activity to challenge parents/SG/parents' negative views of social work (e.g. 'you can't get social workers to listen'). A couple of Local Authorities have got outstanding recently, this is where everyone is listening and doing stretch collaboration work, learning and listening (Systems Thinking).

Learning journey was very much the highlight; interesting and inspiring – my group went to a garden, the Prinzessinnengarten in Berlin. It opened my mind to how things could be managed. It was a small oasis in the city; the culture was self-managing and very in touch with nature even though it's located in the city (Introduction to Theory U).

TU key learning was about the levels of listening, reflection and what we are missing when we don't engage at this deeper level. I have used this for myself in personal life and in my work supporting vulnerable people with learning difficulties. When someone displays 'challenging' or unconventional behaviour I focus on listening to what the person is telling me, being calm and showing that I want to understand this person's communication without judging. This usually makes a mirror effect on the other person, because s/he feels some empathy is being offered and this is calming (co-regulation). (Introduction to Theory U).

I liked that Action Learning was smaller group, every individual was given the opportunity to speak about an issue they were going through. I found it to be extremely useful as a framework which I have started to implement in my practice - I have used it a lot since returning (Action Learning)

Objective 4: To further develop pan-European connections and partnerships to meet identified development needs and to create new Strategic Partnership projects

I would like to see a programme more connected with young people on the Africa continent to talk about the African Diaspora and its role – more flow of information as to how young people on the continent see us as African Diaspora young adults (Introduction to Black Europe).

I was interviewed by a guy from Reading (who I also met as a fellow participant on the Introduction to Black Europe programme – neither of us could remember each others' name!) – who was developing a mentoring programme and website – he interviewed [name of person] about being a Black Spanish man in the UK and how he felt when he came to the UK. [name of person] was seen to be an inspiration to other young people to know that there are Black Spanish people living in the UK (Introduction to Black Europe).

We can see different communities working together here. In this project it seemed more homogeneous and it showed the different histories of immigration and diversity. Here it seems a different scenario around diversity. In my own country, Spain, there is a different history of immigration (Introduction to Theory U).

I met with [name of person] of Whitton Harrow Limited and we are planning some sessions together (i.e. on mental Health Training for refugees and another on Positive Thinking for young people). I have been involved with various Ubele projects since ESS and will be meeting with the CEO/Founder of InPower UK to develop a project on mentoring young people (Action Learning)

I took up the opportunity offered by another participant and on this course; we talked about the learning from the ESS and how we are going to use it in our lives and work. I will be initiating my own project, linking people from Latin American communities living here with communities in Spain and communities in Latin America. I will be linking up with [name of colleague] as we are supporting each other with project development (Systems Thinking).

Objective 5: To share good practice and create future opportunities to facilitate European and international partners' learning as a 'receiving' UK consortium

I plan to share and use my learning through the workshop I deliver to my participant and work colleagues, help them become more aware of black history (Introduction to Black Europe).

I Will be using some of the language & learning directly into community awareness courses I am writing - also with the group of training the trainers, also meeting up with local BME community groups & looking at how we can use the proto-type exercise & other learning directly (Introduction to Theory U).

The importance of questions and enabling people to recover solutions, it enforced and strengthened non-directive tactics and strategies when working with groups and affirmed the approach that people can come to solutions themselves. People were coming up with problems and finding solutions and next steps, which was brilliant to have a go and facilitate an action learning set. It was great to listen and then have an opportunity to practice, I found it very useful (Action Learning)

I am currently setting up a video blog about what I learnt from ST and TU and how it applies to our work with vulnerable families. One of my colleagues has just produced a video blog about Systems practice, which is directly linked to ST and reflective practice (Systems Thinking).



Outcome and impact on the organisation

The European Summer School: Building resilient communities – sought to provide training in community leadership and capacity building to small and mainly Black and Minority Ethnic (BME) community organisations. The training courses developed skills, commitment to, and the know-how for life-long learning with the courses providing new frameworks and skills to create social inclusion, active citizenship and to increase the employability prospects of participants in their chosen field of endeavour

As the lead partner in what was an extension of a previously managed project in 2017/18, the lessons then learnt from that experience informed how Ubele approached this particular follow-up programme. For example, arising out of the 2017/18 programme participants then expressed concerns over:

- Accommodation
- Facilitation of courses
- Meal and eating arrangements
- Length of sessions

Taking those concerns on board – plus embedding some of the areas noted as positive and good practice, such as the travelling and preparation – the ESS 2.0 sought to address some of those concerns.

Feedback indicated that the programme overall improved on those areas and, especially the concerns about facilitation of sessions and the length of them which many had then felt did not give them sufficient time to ‘socialize and network’. As can be seen for the programme outline attached as Table 1, spaces were created for ‘social’ learning and development. Facilitators were provided with clear objectives and expectations around using styles that were experiential and less of the ‘talk and chalk’ approaches. To cement expectations, as part of the preparatory process, Zoom video conferencing sessions were held once the attendees were identified:

“...This helped enormously to put me at ease” as one participant on the Systems Thinking course stated in his feedback.

There were differences between the experiences of those who participated in Amsterdam compared to those who participated in Berlin. While all efforts were made to resolve any dietary and accommodation issues as evidenced in the 2017/18 t programme, there were still some concerns expressed about the food and the venue where the course took place. One of the most likely recurring issue that is likely to bedevil any international exchange programme is that of ‘taste’ and what is deemed ‘acceptable’ when moving from one country to another. There are likely to be some socio-cultural differences as well as physical and structural differences in what is available – as all programmes operate within a tight and limited budget. The concerns in Berlin were not the same as those in Amsterdam; indeed, there were no negative feedback in relation to the same issues as expressed by those in Berlin.

What did participants say?

In Berlin, some participants were unhappy with the food at the venue. If Ubele is to use those venues again then they may want to consider providing their own catering including snacks rather than use that which was provided by the venue. Typical comments included the venue was too far from local community organisations, although those on the theory u course got to experience some on their sensing journeys. Those on the Action Learning course wanted to meet other community organisations and felt if the venue was closer to the city they would have got to see more of the 'communities'. In the word of one participant: *"...We should have been closer to the heart of Berlin to have more opportunities to explore and connect with communities."* And another commented that: *"...[the Learning journey and day in Berlin was a positive experience - more of this and contact with people living and working there would have been good.]"*

Participants who were staying for the two courses in Berlin were not able to stay in the same room and so had to be relocated; this is something the organisers will need to address if another programme is planned in this manner (i.e. back to back courses). On the other hand, participants on the Amsterdam mobility were 'happier' with the practical aspects: *"We were very well looked after and for that I thank the whole team."*

Other concerns expressed have been captured against the following five key areas of organizational considerations:

- a) Preparation
- b) Course content and programme design
- c) Back to back programmes
- d) Social development and networking
- e) Future development possibilities

a) Preparation:

"...Just in terms of logistics, it would be helpful to know earlier that we have been accepted on to the course." [Theory U participant]

"...Early morning flight didn't set us up well! Felt exhausted throughout the few days as a result. Where we were staying was isolated and a long way from centre...We could have linked in with the AL group more and done some activities together." [Theory U participant]

"...Perhaps a pack to signpost us to things we could do so we could split into small groups and go off and do things." [Systems Thinking participant]

b) Course content and programme design

"It was so in depth it needs more days – ST was too much as I came back tired mentally. Each

of the programmes is so rich in knowledge and tools and the time of the programme is so comparatively short. Just one or two more days would be great."

"It was really intense: you are travelling, you get there, you are getting to know people, the learning programme is fully packed. I wanted to get more of it by having more days for processing our learning. It would be great to have an extra day for each course. I was straight back to work and got up extra early to have time for reflection."

"Most unexpected impact was the way the course was facilitated promoted a great deal of reflection and an environment where everybody learned from everybody else. This is an approach I am not used to and helped me to reflect how important it is to create this kind of space at every level – in family, home, work and community. Free space where everyone brings something and everyone takes something. It's very powerful and very empowering. It relates to creating a culture of care and community. This is something I would like to reproduce in the future in different contexts. Work and personal life." [Theory u and Systems Thinking participant]

"... perhaps though there is too much content in too short a time - the courses could be stripped back a bit and honed down to a few key areas. Might fit community activist participants better if the courses provided more space and time for reflection." [Action Learning participant]

"...we spent more time on left side, perhaps we needed more time on prototyping." [Theory U participant]

"Something about practical application - perhaps trying to apply it more because we all learn differently - more illustrations and more practical activities and case studies." [Systems Thinking participant]

"...that's why modelling works so well - everyone can do it and engage whereas the theory is quite abstract and it's difficult to see how it applies to our lives and work. So more of a range of case studies/illustrations would help." [Theory U participant]

"...[the] organisation was incredible, felt very supported all the way through. I think the delivery of the programme itself could have been a bit better prepared, it sometimes felt a bit spontaneous. It would be good, to have done an exercise where we talk about expected outcomes and if they have been fulfilled. Also, it would have been good if it was much clearer when moving from one activity to the next." Theory U participant]

c) Back to back programme

"A day between one course finishing and another starting would have made it easier on the organisers and trainers to give us a bit of space." [Berlin participant – on both programmes]

"I would not recommend trying to deliver 5 different programmes within a week as it is a great challenge making sure the logistics and delivery work well. The flight bookings and last

minute date swaps were time consuming and it felt as if some of it really only came together at the very last minute.” [Action Learning and Theory U participant]

d) Social development and networking

Some participants appreciated the opportunity to network and felt they had made new contacts with hopes to working together in the future.

“...What has impacted me so much is the experience of being with other people, sharing experiences and learning so much from other participants. This has inspired me to do what I want to do as I’ve seen what other people have achieved, starting from nothing, trying, failing, trying again and always believing it’s possible to achieve our dreams. Especially with partnerships.” [Theory U participant]

“I’m trying to carve out more time for myself to think, reflect, write notes. I now take a notebook everywhere with me and on bus, train etc. will just jot down reflections as they arise.” [Systems Thinking participant]

“...I have become closer to my sister as talked to her about the experience when I returned. We have now created a group chat in our family where we share our experience and ideas. We have a different way of relating – flow of power doesn’t have to be oldest to youngest as it’s been in the past; we can all contribute, take what we need and support. I have felt more supported and not just the one advising, supporting and giving. ST gave me the realisation of the complexities and hierarchies of the family which can be altered and more equitable. This is helpful when you come from a culture with rigid rules about how people can behave.” [Systems Thinking participant]

“...[made] new friendships and connections arising from spending time with people on an intensive learning experience together.” [Action Learning participant]

“...Enjoying/starting early walking jogging with [xxx] and then [xxx]!” [Systems Thinking participant]

“I am now meditating every day for just 10 minutes to create that space for calm and finding time to reflect. After evaluation discussions, being reminded of how much we covered and realising that I need to go back and read the notes/slides to remind myself of rich tools and frameworks so that I can utilise even more of what I learned, integrating this into my work.” [Systems Thinking participant]

e) Future development possibilities

For those participants who participated in more than one course, there were some revealing insights into how Ubele may approach the sequencing and ‘organisation’ of courses going forward. The following comments suggests that participants would welcome the

opportunity to embed and consolidate learning and, as appropriate, get the opportunity to delve deeper into some of the learning coming out of the sessions:

- *"I'd love to do Action Learning." [Theory U and Systems Thinking participant]*
- *"I'd like to do a follow-up course on Theory U to get a fuller picture; how to develop solid, collaborative partnerships."*
- *"I'd like to re-visit Systems thinking and constellations; to continue with our Action learning group." [Systems Thinking and Action Learning participant]*
- *"I'd love to do Action Learning and would like to do Theory U again to embed it and understand it better, spend more time on the prototyping aspect of the theory." [Theory U participant]*

Some careful thought in any subsequent planning and design of programmes could consider longer and/or linked courses, perhaps linked to accreditation process. This might mean working with a specific number of participants over a fixed period (prescribed by the course) rather than trying to 'reach' as many as reasonably possible. The latter approach tends to provide a 'dipping -in-and-dipping out' approach to learning, which tend to be just that: a superficial engagement and just enough to 'touch' the surface (in some instances a mere touch at best).

Dissemination of project results

Going forward Ubele should give some consideration as to how it disseminates results from the Summer School experiences; both sets of experiences, especially now that they have delivered two back to back programmes. It should not be just enough to upload on to the Erasmus 'Result Platform', important and necessary as that is, but to a much wider audience, especially those who were not able to participate as well as for longer term sustainability of the concept of a European Summer School that facilitates leadership development within a Pan Europe context.

We have already commented on the 'Re-connecting and Reflecting event in London' that took place after 2mths of the last course (i.e. to measure impact¹²), the purpose of which was to bring as many of the mobility participants together as possible, to share their reflections, any impact/outcomes and feedback to the organisers. We particularly wanted to explore new connections/ideas/projects and how participants had taken learning back to their organisations and communities.

Having an internal reflection is important but so too is sharing beyond the internal arrangements, to test and gauge whether there is a genuine appetite for such a project going forward (i.e. funders may well want to understand and see what emerged from the experience as part of any assessment they may wish to make and being able to demonstrate a wider need than the immediacy may well be advantageous). Ubele should, therefore, consider how best to share and disseminate the outputs from the programmes, to share the experience of participants with their wider networks, for example. This would have added

¹² See above distinction between outcome and impact.

benefits of publicising the participating organisations, the Creating Resilient Communities project, Erasmus Plus and introducing the many organisations benefiting from the experience as indicated in Appendix 1, for example (i.e. 48 different organisations and 17 students participated).

At the time of writing we do know that the project activities and impact have been disseminated through:

- the networks of three of the four consortium organisations and through the organisations of the individual participants who came on to the courses;
- the European partners have publicised the project through their existing professional, European and international networks
- The Ubele Initiative's own Newsletter and website as well as those networks it is a partner, such as the European Diaspora networks ENPAD and ADYNE.
- social media such as Facebook, Twitters and WhatsApp to share learning within the mobility groups as well as externally, with our European partners for this project and with other European and international networks.

Going forward, it might be worth Ubele considering key aspects of the programmes that they may wish to develop and share insights into that would underscore the value and benefits of the project. Additionally, to seek opportunities to develop further the principles driving the design and delivery of the programme viz its intergenerational perspective with its practical community empowerment and leadership focus (as opposed to a purely theoretical approach). For example, they might want to consider some of the following aspects of the programme to both develop and share:

- an overarching outcome report of the two programmes delivered between 2017 and 2019
 - develop further each of the courses with appropriate materials and methodologies that they could market and deliver further courses locally and internationally
 - consider how best to 'recognise' and accredit the learning experiences of participants, especially where continuing professional development (CPD) objectives exist within organisations.
 - Highlight best practice in working internationally and cross culturally, especially with respect to Erasmus Plus opportunities and expectations.
-

Case Study 1: ESS Summer School Evaluation (Introduction to Black Europe)

Highlights: Untold, Museum, Activism, Food, Culture, Education, Speakers, Black History, Art and Exploration and Exploitation, Bijlmer, Ubele staff, Other Participants: *Memorable, Uplifting, Fun and Empowering*

Experience: Positive - I learnt a lot of historical facts about Black Europe and got to experience the city of Amsterdam and the influence slavery had but also the positive influences black people have made. Furthered my interest on the impact of colonialism. Thought provoking group activities, meeting new people and building on knowledge and new skills.



Memories: Being part of a group with a common interest felt united; a sense of freedom to express oneself. Being in an environment where it was not tokenism but equal and experiencing an environment where there was an interest in your culture and experiences.



Key Learning: Teamwork, group activities and learning how to apply what I have learnt (I have used learning in other courses I have attended). It has reinforced my perception and impact of racism as a Black person in Europe and today's society. I felt empowered with the knowledge gained: very thought out and thought provoking.

As a result of participating on ESS (IBE): It has inspired me to develop my vision of establishing my own clothing brand with a social value base (which I am in the early stages of development). The experience reinforced this, enabling me to see others of all ages who have achieved and continue to develop their work through their passion. I was Inspired that the leaders and achievers were black; we just don't hear or see them. I continue to keep in touch as that is helping me to further explore my identity as well as build my confidence, engage and seeking the support and development through opportunities and initiatives from Ubele and others.

Tyler Hinkson (21yrs)

CONCLUSION

The design of the programme was driven by the key ideas of ‘interconnectedness, complexity, creativity, resilience, and stretch’ delivered through an intergenerational approach to training and practice. The Ubele approach to intergenerational work is best described as “...bringing generations together, an opportunity for generations to interact and become engaged in the issue or activity together from which - intentionally or unintentionally - learning will take place. That is, ‘taking the best from the past to inform the future’” (see www.ubele.org). This Sankofa approach is central to the Ubele learning experience which informed the programme design, content and delivery.

Based on the depth and level of feedback received from participants, organisers and facilitators, it is clear that the project was a resounding success at a number of levels, especially with respect to the acquisition of knowledge, skills and attitudes. As with any evaluation, we are fundamentally concerned with the extent to which the programme met the stated objectives in the first instance, and secondly, identification of any unintended outcomes and impact.

The evidence obtained highlighted that the course objectives were fully met and the feedback on learning, as expressed by participants across the range of tools deployed to assess outcome and impact (see section on measuring outcome and impact), illustrated well the benefits to participants. This aspect cannot be understated, despite some organizational challenges that had been encountered (see above discussion on implications for the organisation). As Appendix 3 illustrates, participants’ learning and development can be mapped against the objectives, which attest to the processes being put in place had been logically considered and reflects well on the overall programme design and development. By way of summary and exemplar of some of the outcomes for participants, the following comments are worth sharing while leaving the reader to peruse the fuller exemplification in Appendix 3:

“...the key learning from [Theory of U] was about the levels of listening, reflection and what we are missing when we don’t engage at this deeper level. I have used this for myself in personal life and in my work supporting vulnerable people with learning difficulties. When someone displays ‘challenging’ or unconventional behaviour I focus on listening to what the person is telling me, being calm and showing that I want to understand this person’s communication without judging. This usually makes a mirror effect on the other person, because s/he feels some empathy is being offered and this is calming (co-regulation).” [Theory U participant]

“...I feel so much more confident when I am facilitating now. I can help the group take ownership of the meeting. I have got a great deal from the learning in terms of skills to do my job better; mentoring, teaching the volunteers.” [Action Learning participant]

“... I have used TU, ST, coaching skills and frameworks in 1:1 work with marginalised young people as well as in designing and facilitating group learning. For instance, we used the TU framework in recent course for teachers working with asylum seekers and refugees. I have

also brought my learning back to my colleagues at the Virtual School, particularly around Action Learning and stretch collaboration to think about creating positive, collaborative working relationships e.g. between housing providers and education providers or between social workers and teachers. I am still absorbing and reflecting on the learning.” [Participant on three of the courses]

“Amsterdam was an experience that was positive and inspiring – to meet so many people from BME backgrounds doing amazing things in their communities” (Systems Thinking).

“My understanding of Black Europeans, especially of particular communities such as the Surinamese communities. Learning about Black Europeans and connecting the dots and finding similarities between Black British communities. A personal journey that I shared with family and friends when returning.” (Introduction to Black Europe)

“... In my placement I have been asked to develop activities and workshops on leadership. I am using Action Learning with the young people to support the young people to present their issues and ideas and get support for these. It is very accessible. The young people have lots of ideas and can support each other with deep listening. I am also training mentors in schools to work with their peers and am using a number of the tools/activities from ST and TU in this to enable reflection” (Action Learning).

“I am developing a project around Black Europe specifically Black youth and crime, looking specifically at developing a programme that looks at Black identity in a therapeutic setting and will be using some of techniques with students.” (Introduction to Black Europe).

“This course has been very useful for me in terms of my inner learning, as I have acquired new approaches of seeing and understanding problems and situations that communities might be facing in their own contexts. I am planning to use this approach to the emerging future in my current work and future project I will be involved.” (Introduction to Theory U).

“ST was so amazing; I wish we had more time to explore in greater depth. I am not used to sitting down, listening and learning and it was very intense! It takes me a while to process new theories and tools...Last week I was invited to [name of project] who want to set up a group of parents to set up and analyse what is working and what is not working in current practice – I am going to help them with their research to draw out what good practice looks like and how you can teach this to social workers at an early stage.” (Systems Thinking participant).

“I liked that Action Learning was smaller group, every individual was given the opportunity to speak about an issue they were going through. I found it to be extremely useful as a framework which I have started to implement in my practice - I have used it a lot since returning.” (Action Learning)

“I was interviewed by a guy from Reading (who I also met as a fellow participant on the Introduction to Black Europe programme – neither of us could remember each others’ name!) – who was developing a mentoring programme and website – he interviewed [name of person] about being a Black Spanish man in the UK and how he felt when he came to the

UK. [name of person] was seen to be an inspiration to other young people to know that there are Black Spanish people living in the UK.” (Introduction to Black Europe).

Paying it forward

Participants were able to reveal some of the more practical and impactful ways they have used the learning after getting back to ‘ranch’. These are powerful examples of what it means to be ‘paying it forward’; that is, the benefits to be derived from having made the initial investment (whether of time and/or financial):

“I have used some of the inspirational quotes about the success of the intervention... and the quote from Vaclav Havel when working with social care professionals. It was intriguing to see the response from social workers and managers. They could then share how much the pressure of social work locks everyone in to their roles without conversation and communication. Can the social worker be honest and really talk to their manager about their day-to-day work and lives? It created greater openness.” [Theory U and Systems Thinking participant]

“I am currently setting up a video blog about what I learned from ST and TU and how it applies to our work with vulnerable families. One of my colleagues has just produced a video blog about Systems practice, which is directly linked to ST and reflective practice.” [Systems Thinking participant]

“... In my placement I have been asked to develop activities and workshops on leadership. I am using Action Learning with the young people to support the young people to present their issues and ideas and get support for these...The young people have lots of ideas and can support each other with deep listening. I am also training mentors in schools to work with their peers and am using a number of the tools/activities from ST and TU in this to enable reflection.” [Action Learning participant]

“I’m working with the Prince’s Trust on developing a workshop and service for young Dads. It will help them to develop ideas and become entrepreneurs. I am trying to draw on as much of my learning as possible. I have linked up with Manhood Academy as at some point I’d like to work with [xxx] to develop some work with men. In my recent project with Coram I used a lot of what we learnt and utilised some of the tools /activities (e.g. we went to look at an archive about Coram - looking at past and present; inequalities; poverty and personal experience). This was a project with young parents which culminated in an exhibition in a college – Westminster Kingsway - and a private organisation.” [Systems Thinking and Theory U participant]

“I have met up with 3 participants to discuss shared areas of work, consider new ideas and to think about working together on projects at a future point.” [Participant on all four courses]

Going forward, Ubele could enhance any future programme development through consolidating and developing further lessons learnt against the following five key areas of planning and delivery,

including developments that would formally recognise the learning process (i.e. the opportunity to delve deeper into some of the learning coming out of the sessions including formal accreditation). Though these areas were not particularly challenging, they do form the cornerstone of any successful planning, design and delivery of programmes. Overall the programme exhibited very strong coordinating and delivery approaches and processes, and by reminding them that they still need to keep those aspects uppermost in their mind as they go forward, should ward against 'complacency-creep'. They are:

- a) Preparation
- b) Course content and programme design
- c) Back to back programming
- d) Social development and networking
- e) Future development possibilities

The word from one participant captures well the overall experience: "...What has impacted me so much is the experience of being with other people, sharing experiences and learning so much from other participants."

European and international development

One of the objectives of the programme was the ability of participants to make links with partners home and abroad (Europe in the first instance). From the perspective of the lead organisation, work had taken place to design and develop a third Summer School concept, this time linking with other partners as well as working with some of the same partners in Amsterdam (Untold) and Athens (Fractality), which would see the programme covering five courses¹³. The courses in Athens, for example, will introduce new participants to Appreciative Inquiry, Action Learning, Art of hosting and Constellation thinking. These courses will extend the learning of participants from previous courses, especially those who had expressed the hope of further work in some of those areas they were unable to participate in as part of the 2018 programme.

As a consortium relatively new to the Erasmus Plus programmes, although Ubele found the National Agency to be helpful, they found there to be a demanding number of different requirements particularly in relation to administration e.g. the mobility tool is not linked to the Europass site, for example and either is t linked to the Results platform, which means having to flit between sites (and at times with confusion over passwords). This meant that they had to enter the same data multiple times as the platforms are on a different servers.

The Europass certificate was not appropriate for the participants and neither are they recognised by the sending organisations in the UK as 'evidence' of a CPD opportunity. They appear to be designed for participants on long-term, work-based projects; so Ubele adapted

¹³ KA1 Adult Education 2018/20 programme: Sankofa Learning Hub

the certificate considerably so that it was more appropriate and relevant by way of 'attendance' rather than of the acquisition of particular skills and competence that has been assessed. This led a few participants to observe that it would have been good to receive some form of recognised accreditation to reflect the depth and rigour of the course they had participated in:

"...It would have been good to have received some form of accreditation certificate for the learning. That would have been nice." [Systems Thinking participant]

Another offered the following:

"Ubele should explore accreditation as the course is better than some of our university units that we are undertaking. I have learnt so much and would have liked that that learning was recognised at my university." [Action Learning participant]

And another observed:

"could we get any other accreditation for these courses? We could get young people more involved in the facilitation process." [Introduction to Black Europe participant]

Perhaps the following comment from one of the participants best summarises the overall impact and success of the programme:

"... the course was very powerful as I loved the group, the facilitation and the practical tools that we've been using. Action learning was simple to grasp (helped by having undergone it before). Having a small group (as dictated by the theory anyway) was great. It's a simple idea but effective and the way it was delivered you can see it has a wide range of applications from home life to work and everything in between." [Action Learning participant]

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APPENDICES

Appendix 1: Organisations

All the participants are working in a variety of different organisations and community projects either within one of the consortium organisations or in an organisation/group working in partnership with the consortium organisation. The number of places for each consortium partner were agreed at the outset.

The common theme across the two participant groups was involvement in work to tackle discrimination and disadvantage and to create a more just society with opportunities for all. Most participants live and work in London or near London. A few participants work in Birmingham Banbury and Manchester. They were:

Berlin Groups (x 2 courses)

1. Imkaan UK
 2. Student and volunteer community led housing
 3. Student and volunteer at BLAM
 4. Outreach programme at Brixton charity
 5. The African Pot (T.A.P.) Project
 6. Researcher, student, journalist and artist
 7. Project worker, Good Shepherd, East London
 8. Community Development Manager, Impact Hub, Brixton.
 9. Social, Educational and Cultural Project Development Officer and French social change professional
 10. Manhood Academy Co-Founder
 11. Whitton Harrow Ltd and Aspiring for Children,
 12. support the homeless
 13. Founder of London Grown
 14. Thames Valley Rehabilitation Company
 15. Co-founder of BLAM charity:
 16. Straight Talking Peer Education
 17. Project Manager for Hackney Women's Haven Partnership (www.hwhpartnership.org) and Claudia Jones Organisations
 18. Church youth leader
 19. Employment Adviser, Tottenham Hotspur Foundation
 20. Student with interest homelessness
 21. BME support worker on immigration
 22. Youth Programme Officer at FORWARD
 23. Volunteer with Apna Haq and Mama Africa Rotherham
 24. CAME and partner in European Summer School
 25. Action for Community Development, Deptford
 26. Forward
 27. Student/volunteer at Greenwich Inclusion Project
 28. Student & volunteer at Hope
-

29. Lead worker at Bawso, a Wales voluntary organisation
30. Founder of Shine ALOUD UK
31. Education and business consultant, community activist
32. Peer outreach worker
33. Student in community development and youth work
34. Co-founder of May Project Gardens
35. Youth Engagement Manager/Girls Group Facilitator
36. Goldsmiths University: Lecturer in community and youth worker; Part-time lecturer + project work (social justice issue & third sector consultancy and training)
37. Leading Routes
38. CEO of BUD / Leading positive change
39. CAME Project Officer

Amsterdam groups (x 2 courses)

1. Goldsmiths, University/Student
 2. Goldsmiths, University/Student
 3. Voyage Youth/CEO
 4. Partnership for Young London / Mayor's Peer Outreach Worker
 5. FW Business Ltd/ CEO
 6. T.A.P. Project/ Volunteer (Student)
 7. Our Mel/ CEO
 8. Volunteer/Student
 9. Community Builders and Independent Academic Research Studies (IARS)
 10. Afrodescendant NGO/ Volunteer
 11. Student
 12. Straight Talking Peer Education
 13. Student
 14. The Manhood Academy/Co Director
 15. Goldsmiths, University/Student
 16. Goldsmiths, University/Lecturer
 17. Apna Haq/CEO
 18. Shine A loud UK/ Manager
 19. Intercultural Ways/ Founder
 20. Ubele/ Communications Officer
 21. Bawso
 22. Education & Business Consultant
 23. InPower Academy C.I.C/CEO
 24. Youth First
 25. Thames Valley Rehabilitation Company
 26. Social, Educational and Cultural Project Development Officer
 27. CAME WOMEN AND GIRLS DEVELOPMENT ORGANISATION
 28. Creative projects manager and workshop facilitator
 29. Goldsmiths, University/Lecturer
 30. Action for Community Development (AfCD)/ Director
 31. CAME WOMEN AND GIRLS DEVELOPMENT ORGANISATION
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- 32. Leading Routes
- 33. Whitton Harrow Ltd
- 34. May Project Gardens CIC
- 35. Tottenham Hotspur Foundation
- 36. Manhood Academy For Boys
- 37. BLAM charity

Appendix 2: Measuring outcome and impact (an example)

EUROPEAN SUMMER SCHOOL

WORLD CAFÉ QUESTIONS

1. What were some of the key moments for you in Amsterdam / Berlin
2. What key learning did you take away? (at least 3 things)
3. What have you done with the experience since you arrived back in the UK? What do you plan to do?

ROLE OF THE HOST

- Stay at the table
- Welcome travellers from other tables to the next round of the conversation
- Briefly share insights from the conversation so others can link and build from their conversations
- Gently encourage people to jot down key connections, ideas, discoveries and deeper questions as they emerge.
- Encourage participants to be as creative as possible – doodling and drawing ideas.
- There are no facilitators only 'hosts'!



Appendix 3: Achievements against objectives: an overview matrix

Course: *Systems Thinking*

| Key objectives | Impact and outcome evidential statements |
|--|---|
| To develop leadership and change management skills by gaining new knowledge, insight and understanding to effect personal, organisational and societal change | <p>I had the opportunity to test run some aspects of the Systems Thinking programme. The response was so inspiring as somehow it seemed to have made sense to the participants, which is down to Lerato and Rebecca (the facilitators).</p> <p>It was a pleasure being with everyone and learning from everyone - difficult and emotional at times but inspiring and empowering.</p> <p>What has impacted me so much is the experience of being with other people, sharing experiences and learning so much from other participants. This has inspired me to do what I want to do as I've seen what other people have achieved, starting from nothing, trying, failing, trying again and always believing it's possible to achieve our dreams, especially with partnerships.</p> |
| To strengthen the capacity of individual organisations to anticipate threat, plan for change and develop new initiatives | <p>I hope to facilitate my own course to share learning as well as learning more about black sexuality in Europe and how this can be incorporated a little more into the work that I do.</p> |
| To impart skills that will enable participants of the project to successfully tackle and navigate the complex challenges that their organisations often face | <p>ST was so amazing; I wish we had more time to explore in greater depth. I am not used to sitting down, listening and learning and it was very intense! It takes me a while to process new theories and tools. I've given myself a year to absorb, integrate and use my learning in practice. Last week I was invited to [name of project] who want to set up a group of parents to set up and analyse what is working and what is not working in current practice – I am going to help them with their research to draw out what good practice looks like and how you can teach this to social workers at an early stage. I will definitely be using ST and TU (e.g. what is the emerging practice, how can you be resourceful, use of restorative practise to work with at risk young people). We can use the stretch collaboration activity to challenge parents/SG/parents' negative views of social work (e.g. 'you can't get social workers to listen'). A couple of Local Authorities have got outstanding recently, this is where everyone is listening and doing stretch collaboration work, learning and listening.</p> |

| | |
|---|--|
| | <p>It was all an eye-opener. It helped me understand more about how I can increase my contribution on several projects I'm involved in. i.e. helping social services improve the service they provide to children services and family service. I loved all of it also because I've been voluntarily helping local authorities for 2 years, the course gave me a language to some tools and strategies I can easily communicate. When I came back to the UK, I shared some of the presentations with my colleagues at the local authority and we set up a drop-in session within social services, led by parents, to discuss what can we learn from each other on specific issues like domestic abuse. I'm currently working with the Prince's Trust to develop a workshop for dads and what social services can do to engage dads better. Some of the dialogue walks we did on Systems Thinking and Theory U helped me in our work with fathers. Learning about deep level listening was crucial.</p> |
| To further develop pan-European connections and partnerships to meet identified development needs and to create new Strategic Partnership projects | <p>I took up the opportunity offered by another participant and on this course; we talked about the learning from the ESS and how we are going to use it in our lives and work. I will be initiating my own project, linking people from Latin American communities living here with communities in Spain and communities in Latin America. I will be linking up with [name of colleague] as we are supporting each other with project development.</p> <p>I'm working with the Prince's Trust on developing a workshop and service for young Dads. It will help them to develop ideas and become entrepreneurs. I am trying to draw on as much of my learning as possible. I have linked up with Manhood Academy as at some point I'd like to work with [name of person] and develop some work with men. In my recent project with Coram I used a lot of what we learned and utilised some of the tools /activities (e.g. we went to look at an archive about Coram - looking at past and present; inequalities; poverty and personal experience). This was a project with young parents and culminated in an exhibition at Westminster Kingsway College as well as a private organisation.</p> |
| To share good practice and create future opportunities to facilitate European and international partners' learning as a 'receiving' UK consortium | <p>I am currently setting up a video blog about what I learnt from ST and TU and how it applies to our work with vulnerable families. One of my colleagues has just produced a video blog about Systems practice, which is directly linked to ST and reflective practice.</p> |

Course: Introduction to Black Europe

| Key objectives | Impact and outcome evidential statements |
|--|--|
| To develop leadership and change management skills by gaining new knowledge, insight and understanding to effect personal, organisational and societal change | <p>"I found the course inspirational and relevant. It was such an amazing opportunity"</p> <p>Amsterdam group felt like a close-knit group and there was more to experience in the area we stayed in. Great location and very interesting organisations. In Berlin, the learning journey and theory wasn't as interesting and relevant as Amsterdam. The Social side in Amsterdam and connections and overall experience was amazing.</p> <p>Amsterdam was an experience that was positive and inspiring – to meet so many people from BME backgrounds doing amazing things in their communities.</p> <p>My understanding of Black Europeans, especially of particular communities such as the Surinamese communities. Learning about Black Europeans and connecting the dots and finding similarities between Black British communities. A personal journey that I shared with family and friends when returning</p> <p>Learning about the impact of slavery gave me power / more empowered to go out there without being ashamed of skin colour/ hair/ physical features / more proud to be a black man.</p> |
| To strengthen the capacity of individual organisations to anticipate threat, plan for change and develop new initiatives | <p>Overall thing – the fact of knowing something of history that affects your community allows me to have more words/ knowledge to support my view points – can argue more coherently and confidently re impact of racism and effect of slavery</p> <p>I am developing a project around Black Europe specifically Black youth and crime, looking specifically at developing a programme that looks at Black identity in a therapeutic setting and will be using some of techniques with students.</p> |
| To impart skills that will enable participants of the project to successfully tackle and | <p>More aware that we face similar issues in other European countries being Black – learnt that we need to build more partnerships alliances/linkages between European organisations as it will make us become more effective and stronger</p> |

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| navigate the complex challenges that their organisations often face | <p>A lot of the participants could identify across different countries – we are not experiencing unique issues they are very similar pan Europe.</p> <p>I particularly enjoyed the walking tour of Black History in Amsterdam was a great experience. It made me want to find out about similar things in London and what points of black history could be visited and celebrated in London. I found the session on emotional wellbeing very useful, it reinforced the importance of listening skills in community work.</p> |
| To further develop pan-European connections and partnerships to meet identified development needs and to create new Strategic Partnership projects | <p>Using tools, doing more partnership working, it's opened up new avenues</p> <p>I would like to see a programme more connected with young people on the Africa continent to talk about the African Diaspora and its role – more flow of information as to how young people on the continent see us as African Diaspora young adults.</p> <p>At the same time to keep building bridges between Black Europeans to bring to the institutions that need to create policies to reach local African Diaspora populations and also to research into areas such as health issues that affect for example Black women more than white women.</p> <p>I was interviewed by a guy from Reading (who I also met as a fellow participant on the Introduction to Black Europe programme – neither of us could remember each others' name!) – who was developing a mentoring programme and website – he interviewed [name of person] about being a Black Spanish man in the UK and how he felt when he came to the UK. [name of person] was seen to be an inspiration to other young people to know that there are Black Spanish people living in the UK.</p> |
| To share good practice and create future opportunities to facilitate European and international partners' | <p>IBE helped us understand Amsterdam in a really different light. It's so important in the current climate to explore this and empower people; take some of our learning to Europe!</p> |

learning as a 'receiving'
UK consortium

I shared the euphoria I experienced of connecting and building bridges with an organisation I am also involved in Barcelona and Spain – to try and create more similar things. Got a bit stuck as I have been busy in the UK and in Africa.

I now see through a different lens and have some more knowledge into Europe's Involvement in the Slave Trade.

I am planning to organize an event in Liverpool including feedback of the training for local Black Community, visit of the International Slavery Museum and Black History walk in Liverpool City Centre and Toxteth.

I plan to share and use my learning through the workshop I deliver to my participant and work colleagues, help them become more aware of black history

Course: Introduction to *Theory U*

| Key objectives | Impact and outcome evidential statements |
|--|---|
| To develop leadership and change management skills by gaining new knowledge, insight and understanding to effect personal, organisational and societal change | <p>I really enjoyed the practice of sensing journey to the urban garden and practising the level of listening. It was really useful to discuss the different perspectives of this experience with the other members of the group.</p> <p>Learning journey was a positive experience - more of this and contact with people living and working there would have been good. I really enjoyed meeting everyone and sharing what people had done in different organisation and hearing about their plans for future</p> <p>I know what I learn will empower me and I can empower [others] to understand their identity”</p> <p>Reflections afterwards around diversity and inclusion and the similarities and differences between Berlin and London.</p> <p>This course has been very useful for me in terms of my inner learning, as I have acquired a new approach to seeing and understanding problems and situations that communities might be facing... I am planning to use this approach ...in my current work and future project.</p> |
| To strengthen the capacity of individual organisations to anticipate threat, plan for change and develop new initiatives | <p>I appreciate the time spent by Benjamin and Michael [facilitators] on preparing the course and also coming into this after the issues in the other groups, so I am appreciative of letting me find out there is another tool to add to the box and what it might be useful if needed.</p> <p>This course has been very useful for me in terms of my inner learning, as I have acquired new approaches of seeing and understanding problems and situations that communities might be facing in their own contexts. I am planning to use this approach to the emerging future in my current work and future project I will be involved.</p> |

To impart skills that will enable participants of the project to successfully tackle and navigate the complex challenges that their organisations often face

The importance of listening skills was powerful. Here in London we rush and don't take time to be present and listen. This can lead to conflict. We also need to create space for reflection to learn and improve. This course has been a good reminder.

Learning journey was very much the highlight; interesting and inspiring – my group went to a garden, the Prinzessinnengarten in Berlin. It opened my mind to how things could be managed. It was a small oasis in the city; the culture was self-managing and very in touch with nature even though its located in the city.

I remember how positively it impacted on me to find out about a different way of creating an ecological and self-managed common inside the city of Berlin with open access to everyone. I really enjoyed learning about alternatives ways of community work within the city that offer something different to the usual commodities. The vibes there were very positive. I also enjoyed the group discussion afterwards, the reflections about community spaces and diversity.

The learning journey to an arts community collective was a rich experience; the team there were making a real difference, connecting with their local community and offering their skills and art. The power of the connections and learning from others and their unique experience and insight is inspiring every time.

TU key learning was about the levels of listening, reflection and what we are missing when we don't engage at this deeper level. I have used this for myself in personal life and in my work supporting vulnerable people with learning difficulties. When someone displays 'challenging' or unconventional behaviour I focus on listening to what the person is telling me, being calm and showing that I want to understand this person's communication without judging. This usually makes a mirror effect on the other person, because s/he feels some empathy is being offered and this is calming (co-regulation).

I liked 3 D modelling - v useful to spend time on this. Presencing and reminding myself to really listen and observe, useful. learning journey was valuable. Modelling is something I could use with students in the

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|---|--|
| | <p>future.</p> <p>The 3D modelling activity is a tool I took away - it was really good time with a partner; chance to look inside yourself. I have used it with some of my client groups which has helped me to look at myself from different angles.</p> <p>The 3d mapping tool, was a great learning tool. I never anticipated to unpack so many deep routed feelings I have. It was a beautiful experience because I still have my model, I look at picture of it often, it was great to look at my life and put into place new learnings and discoveries about myself.</p> |
| To further develop pan-European connections and partnerships to meet identified development needs and to create new Strategic Partnership projects | <p>We can see different communities working together here. In this project it seemed more homogeneous and it showed the different histories of immigration and diversity. Here it seems a different scenario around diversity. In my own country, Spain, there is a different history of immigration.</p> <p>I am linking up with organisations working with asylum seekers and refugees to look at putting together a bid for funding.</p> |
| To share good practice and create future opportunities to facilitate European and international partners' learning as a 'receiving' UK consortium | <p>I Will be using some of the language & learning directly into community awareness courses I am writing - also with the group of training the trainers, also meeting up with local BME community groups & looking at how we can use the proto-type exercise & other learning directly</p> |

Course: Introduction to *Action Learning*

| Key objectives | Impact and outcome evidential statements |
|--|--|
| To develop leadership and change management skills by gaining new knowledge, insight and understanding to effect personal, organisational and societal change | <p>It helped me be more focused with my consulting.</p> <p>Developing your project idea with the help of [name of person]. In my placement I have been asked to develop activities and workshops on leadership. I am using Action Learning with the young people to support the young people to present their issues and ideas and get support for these. It is very accessible. The young people have lots of ideas and can support each other with deep listening. I am also training mentors in schools to work with their peers and am using a number of the tools/activities from ST and TU in this to enable reflection.</p> <p>Most unexpected impact was the way the course was facilitated and promoted a great deal of reflection within an environment where everybody learnt from each other. This is an approach I am not used to and helped me to reflect how important it is to create this kind of space at every level – in family, home, work and community. Free space where everyone brings something and everyone takes something. It's very powerful and very empowering. It relates to creating a culture of care and community. This is something I would like to reproduce in the future in different contexts. Work and personal life.</p> |
| To strengthen the capacity of individual organisations to anticipate threat, plan for change and develop new initiatives | <p>I plan to do more introspective work and sharing with friends</p> <p>I wasn't expecting the Action Learning to be so intense and transformative. I learnt that everyone has something they are going through. It helped me personally to see how I can reflect and let go of certain issues I have faced.</p> <p>Expected a tool for planning for future work but I realised I can do a lot more than just my day job. I can use the skills I have to do more fulfilling and tangible work, the opportunity to self-reflect and look at the things I am good at and can monetise from.</p> <p>It has impacted me in my day to day work, it has helped with the supervision I do with my students and my consultancy work, I have been deploying the strategies and tactics I learnt.</p> |

To impart skills that will enable participants of the project to successfully tackle and navigate the complex challenges that their organisations often face

I feel so much more confident when I am facilitating now. I can help the group take ownership of the meeting. I have got a great deal from the learning in terms of skills to do my job better; mentoring, teaching the volunteers.

I liked that Action Learning was smaller group, every individual was given the opportunity to speak about an issue they were going through. I found it to be extremely useful as a framework which I have started to implement in my practice - I have used it a lot since returning.

I particularly enjoyed the 3D modelling, it was great for introspection it helped me to reflect, it showed me visually what was in and out of my control, which really helped me to put things into perspective.

Setting up the self-facilitated groups was left to key people in each group to take forward, so I haven't followed up on this and don't know how far this has gone.

I will be interested to learn more from the evaluation and feedback process

I'm trying to carve out more time for myself to think, reflect, write notes. I now take a notebook everywhere with me and on bus, train etc. will just jot down reflections as they arise.

I learnt a new style of facilitation and it taught me the art of asking questions which has proven to be very useful in my practice. I now approach questioning very differently; I no longer ask loaded or leading questions and use more open questions, which has enabled the young people I am working with to come up with their own solutions

To further develop pan-European connections and partnerships to meet identified development needs and to create new

I met with [name of person] of Whitton Harrow Limited and we are planning some sessions together (i.e. on mental Health Training for refugees and another on Positive Thinking for young people). I have been involved with various Ubele projects since ESS and will be meeting with the CEO/Founder of InPower UK to develop a project on mentoring young people.

**Strategic Partnership
projects**

**To share good practice and
create future opportunities
to facilitate European and
international partners'
learning as a 'receiving' UK
consortium**

The importance of questions and enabling people to recover solutions, it enforced and strengthened non-directive tactics and strategies when working with groups and affirmed the approach that people can come to solutions themselves. People were coming up with problems and finding solutions and next steps, which was brilliant to have a go and facilitate an action learning set. It was great to listen and then have an opportunity to practice, I found it very useful.

Informal feedback has been very positive with continued sharing on What'sapp of information, events, resources and early reports of what people have done.

PARTNERS:

