



# CREATING RESILIENT COMMUNITIES THROUGH SOCIAL LEADERSHIP

1/11/2016 – 30/11/2017



Written by Marietta Harrow  
Designed by Anita Duda



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# PROJECT SUMMARY

Our project, called 'Creating Resilient Communities through Social Leadership' (CRCSL) was designed to give community organisations the opportunity to participate in social leadership training programmes that are rarely available to them and yet that could make a substantial contribution to their work in communities.

The project design and delivery involved a UK consortium of 4 sending organisations and 2 receiving European partners who provided training; a 3-day course for 25 participants on Change Lab Theory facilitated by Impuls in Berlin in June 2017, and a 4-day course for 16 participants on Appreciative Leadership run by Fractality in Athens in September 2017.

The Ubele Initiative (TUI) was the lead UK partner. TUI is a not for profit, Black and Minority Ethnic community led organisation with a mission to contribute to the sustainability of the African Diaspora community. Through social leadership development, community enterprise and social action, TUI supports staff in projects and organisations across the UK, to address some of our most pressing social, economic and political concerns. The development of future leaders of BME communities has been a central feature of TUI's work over the past 7 years.

The other consortium members are:

- Whitton Harrow Ltd. (WHL): a small consultancy organisation offering diversity and inclusion training, leadership coaching, learning resource development and project management
- Beyond Business School Consulting (BBS): a small consultancy organisation who facilitate Change Lab processes and leadership development
- CAME Women and Girls Development Organisation (CAWOGIDO) - working to empower vulnerable girls and women from the African diaspora.

THE PROJECT SOUGHT TO:

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**DEVELOP SOCIAL LEADERSHIP SKILLS OF KEY STAFF**

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**GIVE PARTICIPANTS NEW FRAMEWORKS FOR ENABLING POSITIVE CHANGE IN THEIR COMMUNITIES**

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**LEAVE A LEGACY OF NEW CONNECTIONS, GOOD PRACTICE, RESOURCES /IDEAS SHARING AND NEW INITIATIVES**

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**The planned trainings, preparation and follow up activities addressed the learning needs of the consortium beneficiaries. Participants acquired new knowledge and developed skills in social leadership, Change Lab methodology and “Systems Thinking”.**



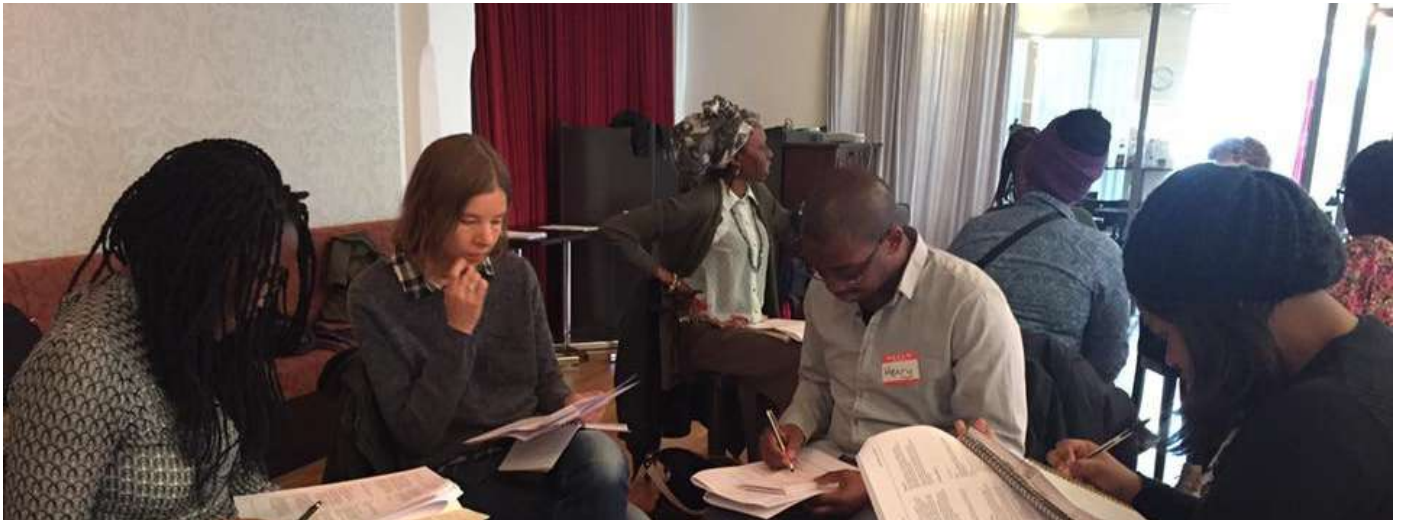
Our consortium's vision was to create and develop a team of skilled community leaders/change facilitators through learning groups with much greater racial, gender and age diversity than has been traditionally found on many of the innovative social leadership programmes.

**The outcomes would be:**

- To strengthen the capacity and resilience of individual organisations through a planned programme that includes two European adult mobility activities
- To develop leadership skills and competences
- To encourage collective action as a way of solving community-based challenges
- To impart new skills for navigating the complex challenges that their organisations and communities often face
- To develop pan-European connections and partnerships
- To share good practice
- To create transnational and international partnerships and become as a 'receiving' UK consortium.

**Our objectives were achieved. 40 participants, mainly from BME community organisations, came to learn together on these two mobilities. The groups were diverse in age, gender, background, ethnicity, culture, educational and work experience and many other dimensions which made the learning all the richer.**





Since the training mobilities, participants have taken the learning back into their own organisations with noticeable impact. Connections made between different organisations have planted seeds for new relationships and initiatives including:

- a collaborative multi-media project;
- inviting participation in other European and Erasmus+ projects such as Yo!Fest 2018 in Strasbourg;
- PatHERways (Youth Key Action 2) for young women and the European FGM network in Brussels
- strengthening local leadership and governance arrangements in several participating organisations by inviting individuals from other organisations to join their management boards.
- TUI has substantially increased the number of partnership projects it is leading.
- WHL and TUI have been approached to become a receiving partner for a KA1 funded project for professional development of teachers/trainers working with refugees and asylum seekers
- one of the beneficiaries has initiated a project working with homeless families in Brent
- two of the beneficiaries have come together to design and deliver a project in the UK and in Europe
- younger participants (under 30 years) have become more actively engaged in their organisations and are beginning to emerge as a new generation of leaders
- the consortium has designed, bid for, and been awarded funding to deliver a second phase of the project.



**We anticipate that positive outcomes will continue to emerge and will extend well beyond the formal end date of the project.**

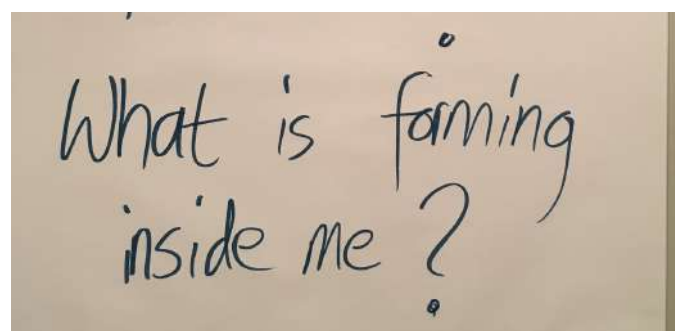
# PARTICIPANT GROUPS



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.



### **The participants' organisations and /or job roles were:**

- 198 Contemporary Arts & Learning
- Providing advocacy and support to girls and women in crisis from BME communities at MAENDELEO SERVICES
- Consultant and former teacher
- TS4SE Co-op Ltd – working with asylum seekers and refugees
- TUI: Communications, branding, skill share workshops and Directors/change facilitators
- Carnaval del Pueblo: creative arts and festival projects
- Volunteer for community-based projects & public health officer for Brent
- Training and Education consultancy; working with vulnerable children and young people to raise educational achievement
- Daughters of Africa: support, training, advice
- Delivering a cycling project for BME women
- Manchester Congolese Org (MACO); addressing gender violence
- BBS Resources/IT co-ordinator
- Training Co-ordinator @ Wilde Foundation supporting vulnerable girls and young women from BME communities
- Senior Associate - organisational development lead at AKD Solutions (L & D)
- Making Education a Priority (MEaP)
- Mentor and advisor at 'Opportunity for all' working with BME communities
- Accountancy & business advice
- Foundation for Women's Health Research and Development: Project Manager ADAPT
- Voice4Change (Mali Project)
- IT consultancy
- CAME: Volunteer - fund-raising, project implementation and report writing
- National Programme Action Co-ordinator at CAME
- Bamberry Consulting and Aspiring for Children
- Volunteer for community-based projects & public health officer for Brent
- Aik Saath
- Working with Men
- FORWARD (Foundation for Women's Health Research and Development)
- Lambeth Business Advisory/Brixton Neighbourhood Forum
- The African Pot (T.A.P.) Project
- Artist and graphic designer and Ubele Associate



# A diversity overview of our participant group

There was a range of experience, skills, talents and leadership roles within the group which created a rich learning environment for everyone.

The groups were diverse across all dimensions.

**The Creating Resilient Communities project provided 41 training places to 35 participants (6 participants attended both mobilities) from 39 different organisations.**



## Gender

- 11 men
- 24 women

## Age

- 11 under 30 years of age
- 9 aged 31 – 50 years
- 15 were 50 +



## Ethnicity

32 out of 35 people were from Black and Minority Ethnic Communities and of the 32, 29 were from the African Diaspora.

## Nationality 8 different nationalities

- American
- British
- Colombian
- Congolese
- Kenyan
- Polish
- South African
- Zambian



# PLANNED ACTIVITIES TO ASSESS PROJECT OUTCOMES

We carried out a range of activities to ensure positive outcomes. These started whilst we were developing the project outline and funding bid. Key activities were:

- Establishing strong relationships with our receiving partners to ensure that the learning objectives and programme design were tailored to our learning groups
- Making sure that the organisation and administration of the mobilities was planned in detail
- Developing a robust application and recruitment process to ensure that each participant understood the purpose and aims of the project and could benefit from the training mobility
- Ensuring pre-course preparation for all participants which included: reading and video materials
- Sound communications via phone and skype discussions, regular email exchange, setting up a Facebook group, twitter accounts and WhatsApp group prior to each mobility. These provided opportunities to connect, share ideas and keep in touch before, during and after the mobilities. The WhatsApp groups are still active and have helped participants to develop joint community initiatives
- Reflection and validation activities at the end of each course. Participants created action plans to take their learning and ideas back into their organisations, communities and networks
- Dissemination: documenting project outcomes thorough blogs in TUI monthly newsletters
- Final event: a 'Reconnecting and Reflecting' evening on the penultimate day of the official project finish date to which participants from both mobilities came.





We have had 1:1 discussions with many of our participants to find out about impact and outcomes, whether expected or unexpected. Many participants completed our evaluation form in addition to that required on the mobility tool. This asked specifically about whether the mobility objectives were met and what results have emerged or have started to emerge.

#### **We have measured the success in several ways:**

- Participant groups – both groups were truly diverse across many dimensions which led to rich learning
- Positive feedback about the courses/tutors/whole experience from all participants and where relevant, from their managers
- The consortium funded an extra training place on each course because of demand for places
- A strong network of support and sharing of relevant information /ideas has been created: there are new and sustained connections within each group and across the two groups
- Impact of the learning that people have taken into their organisations
- New areas of work that participants have told us they are developing with each other after meeting on these courses and finding shared areas of interest
- Use of a range of media platforms and creative methods including Storify ([www.storify.com/businesslp/building](http://www.storify.com/businesslp/building)), producing a short film and Graphic Harvesting to capture and disseminate the experience
- Engaging participants in other social leadership and learning programmes to expand the work of the lead partner, TUI
- Using learning derived to improve the design and delivery of the ‘Towards Resilient Communities: European Summer School 2018’.
- Interest in our 2017/18 programme – we have already had several enquiries about how to apply for places from the 2017 participating organisations and from their wider networks.

**This project has provided a springboard for developing a network of community organisations across the UK and in Europe. We have encouraged participants and their organisations to learn about, and to link into a wide range of Erasmus+ opportunities.**

# PARTICIPANT FEEDBACK

Feedback about the whole experience was overwhelmingly positive. Participants highlighted the benefits and the personal and professional development arising from the:

- travelling to a different country, city and culture
- richness of the learning programmes
- usefulness of the learning and practical ways it could be used in workplaces and participant communities
- facilitation of the courses and learning environment created
- robust organisation, practical aspects and communication
- social side of the experience and opportunity to meet new friends and potential partners
- potential for future partnerships/collaborations.



This was the first Erasmus Plus mobility training for almost all participants and most said they intend to participate in other Erasmus Plus activities in the future.

*“We are keen to develop new European partnership projects with our delivery (receiving) organisations as the mobility was even more profoundly powerful than we had hoped.”*

Feedback tells us that the individual programme learning objectives for each mobility, and the overall project objectives were achieved. The project gave opportunities to people who would not have been able to afford or have access to this training, and included people who are unemployed, volunteers or low-paid community workers:

*“Many who attended this course would not have had this experience without the support provided by this programme. Having an inter-generational group was both rewarding and challenging.”*  
(Berlin participant)

Participants were happy with most of the practical arrangements, particularly in Athens.

Participants on the Berlin mobility suggested a few improvements.

## Practical aspects:

- Some felt that the venue was too far from the hotel. On the other hand, one participant commended this aspect of the experience as it gave an opportunity to experience day to day life in different parts of the city
- Some participants didn't like the restaurant choices. We would consider giving more flexibility around eating out next time although as one participant commented, part of the reason for choosing the restaurants we did was to give people a new experience and to bring the group together socially.

## Facilitation of the learning programme and group dynamics:

There was highly positive feedback about the facilitation in Athens, the only caveat being that the working hours could have been shorter to allow time for more participant-led group socialising and new cultural experiences. Some of the Berlin participants felt that the facilitators let the agreed programme content slip, which meant that we did not have time for some of the content planned on the last day around testing prototypes. There was also some dissatisfaction expressed that two of the older group participants intervened and ran a different activity to the scheduled programme. Other members of the group, particularly the younger leaders, felt this should have been discussed and agreed in the whole group rather than being the decision of 3 or 4 elders.

The facilitators, TUI Directors and Project Manager discussed this when reflecting together after the mobility. At the time, it felt right to give space to the conflicts that had arisen in the group discussions. However, we took on board the fact that 3 days is a limited amount of time to explore and understand a complex theory and that the decision to change the programme was not made democratically. We agreed that in future, changing the programme structure needs to be discussed and would ideally be a group consensus decision. Even though this situation emerged, the intergenerational nature of the group added a rich and new dimension to the overall learning experience.

## Participants' feedback about what they had gained:

*"My Athens experience is an eye opener to new approaches of leadership. Learning and sharing knowledge."*

*"It was very interesting learning experience and the 4 days exceeded expectations in that the whole experience delivered. Not just the rich written content and theory, but also conversations and stories during the break off groups (and evenings) and the learning gained through the experience of other members of the group and as a collective. Also, the encouragement given from others was affirming too."*



*"I enjoyed particularly the Appreciative Inquiry discussions as a way of bringing different ideas together in a constructive way. I Learnt about different models of A.I and enjoyed the sharing of ideas/ dreams and experiences within the groups which was both interesting and inspiring."*

*"More tools to access to create change and improve resilience."*

*"Hope for stronger partnerships and connections."*

*"Fabulous new ideas."*

*"The fish bowl technique (observing & listening)."*

*"Positivity, seeking challenges not problems, turning them into a positive."*

*"Keeping an open mind, heart and will."*

*"Learning the methodology, digesting and understanding it and putting the concepts into our own terminology."*

*"The energy and zeal to create change."*

# LEARNING OUTCOMES

All participants across the 2 mobilities gained new competencies in the practical implementation of new change management and social leadership theories.

## Change Lab and Theory U Course

**Participants actively explored this social technology to develop their personal change facilitation and leadership capacity. They learned about change lab and U mindsets and process tools, including 'presencing'; opening of the mind, heart and will; the U journey; stakeholder interviews; 4 levels of listening and dialogue; sensing journeys; prototyping and peer coaching through case clinics.**



Participants learned on all these levels:

*"I have started to use the different mythologies we experienced such as the learning journey, case clients and sculpting." Berlin participant from AKD Solutions*

*"I have started to use Prototyping within our community group organisations and with external groups to develop links and create a stronger sustainability." Berlin participant from CAWOGIDO partnership*

*"Attending the course has improved my active listening skills and my ability to interact with other organisations. I met some lovely people and am still learning." Berlin participant and volunteer with Carnaval Del Pueblo who subsequently applied to train as a youth worker because of attending the course.*

*"I feel that the Theory U practice and the tools are very interesting in my own search for enhancing positive change in myself and others."*

*"I found that the T U frame work and methodology clear and useable model: it all resonated with me."*

*"Visits to the different community organisations and projects were very interesting in how they were formed and developed."*

*"Characters came out that people didn't expect. People who aren't natural leaders came out."*

*"The facilitators demonstrated the importance of active listening (which is one of the larger components of theory U) by allowing the participants to share their opinions and ideas freely."*

*"I found this method of active listening to be effective as it allows the person to completely express themselves completely, which in turn gives you a better sense of understanding."*

*"It provided the tools for individuals to use to develop skills in CO-INITIATES, CO – EVOLVE, CO-SENSE CO-CREATE CO – INSPIRE and an understanding of Theory U which develops seven essential leadership capacities: 1. Holding the space of listening 2. Observing, 3. Sensing, 4. Presencing, 5. Crystalizing, 6. Prototyping, 7. Performing: this will enable better leadership skills."*

*"I did learn leadership skills which would help me know where to start for a new project I was passionate about and had to deliver."*

*"It was good to meet the organisations in Berlin and see how they work in the community."*

*"The training even was an excellent learning platform which enabled us to share information and experiences with peers from different parts of the country. Being away from our standard work places enabled us to focus on the task at hand and develop deeper connections amongst the team. Highly recommended."*

# Appreciative Leadership



**On this mobility, participants gained a deeper understanding of themselves and their organisations. They acquired new tools and approaches for thinking about challenges and considering future options. They developed their positive perspective and gained knowledge of A.L. methodology and how to apply it effectively.**

Participant feedback showed that the learning objectives were achieved, and that new knowledge, skills and mindsets were acquired by participants in line with what was planned. Many participants described improved confidence and self-awareness as community leaders as well as learning new frameworks and tools:

*"I think the impact and benefits that stand out for me are growth and confidence." Athens participant from Making Education a Priority*

*"I will share the learning in the leading of my teams especially by using the appreciative leadership model."*

*"I will look closely at the personal state that I am in before I help someone."*

*"I have started implementing theory U."*

*"I will use the learning journey process."*

*"I plan to share my learning with partner organisations and colleagues."*

*"I understand the theory of appreciative leadership and how it follows on so well from the theory U"*

*"All of the learning was relevant and a good mix of theory and activities and group reflection"*

*"I am much more confident in my role as a program manager"*

*"Networking wise it has been really good"*

*"I will use appreciative inquiry in Project Mali in partnership with Ubele"*

*"I have gained new colleagues and networks. Sharing ideas will continue"*

# IMPACT



Participant feedback details the enjoyment and inspiration gained from the learning programmes, and the positive impact of the learning programmes on improving work activities. Local impact includes improved competency of participants post-training and their ability to make effective use of their new skill set.

*“Overall the whole experience was an excellent enriching opportunity for myself and will most assuredly aid me as I go forward on my journey towards making a positive impact in my community.”*

*“Offering fresh perspectives on inter-generational working.”*

*“My Athens experience is an eye opener to new approaches of leadership. Learning and sharing knowledge, skills and experience with a multicultural group of community leaders has enriched my perspective and vision for the future work of my local organisation. Having Ubele Initiative continuing will help us and our young and emerging leaders to participate in the initiative and develop their own skills for a better leadership.”*

At the Reflections workshop participants described using the learning in their workplaces and communities. Several participants have linked up to develop new projects together.

*“...from participating in the course I have gone on to collaborate and work with the Project Mali Manchester Enterprising Leaders group.” Athens participant, Making Education a Priority”.*



**Theory U Training in Berlin, Germany (June 2017) - video made by one of the participants**



Participants are seeing the positive impact on the groups and communities they work with in the UK and in other countries, including Cameroon, Columbia, Trinidad and Zambia.

*"The course itself provided new tools to use and take away which everyone was looking forward to applying in their organisations."*

*"I wouldn't say I plan to do anything differently but with more confidence in my abilities to lead new initiatives e.g. at work designing and running mentoring drop in sessions for local youth in the area along with other workshops that will be beneficial for them."*

*"Most members felt they had come with little knowledge about Appreciative Inquiry but were now looking forward to revisiting the content of the course once back home, thinking about how to apply it in their organisations and discussing it with colleagues once back at work."*

*"I have used the framework of A.I in formulating questions for a work project that I recently did. The project's aim was to understand the impact that a recently introduced Policy on Housing by the Council had on the local community. The project worked with Homeless charities, legal advisors, community representatives and landlords. I formulated suitable questions to discuss with the group and created space that encouraged and explored different ideas. The information gained from this project, led to changes within the Housing Team, which included: Change of Work Processes to reflect the needs of the local population, better access to Council's services, and translated information to different languages to improve communication."*

*"The processes developed for working following this course, has been adopted and incorporated into the Council's Processes of work."*

*"I have already started to use some of the rich processes and tools that were new to me. For instance: learning journeys, open space, world café and appreciative enquiry will be integrated into my training programmes for professionals working with vulnerable young people as well as for a European partnership project."*

*"It was a great way of bringing together and developing a platform for joint collaborations between the various organisations in creating joint projects and future initiatives...."*



Many national, regional and local organisations are expressing a need to finding effective ways of engaging BME community-based organisations and front-line staff in their work. TUI's work with supporting and empowering BME communities was recently acknowledged in the new national commission report on The Future of Localism (2018).

There has been a gap in targeted social leadership training for BME communities, so this project is making significant contribution at a national and local level. It has increased the social leadership competence of BME staff and the capacity of their organisations to deliver social change in local communities. As TUI is a national initiative, the impact will extend well beyond the project. Learning will be shared through TUI's growing networks of organisations interested in supporting its vision e.g. The Rank Foundation ([www.rankfoundation.com](http://www.rankfoundation.com)) and Power to Change ([www.thepowertochange.org.uk](http://www.thepowertochange.org.uk)) and Lankelly Chase ([www.lankellychase.org.uk](http://www.lankellychase.org.uk)).



The UK has long-established Diaspora communities. Several European and international organisations have asked to partner with TUI on transnational initiatives to learn from best practice of working with these groups. TUI are exploring the possibility of replicating this project in other EU countries with more recently established Diaspora communities including France, Germany, Netherlands and Portugal.

Theory U Training in Berlin, Germany (June 2017) - video made by the facilitators: Benjamin Kafka (Impuls) and Simoon Fransen (Presencing Institute)



# EUROPEAN AND INTERNATIONAL DEVELOPMENT & NEXT STEPS

Consortium lead organisations and their partner organisations have increased their capacity to co-operate at European and international level because of delivering and participating in this 2017 project.

A key part of our increased capacity arises from our ambition to deliver a similar project on a larger scale. The consortium bid for KA1 Adult Education funding in 2017 and will be delivering the project in 2018. The project entitled: “European Summer School - Towards Resilient Communities” builds on our learning, experience and partnerships from the 2016/17 project. We now know that we can successfully deliver such a project.

As we embarked on the delivery of this project, the consortium also approached two new partners with international reputations; Reos and Untold. We asked each organisation to become part of our bid for a further Erasmus Plus project and to apply for Erasmus+ recognition as a provider.

We identified these two organisations as potential partners because the Director of TUI has previously worked with them and has high regard for the quality of their learning programmes. The values, purpose and training offer of both organisations are an excellent fit with the consortium goals for the 2018 project.

Reos Partners ([www.reospartners.com](http://www.reospartners.com)) is an international social enterprise that helps people move forward together on their most important and intractable issues. They will be offering systems thinking training. Reos have facilitated systems thinking exercises with diverse groups of stakeholders in many different geographic contexts specific to complex social problems such as education, health, food, energy, community development, peace-building, and democracy.

The systems thinking courses are an empowering experience for leaders in communities and organizations, particularly in terms of identifying strategies for working on root causes of the social problems they are addressing. Further, it helps leaders to see a bigger picture of their work, recognize unintended consequences of their actions (positive or negative), maximize unexpected opportunities, and to see and use the resources inherent in social systems more effectively.

Untold is a multi-disciplinary empowerment, theatre and dance organization working with youth and young adults since 2003. Untold uses West-African and Afro-Caribbean art forms to reach young people of African descent and support their sense of identity and culture. We are working with them to design a bespoke Black studies summer school which uses creative art forms in the learning approaches.

Our experience of designing and delivering the 2017 mobility meant that we could be more proactive as a consortium in approaching organisations we wanted to work with.

As a consortium, we have developed a training and consultancy offer for the UK and for Europe/international organisations. We have publicised our offer through our own networks and on EPALE. Last year a Swedish organisation successfully bid for KA1 Adult Education funding from their national agency for one of our courses. The course will be delivered in August 2018 and we have invited other European organisations to apply for funding through the 2018 call. We have been in contact with several organisations who wish to apply for places on this course. 7 organisations from 6 different countries are currently developing bids to submit to their funding agencies.

We have recently been approached by community-based and training organisations in Italy, Germany, Sweden, Spain, Turkey, Iraq and Poland about the possibility of developing KA1 and KA2 projects together.

# SHARING LEARNING

39 different organisations participated in the two mobilities. These organisations directly benefit. Here are a selection of feedback comments about how the experience has been shared with peers inside and outside their own organisations from participants across the two mobilities:

- "I have shared the Theory U model learning method with colleagues. We will use the U framework to develop our community projects in the present and in the future."*
- "I am taking the frameworks and ideas into our educational meetings."*
- "I will be listening actively and have discussed and shared the Theory U model learning method."*
- "I am using the U framework to develop further myself and community projects that I am involved with at present and in the future."*
- "I would like to find a way of implementing it within our training."*
- "I have been applying the mentality to how I work. Working in a way that takes into account the emerging future."*
- "I will share the learning in the leading of my teams especially by using the appreciative leadership model."*
- "I have started implementing theory U and am setting up learning journeys for my team."*
- "I have shared the learning with my colleagues in two different organisations. I plan to use the approaches and methods such as open space, fishbowl and world café in my training programmes on working with refugee and asylum seekers."*
- "I am briefing my staff team on the appreciative leadership principles and practice with a view to integrating the approach into our team meetings and work on organizational development."*
- "I have shared my learning with partner organisations and colleagues."*
- "We are now looking at the structure we have achieved over the years, highlighting what we can do differently after our learning and making our new learning influence current work and future projects."*
- "I have increased awareness/ confidence in negotiations and asset transfer."*
- "I am inspired to travel and take my experience and learning outwards, beginning with work in Barranquilla's Carnival in February/ exchange."*
- "I have set up some workshops around appreciative leadership for my organisation and our partners."*



**Skills and competence developed acquired during the Theory U training have been not only shared but directly introduced to TUI's European partners who visited London recently as part of the Key Action 2 Adult Education mobility (referred to above). It has also been introduced in the Caribbean region by one of the TUI Directors who attended the training. He used the frameworks and tools to enhance the staff learning experience in mental health first aid.**

# FUTURE PLANS

We are working with our receiving partner Impuls in 2018. We have deepened our relationship with this organisation through working closely with their facilitators in 2017 and by keeping in touch subsequent to the mobilities. Impul will again be a receiving partner and will offer two courses on systems thinking and two more training programmes on Theory U; an 'Introduction to Theory U' course for a new group and a training in how to facilitate Theory U for previous participants.

We have deepened our relationship with Fractality and are currently developing a KA1 Adult Education bid for the 2018 call. We are hoping to provide 4 further training and development courses for 80 participants. These courses will introduce new participants to Appreciative Inquiry and will extend the learning of participants from the 2017 course. It will explore related subjects and frameworks in-depth e.g. Art of Hosting / Open Space / Action Learning.

The 2017 participating organisations are all on Ubele's mailing list and everyone will be informed of the new opportunities through the 2018 mobilities.

The consortium for the 2017 programme includes 3 of the original 4 partners for Creating Resilient Communities: The Ubele Initiative is the Lead Partner, Whitton Harrow Limited will again provide the Project Management and CAWOGIDO will be allocated training places, then recruit and prepare participants from their networks.

All the consortium partners and beneficiaries continue to work on other projects outside Erasmus Plus, and to share ideas for new areas of work.

Participant feedback particularly commented on the benefits of developing new connections and networks:

*"The project provided a good platform to be able to collaborate with like-minded individuals overseas."*

*"I have made links with a number of organisations who attended the course and shared contacts and ideas that support their aims and objectives."*

*"Networking wise it has been really good."*

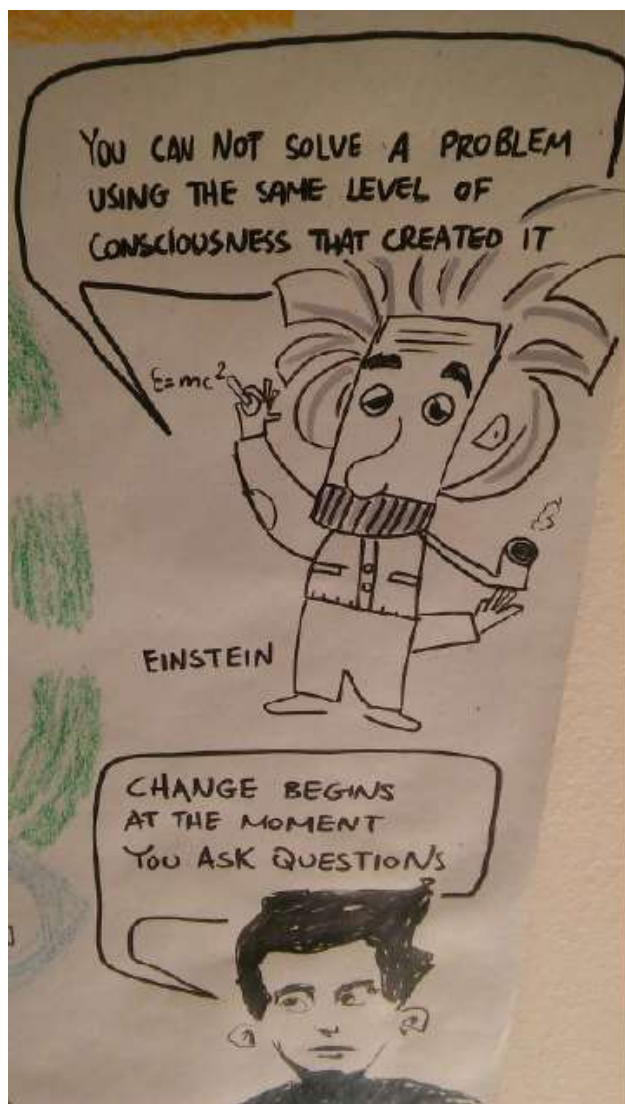
*"I have increased my ability to interact with different organisations."*

*"I have developed new links and will be working in collaborations with some of the organisations I met."*

*"Possibility of working with new people that I met."*

*"I have increased my network."*

*"Widen my networks, a shift of ideas for a positive outlook/ perspective/ image."*





The Ubele Initiative is currently leading a new and innovative Power to Change funded national pilot project with several of the organisations which participated in the CRCSL project. The MALI Enterprising Leaders (MEL) Project is a 15-month project which commenced in February 2017. It focuses on the development of community leadership capacities with 6 organisations in London and Manchester. The physical community spaces (centres, shops and sports fields) will be developed to create sustainable community organisations through social leadership and enterprise development.

The timing of and learning opportunities offered via the CRCSL project provided an excellent platform on which to first help build and then further deepen relationships between TUI and social leaders from these 5 organisations. This has led to a cross fertilisation of relationships, activities and ideas both between TUI and organisations and between individual programme participants. TUI led support will continue to be provided to the 6 groups on the MEL programme until May 2018. However, a recent TUI visit to the Manchester groups identified a real desire for future local, national and international collaboration and as a result places on the 2017/18 Summer School programme will be offered to key members of these 6 groups.



MEL groups have participated in other Ubele Erasmus+ partnership projects and have been sign posted to SALTO opportunities. As a result, training courses places being secured.

TUI is only one of two official UK partners being invited to participate in the European Youth Forum's Yo! Fest 2018 which is taking place in Strasbourg this June. The other partner is the British Youth Council. 20 younger participants from the CRCSL project will participate in this event.



Ubele has recently joined 3 new Erasmus+ partnerships - one Key Action 2 Adult Education commenced in November 2017 focuses on integrating refugee and migrant women and two new Youth Key Action 1 and 2 projects commence in March 2018 - one focuses on Preventing Race Hate Crime and the other on Community Enterprise Development with settled and migrant communities.

These will provide new and exciting transnational opportunities for further collaboration with existing organisations and individuals.

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