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Background

Sharing Stories is designed to work in partnership with community groups to better understand levers / barriers / enablers to minority participation in local heritage with the aim that minority ethnic cultures are recognised as an integral part of our shared European culture. European Heritage Days (EHD) was founded on the principles of sharing and celebrating that which brings us together and *Sharing Stories* aims to ensure that EHD can continue to best deliver on those principles for all citizens and cultures. As more and more seems to isolate communities and with xenophobia on the rise, it is crucial that we continue to provide a platform for the rich variety of places, histories and stories that exist across the continent. Countering xenophobia and encouraging greater tolerance, as well as educating about our connections through shared histories, begins with sharing stories. Taking on this project in partnership with EHD colleagues from different European countries allows us to respond together, across borders, to help minority groups share their heritage. All people deserve the opportunity to engage with their heritage, to enjoy, learn about, appreciate and share it with others.

Participating countries

Sharing Stories was initially going to be led by the EHD Ireland coordinator, but due to a change in employment structure, she was unable to continue in this role. Nicola Godsall (Doors Open Days, Scottish Civic Trust, Scotland) and Annie Reilly (Heritage Open Days, National Trust, England) took over leadership of the project, with support from Jennifer Novotny (Diverse Heritage, Scottish Civic Trust, Scotland). This change meant that the timeline for delivering *Sharing Stories* was significantly shortened during the 2018 scheduled delivery year, with concentrated activities conducted from September to December 2018. Participating Countries signed up by September 2018 were North Macedonia, Norway, Scotland, England, Ireland, Northern Ireland, Brussels Belgium.

Initial survey results and plans for workshops were presented at the EHD Coordinators Annual Assembly meeting at Council of Europe in Strasbourg, 17th – 19th October 2018. The *Sharing Stories* co-leads benefitted from feedback from individuals from a number of countries during a special session on Day 2, including all of the original 7 partner countries, but also attended by many more. Due to the truncated timescale for delivery

of the project, however, only Scotland, England, and North Macedonia were able to commit to active delivery of elements of the *Sharing Stories* programme.

Reallocation of budget

While the smaller number of actively participating nations is disappointing, it did enable more resources to be put toward developing in-depth activities. In Scotland, roundtable consultation with community groups was able to move beyond initial fact-finding, progressing to delivery of activities co-designed with BAME (Black, Asian, and Minority Ethnic) individuals. Rather than a single roundtable or consultation event, Scotland was able to host a series of smaller events and follow-up meetings.

An increased media budget for Scotland, reallocated from the countries not participating, meant that young people from Broughton and Portobello High Schools in Edinburgh were able to create a video about what heritage means to them, as well as work with a professional photographer to create profiles of their BAME role models.

The Glendale Women's Café in Pollokshields, Glasgow, inspired by roundtable discussion and site visits, were able to start developing their own heritage walking tour that will be part of the Doors Open Days programme in 2019.

Heritage Open Days worked with the Community and Engagement Producer at Nuffield Southampton Theatres to establish links with Breakout Youth (LGBTQ+ youth group); West Itchen Women (multi-ethnic women's group) and Roundabout Café (community group of mainly ex-Ford factory employees). The survey was shared with all groups and questions were explored about home, journeys and heritage.

The financial ability to move from planning to delivery in Phase I was an unexpected benefit. Not only did the community groups see real results from their engagement with the project, with new content generated for the EHD programme, it was also a valuable lesson for the co-leads on ways to scale up the *Sharing Stories* project for the proposed Phase II.

Phase I Activities

Sharing Stories activities took place starting in September 2018 and concluded at the start of December. This included an online survey, meetings, and workshops, as detailed below.

Survey

The *Sharing Stories* survey on minority ethnic engagement with local heritage was circulated throughout Scotland, England, and North Macedonia during the month of October. The survey was sent to gatekeeper organisations already working with ethnic minority groups, as well as shared more widely via social media. Where possible, we conducted in-person surveys, which led to more in-depth discussion.

The survey was a mix of 20 tick-box multiple-choice questions (a copy of the full survey is in the appendix) to gauge awareness of local heritage and what might encourage more visits. It also attempted to measure subjective experiences, like if individuals felt welcome at heritage sites, as well as collecting demographic data (modelled on the format of UK census data and adapted for different regions), as well as providing open spaces for comment. Results for Scotland and England included 59 responses from 23 different council areas from individuals ranging in age from 13 to 80. Not all respondents were individuals from ethnic minority backgrounds; there were also respondents who did not identify as a member of an ethnic minority group, which offer an opportunity for comparison and contrast.

Ethnicity of respondents

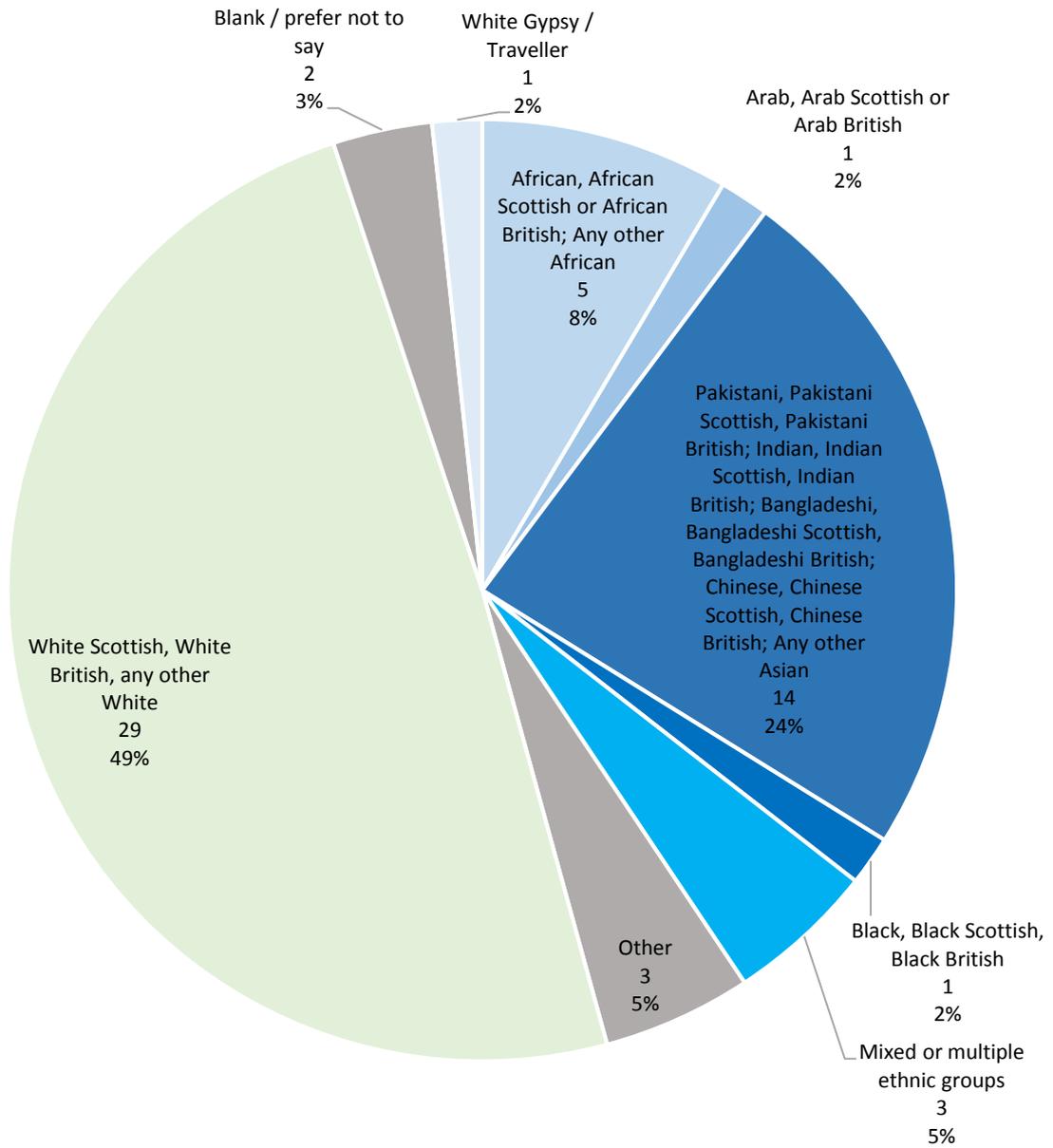


Figure 1 Ethnicity of 59 survey respondents in Scotland and England

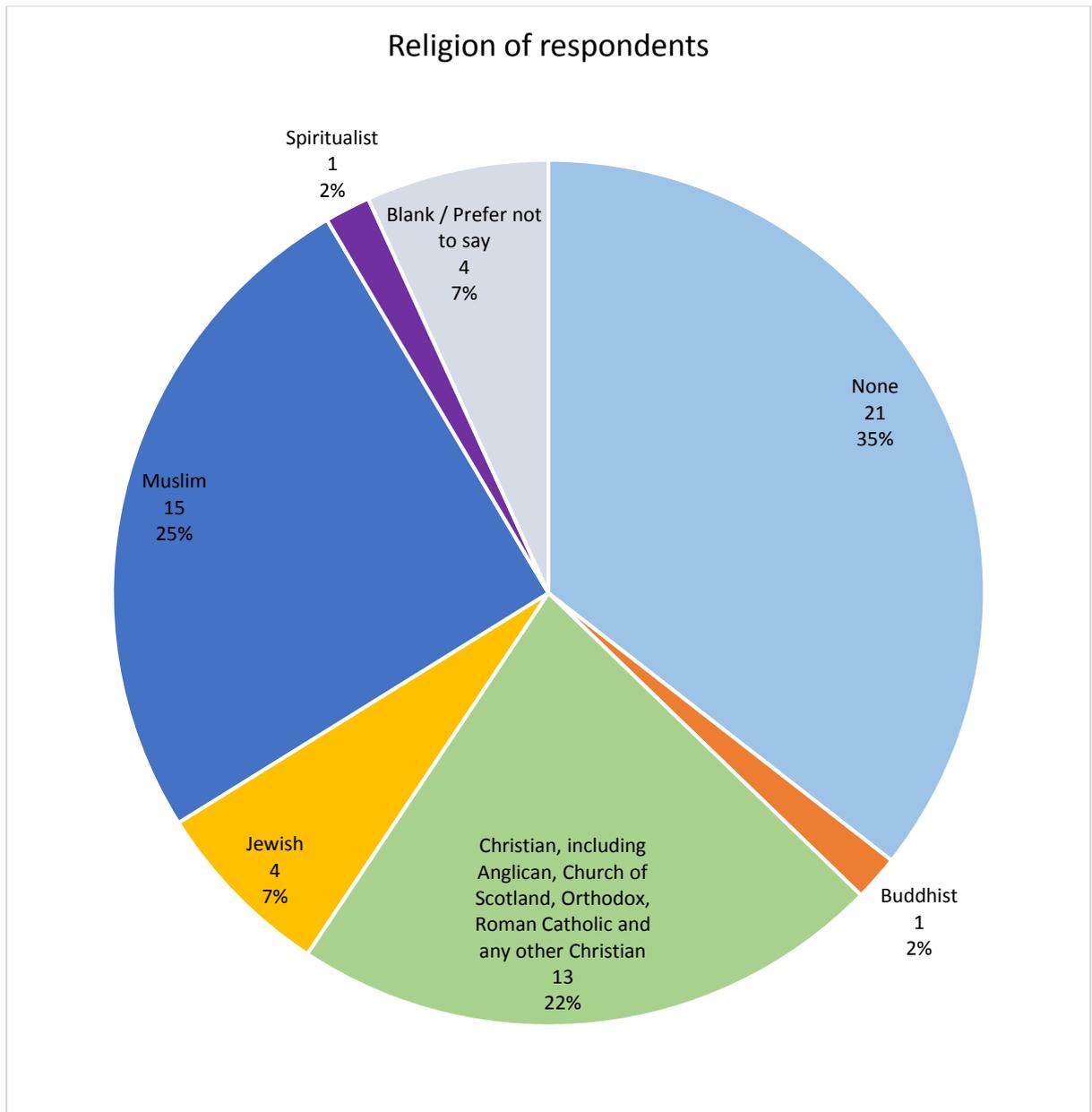


Figure 2 Religion of 59 survey respondents in Scotland and England

Results

Results show that individuals from ethnic minority backgrounds, unsurprisingly, have more negative or more neutral experiences of local heritage sites. In Scotland and England, when asked ‘In my local area there are opportunities to learn about the culture of my own community by visiting heritage sites’, of the total respondents (59), 22% (13) strongly agreed and 14% (8) strongly disagreed. However, when the data is filtered for ethnic / religious minority respondents only (35), 11% (4) strongly agreed, and 20% (7) strongly disagreed with this statement. When non-minority responses are removed, the number of people who strongly agreed that there are opportunities to learn about their

own culture in their local environment dropped, and the number of those who felt neutral increased noticeably. Seven of the eight respondents who strongly disagreed that there are opportunities to learn about their own culture in their local environment were from a minority ethnic background.

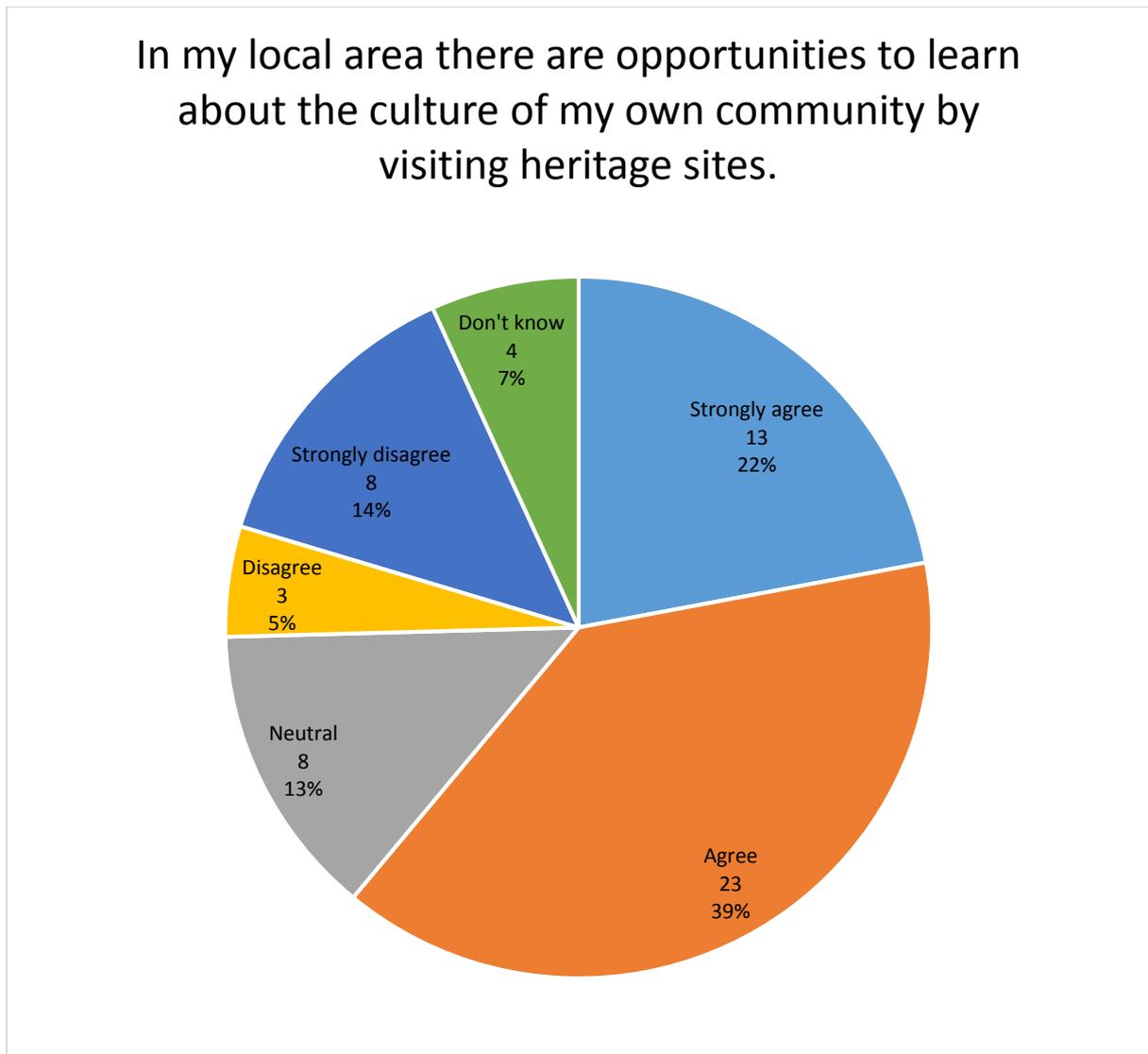


Figure 3 Survey Question #2: 'In my local area there are opportunities to learn about the culture of my own community by visiting heritage sites.' Total respondents (59)

In my local area there are opportunities to learn about the culture of my own community by visiting heritage sites.

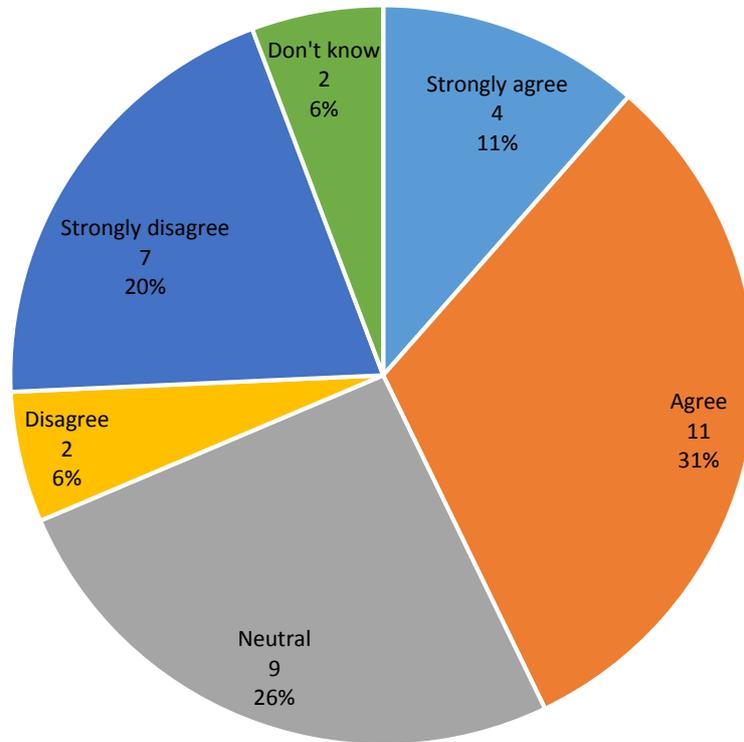


Figure 4 Survey Question #2: 'In my local area there are opportunities to learn about the culture of my own community by visiting heritage sites.' Filtered for ethnic / religious minority respondents only (35)

Similarly, when asked if it was easy to find other people at local heritage sites with similar backgrounds, respondents as a whole (59) mostly agreed (25; 42%) but when filtered for ethnic / religious minority respondents, only half as many people (12) agreed and they made up all except one of the respondents who disagreed or strongly disagreed.

It is easy to find people at local heritage sites with the same background as me.

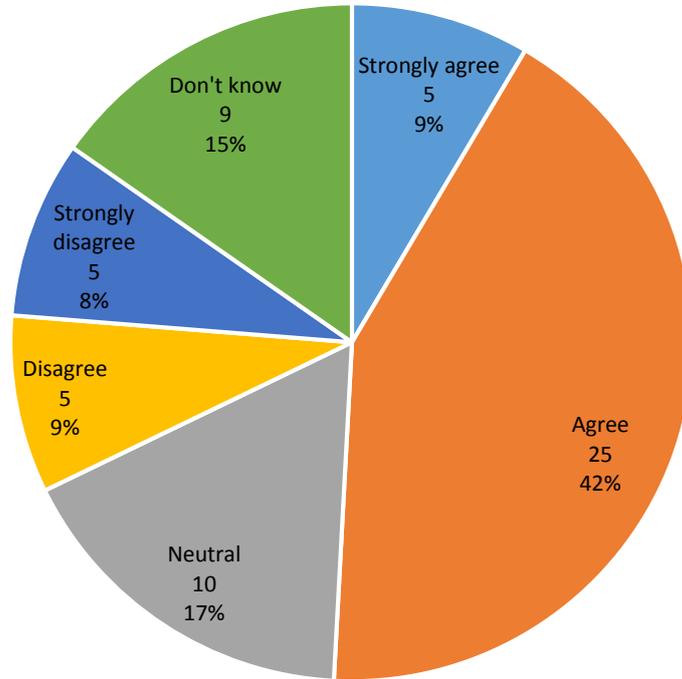


Figure 5 Survey Question #7: 'It is easy to find people at local heritage sites with the same background as me.' Total respondents (59)

It is easy to find people at local heritage sites with the same background as me.

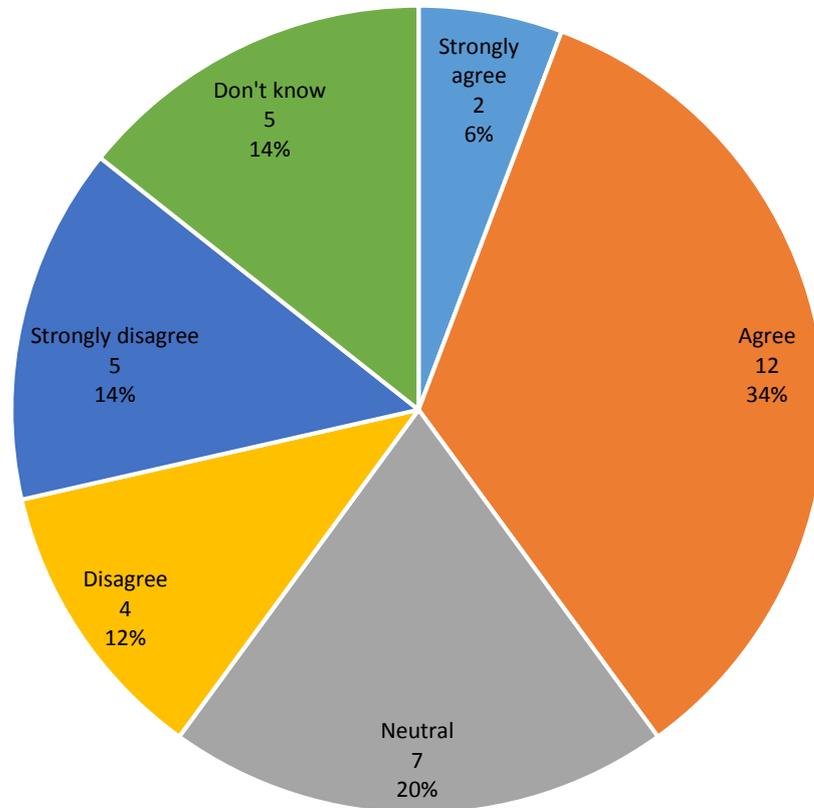


Figure 6 Survey Question #7: 'It is easy to find people at local heritage sites with the same background as me.' Filtered for ethnic / religious minority respondents only (35)

Despite the small numbers of the sample size, it is worth noting the discrepancies where ethnic minority respondents made up the majority of a specific response category. For example, when asked the last time they visited a heritage site, all of the 6 respondents who stated that they didn't know or that they had never visited a heritage site were from ethnic minority backgrounds. Similarly, all of the respondents who said that local heritage sites were not relevant to them (6) were from ethnic minority backgrounds.

Desire for better representation

Several respondents commented on a desire for more multi-cultural representation at heritage sites, specifically in Scotland. One respondent complained that there was 'Generally [a] lack of representation in the mainstream, of other cultures and even those

communities' connection to local heritage, at a level which makes them more visible and integral to the broader Scottish community.' Another stated, 'I know it is Scotland but I'd like to hear about something other than Scotland and England, even Europe to be honest.'

Making heritage safe and welcoming

'I am proud of my heritage,' said one respondent, 'but sometimes racist attacks can ruin a good atmosphere.' One of the ways to better support individuals like the person who said this could be to facilitate more group visits and activities to ensure a more welcoming environment. Of those respondents who reported visiting a heritage site (53), only 10 reported going on their own. The rest went with family, friends, or as a group. Fifty-two (of 59) respondents stated that attending a heritage site as part of a group (including a family group, group of friends, or guided tour group) would encourage them to visit sites.

Workshops

Concurrent with the *Sharing Stories* survey, we ran a series of workshops and focus group discussions during Phase I.

Scotland

Young people at Broughton and Portobello High Schools, Edinburgh, Scotland



Figure 7 Young people from ethnic minority backgrounds create a film about what heritage means to them

This included a series of 6 hands-on heritage workshops at Broughton High School (Edinburgh, Scotland), during which young people from ethnic minority backgrounds in created a video on what heritage means to them (view it [here](#)). The students also learned about oral history as part of a project to interview their role models.

Queer Transgender Intersex People of Colour, Edinburgh, Scotland

Sharing Stories also hosted a focus group in Edinburgh, Scotland, for LGBT Health and Wellbeing's QTIPOC (Queer Transgender Intersex People of Colour) group. When asked if there were any historic places or heritage spaces in Edinburgh where attendees felt that they belonged; one respondent said simply, 'I don't know where to place myself,' being pulled between her identity as a queer woman and as a woman of colour. This focus group resulted in the planning of a follow-on half-day workshop to create a community map to highlight spaces where members of the QTIPOC group feel that they

can embrace different parts of their identities, where they can connect to the past and the present, and offer a way to locate places where participants feel like they can be wholly themselves.

The Glendale Women's Café, Glasgow, Scotland



Figure 8 Women at the Glendale Women's Café help one another fill out our heritage survey

Another meeting was held with women at the Glendale Women's Café community centre in Pollokshields (Glasgow, Scotland), where minority ethnic women from many different backgrounds meet once a week. Pollokshields is a culturally diverse area of Glasgow that carries a rich history of migrant communities. A follow-on focus group workshop with the women explored opportunities for the women to get involved with Doors Open Days 2019, including opening the café as a venue or creating a special display, such as a tapestry or needlepoint demonstration for other venues. The event included presentations by the Glasgow Doors Open Days organiser and several other representatives of local cultural institutions, as well as the screening of a short film created by the European Heritage Days coordinator from Brussels. Annie Reilly, EHD England Coordinator, joined this session and was able to contribute to the discussions from a cross border perspective.

These meetings resulted in the planning of a series of banner-making workshops with the final banner being in a local neighbourhood parade in January where the women will carry their banner through their streets, to join a fireside women's poetry event at The Hidden Gardens, a local venue that exists to promote understanding between people of

all cultures, faiths and backgrounds. The women are also planning to work with local artists / historians and Glasgow City Heritage Trust to develop a 'Glendale Women's Café's heritage walk' around the neighbourhood of Pollokshields, which will be from the perspective of the women who visit the café. The walks will be delivered during Doors Open Days in September 2019.

There then followed a development meeting with Scotland and England coordinators, considering outcomes from the different group meetings in Scotland. The learnings from the Scotland workshops allowed for forward planning the England workshops and the Phase II application.

England

The Heritage Open Days team forged relationships with several groups through the outreach and community team at Nuffield Southampton Theatres. Our approach was very much to root discussions in the concept of 'journeys' and 'home' as a way into questions about current engagement with the heritage sector and perceived ownership of built and intangible heritage. These groups represent a cross-section of those currently under-represented in Heritage Open Days and European Heritage Days programmes as both visitors and participants, including LGBTQ+, ethnic minority and lower socio-economic groups. There was a mix of receptivity with some (particularly the ex-factory worker group) immediately engaging with both the gateway questions and more loaded questions about heritage, history and identity.

North Macedonia

Sharing Stories supported intercultural content through an exhibition in North Macedonia. The EHD national coordinators of North Macedonia and Slovenia worked in partnership to present the heritage of ethnic communities cohabitating in North Macedonia. A poster exhibition and series of talks was held in the Museum of North Macedonia on the heritage and traditions of the Slovenian ethnic community. The exhibition opened on November 27, 2018.



Figure 9 Poster exhibition at Museum of North Macedonia

The event was successful in providing an excellent tool for sharing stories about the heritage of different North Macedonian communities and will form the basis for future events on the same theme.

Lessons Learned

Phase I of Sharing Stories was a valuable learning experience. The most important lessons learned are discussed below.

Resources

One major barrier to the delivery of this project was staff time. It is the reason the project started late and had a dramatically shortened timescale, as the original project lead's job was restructured. Many EHD national and regional coordinators are already stretched to capacity. There was a lot of interest in participating in *Sharing Stories*, but (in addition to the restricted timeline) the time needed to deliver project activities was a barrier to participation. This could be alleviated by seeking additional funding to help support extra staff / increased hours or by aligning *Sharing Stories* aims and objectives with other on-going projects. For example, in Scotland the *Sharing Stories* co-lead was supported by a project officer whose organisational role was to deliver outreach and

engagement activities to increase diversity. This was perfectly matched with *Sharing Stories*, and allowed extra staff resources to be dedicated to the project. Staff costs were covered by the host institution (Scottish Civic Trust), while the *Sharing Stories* budget enabled more and higher quality engagement activities for BAME community groups. Combining projects wherever possible can maximise resources and increase benefits to organisations, the EHD community, and community groups.

Partnerships

This project has emphasised the importance of developing good partnerships with gatekeeper organisations. These are organisations that already work with under-represented groups and who have built trusted relationships with local ethnic minority communities. Furthermore there has to be a commitment to true partnership, with organisations and individuals working together to co-design and co-deliver meaningful content. This has meant the need to be flexible and adaptable. While we went into our roundtable meetings with ideas of what form discussion and follow-on activities might take, we could not predict the interests of participants. Individuals brought thoughtfulness and creativity to *Sharing Stories* sessions that steered our activities in unexpected directions.

Language

Spoken and written language, in addition to information technology literacy, was a concern for this project. Working with gatekeeper organisations alleviated some of this; for example, at the Glendale Women's Café in Scotland, bilingual women were happy to help translate and transcribe for other women who did not speak English (the language in which discussion was held and surveys were written). Due to time and staff constraints, we designed the project survey online, which might be a barrier for some people, but we conducted just over half (24) surveys in person.

It is not just spoken language that can be a barrier, but the actual terminology we use to talk about our work: in this case, 'heritage.' Heritage is useful because it encompasses so much, including the built environment, natural environment, art, artefacts and objects, as well as intangible heritage like folk traditions, songs, and food. For the groups we worked with, however, 'heritage' was confusing and almost meaningless as a term. Instead we started saying, 'spaces, places, and stories' and gave practical examples of

different types of heritage. Suddenly the understanding of heritage as a relatable aspect in our everyday lives and histories was embraced.

Data collection and documentation

During Phase I we realised that there is not currently good data available for ethnic minority participation in our EHD events. While age and where visitors live is collected by Scotland and England, we do not currently collect information on ethnicity or disability – both for venue organisers and visitors. For Phase II we would like to think about strategies to collect this type of data without making Doors Open Days / Heritage Open Days feedback too onerous. For example, data could be collected simply and easily via QR codes displayed at venues, which link to an optional short questionnaire.

Furthermore, we realised that documenting events and activities with film and photography are even more important than we anticipated. They measure participation and impact better than words and are integral in providing context to funders and community stakeholders, as well as creating repositories of memory for participants. However, the quality of documentation of events with film and photography can be variable. In the Phase I Sharing Stories budget, we did not make enough of an allowance for media recording. With fewer participating countries, we were able to re-allocate the media budget to the projects that went forward. Lessons for future projects include an increased budget for media, and possibly an informal resource for EHD coordinators to share their past media projects, budgets and briefs. For example, we were inspired by the emotive capacity of the film created by the Brussels coordinator. We subsequently asked her to share her knowledge and expertise to cost potential filmography for follow-on funding proposals.

Accessibility

Throughout this project we started thinking much more widely about diversity: not just ethnic diversity, but diversity of all kinds. For example, working with a Queer Transgender Intersex People of Colour group in Edinburgh (Scotland), it became clear that the intersectional experience of being both from a minority background and LGBT+ had a profound effect on how people connected (or did not connect) with heritage and especially struggled to find personal relevance in the current cultural heritage landscape.

It is important for Phase II to also consider things like disability, for example by holding meetings and workshops in accessible venues and providing a sign language interpreter or other support as needed.

We are clear, too, that we should consider how to alleviate the financial barriers to accessing heritage. Provision of support to workshop participants - from childcare, to travel and food - is key to engaging with individuals and groups. For people attending EHD celebrations, although heritage venues are always free to access, there are other issues that can be supported through better information and better adaptations, such as signage, interpretation, signposting of resources, tours for different ages, abilities and languages, as well as considering the differing requirements for physical access to different venues, especially places with / without stairs, the presence of handrails, accessibility ramps, pathway surfaces and so on. It is clear that there are organisations who can support some of the above, for example Deaf Connections in Scotland can provide British Sign Language interpreters, but this can be expensive. To provide genuinely accessible heritage experiences it is crucial to increase awareness of the potentially diverse needs of participants. As coordinators, we need to carefully consider different needs and abilities during the planning stages and build accessibility into budgets.

Conclusions and Phase II

There is more work to be done on helping individuals think about complex and competing identities. The information gleaned from the survey and face-to-face meetings with members of ethnic minority organisations and with individuals from ethnic minority backgrounds in Phase I of *Sharing Stories* is just the beginning to understanding the experiences of diverse individuals; it is the first step in decoding our heritage spaces and finding ways to make them more welcoming.

What we have found is that groups are keen to engage with cultural heritage, not just as passive consumers, but as active participants in EHD by creating content. As a result of the focus group work in Phase I of *Sharing Stories*, we propose that any follow-on project include active workshop interventions that include social aspects to heritage experiences where participants can share their own experiences, as well as being able to

author content that reflects current communities. For example, these might take the form of any of the following:

- Bring and Share: participants sharing artefacts, traditions or activities that reflect their heritage, culture or experience and/or connect them to their community. Early ideas include 'bring 3 steps' shared dance workshops, repair cafes and dialect swaps
- Photography: participants sharing and/or taking photos. These might reflect their heritage or seek to capture what is special or significant about a place
- Community Mapping: participants engage in creating a shared map of an area, time or place. This may be low-tech or use applications such as google maps or history pin

Appendix

Survey

Scotland - Sharing Stories Survey

To be completed by members of the public.

*Required

About this survey

Thank you for your interest in the Scottish Civic Trust's local heritage survey. We want to know how you experience your local historic environment. You are being asked to participate because you can help us make local heritage more inclusive and diverse.

The survey should take approximately 10 minutes.

Thank you for your participation!

Taking the survey

This survey will include questions about your background and your experiences. Your participation is completely voluntary, and your feedback is confidential.

You do not have to answer any question that you do not want to answer, and you may stop the survey at any time.

Confidentiality

Your responses will be kept confidential. No information associated with your name will ever be released publicly.

Further information

If you have any questions, problems, complaints, or concerns about the survey, or to obtain information or offer input, contact the Scottish Civic Trust at 0141.221.1466 or email the Civic Connections Project Officer at Jennifer.Novotny@ScottishCivicTrust.org.uk.

The Scottish Civic Trust works with local civic groups across Scotland and regularly comments and campaigns for the improvement of Scotland's individual buildings and areas of distinction. Find out more at <http://www.scottishcivictrust.org.uk>

Consent *

- I agree to take part in this survey
- I decline to participate

Where do you live?

- Scotland
- Rest of UK
- EU
- Elsewhere

About your local area

This section asks your opinion of history and heritage sites in Scotland.

Local heritage sites

Heritage sites are places that have been preserved over time because of their cultural or social significance. Local heritage sites can be historic buildings, like schools, houses, factories, churches and other religious buildings, or landscapes like parks, nature reserves and gardens. They can include monuments and statues. Some heritage sites have museums and displays.

In my local area there are opportunities to learn about the past by visiting heritage sites.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- Don't know

In my local area there are opportunities to learn about the culture of my own community by visiting heritage sites.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- Don't know

In my local area there are opportunities to learn about other cultures by visiting heritage sites.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- Don't know

Local heritage sites are relevant to me.

- Strongly disagree

- Disagree
- Neutral
- Agree
- Strongly agree
- Don't know

It is easy to find information about local heritage sites.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- Don't know

I feel welcome at local heritage sites.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- Don't know

It is easy to find people at local heritage sites with the same background as me.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- Don't know

When was the last time you visited a local heritage site?

- In the last week
- In the last month
- In the last year
- In the last 2-5 years
- Over 5 years ago
- I have never visited a local heritage site
- Don't know

If you visited a local heritage site, did you go:

- With family
 - With friends
 - With a group, like school or other organisation
 - On your own
 - Other: -
-

What might encourage you to engage more with local heritage sites? (tick all that apply, or add your own)

- Going with family
 - Going with friends
 - Guided tour
 - Organised group visit, like with school or other organisation
 - Special event or activity - any kind of event, like a music gig, film screening, or art show
 - Special event or activity - specifically about history
 - Being able to visit on my own whenever I wanted
 - As part of a competition, like photography or art
 - Better accessibility (like public transport or entrance without steps)
 - Other:
-

My local council area is:

Are there any comments you would like to make about local heritage?

About you

This section asks about your background.

Why we want this information

We want to know how people from different backgrounds interact with local history and heritage so that we can try to make local sites interesting and accessible to a diverse range of people.

What was your age last birthday?

What is your ethnic group?

- African, African Scottish or African British
 - African: Any other African
 - Arab, Arab Scottish or Arab British
 - Asian: Any other Asian
 - Bangladeshi, Bangladeshi Scottish or Bangladeshi British
 - Black, Black Scottish or Black British
 - Caribbean, Caribbean Scottish or Caribbean British
 - Any other Caribbean or Black
 - Chinese, Chinese Scottish or Chinese British
 - Indian, Indian Scottish or Indian British
 - Mixed or Multiple ethnic groups
 - Pakistani, Pakistani Scottish or Pakistani British
 - White Scottish
 - White British
 - White Irish
 - White Gypsy / Traveller
 - White Polish
 - White: Any other White ethnic group
 - Prefer not to say
 - Other:
-

What is your religion?

- None
- Church of Scotland
- Roman Catholic
- Other Christian
- Muslim
- Buddhist
- Sikh
- Jewish
- Hindu
- Pagan

Prefer not to say

Other:

What is your gender?

Female

Male

Non-binary / third gender

Prefer not to say

Other: _____

Do you identify as LGBTQIA+?

Yes

No

Prefer not to say

Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more?

Yes

No

Don't know

Prefer not to say

Does this condition or illness affect you in any of the following areas:

Vision (for example blindness or partial sight)

Hearing (for example deafness or partial hearing)

Mobility (for example walking short distances or climbing stairs)

Dexterity (for example lifting or carrying objects, using a keyboard)

Learning or understanding or concentrating

Memory

Mental health

Stamina or breathing fatigue

Socially or behaviourally (for example associated with autism, attention deficit disorder or Aspergers' syndrome)

Other: _____

Are there any other comments you would like to make about your background?

Scotland Population by Ethnicity

Initial data collection included basic research into the current ethnic makeup of participating countries, here Scotland is presented as an example.

The latest Scottish census was conducted in 2011. This is 7 years ago so the numbers will differ from current spread in population, but it still gives an idea of the proportion of people who are from minority backgrounds.

Total Population: 5,295,403

Ethnicity	Loaction born
96% White (5.1 million)	93% UK
- 84% Scottish	
- 7.9% British	2.4% Other
- 1% Irish	
- 1.2% Polish	1% Poland
- 0.1% Gypsy/traveller	
- 1.9% Other	0.5% India
	0.5% Ireland
0.4% Mixed/multi-ethnic	
	0.4% Germany
Asian	
- 0.9% Pakistani	0.4% Pakistan
- 0.6% Indian	
- 0.1% Bangladeshi	0.3% US
- 0.6% Chinese	
- 0.4% Other	0.3% China
0.6% African	0.2% South Africa
0.1% Carribbean	0.2% Nigeria
0.2% Arab	0.2% Canada
0.1% Other	0.2% Australia
	0.2% Hong Kong
	0.1% France
	0.1% Italy
	0.1% Spain

Final timetable for *Sharing Stories*

Action Factsheet – minority ethnic group participation in EUROPEAN HERITAGE DAYS - Minimum requirements and deadline dates.

Activity	Who / How?	Deadline
Adapt the survey to allow you to collect meaningful data from your own country	You have been sent the links to the surveys. If there are issues or questions get in touch nicola.gods@scottishcivictrust.org.uk	Friday 9 th November
Send out the survey via social media	facebook, twitter, Instagram	Friday 9 th November
Identify relevant gatekeeper organisations and send them the survey to share with their service users	This might only be Organisations you know already, or you can research who in your country works with relevant groups that you want to reach e.g. refugees, specific ethnic groups	Wednesday 14 th November
Meet with a group to talk about the survey in more detail, collecting quotes, feedback	Best as a roundtable / workshop and can be with group that you know already – going through the questionnaire with them opens up discussions around the questions and identifies what might be barriers to inclusion. TAKE PHOTOS THAT HAVE PERMISSION FROM PARTICIPANTS FOR US TO USE	Friday 23 rd November
Identify readily available country demographic data, against which we can measure the survey results	This might be national census, or national heritage organisation surveys. This is data that already exists that you can get access to and mark against the results of our survey.	Friday 23 rd November
Write up a summary of delivering this pilot project (500 words max)	This will go as an appendix in our report that is returned to EHD in December, and will show where the countries are similar and where big differences can be identified. Say what worked and what didn't.	Friday 30 th November