

24-26 February
West Bek'aa Lebanon

Heritage for Global
Challenges, PRAXIS: Arts and
Humanities for Global
Development

Workshop Report

June 2020



PRAXIS

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1. INTRODUCTION

“Heritage for Global Challenges” (24-26 February 2020, West Bek’aa, Lebanon) was a three-day workshop organized by Praxis with the goal to champion the distinctive contribution that Arts and Humanities research can make to tackle urgent global development challenges, focusing on heritage in particular. The event championed, expanded and nuanced the conceptualization of heritage that has emerged from the AHRC’s GCRF and Newton portfolios and was informed by conversations with project Principal Investigators and partners. The workshop was joined by 28 AHRC-funded projects (GCRF and Newton), 3 other research projects and 9 external partners and organizations, with a total of 57 participants from 12 countries. It included 7 thematic sessions, with brief lightning talks by all delegates followed by collective discussions or group work activities.

During the event participants explored the theme of heritage from a variety of perspectives, engaging with different global challenges and the Sustainable Development Goals (SDGs) and raising a wide range of questions. The workshop achieved a number of goals. We collated learning on research projects; reflected on the contribution of heritage research to sustainable development and global challenges; identified ways to maximise projects’ impact; contributed to the definition of future collaborations; and defined a future research agenda on heritage for global challenges. This report summarises the main outcomes developed by the participants during the event.

The workshop highlights will be included in the Praxis Report on Heritage for Global Challenges. This flagship report provides an overview of 87 GCRF and Newton funded projects. The report will collate and discuss learning from these projects, including key findings

and impacts, case studies, successful stories, challenges and lessons learnt, and proposes future research opportunities and recommendations. The final report targets policymakers, funding bodies, academics, researchers, non-government organizations (NGOs) and other interested organisations and will be released in August 2020.

2. PARTICIPANTS

Praxis Team (University of Leeds)

- Stuart Taberner, *Principal Investigator of PRAXIS: Arts and Humanities for Global Development* (University of Leeds, UK)
- Deena Dajani, *Post-Doctoral Research Fellow at PRAXIS* (University of Leeds, UK)
- Francesca Giliberto, *Post-Doctoral Research Fellow at PRAXIS* (University of Leeds, UK)
- Lauren Wray, *Project Officer at PRAXIS/Changing the Story* (University of Leeds, UK)
- Tony Cegiela, *Safeguarding Project Officer at PRAXIS/Changing the Story* (University of Leeds, UK)

AHRC Global Challenges Projects

- *World Heritage FOR Sustainable Development*, Ioanna Katapidi (University of Birmingham, UK)
- *A Level Playing Field? The Practice and Representation of Women's and Girls' Football in South America*, Daniela Alfonsi (Museu de Futebol, São Paulo, Brazil) and Juliana Román Lozano (Huracán FC and La Nuestra Fútbol Feminista, Buenos Aires, Argentina)
- *Debating, Performing and Curating Symbolic Reparations and Transformative Gender Justice in Post-conflict Societies*, Helen Scanlon (University of Cape Town, South Africa)
- *Repositioning Graphic Heritage*, Robert Harland (Loughborough University, UK)

- *Building Resilience Wellbeing and Cohesion in Displaced Societies Using Digital Heritage*, Adrian Evans and Karina Croucher (University of Bradford, UK)
- *Imagining Futures through Un/Archived Pasts*, Elena Isayev (University of Exeter, UK) and Howayda Al-Harithy (AUB, Lebanon)
- *Rising from the Depths: Utilising Marine Cultural Heritage in East Africa to Help Develop Sustainable Social, Economic and Cultural Benefits*, Lucy Blue (University of Southampton, UK) and Jon Henderson (University of Nottingham, UK)
- *Dhiban: Valuing Sites Through Valuable Stories*, Bruce Routledge (University of Liverpool, UK)
- *Located Making: Unlocking the Potential of Cultural Heritage by Design*, Stuart Walker (Lancaster University, UK)
- *Changing Farming Lives in South India, Past and Present*, Sandip Pattanayak (Green Foundation, Bangalore, India)
- *Sustainable Green Markets, Regenerating the Urban Historic Core to Sustain Socio-Cultural Heritage and Economic Activities*, Neveen Hamza (Newcastle University, UK) and Dalila Elkerdany (Cairo University, Egypt)
- *Monitoring Object and Visitor Environments (MOVE)*, Hisham Elkadi (University of Salford, UK)
- *The Nahrein Network: New Ancient History Research for Education in Iraq and its Neighbours*, Mehiyar Kathem (University College London, UK) and Abdullah Khorsheed (Iraqi Institute for Antiques, Iraq)
- *The Antislavery Knowledge Network: Community-Led Strategies for Creative and Heritage-Based Interventions in Sub-Saharan Africa*, Lennon Mhishi (University of Liverpool, UK)
- *After the Earth's Violent Sway: The tangible and Intangible Legacies of a Natural Disaster*, Michael Hutt (School of Oriental and African Studies, UK)
- *Peace Festival: Sharing Creative Methodologies for Unearthing Hidden War Stories for Peace*, Maria Teresa Pinto Ocampo (Universidad Nacional de Colombia, Colombia)
- *Urban Heritage and the Digital Humanities in India*, Deborah Sutton (Lancaster University, UK)
- *Augmenting Jordanian Heritage*, Adrian Evans (University of Bradford, UK)
- *The Living Museum of Umm Qais: Sustainable Preservation, Analysis and Virtual Reconstruction of Gadara's Ancient Site and Village*, Gehan Selim (University of Leeds, UK)
- *Digital Urbanism & Diasporas: Walking the Cultural Heritage of Calcutta's Riverfront*, Michele Clarke (University of Nottingham, UK)
- *Community-Led Heritage Regeneration in India*, Aylin Orbasli (Oxford Brookes University, UK)
- *Plural Heritages of Istanbul's World Heritage Sites: The Case of Land Walls*, Tom Schofield (Newcastle University, UK)

- *The Politics of Performance on the Urban Periphery in South India*, Cathy Turner (University of Exeter, UK) and Smirti Haricharan (National Institute of Advanced Studies, Bengaluru, India)
- *Sustainable Solutions Towards Heritage Preservation in the Asyut Region (Middle Egypt)*, Ilona Regulski (The British Museum, UK) and Heba Shama (The American University in Cairo, Egypt)
- *Our Past, Our Future, All Together in Faynan*, Nebras Masalamani (Council for British Research in the Levant, Jordan)
- *Widening Participation and Increasing Access to Cultural Heritage and Natural Science Activities in Georgia*, Peter Leeming (University of Exeter) and Darejan Dsotsenidze (Georgian National Museum, Georgia)
- *Indicators for Informal Learning: A Mobile Heritage Network for Conflict-Affected Communities in Uganda*, Kate Moles (University of Cardiff, UK)
- *The Hugli River of Cultures Pilot Project, from Bandel to Barrackpore*, Ian Magedera (University of Liverpool, UK)

Other Participating Projects

- *Heritage as a Manifestation of Communities' Relationships through Space and Time*, Eva Zeidan (Independent researcher, Syria)
- *How Past Matter Matters: Inheritance as Heritage in Beirut's Contemporary Ruin*, Samar Kanafani (American University of Beirut, Lebanon)
- *Heritage and Development: Practicing the Past in the Pursuit of 'Progress'*, Charlotte Cross (The Open University, UK) and John Giblin (Keeper of World Cultures, National Museums Scotland, UK)

External Partners and Organizations

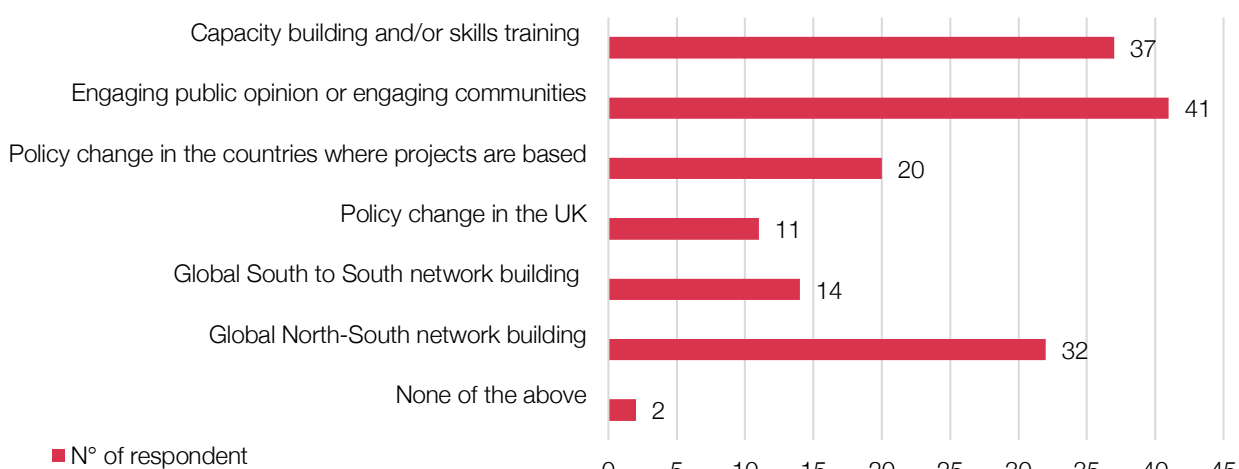
- Ian Stanton, *Head of International Development and Area Studies*, and David Ward, *Senior Evidence Manager* (Arts and Humanities Research Council, UK)
- Jaideep Gupte, *Challenge Leader for GCRF Cities and Sustainable Infrastructure Portfolio* (United Kingdom Research and Innovation)
- James Bridge, *Secretary-General and Chief Executive* (UK National Commission for UNESCO)
- Harriet Hoffler, *Senior International Policy Advisor - Cultural Diplomacy* (UK Government, Department for Digital, Culture, Media and Sport)
- Ian Thomas, *Head of Evidence, Arts* (British Council, UK)
- Vernon Rapley, *Director of Cultural Heritage Protection and Security*, and Laura Jones, *Cultural Heritage Preservation Lead* (Victoria and Albert Museum, UK)
- Carol Palmer, *Director* (Council for British Research in the Levant, Jordan)
- Muna Haddad, *Founder and Managing Director* (Baraka, Jordan)
- Assad Serhal, *Director General* (Society for the Preservation of Nature in Lebanon)

3. OVERVIEW OF HERITAGE RESEARCH PROJECTS

This section provides an overview on how the research projects see themselves aiming and/or achieving impact goals, addressing a variety of SDGs, generating outputs, and encountering welfare and safety issues. The charts presented in this section are based on data collected through a survey completed by the participants prior to the event (49 respondents).

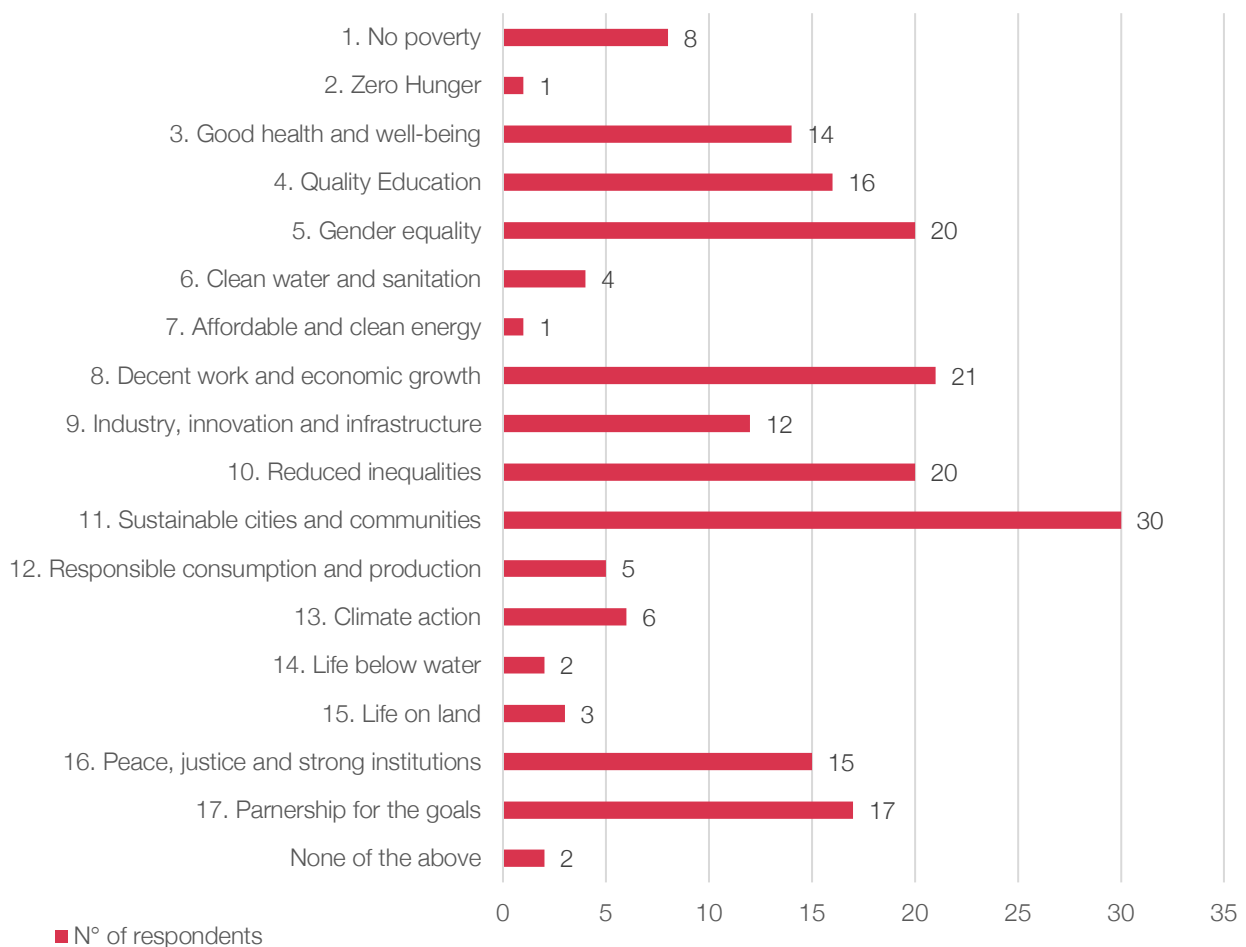
Impact Goals

Results of the question: “Has your project aimed for and/or achieved any of the following impacts goals?” Multiple answers were possible.



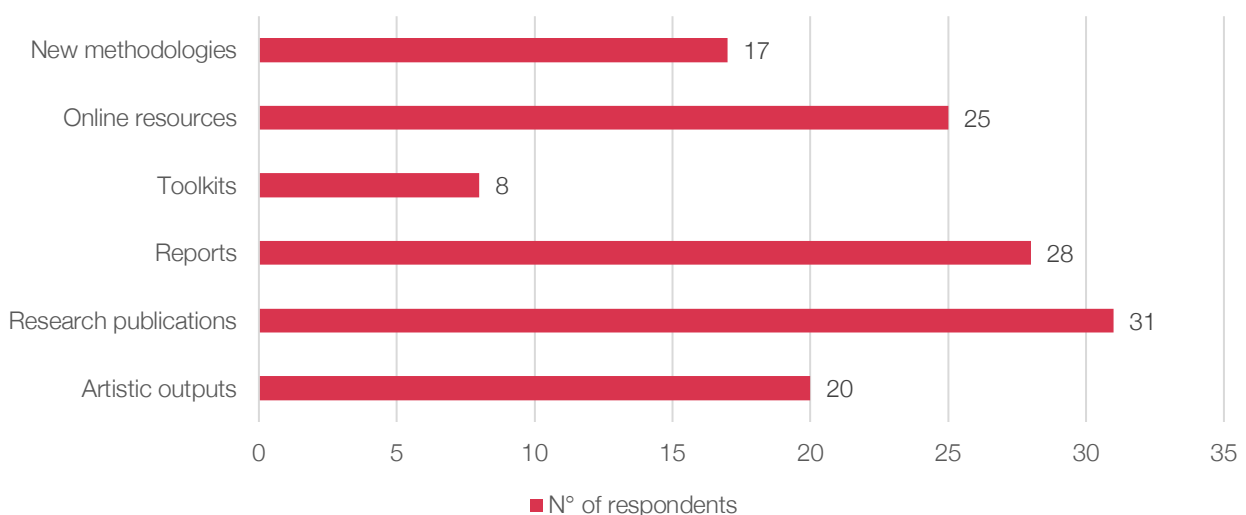
Relevance to the SDGs

Results of the question: “Which of the following SDGs do you think your heritage research has or can address?” Multiple answers were possible.



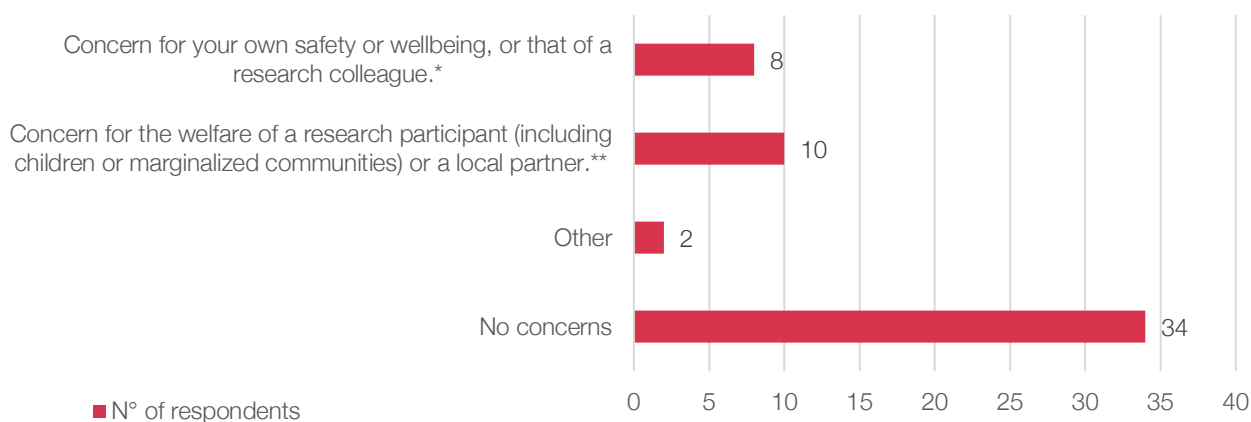
Outputs

Results of the question: “Has your project produced any of the following outputs?” Multiple answers were possible.



Welfare and Safety Issues

Results of the question: “Have you encountered any of the following welfare and safety issues in your research?” Multiple answers were possible.



* E.g. academic or institutional bullying; sexual harassment; discrimination because of gender, race or sexual identity; crisis of conscience around the consequences of your research; lack of training in/support for dealing with emotional or traumatic disclosure from a research participant; being ill-prepared for cultural differences).

**E.g. signs of suspected abuse or exploitation; unexplained exclusion from research sample; coercion from someone in a position of power or authority).

Summary and Structure of the Report

The data show how the projects have (or could have) addressed all the SDGs, mainly in relation to *SDG 11- Sustainable Cities and Communities* (30 projects), *SDGs 8 – Decent Work and Economic Growth* (21 projects), *SDGs 10 and 5 - Reduce (Gender) Inequalities* (20 projects), *SDG 17 – Partnerships for the Goals* (17 projects), *SDG 4 - Quality Education* (16 projects), *SDG 16 Peace, Justice and Strong Institutions* (15 projects) and *SDG 3 – Good Health and Well-being* (14 projects). All these topics (and the less common ones) were further discussed during the workshop through thematic sessions and group work activities, allowing the participants to find connections with other research projects and to identify key issues and research questions (see Section 4).

A specific activity on “Heritage for the SDGs” helped the participants to move their thinking forward, considering how their project has implicitly addressed or might have addressed other SDGs that were previously not contemplated and to understand how other projects relate to the SDGs (see Section 5). Furthermore, the activities allowed the participants to have an exchange of ideas about the outputs of their research projects in contributing to global challenges. These discussions, took into account project strengths and critical elements, and identified cross-cutting themes that constitute the main contribution of heritage research to tackle global challenges (see Section 5).

A session dedicated to safeguarding in research supported a discussion on any difficulty encountered (or potentially encountered) by participants in relation to welfare and safety issues when developing and implementing their research project (see Section 6). Finally, participants discussed challenges they faced when conducting heritage research. These were related to impact goals aimed for or achieved by their projects, as well as future opportunities and potential partners (see Section 7). Based on these reflections, a future research agenda on heritage for global challenges was developed at the end of the event and is presented in Section 7.

4. THEMATIC FOCAL POINTS

This section outlines the key issues and questions raised by participants in relation to the workshop's main topic (heritage for global challenges) and specific thematic sessions: Heritage, Gender and Social Inclusion; Heritage, Creative Industries and Sustainable Economic Growth; Heritage, Climate Change and the Environment; Heritage, Difficult Past and Conflict; Heritage, Technology and Innovation; Heritage, Sustainable Cities and Communities; and Heritage, Knowledge Production and Education.

Heritage for Global Challenges (main topic)

- Current challenges: populism, fake news, surveillance, destruction of cultural heritage, mass tourism, etc.
- “Cultural heritage has a role to play in the delivery of SDGs and their associated targets. However, its role and impact in sustainable development is not fully recognised and risks being under-represented” (James Bridge, UKNC for UNESCO).
- “There is a concern that, without raising the profile and understanding of the role cultural heritage can play in sustainable development, it may not be fully appreciated, utilised or evaluated as part of the SDG process” (James Bridge, UKNC for UNESCO).
- Need to move away from the idea that heritage is distinct and at the edge, and to the idea of mere protection (death or an ossified, untouchable state) embedded into heritage. Can culture be considered a fourth pillar of sustainable development?
- Need to reflect on the unintended consequences of heritage for development: tourism may ruin environment; renovating buildings may cause eviction of tenants, etc.

- Heritage is intrinsically political and contested, it can be monopolised by States and also instrumentalised. How do we define heritage and what constitutes heritage?
- Where are we [participants] now? What is our role? This should be considered in terms of funding requirements, national priorities and local perspectives. Should we consider national priorities when formulating research questions? Should we work within national priorities or push national/local stakeholders the way we want?

Heritage, Gender and Social Inclusion

- How do we define the term 'egalitarian'? The 'local' is not necessarily more equitable. There is a need for long-term engagements and to negotiate locally with power structures. What sort of politics shall we follow? Any intervention in the field is political.
- What constitutes 'heritage'? Perceptions of invalidity of personal experience in the presence of power. How are local forms of knowledge distributed along power lines?
- What do we mean by 'community'? Communities may have different knowledge and feelings, we need to understand them and their psychology. How can we engage with that?
- Lack of community voice. Need to widening participation and listen different communities' voices. How can we avoid excluding certain stories? Need to give women, youth and marginalised communities a voice. How do we find them? And at which stages do we need to foster participation?
- There is a double-sided aspect implicated in community involvement: trying to work with communities may also lead to reproducing colonialism and domination.
- Need for highlighting the role of activist actions in disrupting dominant narratives and for ethical approaches fostering the coexistence of different narratives.
- Need to enhance resilience and cohesion of refugee, displaced or divided communities.
- World Heritage is a focal point for the construction of ideal intercultural dialogue, cooperation and capacity building. However, UNESCO brand is not often used effectively and local community does not understand the Outstanding Universal Value of these sites. There are also different perspectives on cultural heritage value (tangible and intangible) in relation to gender and age.
- Gender equality is a goal, but also a key perspective for transformation. It does not refer only to women, but also to men, and to the relationship between women and men as well as to all genders and the relationship between genders. Men are part of the whole picture, as both oppressors and supporters. Using 'patriarchy' as an issue and as a lens to encompass gender inequalities.
- Sport is one of the most unequal sectors in society. A particular challenge relates to the development of language reflecting masculine passion and excitement in football, which has violent implications.
- Need to adapt language to fit more targets and groups, families, etc. about diversity and understand the prejudice we have in football. Develop alternative discourses, e.g. on 'family' and 'diversity'.

Heritage, Creative Industries and Sustainable Economic Growth

- Sustainable economic growth is an oxymoron and also a tautology. Need to understand how political economies change and impact policy, look beyond individual cases, and to foster inclusive economies and horizontal models (see for example *Commoning the Commons*).
- Look for methods and resources for sustainable production and consumption, navigating with heritage as a lighthouse as it has implications for market, technology and livelihoods.
- Absence of strategic and long-term (10-15 years) interventions and presence of small dispersed projects. All this causes fragmentation. Moreover, there is a strong focus on tourism, leaving aside other issues. How is it possible to connect tourism with other economic sectors? Mobilizing connections between different heritage sites to manage and promote tourism appropriately.
- Need to give back to community. Sites often become for tourists rather than for communities. Need to encourage responsible and sustainable tourism while working on research. Challenging the idea of heritage as a commodity and fostering more inclusive and bottom-up perspective of heritage. Planning tourism to feed economic benefit to communities and not to hotel chains. Need to make this a lifestyle choice over making money and to work with small business enterprises and heritage crafts people, facilitate creative work, job opportunities for younger generations and things that can be owned by local communities to increase local people's ownership and connection.
- Need to understand the importance and value of traditional heritage craft practices, which are not recognised as arts or heritage. The UK for example has not ratified UNESCO's Intangible Cultural Heritage Convention.
- Modern slavery. How do we define contemporary forms of exploitation? Who is providing the framework? The communities? The researchers? What is the language of exploitation? Use creative methods to problematize and explore modern types of exploitation and generate creative content on slavery, e.g. music, comics, drama, animation, etc. co-production, local knowledge/language and participation.

Heritage, Climate Change and the Environment

- In research, environment is seen as a technical issue separated from socio-economic issues. Need for interdisciplinary approaches, e.g. STEAM (Science, Technology, Engineering, Arts, Math).
- There is a political will to fund climate change research and an insistence on 'climate change solutions' as the dominant focus – excluding other environmental concerns (e.g. the use of socio-economics for environmental analysis). There is also a collision with authorities thinking that dealing with the environment is not their problem.

- Heritage (tangible and intangible) and culture in general are key questions in environmental protection. There is a need to connect social and cultural issues to environmental concerns, to bridge the nature/culture divide, to strengthen the human/nature relationship and to build social and cultural resilience in the context of climate change and natural disasters.
- Need to invert the conception of heritage as an element to protect and use heritage resources/knowledge base for a sustainable future. Traditional knowledge and local sustainable practices should be valued, acknowledged and embedded into environmental strategies and applied to future management. Heritage should be introduced into existing conservation/sustainability frameworks, e.g. marine protected areas, biosphere programmes, etc. and holistic approaches, embedding heritage, should be promoted.
- Heritage has long-term data set that can be applied to help solve problems of climate change, e.g.: alternate scale and rhythms of production=sustainable production/consumption, equitable income distribution; situated methodology; knowledge base for local land-use and water management.
- Arts-based approaches can be used to tackle environmental issues and multi-species ethnography to better understand approaches to human/animal cultures. What are the connections and concerns about/between species and climate change?
- There is a lack of evidence for environmental successes, lack of building control measures and unsuitable museum settings (need to change museum standards). It is important to monitor environmental data to underpin heritage decision-making. For example, we have technologies such as building/urban performance simulation to understand the impact of climate change on heritage.
- Need to take into consideration environmental cost vs international travel when conducting research.
- Failure in the language of the SDGs more widely to link culture and environment together. Recent calls for adopting the term 'biocultural heritage', which more fully reflect the diverse and nuanced relationships between communities and their local environments are convincing. Cultural heritage encompasses language, cultural memory, traditional ecological knowledge and the values of local and indigenous communities interrelated and indivisible from the biogenetic diversity of landscapes.

Heritage, Difficult Pasts and Conflict

- Heritage is a contested element, sometimes abused for political purposes. Need to confront the tension of who sets the agenda? E.g. cultural and political priorities for heritage reconstruction. We need to consider issues of colonialism and heritage ownership/appropriation, and challenge power and the status quo (capitalism, individualism, patriarchy). Examples of contestation in public spaces through artistic interventions.

- The idea of cultural heritage is a Western one and is a term that may not translate well into different cultural contexts. Heritage (as a term) is not inherently sensitive to local traditions and practices and could easily become an agent of neo-colonialism if it does not encompass its own critique of current heritage management approaches.
- Is there a narrative or story around optimism vs popularism to be taken into account?
- Understanding problems from a local perspective and processes of active forgetting as well as remembering and understanding local knowledge about when to remember and when/what to forget (and how this is shaped by power relations). Need to work with emotions and with symbolic gestures.
- Danger in narratives about empowerment and reconciliation. What do we mean by resilience? We need to be careful with language and definitions.
- Strong institutions are being challenged towards more egalitarian structures. Need to challenge strong institutions in a criminal state.

Heritage, Technology and Innovation

- Social media can be used almost by anyone and can facilitate learning about our own heritage (e.g. India). However, technology can also change the relationship between urban populations and their past.
- Virtual Reality (VR) has the potential to enhance access to heritage. VR experience is a stimulus and an entry point for intra- and inter- family and community discussions and engagement.
- Need to bridge gaps through story-telling, e.g. train and engage local community members and young people on documenting and recording history and living stories. Also explore the relationship between digital architectures and inclusive urban heritage.
- Keep in consideration that a smart/digital agenda is not inherently good, it can lead to marginalisation.
- Innovation is one of the problems related to archiving because people keep generating new systems. Maintenance is less valued, but is needed for a sustainable archiving infrastructure. Funding tends to prefer innovation over continuity and maintenance.

Heritage, Sustainable Cities and Communities

- The lack of master plans/urban planning regulations associated with the presence of lucrative development causes material urban decay (space & place).
- Need to foster collaboration between board, communities and local partners, in order to better position communities within urban regeneration and to foster people-centred solutions based on the city-wide development strategies.
- What kind of knowledge should we take into account? Embodied knowledge and sensitive knowledge. Relationships between people and place can be identified through graphic conceptualisation/how cities function through their graphic objects (with an emphasis on heritage). Also through design sensitive to local culture/co-production.

- Research ‘fatigue’ and ‘disposable communities’ – suspicious of intentions, feeling that researchers steal local story and then leave. Who benefits and how? Need to involve local communities and use funding as way to reward them, need to promote Integrated Community Development, capacity building and training with local professionals and to foster local custodianship. However, there are issues with the short-term nature of funding. The idea of scalability is also challenging as it might be difficult to scale solution or models in different contexts.
- How do performances shape experiences of growing cities and their heritage? How are performances and rituals shaped by urban change?
- Questioning the city as an archive system.
- Consider the relationship between diasporic communities and large-scale migration and cultural heritage (tangible and intangible).

Heritage, Knowledge Production and Education

- Need for widening participation and increasing access to cultural heritage and natural science activities, and for connecting museums to landscape.
- Bringing social issues together (education, sustainability, informal heritage) and using cultural heritage to support sustainable growth via eco-tourism, archaeological research and educational development.
- Education is peace-building with another name. Role of education in reconciliation and peace-building, there is a need to put all stakeholders on the same level.
- Power of stories/story-telling and intangible heritage. They are a way to create links between different generations. We need personal stories/individualised stories. What stories do communities tell about their own pasts? Who is excluded?
- Promotion of experiential outputs, visual narratives, story-telling. Also consider that people interpret exhibitions based on their social position.
- Present agenda as ‘transformative learning’ for all parties, luckily those from a position of privilege. Rethink syllabus development and class teaching methods.

5. HERITAGE RESEARCH CONTRIBUTION TO GLOBAL CHALLENGES

This section shows the results of the workshop on ‘Heritage for the SDGs’, which stimulated the participants to address and discuss the following questions: Which are the SDGs tackled by your project? How were they tackled? Which other SDGs might have been tackled? Why?

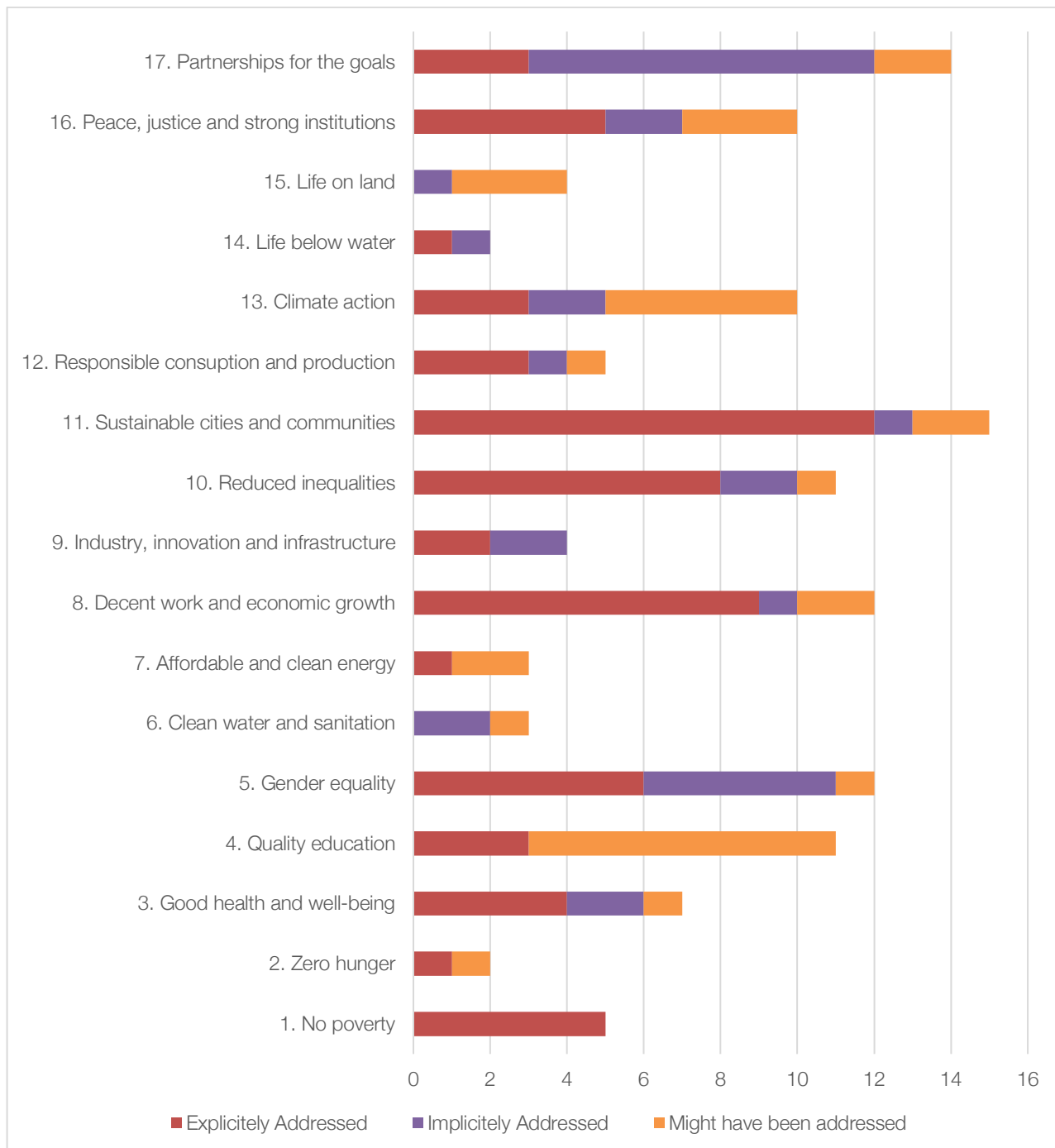
Moreover, this section identifies a variety of cross-cutting themes emerged during the workshop to explain heritage research contribution to global challenges. Among others, they include inter-sectorial/integrated approaches; knowledge/evidence production; decolonized knowledge; traditional and local knowledge; new methodologies/practices/approaches; community involvement/empowerment; co-creation; training/education/capacity building; awareness raising; partnerships and exchange. It also includes a list of practical examples that emerged during the workshop activities and the pre-Lebanon survey, although it does not claim to cover all participating projects’ experiences.

Heritage Research for the SDGs

- Need to problematize development and to problematize the SDGs.
- There is a fascinating tension between the SDGs. Some people are sceptical about the SDGs, about how they were developed. Risk of a universal framework, need to rewrite some of them (e.g. strong institutions—democratic institutions?). Whose agenda is it?

- In some cases, there is resistance towards using the SDGs as they have political connotations. Formal indicators vs informal processes. We need to use more neutral language (interpretation vs political definitions).
- At the same time, the SDGs were agreed to by 193 countries of the world at the United Nations (see: <http://www.un.org.cn/info/6/620.html>) in a multilateral process, so despite the challenges, they represent an otherwise almost impossible framework for achieving global consensus. They are useful to mobilise public support, partners and institutions, and possibly also to encourage researchers to think 'beyond' the obvious topics. They help researchers to better relate their work to practice and international frameworks for development/and development measurement.
- There is limited awareness of SDGs at site level. How is the SDGs framework translated in different contexts? Space for emerging goals based on communities' perspectives.
- There is a need to foster an inclusive audience for the SDGs, including for example arms dealers and multinational corporations.
- While the SDGs have been commended for mentioning the importance of culture in a development context for the first time, it could be argued they do not go far enough in stressing the central role of culture in achieving human-centred, inclusive and ethical development. In fact 'cultural heritage' is only directly referred to twice in the text accompanying the 17 development goals and their 169 targets, with no single goal emphasizing the need to identify and incorporate traditional and past human practices into sustainable management plans.
- One of the biggest challenges we face is balancing preservation and development.

SDGs (explicitly and implicitly) addressed by the research projects or that might have been addressed



Heritage Research Contribution to Global Challenges

Inter-sectorial/integrated approaches

- Inter-sectorial and Integrated approach (economic/social/environmental) to sustainable development, multiple levels of experience.

Knowledge/evidence production

- Get a better understanding of women and their beliefs on heritage in south Asian communities and how this is affected by migration;
- Challenging conventional assumptions around modern slavery and offering critical and creative approaches to questions of exploitation historically and in the present;
- Showcasing Cultural Heritage Innovation and Development;
- Highlighting the importance of derelict covered markets in historic Cairo as catapult for architectural conservation and socioeconomic growth;
- Outline how tourism and culture heritage could be an opportunity for economic growth and sustainability in the Kurdistan region;
- Achieving better understanding of how much the representation and interpretation of urban heritage through design is dependent on graphic communication in analogue and digital form;
- Understanding reasons behind feminisation of agriculture and behavioural dynamics influencing agricultural decisions;
- Understand how the reality of many women and self-perceived women who play football in different social contexts is undergoing multiple discriminations and inequalities. Find a range of strategies, methodologies and creativities that women throughout South America have developed to face them and generate more fair and safe spaces;
- Creation of a digital library on earthquake aftermath for use by present and future researchers/educators.
- Archaeological approaches can provide data on human activity over millennia (deep time perspective) which can help inform future (human-centred) development strategies.

Decolonized knowledge

- To bring materials sequestered by colonialism back to the spaces that produced them;
- Creation of six distinctive pieces of memory work that attest to the conflict experiences and hopes for the future of marginalised communities in Colombia.

Traditional and local knowledge

- Learning from traditional and local knowledge and reviving traditional ways.

New methodologies/practices/approaches

- Creative methods. Exploration of the ways in which creative methodologies can produce meaningful ways to communicate the realities, experiences and enduring legacies of conflict, including theatre, music, food, oral history;
- Using art-based methods to stimulate dialogue, including with marginalised groups and across disciplinary expertise;
- Road maps;
- New methodologies for heritage safeguarding, innovative local-led approaches to the protection of cultural heritage (in conflict);
- New approach to inclusive growth using cultural heritage;
- Grass-roots approach trying to enrich communities and engaged communities;
- Digitizing archaeological sites and artefacts.

Community involvement/empowerment

- Engaging the local community in discussions on preserving local heritage; curating process with different groups, working with key persons on site;
- Establish community perspectives in engaging overlooked heritage as a resource for social and economic development;
- Transformation of the knowledge base and skills of the young project heritage volunteers;
- Working to empower different gender groups (including men) through project activities;
- Amplifying the voice to underrepresented communities; engaging with migrant, marginalised urban communities; giving children an opportunity and experience that they otherwise would not have had;
- Making a difference in the lives of displaced and host communities;
- Creation of spaces and opportunities for the memories of marginalised and victim communities to be heard and acknowledged formally by Colombia's Truth Commission and more widely, including in schools, community spaces, and online;
- Promotion of community heritage days.

Co-creation

- Involving communities in heritage co-production and management;
- Co-creating and commissioning 30 challenge-led heritage projects with local communities and partners in East Africa;
- Co-creation and collaboration and wealth of data, effecting real change;
- Workshops involving academics, policymakers and practitioners;
- Creation of exhibitions.

Training/Education/Capacity building

- Capacity building workshops;
- Skills development and engagement of community members;
- Developing educational resources for the school teachers and students, and training teachers and museum workers;
- Supporting schools and provision of quality education/supporting schools by merging heritage activities with the teaching process;
- Project contributing and finding an opportunity for 20-25 women in Fayan and Gregra;
- Provision of equipment, materials.

Awareness raising

- Awareness raising of green market halls problems for local authorities, communities and academics;
- Promoting the voice of the child and those with disability or non-neurotypical processing in safeguarding provision.

Partnerships and exchange

- International collaboration. Knowledge and practice exchange with North partners; South-South collaboration;
- Networking between researchers and non-researchers;
- Collaboration with numerous outstanding local partners and the local community; Creating partnerships and maintaining communication channels with the local authorities and officials;
- Engaging activists, artists as well as academics on three continents;
- Knowledge exchange among participants (UK and China) on different approaches and perspectives on heritage - and co-publishing findings;
- Collaboration with peace studies/international development at host university; social cohesion built in as part of the project.

Other

- Passion;
- Cultural sensitivity.

6. SAFEGUARDING PEOPLE ON PRAXIS PROJECTS

This workshop aimed to raise awareness of the scope of safeguarding in international development research, and to examine collaborative approaches. Critical feedback from the workshop and subsequent discussions have contributed to enhanced guidelines for safeguarding provision by the UK Collaborative on Development Research (UKCDR).

Stuart Taberner identified six notions that underpinned discussion throughout the Praxis Heritage & Global Challenges conference. *Changing the Story*'s project to support good practice in safeguarding CSO staff, researchers and their research participants applies to each:

co-production

importance
of place

participatory
arts

interdisciplinary
approach

politics of
knowledge
production

capacity-
building
approach

Co-production

The advantages of local knowledge were recognised when developing safeguarding approaches in particular contexts. *Changing the Story* has recruited five regional consultants to lead on the design and implementation of awareness-raising workshops or platforms for practitioners to engage in informed discussion, and to support artistic output from young people. If safeguarding is not to be seen as an 'add-on' or extra burden, it is best integrated into team discussions at the design stage of a project. Restrictions to cope with the COVID-19 virus since the Praxis workshop have necessitated a move towards online discussion, but video, textual and webinar resources will still provide useful insights into issues that concern research teams and their partners.

While co-production should be informed by international norms around safeguarding, participants emphasised the need to address solutions through national structures. This raises instances of incompatibility, or the difficulty of implementing mechanisms in the absence of societal structures (such as counselling services or recruitment procedures).

Some participants suggested that we should reappraise our use of terms such as 'giving' voice to 'vulnerable' groups, as their experiences are not ours to validate.

Importance of place

It came through strongly that a 'one-size-fits-all' requirement is inappropriate, while nuanced, contextualised solutions will depend on such factors as current capacity, length of project or cultural notions of, say, care and neglect.

UKCDR does recognise that safeguarding expectations should be 'proportionate', 'contextually sensitive' and 'appropriate to the scope and nature of the research'. Participants noted, though, the likelihood that requirements could disproportionately burden smaller organisations.

Participatory arts

When young people (and other marginalised communities) share experiences on sensitive topics, then novel angles appear. *Talking* about notions of, say, authority and power imbalances can be awkward, yet productive. Expressing these ideas through participatory arts may be liberating.

Politics of knowledge production

UNICEF in its notion of a child's 'evolving capacities' acknowledges that, as 'there is no agreement on the nature of childhood', it should be an individual's capacity rather than age that determines how they exercise their human rights.

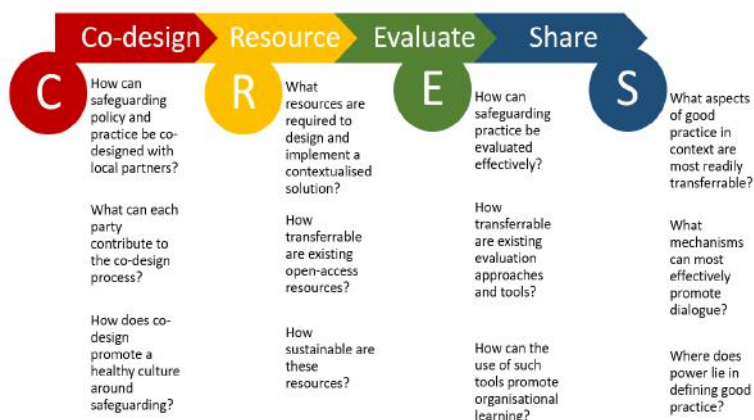
A number of workshop participants suggested that challenges presented by working with children are prohibitive. *Changing the Story* sees intergenerational dialogue as integral to building inclusive civil societies, and so has attempted to find solutions through co-development of ethical and transparent mechanisms, which allow young people's voices to be represented in research. Participants discussed how this might be conveyed to potential gatekeepers in the community as a win-win, transformational experience for all concerned.

Interdisciplinary approach

The theme of Heritage & Global challenges lends itself well to embedding approaches to safeguarding marginalised voices into existing initiatives. Much of the discussion throughout the conference around gender, for example, has obvious connections to how women can be supported in raising concerns, and ensuring their input into designing and implementing safeguarding approaches.

Capacity-building approach

Changing the Story's one-year Safeguarding project ends in August 2020, and aims to leave a body of material that can help generate informed discussion and co-produce mechanisms. The workshop addressed three further aspects that complement co-design:



Resource

UKCDR recognises that ‘sufficient provision for safeguarding requires *resources* and *time* to build expertise, meet requirements and respond to needs’. Exploratory workshops early on, for example, can build a mutual understanding of the approach, and clear boundaries on the duties and accountability of those in designated safeguarding point-of-contact roles can allow procedures to operate less stressfully.

The relevance and suitability of workshop materials can be highly context-specific, with the level of detail and scaffolding information appropriate to the audience. Open-Access resources exist from organisations such as Bond, UNICEF and Keeping Children Safe, but must be scrutinised and adapted. ‘Multi-cultural’ editions of UK child-facing materials (from e.g. NSPCC) are generally not appropriate.

One scenario used to good effect in Rwanda, for example, raised serious concerns from South African participants around supporting imagery (that may suggest that domestic violence is a black issue) and the perceived lack of agency on the part of the abused. While the likely point of the scenario was to highlight possible unintended consequences of setting a safeguarding investigation in process unthinkingly (safeguarding is not something ‘done to us’), highlighting the need for local knowledge on how it might be interpreted was helpful.

Reference to local data on such aspects as reported abuse by country or region, or the compatibility of national with international legislation may help develop a grassroots initiative.

Evaluate

What does ‘success’ look like when evaluating an organisational approach to safeguarding? Participants discussed whether a ‘null’ record or empty incident book is a positive outcome. UKRI notes that transparency in how concerns were dealt with is more likely to suggest effective monitoring and/or a culture that facilitates and encourages disclosure.

A common approach, as adopted by Save the Children, for example, is the Monitoring, Evaluation, Accountability & Learning (MEAL) co-production of ‘statements of intent’, which can be appraised before, during and/or after a project. These statements (and other

indicators of success) may be only starting points for personal development, or be part of a cumulative or incremental measure.

Participants expressed the need to feed up to UKCDR that indicators need not be merely quantitative. A record of the number of major/minor incidents recorded may lead to an appraisal of the organisational learning achieved. Projects might gauge, say, the understanding of limits to duty of confidentiality among staff with designated safeguarding responsibilities. Other aspects suggested were clarity on lines of reporting, escalation and accountability, setting boundaries of skillsets expected, and professional development opportunities.

A blue arrow-shaped button pointing to the right with the word "Share" written in white text inside.

The willingness to share experiences and open up procedures to professional scrutiny should be acknowledged as a positive, and rewarded by, for example, readiness to award grants. It was noted, though, how this might be hindered when examples of poor practice in the media foster concerns among donors.

Sharing between grassroots projects is the optimal solution, with self-sustainable channels established to provide critical feedback to bodies such as UKCDR and the team at *Changing the Story*. Organisations can share anonymised evaluations and organisational learning, and it was suggested that a 'safe space' repository or discussion forum for anonymised case studies could help practitioners discuss options, and record good practice.

Safeguarding expertise most likely exists within partner organisations, and those that do not have sufficient expertise or resources to develop their own processes should get the opportunity to build capacity and take ownership of their approaches. Equally, accepting local safeguarding mechanisms without scrutiny or an absence of shared concepts and standards may increase risk. To help establish a common ethos with potential partners, *Changing the Story* is developing a framework of questions we should be asking each other that might help build trust, identify areas for support, and provide a basis for the evidence that funders are looking for. Your input would be welcome here.

If you feel we can support you in co-developing an effective approach to safeguarding with your partners, please contact A.Cegielka@leeds.ac.uk.

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7. THE WAY FORWARD

This section focuses on the current challenges that workshop participants have been facing in developing their investigations as well as on opportunities for future improvement. They are grouped in accordance to specific issues, e.g. project management, partnerships, local contexts, funding, etc. Finally, it highlights future research areas in relation to the workshop thematic sessions/SDGs and potential partners to work with.

Opportunities and Challenges of Heritage Research

	Current challenges	Future opportunities
Project management	<ul style="list-style-type: none"> - Managing a project team across three countries - Setting up the legal and financial framework between the partner institutions - Managing budgets between and within institutions and ensuring funding reaches Global South partners quickly and when required - Capacities to understand and prepare bureaucratic submission statements - Short turn-around on GCRF funding calls makes partner coordination difficult 	<ul style="list-style-type: none"> - Presence of a project manager/coordinator - Support for proposal-writing (interim and full application)

	Current challenges	Future opportunities
Funding	<ul style="list-style-type: none"> - Short-term nature of funding - The fact that funding originates in Global North - Research income and output orientation of research councils and universities does not work 100% well with development funding (e.g. FEC) - Restrictive parameters for ECR institutional partners' participation in funding application (e.g. PhD requirement) - Unclear relationship between research and development 	<ul style="list-style-type: none"> - Longer period of funding - Change the parameters for research award - Funding for NGOs needs to be added to research work - Smaller-scale research funding for experimental small-scale projects to build interdisciplinary, collaborative relationships, particularly for ECRs - Funding continuity to build partnerships within teams for local actors - Funding for PhD scholarships
Multidisciplinarity	<ul style="list-style-type: none"> - Interdisciplinary approaches are both a big strength and a challenge - Power imbalance between disciplines - Current academic set-up, which has defined practices where our work may not fit - Some colleagues do not like interdisciplinary approaches - Breaking down disciplinary boundaries, language and discourse or understanding vary hugely between disciplines - Accommodating disciplinary bias 	<ul style="list-style-type: none"> - Use Arts and Humanities research principles and methods to bring disciplines together and deal with complexity and interdependencies - Reconcile and combine different disciplinary terminologies, concepts and methods - Time to familiarise with different disciplinary perspectives and to enable co-production, co-design, etc. - Pre-proposal workshops to develop multi-disciplinary working practices - Make project teams more inclusive (e.g. involve economic professionals)
Language/terminology	<ul style="list-style-type: none"> - Variable language skills across team - Different understanding of the same terminology and different expectations 	<ul style="list-style-type: none"> - Identify common language for different disciplines - Critically appraise/change the language we use (e.g. "group" platform, "vulnerable" groups)
Complexity	<ul style="list-style-type: none"> - The way we frame our research (e.g. SDGs) is a challenge, we do not take on board the complexity 	<ul style="list-style-type: none"> - To facilitate projects embedded and aware of a broad foundation for research sensitivity to complexity and nuance, local specificity

	Current challenges	Future opportunities
Methods and approaches	<ul style="list-style-type: none"> - There are some (economic) models, but they are still not used and accepted 	<ul style="list-style-type: none"> - Practice-based approaches to heritage - Transformative learning for everybody - Evaluate the most effective tools in engaging local communities - Not only looking at solution-oriented projects but also at methodologies
Context	<ul style="list-style-type: none"> - Working in conflict affected countries/high security areas - Neo-liberal development - Brexit - Rapidly changing political landscape 	<ul style="list-style-type: none"> - Acknowledge context
Power relations/ colonialism	<ul style="list-style-type: none"> - Overcoming colonial “stage” image/perception - Politics of power and privilege 	<ul style="list-style-type: none"> - Consider global power relations, do not forget our own context as researchers, e.g. past colonial inheritance, class, gender, etc. - Recognise ourselves as not neutral actors – when particular types of heritage are funded – this has political effects - Recognising distributed knowledge and power
Cultural differences	<ul style="list-style-type: none"> - Cultural and communication differences - Overcoming cultural barriers to engage appropriately with marginalised stakeholders - Understanding the nuance of the research encounters; what the subtexts were and what the cultural contexts meant - Understanding local relationships among organisations on the ground 	<ul style="list-style-type: none"> - Long-term engagements enable understanding of local systems of (heritage) censorship and exclusion
Co-design/co-production	<ul style="list-style-type: none"> - Misrepresentation of local communities/partners - Communication issues between communities and experts - officials, translation of terminology used 	<ul style="list-style-type: none"> - Communities acknowledged as project’s participants - Foster co-creation, also with NGOs - Time to enable co-production, co-design, etc. - Balance between expectations, responsibility and ownership

	Current challenges	Future opportunities
Communities	<ul style="list-style-type: none"> - Addressing community needs that are not part of the research project - Ensuring activists and artists maintained equal ownership of the research output 	<ul style="list-style-type: none"> - Working with under-served communities and hear their voices. Invest time on collecting perceptions of the communities about what that site is and why it is meaningful for those people - Opening dialogues and discussions about the research with the community - Find ways to involve and reward local communities, transfer roles to the community - Connecting different groups/communities
Stakeholders' engagement	<ul style="list-style-type: none"> - Inability to engage with unofficial stakeholders - Creating links with authorities, bridging diverse interest goals, dealing with inflexible bureaucratic systems and ideologies - Lack of training and expertise of local officials 	<ul style="list-style-type: none"> - Partnership with governmental structures - Use culture and the humanities to engage with these state-holders
National priorities	<ul style="list-style-type: none"> - The interest of the authorities, how the government prioritize - Governments may have different agendas (and often are against social inclusion) and national priorities should be met - Identifying priorities and ways to moderate competing interests 	<ul style="list-style-type: none"> - Definition of clear agendas and priorities, transparency - Find common priorities - National priorities alignment with local needs
Partnerships	<ul style="list-style-type: none"> - Newton Fund only funds UK side of partnership - Limits on nature of partnerships undermines development of civil society organisations like NGOs - International collaboration (within the framework of the GCRF) - We had strong partners, but many of these were only developed AFTER the start of the project/some partners changed from original ones - Lack of support from the project partner and having to advance all research funds from my own pocket 	<ul style="list-style-type: none"> - Work with NGOs, practitioners, agenda setters and funders - More local institutions/authorities involved - Economic experts should be involved in our projects → develop new economic theories - Involve more industrial partners - Less replication of work in the future through partnerships

	Current challenges	Future opportunities
Trust relationships	<ul style="list-style-type: none"> - Trust issues and relationship with safeguarding (promises and commitment of patrons then retracted, knowledge taken and used elsewhere, etc.) - Maintaining continued buy-in from policy makers - Ensure equitable and transparent (including financial) commitment to projects – problems in AHRC-Newton projects where partners are not funded 	
Networks	<ul style="list-style-type: none"> - Limited links with other heritage sites and other sectors - Difficult to know what is happening elsewhere 	<ul style="list-style-type: none"> - Building cross-relationships between different geographical areas - Linking different projects which focus on the same area – context - Share learning from projects in particular thematic areas/networking within a framework (e.g. Praxis) - International information exchange
Link with practice	<ul style="list-style-type: none"> - Knowledge cemented over millennia needs to be applied - Follow up from research recommendations into implementation and finding further funding 	<ul style="list-style-type: none"> - Translating existing knowledge from academic work into practice - Build global narratives and foster collaboration between academia and not-academic world
Long-term impact	<ul style="list-style-type: none"> - Impact aspirations cannot, feasibly, be contained within period of research project - What happens after the project? We still do not know how to develop mechanism that outlast project, contingency of evaluation methods - Lack of time and resources to monitor the impact of research over time - Maintaining post-award relationships with participants, institutions and collaborators - Success or not success is really dependent on personalities 	<ul style="list-style-type: none"> - Impact for projects should be allowed for a larger period - Produce tangible local benefits - Evaluating projects not just on their impacts, but reactions of local communities - Supporting local custodianship

	Current challenges	Future opportunities
Evidence	<ul style="list-style-type: none"> - Need to provide good data and strong examples - Lack of awareness of what arts and humanities can do 	
Dissemination/ communication	<ul style="list-style-type: none"> - Put the news resources and data online - Communication and managing expectations, especially in local (vulnerable) communities - Dissemination beyond local communities - Lack communities' feedback on the research conducted and translation of research outputs - Managing and democratizing data 	

Research Agenda

Poverty Reduction, Food Security, Sustainable Economic Growth

- Inclusive economics/horizontal models. How might inclusive economics/horizontal models be adapted and developed elsewhere (including application to cultural heritage sector)?
- Economic models and need for new indicators. How do we measure? Do we need to change economic models? Head of UNDP talking about radical new economic models. Investigate cultural economics and new economic models (same say in heritage sector). Also measuring the economic impact of climate change on cultural sectors.
- Economics of cultural protection in context of migration. How do heritage models of production/economic models adapt to mass displacement? How do people adapt when they are displaced? What potentials for economic inclusion and sustainability exist within context of displacement?
- Local vs global. What are the challenges for relating local-global identity? Cultural rights and identity are sometimes in conflict.
- Global heritage development policy. How might a gradual global shift to non-western philosophical/conceptual understandings of heritage inform/influence global heritage development policy?
- Populism and cultural heritage. What is the impact of digital media (storytelling and economics of heritage and social media e.g. advertising, preferences)? Cultural alienation, e.g. India and the economics of heritage/young people and engagement with heritage.

- Food cultures. Investigate the potentialities of food cultures to address global poverty.

Mental Health, Gender and Communities

- Making mental health an issue through all heritage research projects. Mental health part of ‘human condition’ – breaking down stigma – safe space – universal condition. Encourage ‘talk’ without medicalising/pathologizing mental health.
- Heritage and trauma. Structures/infrastructures and power structures and their impact/causa of trauma.
- Social, political, economic and religious rights.
- Recognizing intersectionality and promote an intersectional approach (class/gender). Introduce gender and heteronormativity as an underlying theme (or lens) on every research agenda. E.g. positioning gender as a “community” issue rather than a personal state/poverty struggle.
- How engagement between communities and heritage can route to empowerment?
- Role of digital in marginalising communities.

Environment and Climate Change

- Investigate the impact of climate change on heritage.
- Shifting discourse from heritage protection against climate change, to heritage as nature-based solution (active role).
- Role of cultural heritage in environmental regulation for sustainability.
- Heritage as a resource to inform climate change mitigation – heritage data on past climatic conditions and human responses to it (such as data on past sea level change or food producing strategies at times of stress in the past) can inform future climate change mitigation strategies

Technology and Innovation

- How does technology lead to marginalisation (smart/digital agenda is not inherently good)? Technology and marginalisation of certain forms of social and cultural heritage.
- Technological growth-based model. Investigate the inherent contradictions between technology, industrialization and environmental stewardship. Technology and industrialization is predicated on an economic growth-based model that is dependent on growth in use of virgin materials and energy resources.
- Hosting, ownership and longevity of information, stories and films. Who owns the content and who has access to it? Also, there are different copyright laws in different countries. The issue is one of infrastructure, ownership and resilience.
- Information accessibility. Research funding organizations expect peer-reviewed publications which local groups often do not have access to: a) How to make the research findings accessible to local groups? b) What are the incentives for doing so?

- Fostering innovation? Innovation usually means, or is taken to mean technology. Innovation need not mean this. We must also value and affirm: continuity, conservation, repair and maintenance.

Sustainable cities

- How does episodic political erasure affect urban environments?
- Interrogating property regimes/ownership (informal, private, small-scale, large-scale development, entrepreneurial, public legislation) and their relationship to heritage.
- Fluency of city's functioning in terms of communication between groups who have radically different socio-economic status and cultural position. Disjuncture between fluidity of cities and their regulating role. Non-linearity/multi-linear urbanism and urban communication, focusing on particularly marginal communities, urban occupants.
- Connections between different scales of urban occupation/inhabitation experience.
- Granular research on fabric of heritage. Architecture as an expression/physical alteration of community aspiration, capacity, granular understanding of fabric and design. Fabrics of heritage, bamboo, concrete, brick, relationship between facades and interiors.
- How do we move from planning to urban design?

Education, Peace and Reconciliation

- How does UK funding context (GCRF, etc.) impact on research landscape in aid recipient countries? Does it reshape local incentive structures and when actions are advantaged/disadvantaged? At different scales: e.g. government/within universities/NGOs. How funder can have an impact on local governments/contexts? How to fund from down-up?
- Develop creative methodologies that might be used in other contexts so have policy relevance without transplanting models into different contexts.
- Question the idea of educational conflict. Does education actually promote peace and reconciliation?
- Informal heritage, informal education and non-state. Understanding memory and heritage as citizen-building, able to critically engage with heritage.
- Research the link between past, present and future.
- How can bottom-up research help us to identify new models? Also participatory methods and creative methods for informal spaces.
- Heritage, research and policy-makers. Research into stability/votes/transitional justice policy, especially in Africa. Heritage research into decision-making criteria for policymakers and changes in heritage policy. Understand its effects, the political significance as well as its politicization. How is heritage research utilised?

Potential partners

- International, national and local NGOs, e.g. Save the Children;
- International Union for Conservation of Nature (IUCN) and other nature protection agencies, e.g. Royal Society for the Conservation of Nature;
- The Royal School of Needlework, craft/handicrafts and artisans;
- International Artist Associations (e.g. Khoj, Delhi);
- People working on economics/finance and creative business models, e.g. developmental economists;
- Offshore infrastructure developers, water companies (make links between water sources and pollution and well-being);
- Film Makers and Digital Companies;
- Schools;
- Women's groups.

Author:

Francesca Giliberto

Co-Author:

Tony Cegiela (*Safeguarding People on Praxis Projects*)

In collaboration with:

Stuart Taberner, Lauren Wray, Deena Dajani and Esther Dusabe-Richards

#PRAXIS

@Changing_Story_

changingthestory.leeds.ac.uk/praxis

Contacts: F.Giliberto@leeds.ac.uk, E.Dusabe-Richards@leeds.ac.uk, L.Wray@leeds.ac.uk



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