CHANGING THE STORY

A YEAR IN REVIEW

YEAR 3

BUILDING INCLUSIVE CIVIL SOCIETY
WITH AND FOR YOUNG PEOPLE IN
POST-CONFLICT SETTINGS

UKRI | Arts and Humanities Research Council

GCRF Global Challenges Research Fund

UNIVERSITY OF LEEDS

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Large Grant ImaginingOtherwise (South Africa), 2019. Photo credit: Tshisimani - Centre for Activist Education

WELCOME

A welcome message from Changing the Story's Principal Investigator Paul Cooke

What a year it's been. When I wrote my introduction to the Year 2 Report we were just entering the first COVID-19 lockdown in the UK. Our commissioned projects across the Changing the Story network were just coming to terms with the impact of the pandemic on their work, their priority invariably being ensuring the immediate safety of project participants. Very quickly, however, our projects adjusted, finding new ways to deliver activities, our funding being reprofiled in many cases to provide projects with the necessary equipment and data in order to be able to work online.

International travel ceased and instead funding was used to provide colleagues working on the ground with extra support. New arts based activities were commissioned, new research posts advertised, and new schemes developed, designed to maximise interactions between organisations across all the post-conflict countries we have been working in.

At the same time, the pandemic provoked us to rethink how best to disseminate our research findings. The network meetings which were central to the way we sought to share and develop research insights from our commissioned projects now had to be held online. While we have missed the face-to-face contact between partners, moving online allowed us to meet more frequently and to have more sustained conversations about our work. In this regard, we have, for example, started to draw together the ways our projects have explored a variety of hidden conflict histories; how our research engages with youth unemployment across the Global South; as well as highlighting the wide range of methodological innovations our commissioned projects have generated with regards to arts-based co-production. Similarly PRAXIS, our sister project led by Professor Stuart Taberner, has used this moment to develop new strands of enquiry and new partnerships, drawing out further synergies across the AHRC GCRF portfolio, not least in terms of how researchers are exploring the impact of COVID.

The projects supported by Changing the Story have adapted remarkably well to the devastating impact of COVID-19. But as I write this year's introduction the future remains unclear. While parts of the Global North are celebrating the successful roll out of vaccines, the number of COVID-19 cases in India, Nepal and Cambodia is rising rapidly, pushing the health systems in these countries to breaking point.

Meanwhile, in the UK, the Government has cut its commitment to Overseas Development Assistance from 0.7% to 0.5% of GNI, which, alongside the overall shrinkage of the UK economy due to the pandemic, has led to huge cuts across all UK international development programmes, including the suspension or even cancellation of many GCRF projects.

At Changing the Story we have been able to absorb some of these cuts, not least through the generous support of the Fraxinus Trust. This has allowed us to refocus our work to make sure that we can at least continue to collate outcomes and disseminate results. Our final year will centre on working with partners across the Global South to maximise the impact of our work. A particular focus will be on developing our international youth research board. This is a group of young people from across the Global South who have been appointed to engage critically with our emerging research findings, using these insights to create advocacy campaigns relevant to their region. This is an exciting development, helping us to explore further how we can make our work ever more accountable to the young people our projects serve. There will be more on this in next year's report. In the meantime, we hope that you enjoy reading about our Year 3 activities.

P. Cooke

Professor. Paul Cooke
Principal Investigator, Changing the Story
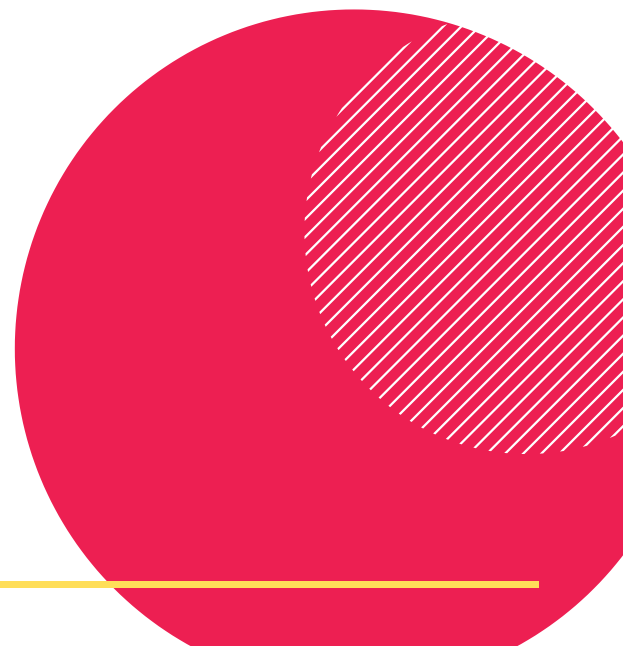
INTRODUCTION |

Changing the Story

Changing The Story (CTS) aims to evaluate present and inform future practice of civil society organisations working with young people in 'post-conflict' settings to build strong institutions that can support communities to deliver sustained social justice.
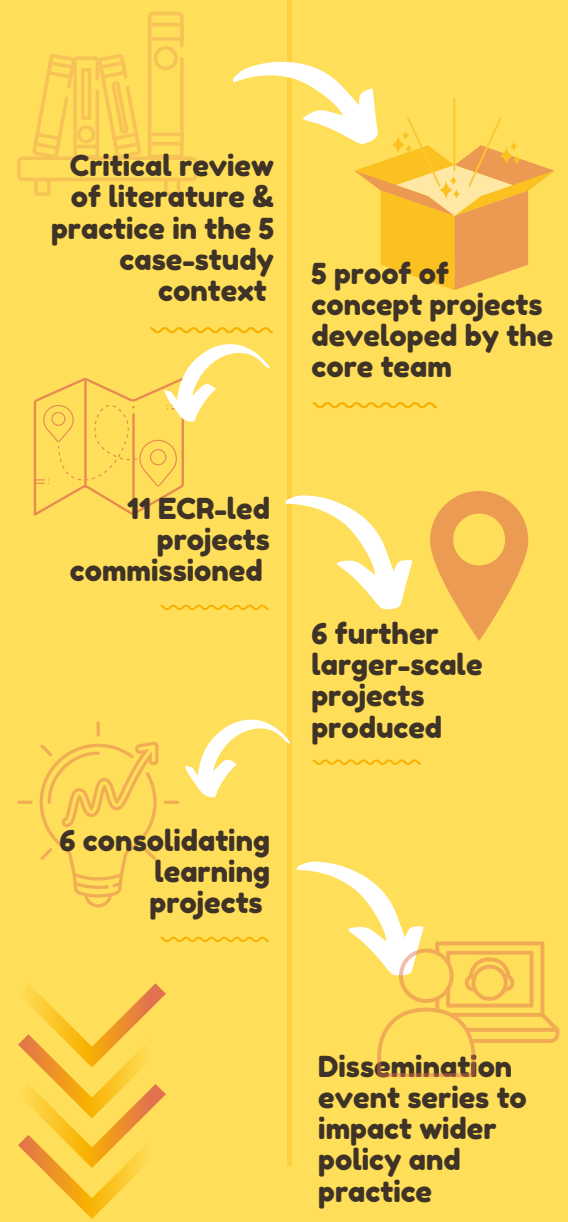
Changing the Story (CTS) is a four-year international, multi-disciplinary project that supports the building of inclusive civil societies with, and for, young people in 12 post-conflict countries. It is a collaborative project between universities, INGOs, artists, grassroots civil society organisations and young people across the world. The project has six main phases that include a range of research, practice and dissemination activities:
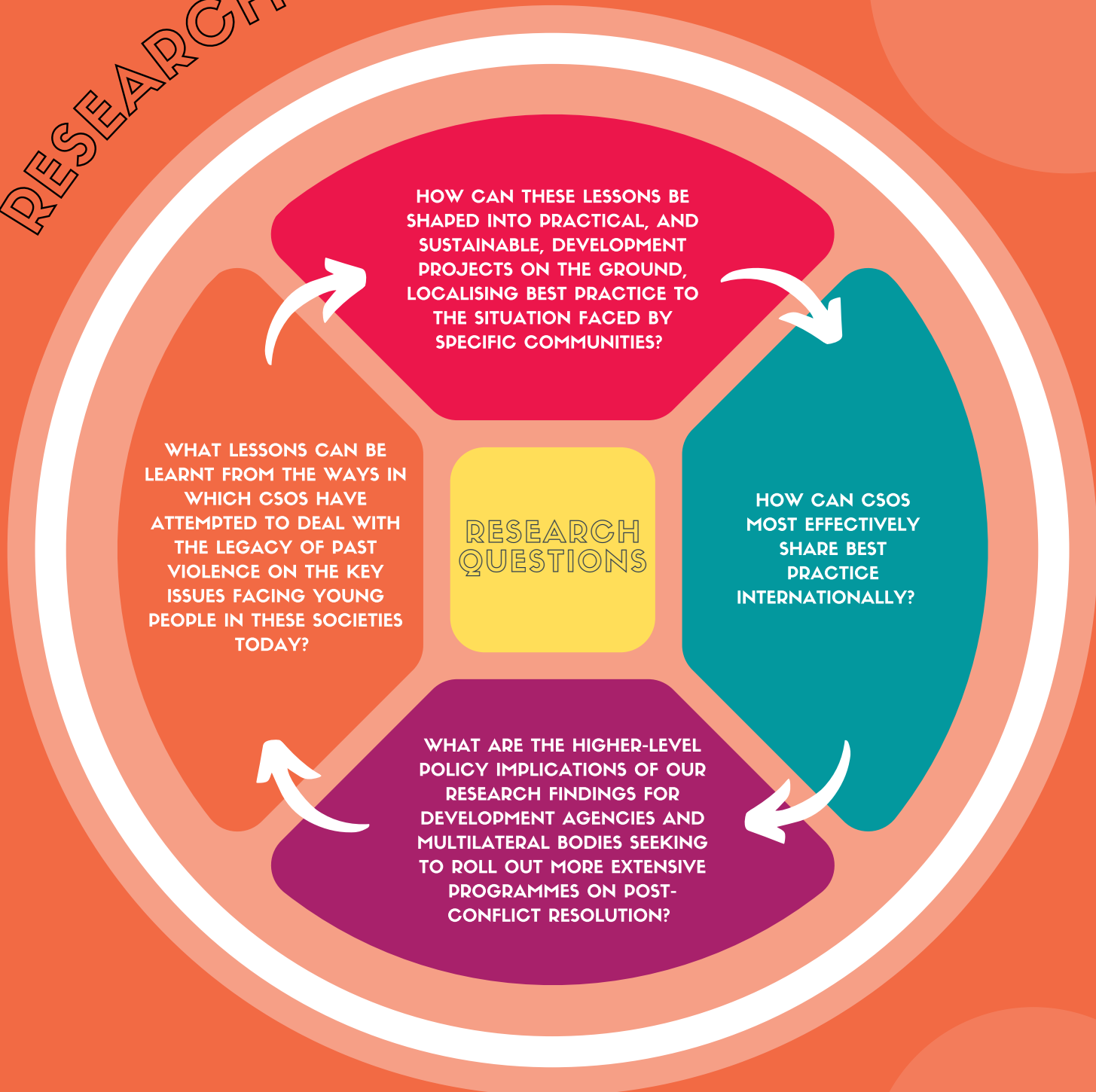
PRAXIS

Falling under the organisational umbrella of *Changing the Story*, sister project *PRAXIS* takes a much broader approach, focussing on Arts and Humanities research across the entire Global Challenges Research Fund (GCRF) portfolio of projects. Specifically, the aims of *PRAXIS* are to consolidate learning across the GCRF projects, amplifying their impact as a collective, highlighting projects' policy relevance by creating pathways for two-way dialogue between researchers, practitioners and policymakers, and to champion the distinctive contribution that Arts and Humanities research can make to tackling global development challenges in order to support the delivery of the SDGs.

THE 6 PHASES OF CHANGING THE STORY

"We are using a Theory of Change approach to plan, deliver and evaluate our work across all project strands"

Critical review of literature & practice in the 5 case-study context

5 proof of concept projects developed by the core team

11 ECR-led projects commissioned

6 further larger-scale projects produced

6 consolidating learning projects

Dissemination event series to impact wider policy and practice

RESEARCH QUESTIONS

RESEARCH QUESTIONS

HOW CAN THESE LESSONS BE SHAPED INTO PRACTICAL, AND SUSTAINABLE, DEVELOPMENT PROJECTS ON THE GROUND, LOCALISING BEST PRACTICE TO THE SITUATION FACED BY SPECIFIC COMMUNITIES?

WHAT LESSONS CAN BE LEARNT FROM THE WAYS IN WHICH CSOS HAVE ATTEMPTED TO DEAL WITH THE LEGACY OF PAST VIOLENCE ON THE KEY ISSUES FACING YOUNG PEOPLE IN THESE SOCIETIES TODAY?

HOW CAN CSOS MOST EFFECTIVELY SHARE BEST PRACTICE INTERNATIONALLY?

WHAT ARE THE HIGHER-LEVEL POLICY IMPLICATIONS OF OUR RESEARCH FINDINGS FOR DEVELOPMENT AGENCIES AND MULTILATERAL BODIES SEEKING TO ROLL OUT MORE EXTENSIVE PROGRAMMES ON POST-CONFLICT RESOLUTION?

OUR VALUES

DECOLONISING KNOWLEDGE AND COMMUNICATION

We aim to enable two-way knowledge creation and exchange partnerships to disrupt hierarchical development models and localise best practice, adopting a practical and sustainable approach to 'development' that works from the community level upwards.

PROMOTING AN ETHICS OF CARE

Our work is rooted in an Ethics of Care approach that prioritises listening and relationship-building in project development and delivery. We are committed to safeguarding everybody who is involved in our projects.

YOUTH-LED RESEARCH

We are committed to placing young people front and centre of policy and practice by ensuring research design and practice are youth-led. We create high-quality opportunities for young people to develop their skills, confidence and experiences, so that they feel equipped as young changemakers to tackle the challenges ahead.

VALUING ARTS-BASED APPROACHES

We value arts-based approaches as a means for participants to express and reflect on experiences and build capacity as agents of change in ways that are innovative, creative, expressive and relevant to their context.

OUR VALUES

COLLABORATING ACROSS DISCIPLINES AND SECTORS

CTS recognises and champions the enormous value that Arts and Humanities research have for practical international development projects and works across disciplines and sectors to better understand and articulate this work.

BUILDING AND SHARING KNOWLEDGE THROUGH INCLUSIVE PARTICIPATION

We take a holistic view of participation-led projects, ensuring inclusive participation values are central to our research, partnerships and management. We question what it means to 'participate' and create space for others to navigate the complexities of participatory working.

OVERVIEW OF YEAR 3

Following the scoping, development and capacity strengthening of our first year and the launch of our funding structure and Small Grants call in year 2, in year 3 (October 2019- September 2020), Changing the Story (CTS) has continued to support the delivery and implementation of its 17 phase two projects in 12 countries. We have also started to critically reflect on, and bring together the outcomes of the project, by commissioning five Consolidating Learning projects, one in each of the project regions (Southern Africa, East Africa, South-eastern Europe, Asia and Latin America) and one overarching Consolidating Learning project led by Dr Lou Harvey. Overall, we have distributed £810,000 in grant funding.

Partnership Development

Overall, commissioned projects established 41 new partnerships this year, and new collaborations between CTS partners are emerging as projects end, supporting sustainability of this important work. Dr Rajib Timalsina from Examining Interpretations of _Civil National Values made by Young People in Post-Conflict Settings_, an ECR-led project, is now co-investigator on the new AHRC GCRF Network Plus project, _Mobile Arts for Peace_ (itself developed from the Phase 1 CTS project of the same name), and Edwin Cubillos from the ECR project _YouthLEAD: Fostering Youth Peacebuilding Capacity in Colombia_ and Dr Tiffany Fairey from the ECR project _Izazov_ in Bosnia and Herzegovina project are collaborating on the _Everyday Peace Indicator_ project.

The formation of fruitful new partnerships in Year 3 has been paramount to CTS' approach to disseminating work to new audiences and showcasing best practice case studies of equitable partnership building, meaningful youth engagement, inclusive participatory action research and co-production (see infographic below). This is set to increase in Year 4 as more projects end and begin sharing their findings with policymakers, agencies and INGOs. New central-level partnerships, with _Oxfam GB_ and _Oxfam Novib_ have resulted in online conversations bringing together young activists, youth researchers and Oxfam staff to explore youth-led social change in post-conflict and fragile contexts. This partnership will continue in Year 4, where CTS case studies will inform Oxfam's response to key questions identified in its recent youth engagement project. CTS also partnered with the _Daghammarskjold Foundation_ (DHF) to deliver a co-organised discussion with activists, UN actors and Changing the Story youth and researchers to inform DHF's efforts to conceptualise 'youth leadership' as a necessary component of peacebuilding and sustaining peace, responding directly to the UN Security Council Resolution on Youth, Peace and Security.
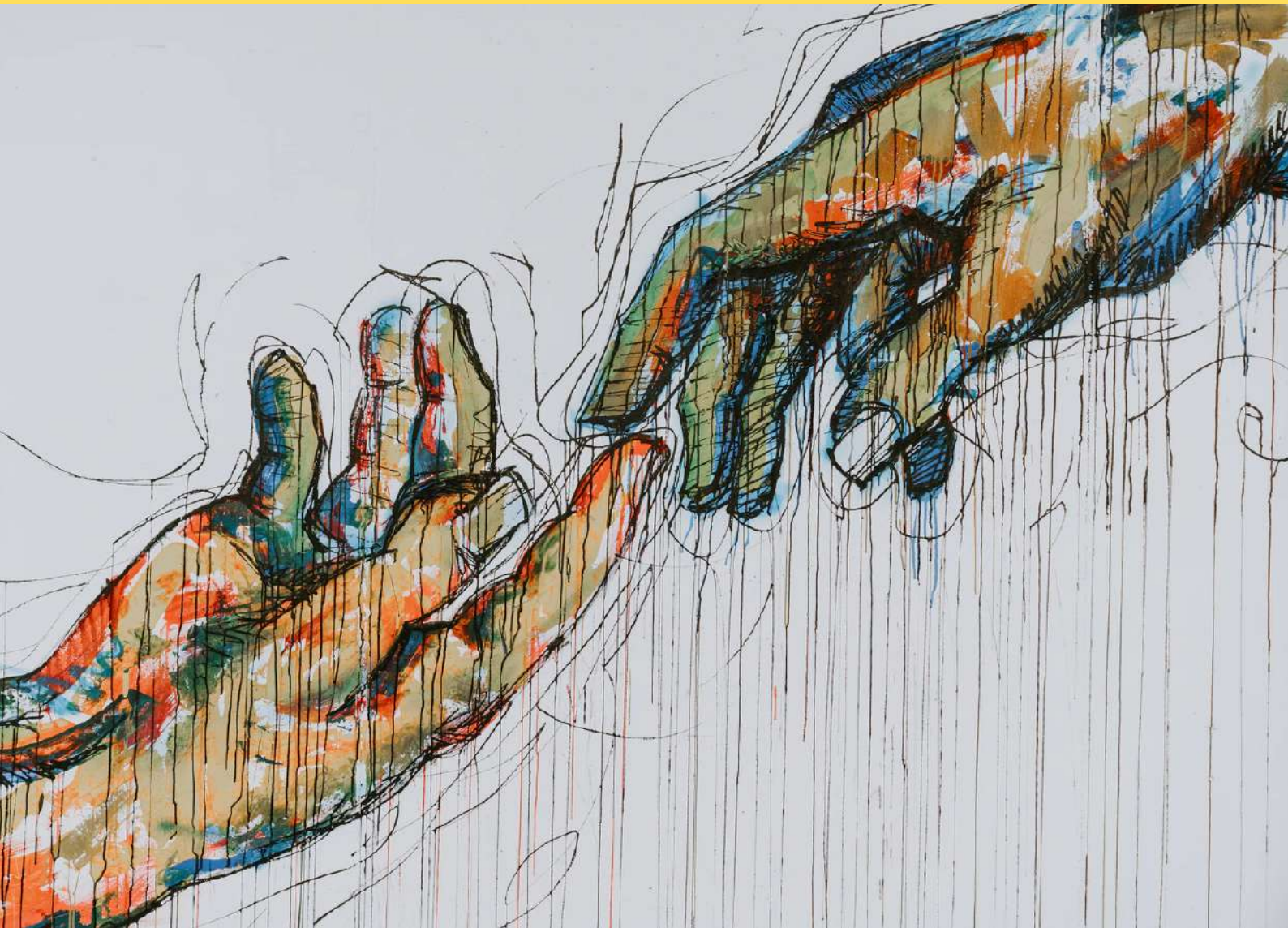
Claudio Schwarz, 2019. Unsplash.

" **A TRULY EQUITABLE PARTNERSHIP IS ONE IN WHICH THE LEARNING ALWAYS MUST BE MUTUAL AND INCLUDE MOBILITY OPPORTUNITIES AND FLOWS OF PEOPLE AND IDEAS, INDEED, BOTH WAYS AT LEAST (INCLUDING THE UK), RATHER THAN DEFINITIONS OF 'THE PROBLEM' TO BE DIRECTED MONO-DIRECTIONAL AND OUTWARD ALONE. IN OTHER WORDS, CRITICAL THINKING MUST BE POSSIBLE TO WORK IN ALL DIRECTIONS.** "

Dr Stephanie Schwandner-Sievers, Co-Investigator of ACT: Arts, Critical Thinking and Active Citizenship, Kosovo

COMISSIONED PARTNERSHIPS

As of December 2020 CTS comissioned projects have established:

170 COLLABORATIONS ACROSS

15 COUNTRIES

4% 4% FORMAL EDUCATION INSTITUTIONS

5% 5% INGOS

5% 5% GLOBAL AGENCIES

6% 6% LOCAL OR NATIONAL GOVERNMENT BODIES

24% 24% ARTISTS, LOCAL OR NATIONAL ARTS ORGANISATIONS

27% 27% RESEARCH INSTITUTIONS

29% 29% CSOS

PLEASE NOTE THAT THESE FIGURES DO NOT INCLUDE LESS FORMALISED PARTNERSHIPS WITH COMMUNITY GROUPS AND YOUNG PEOPLE.

"My CSO partners were already very established organisations in the region, and I have learned a lot from their work [..] our collaboration helped us put together fragmented initiatives and [bring together] different interest groups in joint network to put forward best practice to connect academia and activism."

Dr. Linda Gusia, Kosovo, PI of the Making of the Museum of Education

Changing the Story's ongoing partnership with the British Council led to a new strand of work in February 2020, led by Post-Doctoral Researcher Dr Alyson Brody. The Youth, Voice and Development project aims to support more effective integration of youth concerns and voices into development research and interventions to achieve the Sustainable Development Goals (SDGs). The project creates a critical space for learning about what works in responding to young people's needs and promoting youth voices through research in Overseas Development Assistance (ODA) countries. The project's multi-directional approach to knowledge creation has proved extremely valuable for project partners across our network.

In addition to the many on-going activities happening at project-level, Year 4 will see new programmes of similar work taking place with other international organisations including _Hope and Homes for Children_ and _DeafKidz International_, solidifying CTS as an international resource for practice-focused humanities-based international development research.

CSO participant observing the research process. 2019. Photo credit: Nub Raj Bhandari

CREATIVE RESPONSES TO COVID-19

> **THE NEW CTS WEBINARS HAVE PROVIDED A FURTHER OPPORTUNITY TO MAXIMISE KNOWLEDGE EXCHANGE ACROSS THE NETWORK.**
>
> **CTS partner**

MAP Master Trainers and Youth Facilitators at the MAP Network Event. Credit: Mobile Arts for Peace, 2021

When the Covid-19 pandemic hit, the entire network had to work quickly and creatively to protect our projects and, most importantly, to make sure everyone involved stayed safe. General ways of working and events transitioned to digital formats. This brought challenges. It highlighted the profound digital divide that is reflective of the wider social inequalities at work in all the countries CTS operates in. Project delivery was delayed. International travel stopped. However, COVID also presented new opportunities.

The network was keen to explore new opportunities to share learning and reflect on our research as the impact of the pandemic evolved. We ran a series of short but regular webinars on issues and themes proposed by the network. Colleagues would present a short provocation that the group would then discuss, and which would subsequently be written up as a short project blog. The network was particularly appreciative of the opportunity to pause and reflect on their own research, which some partners noted they hadn't had time to do prior to the pandemic.

Shifting to digital webinars and conferences has allowed greater engagement across a broader spectrum (although, as already noted, the Digital Divide remains a clear issue) and has supported commissioned projects to adapt to the challenges of the pandemic with innovative and creative approaches. Nevertheless, extensions were deemed necessary to best support the work and several projects have been extended until June 2021.

Young co-researchers from the Cuál es la verdad? project, Quibdo, Colombia. 2021.

Whilst travel restrictions inevitably hindered traditional field work practices and a lack of face-to-face contact made partnership building more difficult, new methods of communication and interconnectivity have emerged, bringing the potential of digital methodologies into focus. Whilst the pandemic has seen a growth in work on digital methods abounds, *Cuál es la verdad? De-constructing collective memories and imagining alternative futures with young people in Chocó through music and arts*, a Large Grant project in Colombia, highlighted the continued importance of (at least some) in-person events and relationship-building alongside digital interactions, and the challenges and opportunities this brings to international Participatory Action Research (PAR) projects.

Similarly, Large Grant Project *Reanimating Contested Spaces (ReSpace): Designing Participatory Civic Education for and with Young People in Kosovo and Rwanda* highlights how COVID-19 has brought digital arts methodologies into focus by incorporating digital and Virtual Reality (VR) methodologies at the project design phase, allowing new skills to be developed. These new skills include the ability to provide innovative and critical, yet safe, explorations of selected spaces, as an alternative means of engaging and co-creating historical knowledge from multiple perspectives. Whereby traditional methods often used by CSOs place youth as passive consumers or spectators of the past, this project is demonstrating how new digital technology, especially visual engagement, allows for more active engagement with the past and, as a result, can actually serve as an important avenue in addressing current injustices and violence.

As COVID-19 continues to shape our work, important questions for engaging digitally with young people from marginalised backgrounds and in fragile settings in this 'new normal' are emerging (see below). Responses to these questions will be further explored in Year 4.

What practical steps can projects take to enable inclusivity and participation?

What kind of investment of time, emotions and energy is required for research teams and participants to form and maintain relationships in digital contexts, and how do we ensure that they are fully recognised?

How can we harness the opportunities of the digital sphere to increase the visibility of marginalised young people in fragile settings and advance their rights?

CASE STUDY: Mobile Arts for Peace (Rwanda)

Mobile Arts for Peace (MAP) is a Phase 1 CTS project that works with young people, educators, cultural artists and civil society organisations to inform the National Curriculum Framework in Music, Dance and Drama in Rwanda. In August 2020, following several delays due to logistical constraint and, latterly, the Covid-19 pandemic, MAP adapted a planned network event in Rwanda to a digital hybrid event, with some participants in-person in Rwanda and others online. One of the unanticipated benefits of this format was more engagement from young people involved in the project and the opportunity for them to engage directly with the policy makers who attended, highlighting the opportunities and possibilities for digital technology to connect research communities on a global level. Our approach here built upon a CTS webinar, 'From Grassroots Participation to Policy', where a primary outcome was the successful generation and distribution of knowledge through technology to link partners locally (communication hubs across Rwanda) and globally (linking the event to participants and partners in Kyrgyzstan, Indonesia, Nepal, Cambodia, Uganda, the United Kingdom and other countries). In this way, MAP highlighted new opportunities provided by communication and digital technology to engage our research participants and, most importantly, to help them to have greater impact on local and international levels.

Whilst COVID-19 has presented new challenges for partnerships, in certain circumstances it has helped foster more equitable partnerships, providing CSO and local partners with more autonomy. With UK partners unable to travel, funding has, for example, been rerouted to support more local jobs. The South African based Large Grant project _ImaginingOtherwise: Transforming Spaces through Arts Education_, for example, commissioned local and international artists to design and facilitate arts workshops and take on a mentorship role to strengthen the capacity of youth partners in PAR and arts-based methods.

CASE STUDY: Tribal Education Methodology: Sustainable Education through Heritage and Performance (India)

Tribal Education Methodology (TEM), a CTS Large Grant, is designed to make a meaningful intervention into education in Kerala, integrating tribal arts, culture, and oral traditions of knowledge to restructure the state school curriculum. The project aims to close the gap in scientific research to empower tribal pedagogy as a tool for decolonising educational practices.

COVID-19 and the subsequent emergency lockdown in Kerala seriously disrupted TEM project activities in the region. The team worked on emergency mitigation measures to reduce the effect of lockdown on tribal youth and their families at the pedagogical, socioeconomic and mental wellbeing levels. The General Education Department offered regular lessons during lockdown through the national television channel (DD4) and the Victers Live streaming, but most tribal homes had no electricity and internet connectivity and so could not access these services. Working with the TEM teacher-coordinators in Wayanad, TEM identified the following concerns and issues, developing in response an immediate action plan in response:

· Lack of internet connectivity and lack of technological capital both in terms of software and hardware, causing lack of engagement with education and leadership among TEM youth learners.
· Unemployment hit the region more than ever during the lockdown, causing parents to be out of work, leading to poverty among youth learners in tribal communities.
· Lack of safeguarding measures affecting the safety of the girl teenage learners: teenage pregnancy and child marriage began to increase during the lockdown period.

The team received funding from the Government in Kerala to fund their mitigation plan identified in response to Covid-19 lockdown measures. This included the distribution of food and mobile technology to support responses to the concerns outlined here.
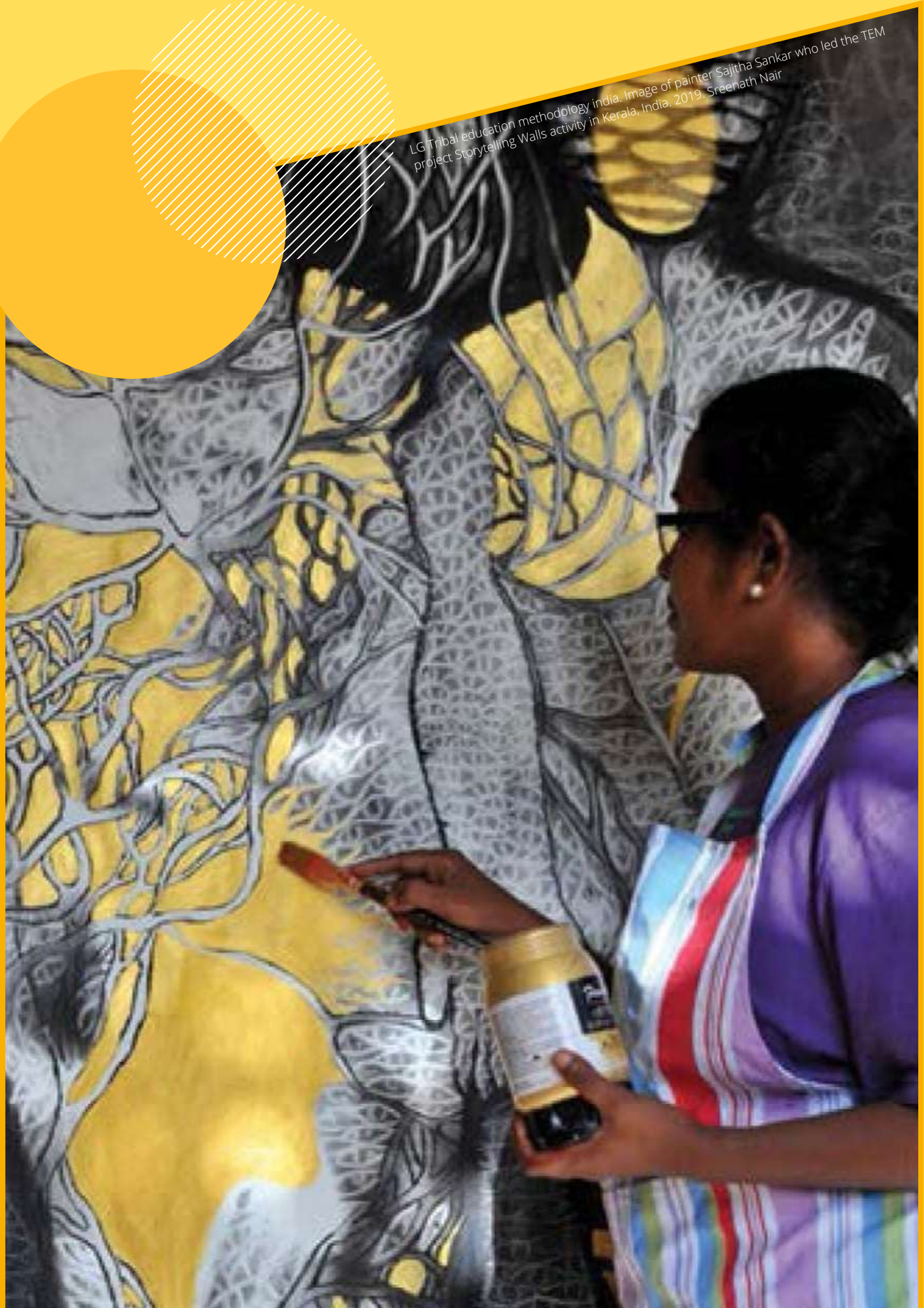
CAPACITY STRENGTHENING

CTS' Year 2 report highlighted the centrality of capacity strengthening, particularly of ECRs, to CTS' objectives, and the ways in which CTS was supporting development of both their research and project management skills, as well as helping them to develop co-production methodologies and participatory approaches. CTS has continued to provide opportunities for cross-pollination of learning across the network throughout Year 3, leading to network members engaging with other disciplines and research methodologies in their work, and numerous promotions amongst the cohort including the appointment of Phase 1 Colombia Co-Investigator Alejandro Castillejo to Commissioner of the Colombian Truth Commission. Capacity Strengthening was supported by two online knowledge exchange activities for Co-Investigators, one of which was devoted to shaping the agenda of a further network capacity building workshop in Leeds around developing the Consolidating Learning call. As with previous grant calls, this in-person workshop was invaluable in shaping the call's core elements, building on key insights from each of the existing projects.

This iterative and collegiate approach, using emerging learning from the project to shape new funding calls and inviting the network to play a key role in shaping future activities, has in turn helped to facilitate collaboration and knowledge sharing between the network outside of centrally organised events.

Dr Amanda Rogers of the Large Grant project _Contemporary Arts Making and Creative Expression Among Young Cambodians_, for example, connected with two of the original project Co-Investigators, Duong Keo and Dr Peter Manning to explore filmmaking as a pragmatic means of delivering their research objectives in response to COVID, while Dr Melis Cin and Dr Faith Mkwananzi from the ECR project _Street Art to Promote Representation and Epistemic Justice among Marginalised Rural Youth (Zimbabwe)_ linked up with two other CTS project teams to explore possibilities for further collaboration and to showcase their experiences across Asia, Southern Africa and Latin America.

Other capacity building opportunities in Year 3 included the co-badged CTS and PRAXIS knowledge exchange webinar series open to the wider AHRC GCRF Network+ community, each attended between by 20-40 academic and CSO partners, providing space for the cross-pollination of ideas in response to questions put forward by the community, such as 'how can we build trust between researchers and partners when using online platforms?' and 'what steps can researchers, institutions, and research councils take to decarbonise research?' Two British Council focus group workshops in September 2020 attended by participants from both CTS network members and the British Council provided a further opportunity to share experiences and lessons learnt, with the aim of consolidating learning across the two networks and amplifying the policy relevance of Changing the Story and the British Council's youth engagement work.
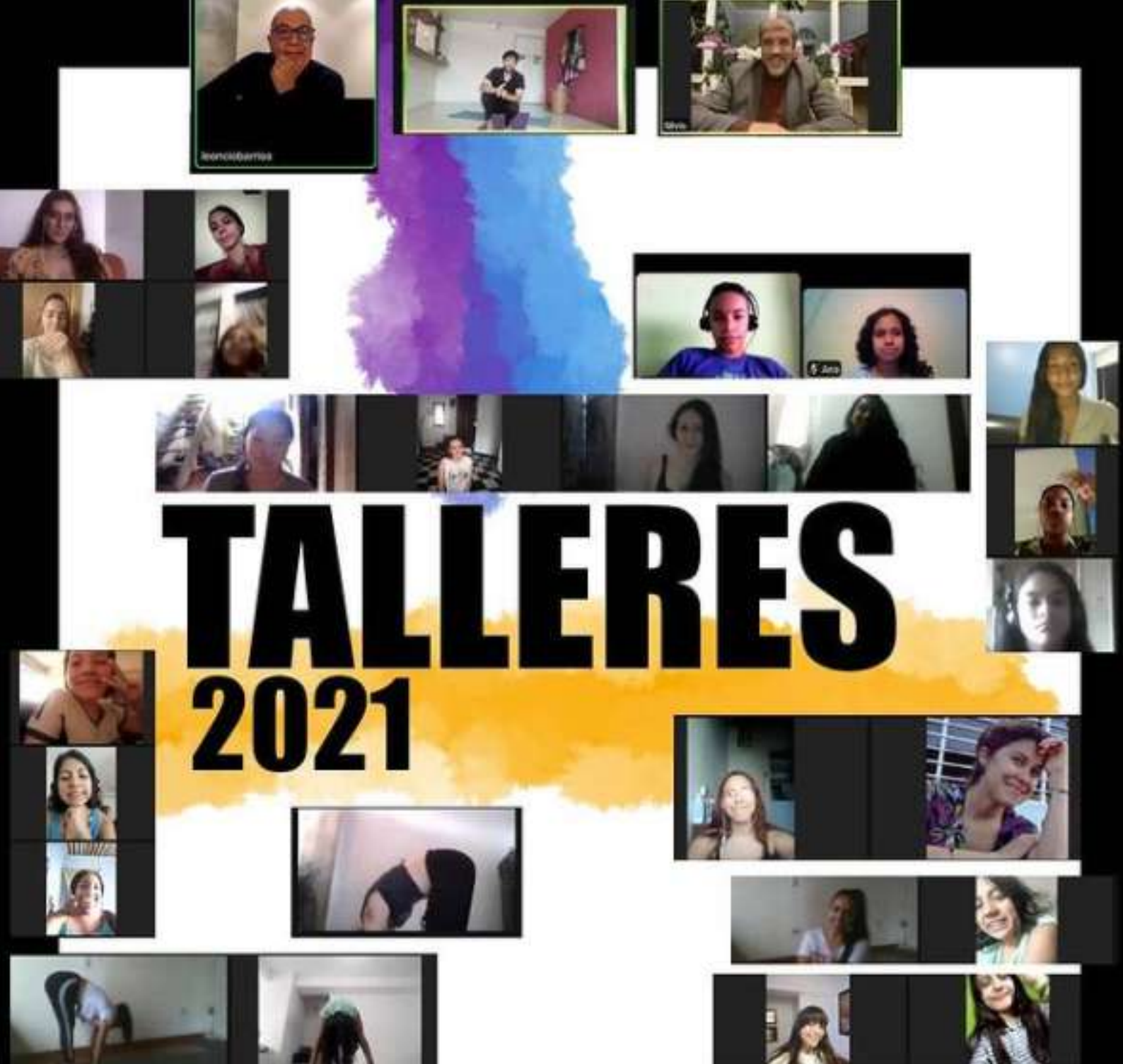
Workshop, Pensamiento y libertad, 2021. Photo credit: Katie Brown.

> **Being a part of the CTS global effort has probably been the biggest gain in regard to networking, partnering, and the sharing of best practice, lessons and ideas.**

Dr. Katie Brown, UK, PI of ECR Project Pensamiento y libertad, Venezuela

CIVIL SOCIETY ORGANISATION CAPACITY STRENGTHENING

In Year 3, projects reported how arts and humanities methodologies and activities positively influenced CSO practice by creating more time for critical reflection and space to explore alternative approaches. In *Cuál es la verdad?*, such opportunities afforded invaluable learning for artists and facilitators from the CSOs Casa Tres Patos and Mr Klaje Collective in terms of project management, design and use of arts-based methodologies (see above).

In the ECR project *Examining Interpretations of Civil National Values made by Young People in Post-Conflict Settings (Kenya and Nepal)*, the CSOs and teachers engaged with the research strengthened their capacity in delivering alternative pedagogical approaches to citizenship and moral education through designing and experiencing child-led participatory arts-based methodologies which are now transforming the way they conduct their wider activities via a new scheme of work developed with their partners.

Amplificando las Voces - Methodologies Reflection, Cual es la verdad?,2021. Photo credit: Edwar Calderon.

> " THROUGH OUR REGULAR MEETINGS AND FERTILE ONLINE SPACE FOR PROJECT DOCUMENTATION, WE HAVE CROSS-POLLINATED IDEAS PARTICULARLY IN AREAS OF ARTS-BASED METHODOLOGIES WITH YOUTH IN POST-CONFLICT SETTINGS, WORKING WITH MARGINALISED YOUNG PEOPLE THROUGH DIGITAL METHODOLOGIES ALONGSIDE THE CHALLENGES OF YOUTH PARTICIPATION IN DIGITAL PROJECTS. "

Dr. Marlies Kustatscher, PI of Cuál es la verdad? (Colombia)

In addition to knowledge exchange, involvement in CTS projects has strengthened the position of the CSOs we have worked with within their community and the wider sector, as well as significantly enhancing, in some cases, the strategic development of the organisations themselves. In South Africa, for example, CSO partner of the ECR *Mapping Community Heritage* project, Pala Forerunner, has increased its capacity significantly following the training of seven new community researchers who are already initiating their own development projects. Meanwhile In India, The Kohima Institute, CSO partner of the ECR project *Participatory Arts for Health*, spoke of the many ways their project had strengthened their understanding of public health, participatory research, arts-based methods, co-production techniques and managing international projects.

> **Being part of the CTS global network has given The Kohima Institute an element of credibility locally, which is needed when entering as a new player in a closely guarded space with few available resources.**
>
> **Dr. Amrit Virk, PI of Participatory Arts for Health (India)**

ECR Participatory Arts for Health (India), 2019. Photo credit: The Kohima Institute

As CTS builds a better understanding of what support mechanisms are needed for young people and youth-led organisations to be actively involved in policy and practice, a growing priority in Year 3 was generating new opportunities for youth capacity building. We sought ways to highlight the role of young people as equally important partners in projects and to ensure that our work is genuinely accountable to, and our research fundamentally shaped by, the young people involved.

YOUTH CAPACITY STRENGTHENING

In India, the Large Grant project Tribal Education Methodology identified a need for an NGO run by tribal youth, as none were currently involved in existing NGOs in Wayanad. The young people involved used skills acquired through the project to set up an NGO called Ontu-Nilluva, meaning one community in tribal language, which is in the process of being formally registered regionally.

In **Quibdó, Colombia** the co-researchers of the Large Grant project *Cuál es la verdad?* are developing a social enterprise project idea with the support of the research team, reaching out to other local organisations to collaborate with them. The project team are currently exploring how they can support the idea, whether through appropriate social entrepreneurship training and piloting support, or in exploring follow-on funding opportunities.

In **Kosovo**, ECR project *The Making of the Museum of Education: Memory, violence and resistance* delivered a series of capacity building workshops for student researchers to reflect on their history, teaching them how to search archival data and conduct interviews and oral histories. The group then applied their knowledge to conduct their own series of interviews and produce video diaries and blogs reflecting their experiences of the project. This research will form part of the project's sustainable open source and Interactive digital platform about the schoolhouse museum, due to be launched in 2021.

In **Cambodia** and **Malaysia**, the research team of the Large Grant, *Building inclusive and sustainable civil society: A social entrepreneurship toolkit created by and for young people*, co-developed an activities programme engaging 89 young people interested in social change to enhance their awareness, skills and self-efficacy for social entrepreneurship. Reflecting on their involvement with the project, the young social entrepreneurs particularly valued the way the project provided them with a safe, shared space that allowed them to be "vulnerable" and open to new ideas. In the words of one young social entrepreneur: "being able to share openly is a privilege/pleasure."

Such capacity building opportunities are beginning to transform into life-changing opportunities for some young people involved in CTS:

In the Large Grant project ImaginingOtherwise (South Africa), one young person was offered an internship by arts organisation Lo-Def to enable him to edit the video materials of other young project collaborators.

Following the completion of the ECR *Participatory Arts for Health (India)* project in January 2020, all three young researchers were offered employment which they credit in part to the experience gained through Changing the Story (one researcher entered the Governor's Young Fellowship Programme and two researchers were offered positions leading a small team of quantitative survey enumerators as part of the Nagaland Health Project Process Evaluation, funded by the World Bank).

The co-creator collective from ECR project *Ilizwi Lenyaniso Lomhlaba (South Africa*) took part in a series of protest marches against the poor management of water by the municipality in Graaff-Reinet. The co-creator collective applied their skills as filmmakers and editors for advocacy, filming the protest and handing over a memorandum of demands to the local municipality. This event was featured on South African national news.

ECR Ilizwi Lenyaniso Lomhlaba (South Africa), 2019. Photo Credit: Aylwyn Walsh/Scott Burnett

MOBILITY FUND

14 applications submitted

9 applications funded

5 youth-led applications funded

4 grants awarded to Early Career Researchers

Grant Locations

Bosnia & Herzegovina
Nepal
India
Colombia
Venezuela
South Africa

MOBILITY FUND

Our mobility fund launched in 2019 offering up to £1000 per application to enhance the mobility and professional development of CTS grantees based in the 12 project countries. The fund has provided numerous opportunities for network and knowledge exchange activities. In Year 3, 44% of successful applications to the fund were from early career researchers.

While Covid-19 has meant that most planned mobility fund activities in Year 3 had to be postponed, we hope to continue once travel restrictions ease and will report further on this scheme in Year 4.

READ THE FULL MOBILITY REPORT HERE

IMPACT & ENGAGEMENT

CTS continued to work towards influencing positive social change with decision makers at the local, national and international levels in Year 3. We work to recognise the value that comes at each stage for the communities we work with and highlighting the needs of young people and civil society organisations through both research outcomes and creative practice.

Many projects made use of public and community space to raise awareness of their voices and needs with community gatekeepers. Graffiti and mural painting by projects in _Colombia_, _India_ and _Zimbabwe_, for example, created opportunities for young people and their communities to take ownership of their environment, helping, as one research lead articulated, to renovate his local space as an important point of transition for the community.

Phase 1 Tales of the Future: Senses, Creativity and the Arts of Survival, Colombia, 2020. Photo credit: Katie Hodgkinson

LG Tribal Education Methodology (India), 2020. Image taken during the storytelling walls activity, Tribal Education Methodology.
Photo credit: Sreenath Nair

Youth, Voice and Development (YVD), is a new collaboration between Changing the Story and the British Council, emerging from our ongoing work with each other. The aim of YVD is to support more effective integration of youth concerns and voices into development research and interventions in order to achieve the SDGs.

ECR Youthlead (Colombia), 2019.
Photo credit: Laura Taylor

The initial work of the project mapped the connections and synergies between the youth-focused work of Changing the Story and the British Council. The findings highlight the power of youth-centred participatory approaches and the use of creative methods as tools that enable young people to navigate and make sense of the complex environments in which they live. Our research shows how approaches have helped young people affected by conflict to articulate abstract and often difficult feelings and experiences (including, in particular, towards gender-based violence) and to envision and shape their futures. Our work also highlighted practical solutions for economically empowering young people in ways that are socially and environmentally responsible. Here we highlighted how our projects helped young people to become active agents of change in some of the most challenging global situations. The research findings will be shared with policymakers in the UK to articulate the importance and value of working with young people through creative participatory action research.

SPOTLIGHT ON:
FORMAL AND INFORMAL EDUCATION

CTS projects continued to influence and strengthen national curriculum frameworks in Year 3 by championing the integration of arts-based methodologies to support young people to strengthen their capacity to become active agents of change. In ECR project _Participatory Arts for Health Improvement (India)_ CSO partner _The Kohima Institute_ has been invited by the State Council of Educational Research and Training, Nagaland (SCERT) to partner with them in teacher training, and specifically in counselling. In Kenya and Nepal, _Examining Interpretations of Civil National Values made by Young People in Post-Conflict Settings (Kenya and Nepal)_ has fused performance arts methodologies as a pedagogical approach to teaching and learning around themes of community peacebuilding in primary schools. The project has developed a scheme of work which speaks to strengthening education policies that are child-led through participatory arts methodologies and has created an entry point through which to engage policymakers in Kenya and Nepal. Meanwhile In Rwanda, the integration of formal education and arts-based methods has played an increasingly important role in shaping the National Curriculum, thanks to the continuing partnership between _Mobile Arts for Peace_ and the Rwanda Education Board (REB). The partnership is now shaping Rwanda's national arts curriculum through curriculum and textbook development and through the integration and alignment of MAP training programmes with existing REB training.

CASE STUDY: CTS projects in Kosovo

Following completion of its initial project scoping and delivery activities, original CTS project _ACT: Arts, Critical Thinking and Active Citizenship_ continues to generate national policy-level impact. The project combines research and applied components to produce alternative practices to be proposed to formal and informal educational institutions, as well as academic research and publishing in Kosovo. For example, this work is now supporting the Ministry of Education to develop the national civic education curriculum.

Building on ACT, ECR project _The Making of the Museum of Education_ is a participatory arts research project aiming to design a schoolhouse museum in Pristina in partnership with student researchers and activists. After setting up a cross-sector working group and sharing their research findings with the Municipality of Pristina, the team are now working with the municipality to establish a Foundation for the School House Museum and help support its sustainability. The project's museum research and digital platform frames the research, educational, and artistic-curatorial activities of the group, as well as providing a roadmap for policy and institution building, producing, for example, a podcast about the political, social and cultural meanings of museums and the stories they tell, shared via the website of our CSO partner Kosovo 2.0.

DIGITAL COMMUNICATIONS AND ENGAGEMENT

27
COMMISSIONED PROJECTS TO DATE

41
NEW PARTNER ORGANISATIONS

800
NEW RESEARCH PARTICIPANTS

1
FILM FESTIVAL

139
ARTISTIC AND CREATIVE PRODUCTS

2
LARGE-SCALE NETWORK EVENTS

14
SAFEGUARDING RESOURCES

8
ONLINE KNOWLEDGE EXCHANGE EVENTS

69
PUBLICATIONS TO DATE

SPOTLIGHT ON: DIGITAL COMMUNICATIONS & ENGAGEMENT

In Year 3, we have expanded our reach and approach to engagement, exploring new ways to connect the network, in particular supporting active youth engagement across and beyond our projects.

> " **THE DELIGHT AND POWER OF THESE EVENTS IS SEEING YOUNG PEOPLE SHARING THEIR STORIES, LEARNING ABOUT EACH OTHER'S CULTURES AND RECOGNISING THAT THEY HAVE MANY OF THE SAME CHALLENGES** "

Film Festival Audience Member

CTS International film festival, 2020. Photo credit: Paul Cooke

CHANGING THE STORY ONLINE INTERNATIONAL FILM FESTIVAL 2020

> 66 The process of becoming film-makers has been transformative for the Bosnian participants. One filmmaker highlighted how she had re-discovered herself through the process, describing how she had always wanted to learn about filmmaking but her 'society never allowed me to'. 99
>
> **Tiffany Fairey, PI of Izazov (BiH)**

CASE STUDY: CTS Online International Film Festival 2020

CTS held its inaugural online film festival 1-5 July 2020, inviting its commissioned projects and the wider AHRC GCRF research community to submit films that celebrate the power of film to change people's lives. Filmmakers based in 16 countries submitted films, from documentary shorts and animations to full-length features about mental health, addiction, migration and child soldiers. During the festival, films on the Changing the Story YouTube Channel were viewed over 2100 times, amounting to 85.8 hours of viewing time. The Film Festival Official Selection web page was viewed 1,104 times by audiences predominantly in India, Bosnia and Herzegovina, Colombia and Ghana, representing the geographical locations of the participating filmmakers and the international reach of the event.

> 66 As soon as we got the announcement to say the film had been accepted [..] and we communicated that to the team in Kenya they were so excited, and it demonstrates the importance of a festival like this to create a space where stories can be told and where stories can be changed. 99
>
> **Adriaan van Klinken Professor of Religion and African Studies, University of Leeds**

The festival culminated with the award of bronze, silver and platinum audience choice awards for which we received over 1000 votes. The Silver Audience Choice Award winner, a young researcher based in India, drew the attention of local press and government, helping to carry the community voices featured in the film to policy level.

AMPLIFYING YOUTH VOICES

Following best-practice examples of how participatory action research can amplify youth voice and leadership in Years 1 and 2, including reflection on the problem of language; decolonising development and knowledge production; tensions between co-production versus co-option in project development, the relationship between formal and informal education, and an emphasis on the growing importance of 'Youth Accountability' in our work, new insights and opportunities have emerged in our third year.

ECR Youthlead (Colombia) 2020. Photo credit: YouthLEAD participant as part of the photovoice project

> " I wanted to show how young people are living, in our lives, how we're growing up. In one section of the performance, I illustrate my own personal life. We, as teens and young people, face so much discrimination and pressure. The judgements can make us feel down and depressed. So, I want all my audience to feel that it's okay to be different and just do what their heart tells them to. "

CHOUNG Veasna, Cambodia, Artist

Theatre workshop, 2020. Photo credit: Sreenath Nair

Photo credit: YouthLEAD participant as part of the photovoice project

For several projects, the arts continued to support young people to be critical co-constructors of their community history, their present, and to visualise alternative futures through music, theatre, performance and film.

ARTS AS A WAY OF SEEING AND REIMAGINING NARRATIVES IN CHALLENGING ENVIRONMENTS

ImaginingOtherwise (South Africa)

The Large Grant project *ImaginingOtherwise* (South Africa) is a cross-disciplinary collaboration, grounded in artistic practice, activism, and youth-led social change. It asks how young people make sense of race and inequality in Cape Town and explores how the arts can be used for social change to produce educational and activist alternatives.

Young people were invited to map out their relations to space and neighbourhoods, moving beyond physical landmarks to incorporate hopes, fears and memories to better understand people's live experience. The use of arts-based approaches enabled the young people to build visions for the future through fiction and imagination and opened up how young people interpret and represent their attachments to place.

Cuál es la verdad? (Colombia)

The Large Grant project *Cuál es la verdad?* (Colombia) focuses on Quibdó, the capital of Chocó in the Colombian Pacific: a remote area disproportionately affected by armed conflict and home to mainly Afro-Colombian and indigenous populations who face a complex legacy of intersectional inequalities.

The project aimed to support young people to become critical co-constructors of their communities' histories and visualize alternative futures through a co-produced music and arts-based methodology and investigate the potential of participatory music and arts as a tool for reconciliation. Linked to the project's core theme of 'visualising alternative futures', the young co-researchers have developed the framework for a social enterprise business involving multiple strands (the 'four corners': women, men, young people and children) which aims to involve communities, generate income and be sustainable.

AMPLIFYING YOUTH VOICES - ARTS AS A WAY OF SEEING
AND REIMAGINING NARRATIVES IN CHALLENGING
ENVIRONMENTS CONTINUED...

PAGE 30

Pensamiento y libertad (Venezuela)

The ECR project *Pensamiento y libertad* (Venezuela), a collaboration between the Central University of Venezuela, the University of Exeter and CSO partner Escuela de Teatro Musical de Petare aimed to develop creativity and critical thinking among young people through arts education and skills training leading to improved understanding of the relationship between power and language and how to use language to move beyond violent conflict. In three sets of workshops, young people were led firstly through a discussion of beliefs, stereotypes and prejudices to transform them into acceptance. Secondly, were invited to reflect on a range of images and writing with a focus on aspects of 'freedom' and to search through art for what has been lost, what is missed and what is desired. With a focus on rediscovering the possibilities inherent in the body young participants were taken through a range of dance and physical practices of expression in the final set of workshops.

Contemporary Arts Making and Creative Expression Among young Cambodians

Research findings from the Large Grant project *Contemporary Arts Making and Creative Expression among young Cambodians* demonstrates how young Cambodian artists are using the arts to express their own stories that address a range of issues and the change they want to see. This includes stories such as the experience of grief and loss, discrimination and the desire for equality for LGBTQIA+ communities, inequality and poverty, the difficulty of pursuing an artistic career, the possibility of 'being together' through the arts and using the arts to promote environment activism.

> We are finding a way to live together peacefully. So art is the way to bring people together, learning from one another and understanding each other.
>
> **Sous Sinath**

ECR Pensamiento y libertad, 2020. Focus group at the Escuela Musical de Petare (photos Marcelo Rodríguez) Photo credit: Marcelo Rodríguez

As a multi-disciplinary project rooted in universities, CTS recognises the multi-dimensional potential of students across all research institutions and seeks to challenge the traditional student-researcher relationship, co-creating new spaces for young people to shape the narratives which define them, both within our own projects and beyond:

STUDENT ENGAGEMENT

In ECR project *Connective Memories* (Rwanda) and Large Grant projects *Cuál es la verdad?* (Colombia) and *ImaginingOtherwise* (South Africa), young artists, post-graduate students and interns were recruited to support project activities including organising a symposium in collaboration with young participants.

In May 2020, CTS received its first Laidlaw Scholar at the University of Leeds as part of the international undergraduate scholarship scheme hosted by The Laidlaw Foundation. The research they conducted helped shape the focus of our Youth Research Board (see below) and assisted with the CTS film festival.

CTS also developed a Research Placement Programme for second year undergraduate students studying Arts and Humanities at the University of Leeds. Six students were selected and have been working with CTS (from October 2020 to June 2021) to develop a short film series exploring the experiences of young people who have taken part in CTS, 'reversing the gaze' of our other projects in order to highlight what young people in the UK can learn from their peers overseas.

MAP Master Trainers and Youth Facilitators at the MAP Network Event. Credit: Mobile Arts for Peace, 2021.

SAFEGUARDING

Changing the Story recognises the need for a clear understanding of international safeguarding standards and how they can be adapted and applied contextually, whilst ensuring that safeguarding guidelines are appropriate for and owned by those working in localised contexts. Further to securing additional funding, this year CTS ran a Safeguarding development project to co-design knowledge sharing activities as a response to the UK Collaborative on Development Research 'Guidance on Safeguarding in International Development Research' (April 2020), and UKRI's 'Preventing Harm in Research & Innovation' policy (June 2020). This project addressed themes such as whistleblowing, risk management, codes of conduct and governance. CTS has championed an inclusive, bottom-up approach to building better safeguarding practices and in Year 3 recruited five Safeguarding Regional Leads in Kosovo, Colombia, Rwanda, South Africa and Cambodia. The Regional Leads led a workshop series and co-produced a range of safeguarding resources that drew on their direct experience and expertise.

As a result of these workshops, a short online video series was produced in September 2020 designed to aid project teams to reflect and discuss how they might contextualise policy and procedure around a range of topics including: developing trust; participatory arts and safeguarding; culturally appropriate safeguarding; safeguarding sexuality and gender identity, and safeguarding during a pandemic.

These online resources have helped local project teams engage in informed discussion and co-develop a contextualised approach to safeguarding that appreciates local knowledge and skillsets. The resources have also been used across the wider GCRF community. They have been shared on the GCRF Baseline Hub at Newcastle University and have been used by the GCRF Disability Under Siege project at the University of Birmingham, as well as Maghreb Action on Displacement & Rights and Decolonising Peace Education in Africa.

One regional lead will continue in their role until Spring 2021 in a mentoring and support role to the Changing the Story Youth Research Board.

PRAXIS

> **"** **What I've really appreciated is being able to situate my grant within the funding landscape and actually make sense of what could be done in the future with colleagues from government and the museum sector** **"**
>
> **PRAXIS Heritage NEXUS Participant**

PRAXIS is focussed on Arts and Humanities research across the GCRF portfolio and aims to draw out synergies across AHRC-GCRF funded projects, specifically those exploring themes of heritage, conflict and displacement. PRAXIS achieves this through creating networking and knowledge exchange opportunities to collate learning and to amplify the impact of research findings to influence policy and practice at scale. In year 3, PRAXIS hosted five multi-disciplinary, multi-stakeholder capacity strengthening workshops built from the foundation of interviews with GCRF Arts and Humanities PIs, Co-Is and CSO partners.

PRAXIS Nexus event, Heritage for Global Challenges Group Photo, 2020. Photo credit: Deena Dajani

PRAXIS, CTS & HERD International 'Community Engagement for AMR' conference, June 2019, Nepal. Credit: HERD International.

PRAXIS Nexus event, Heritage for Global Challenges, 2020. Photo credit: Lauren Wray
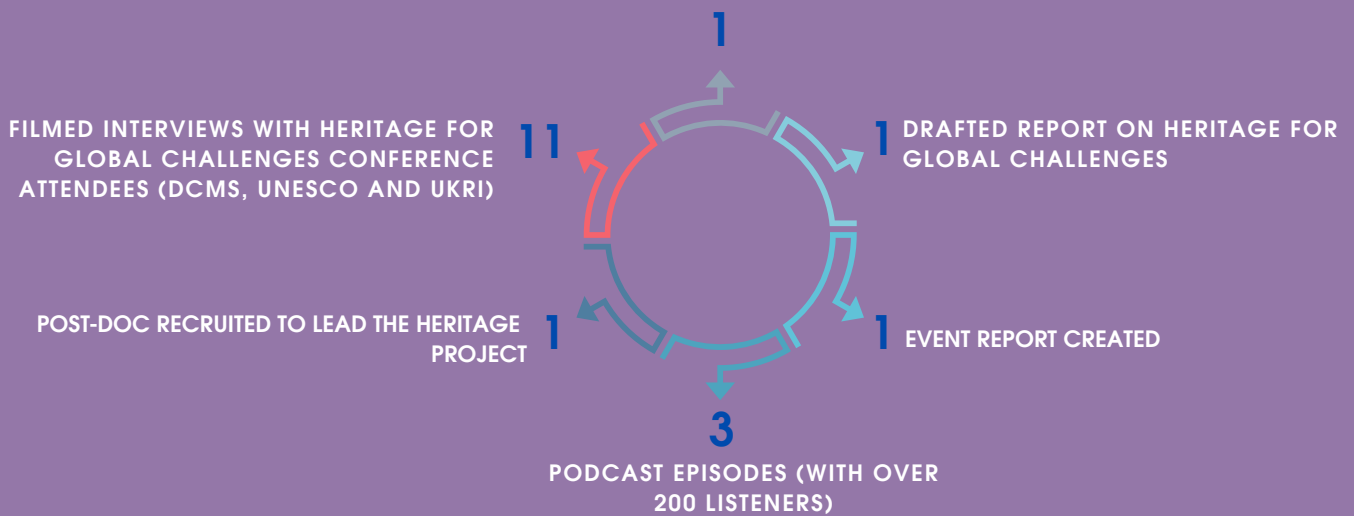
EVENTS

NETWORK AND COHORT BUILDING

PRAXIS hosted three networking and knowledge sharing events on the theme of heritage. These events, which occurred before the start of the Covid-19 pandemic generated several outputs including:

WORKSHOP DETAILING THE LEBANON NEXUS EVENT

1

FILMED INTERVIEWS WITH HERITAGE FOR GLOBAL CHALLENGES CONFERENCE ATTENDEES (DCMS, UNESCO AND UKRI)

11

1 DRAFTED REPORT ON HERITAGE FOR GLOBAL CHALLENGES

POST-DOC RECRUITED TO LEAD THE HERITAGE PROJECT

1

1 EVENT REPORT CREATED

3

PODCAST EPISODES (WITH OVER 200 LISTENERS)

Food and Heritage, a 1-day workshop hosted in collaboration with Dr Tahrat Shadid, GCRF Challenge Leader for Food Systems at UKRI, explored critical questions about how AHRC-GCRF multi-disciplinary collaborations navigate the balance between the local and the global. Plans for a follow-on event with UNESCO were made here for an event on how heritage research is addressing SDGs, which will be reported in Year 4.

22 22 institutions and organisations including UNESCO and the Council for British Research in the Levant in attendance

33 Attended by 33 participants

Heritage and Policy, a 1-day workshop hosted in collaboration with Dr Hana Morel (UCL), explored the intersections of GCRF heritage research and public policy by providing a useful guide and practical tips on how to engage with the policy process.

28 The learning event was attended by 28 participants

16 16 different UK institutions and organisations including Historic England and National Trust

" A FANTASTIC EVENT WHICH INTRODUCED NEW APPROACHES, INTRODUCED PRACTICAL GUIDELINES AND WILL SHAPE MY FUTURE PRACTICE. "

One Co-Investigator in attendance

Heritage for Global Challenges, a 3-day international conference in Lebanon, February 2020. Heritage for Global Challenges brought together an international group of delegates (practitioners, policymakers, arts organisations and agencies) to address the question of how the collective learning from AHRC-GCRF projects on heritage has shaped global challenges in the past four years, and how it should continue to do so in the future.

57
Attended by 57 international participants

28
AHRC-GCRF funded projects

9
External partners and organisations including DCMS and UNESCO

From
12
countries

3
Independent research projects

30%
30% of participants attended were based in the global south

The project also hosted two further policy-facing and practice informing workshops

Evaluating the Arts

A PRAXIS, AHRC and British Council event brought together researchers, funders and policymakers to identify innovative ways of capturing learning from Arts and Humanities Research and recommendations.

Heritage Research to Address the SDGs

A PRAXIS and Department of Digital, Culture, Media and Sport event explored how heritage research is addressing UK policy priorities and the SDGs through the sharing of key policy relevant findings from AHRC-GCRF research.

PARTNERSHIPS AND POLICY ENGAGEMENT

PRAXIS remains committed to ensuring ODA country partners are represented at all NEXUS events and can inform the final project reports on heritage and conflict and displacement. The flagship heritage report, building on the discussions at the Heritage NEXUS event in Lebanon (24-26 February 2020), represents 87 arts and humanities research projects funded by the AHRC and GCRF, involving 214 global partners from 49 countries. It features contributions on lessons learnt as well as research opportunities and challenges and proposes recommendations and avenues for future research. The final report targets policymakers, funding bodies, academics, NGOs, and was published in February 2021.

During this reporting year, PRAXIS has developed and strengthened partnerships with three key agencies.

PRAXIS formalised a partnership with UK's National Commission for UNESCO in July 2020 leading to the recruitment of a new project officer and a contract extension for PRAXIS Heritage PDRA. The partnership will culminate in a joint virtual conference in February 2021. Heritage and Our Sustainable Futures will explore how best to utilise cultural heritage research on the ground to drive forward the SDGs, especially in ODA-eligible countries.
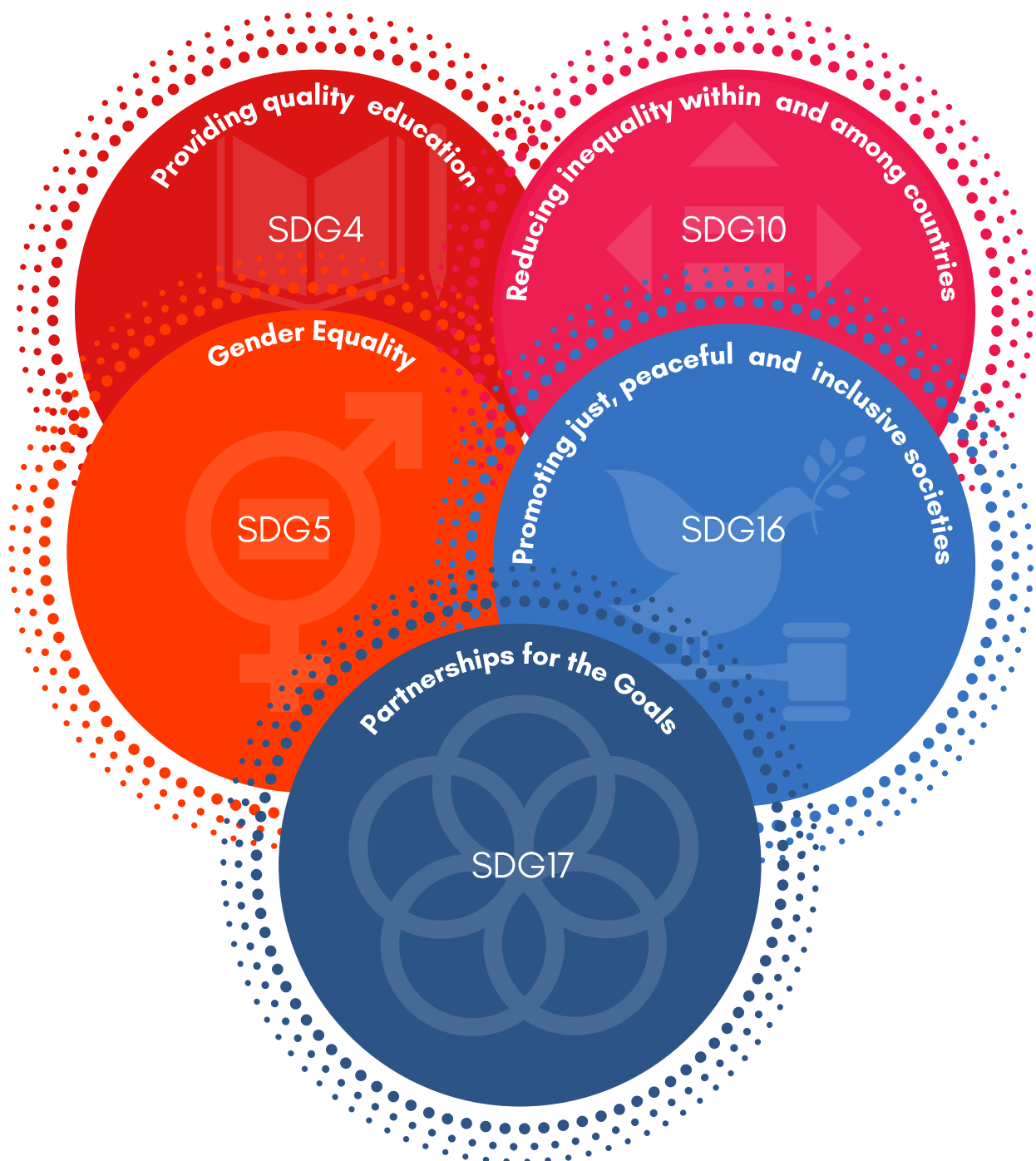
An ongoing partnership with the UK Department of Digital, Culture, Media and Sport (DCMS) was first established when a senior policy advisor at DCMS was invited to and attended the Heritage Nexus event in Lebanon. This has enabled GCRF researchers, particularly in the field of heritage and global development, to increase their engagement and share their research findings within the UK's policy arena. One example of this is the PRAXIS and DCMS co-organised workshop in September 2020 bringing together AHRC projects and policymakers to explore the interface between policy and research, and to identify implementable outcomes based on the research findings.

The PRAXIS partnership with the British Council on activities, including a co-organised one-day Evaluating the Arts learning event in September 2020, has provided further opportunities for GCRF projects to engage with a global-facing agency that is integrally connected to the UK policy arena. Evaluating the Arts, also attended by DCMS and UNESCO, invited participants to rethink evaluation methods and explore how arts-based practices could be used for more inclusive evaluation processes. Recommendations from the workshop were shared with the British Council, DCMS and UNESCO within the context of the UK Government's Comprehensive Spending Review, which provided the backdrop for the online workshop.

SUSTAINABLE DEVELOPMENT GOALS

All 28 projects commissioned through CTS are based in countries on the DAC list of ODA recipients. We also continue to work closely with CSOs, Higher Education Institutions and Independent Research Organisations in each country to ensure our work is fully aligned with their specific development needs.

In Year 3 CTS' work continued to focus on the following SDGs:

Providing quality education
SDG4

Reducing inequality within and among countries
SDG10

Gender Equality
SDG5

Promoting just, peaceful and inclusive societies
SDG16

Partnerships for the Goals
SDG17

On SDG 10, for example, ECR project '_Participatory arts for health improvement in North East India_' built research capacity among indigenous young people in the Nagaland region where research into critical areas including health has been severely limited. Projects such as ECR project _YouthLEAD_ (Colombia) addressed SDG 4 by offering popular education classes to boys and girls in Ciudad Bolivar, a marginalized community of Bogotá, and has increased the number of young people with access to non-formal training through their Training-of-Trainers approach. ECR project _Examining Civic National Values made by young people in post-conflict settings (Kenya and Nepal_) has upskilled teachers and advanced their pedagogical responses during curriculum enactment. ECR project _Connective Memories (Rwanda)_ addressed SDG 16 through project activities centred on the key development challenge of peace building, with a focus on young Rwandans. All of CTS' work contributes to SDG17 (see Partnership Development on page 6).

This year CTS has also focussed on SDG 5 within commissioned projects. CTS has made concerted efforts to ensure processes and opportunities are accessible to all genders. According to data, 62% of grantees identified as female or non-binary. The team of ECR project _Youth-led Social Enterprises in Malaysia: Shaping Civil Society by and for Young People_ for example, acknowledged the existing gender gap within the social entrepreneurship landscape in the country and in response made a concerted effort to create platforms for women and non-binary individuals through language, direct communication, consideration of timings, locations and space use and the representation of women in the project's communication materials. These efforts are evident in the gender ratios of participants the project engaged with (at co-designed activities 51% of attendees identified as female and of the 22 case studies conducted, 60% of social entrepreneurs identified as female).

PRAXIS continues to create space to critically engage with, and question the SDGs, while also highlighting opportunities for new ways to think about what development and research might look like as we approach their final eight years. In Heritage for Global Challenges by Dr. Francesca Giliberto, published in February 2021; we explored how 87 AHRC-GCRF funded heritage research projects are addressing the SDGs and global challenges. The PRAXIS and UK National Commission for UNESCO international event 'Heritage and Our Sustainable Future: Research, Practice, Policy and Impact' will also focus specifically on how cultural heritage research on the ground is addressing the SDGs (see PRAXIS section).

Promotional Image for the Heritage and Sustainable Futures Conference 2021. Photo credit: Matilda Clark

SUSTAINABILITY AND LEGACY

CTS' approach to building a thriving network has been important for the sustainability of the project beyond its funding life. Several grantees have forged connections (see page 6) and are continuing work that builds on their original project. The Consolidating Learning (CL) projects have not only brought grantees together, resulting in new and continued collaborations, but have also provided an opportunity for CTS to engage further with youth, CSO partners and international stakeholders, ensuring that our research remains relevant and applicable to their work and interests longer-term. More information on the CL projects will be shared in Year 4.

Junaid Oliephant from Ilizwi Lenyaniso Lomhlaba, Graff Reinet, South Africa on his way to a protest. Photo Credit: Junaid Oliephant
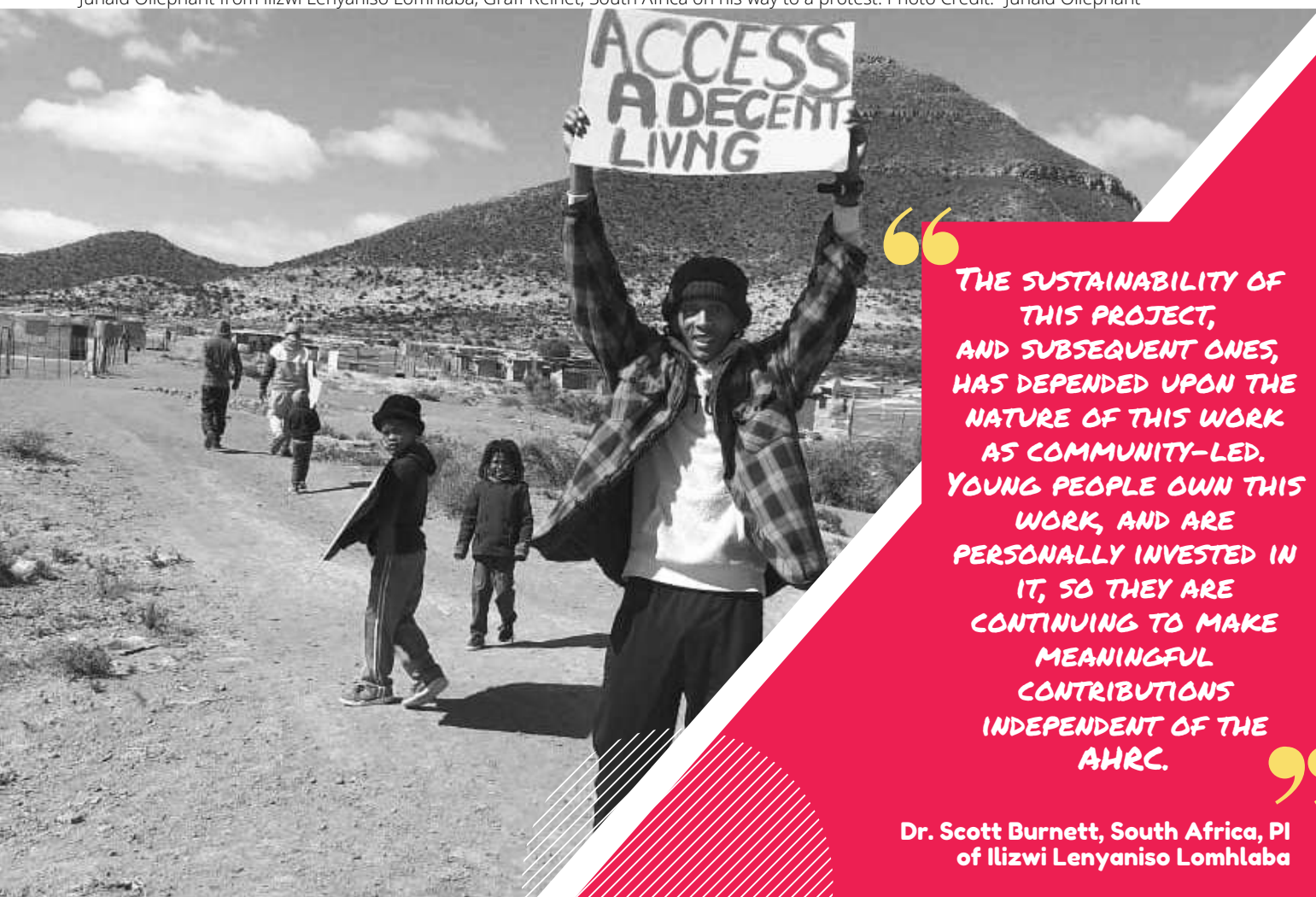
> The sustainability of this project, and subsequent ones, has depended upon the nature of this work as community-led. Young people own this work, and are personally invested in it, so they are continuing to make meaningful contributions independent of the AHRC.

Dr. Scott Burnett, South Africa, PI of Ilizwi Lenyaniso Lomhlaba

WORKING WITHIN EXISTING STRUCTURES

CTS projects have addressed sustainability by seeking to embed their work within existing structures. For example:

Mobile Arts for Peace (Rwanda) arts clubs are established in schools in Rwanda and are training other young people in the MAP methodologies.

Graffiti art created by the Tonga youth in ECR project _Street Art to Promote Representation and Epistemic Justice among Marginalised Rural Zimbabwean Youth_ will remain exhibited at a local museum as a longer-term resource for the local authority, ensuring the voices of the youth continue to be heard through art.

Seven youth researchers from ECR project _Mapping Community Heritage with Rural Young People_ in South Africa have compiled research findings into a book, published and distributed to local leaders. This community heritage archive is also available at the community's newly secured local museum space and digital recordings from the project have been retained by CSO Pala Forerunners.

In addition to co-created toolkits and archives, five ECR projects have preserved and further developed their research via independent project websites, with two Large Grant projects set to do the same. Current project websites include a digital PhotoVoice exhibit "Amplifying Voices: Peace and Memory in Colombia" created as part of ECR project _YouthLEAD (Colombia)_ and a website showcasing transcripts of focus groups conducted as part of ECR project _Pensamiento y libertad_ (Venezuela).
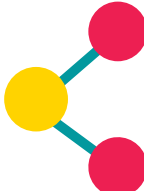
Commissioned projects, such as _Tribal Education Methodology_ (India) and _Cuál es la verdad?_ (Colombia), are also embedding sustainability by supporting young people and partners to establish their own CSO and NGOs (see Strengthening Capacity page 16).
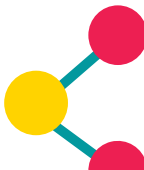
FURTHER FUNDING

CTS successfully applied for £19,464 additional AHRC funding to leverage the work of CTS and PRAXIS, including to hire a Post-Doctoral Research Associate (PDRA) to focus on youth engagement in CTS and the British Council and £125, 000 to co-host the PRAXIS-UNESCO event Heritage and Our Sustainable Futures. PRAXIS also received £7500 additional AHRC funding to co-host an event with the British Council on Evaluating the Arts. Follow-on funding awarded to several CTS-funded projects also reflects the high quality, relevance and urgency of the network's activities, helping to support more sustainable interventions. Examples include:

Original CTS project The Changemakers (South Africa), led by University of Leeds and the South Africa Holocaust and Genocide Foundation, was awarded £100,000 funding by Research England to roll their heritage education programme out across Africa.

ImaginingOtherwise (South Africa) received an additional £2,000 from the University of Leeds to curate Imbizo, a series of five online panels on arts education, policy and practice in Southern Africa.

Dr. Seth Mehl, PI of the ECR project Mapping Community Heritage with Young People in Rural South Africa received £88,000 GCRF funding to build on learning from this in a new project Land rights in rural South Africa: Creating a record of practice in an ongoing crisis.

Prof. Paul Cooke received £142, 207 additional funding for a new collaborative project 'Building Trust for Truth-Telling Among Former Child Soldiers: Animation for Inclusion and Peacebuilding in Colombia'.

Prof. Paul Cooke was award 150k to continue to develop his work with Bishop Simeon Trust in Ekurhuleni in South Africa using participatory video to develop a youth leadership programme. In partnership with Hope and Homes for Children/One Child One Family, DeafKidz International and DeafSA, this project will further build the programme to make it more inclusive for deaf young people and to make the programme ever more accountable to the young people themselves.

WHAT'S NEXT?

While the core aims and activities of CTS remain the same, the project's focus on participatory approaches and knowledge exchange, as well as some challenges provided by the pandemic, have afforded some new and exciting opportunities for youth engagement and dissemination as the project enters its final phase.

KNOWLEDGE EXCHANGE

CTS continues to share learning with the new cohort of Network Plus Projects. In addition to being repeatedly sought out for advice by newly awarded projects, CTS' Project Manager worked with Project Managers from the other original AHCRF Network Plus projects to launch the 'GCRF Managers Network', a web platform for shared learning about the complexities of administrating and managing GCRF projects, which has been shared with all new grantees via the AHRC. CTS will continue to share knowledge across the Network Plus community in Year 4, including through a series of co-designed workshops with *Mobile Arts for Peace* on themes such as setting up a research project and arts-based project evaluation. In Year 4, CTS will work with NGOs including Oxfam to provide practical case study examples and recommendations in a consultancy role, answering some of the important international development 'how to' questions.

ECR Participatory Arts for Health Improvement (India) workshop. Photo Credit: The Kohima Institute

CONSOLIDATING LEARNING

Project activities for the six Consolidating Learning projects are set to complete by June 2021. Each project will produce a critical review of relevant research findings from CTS projects in each region (Southeast Europe, East Africa, Southern Africa, Asia and Latin America), highlighting the key issues in that region and paying particular attention to the ways in which projects build on the existing practice carried out by the CSOs involved and the role of CSOs in relation to youth engagement in civil society. Findings will be presented at the final CTS network event (see below), where a comparative lens will be applied to explore points of synergy and difference, identifying key themes and learning across the regions. The research findings will be presented to key stakeholders including the Foreign, Commonwealth and Development Office in the UK, and each project will also have a stakeholder strategy to generate interest with policy makers at the regional level.

DISSEMINATION

CTS' final year will see the focus move to sharing findings from projects with wider audiences to further embed impact. Dissemination and evaluation will be informed by the Consolidating Learning projects, particularly at the regional level. This work will also be ongoing, shaping the practice of the NGOs we have been working with. We will also maximise the growing number of opportunities we receive to share our learning with policy makers, including in the UK.

The final CTS network meeting, hosted by University of Pristina, will take place in June 2021. The event will bring together our youth engagement strand, placing this at the heart of our dissemination strategy for both academic and public audiences. There will also be an art exhibit with outputs generated by all 28 CTS projects and a final celebration event in Leeds.

Changing the Story will recruit a Youth Research Board in Year 4 to evaluate the overall work of the project, identify next steps and develop a campaign using art-based approaches to raise awareness of what this Board considers to be the key issues emerging from the project.

In response to COVID-19, PRAXIS has adapted its programme of activities for Year 4. For the Heritage and Conflict and Displacement strands of PRAXIS work, all events will be completely virtual.

The large-scale Conflict and Displacement NEXUS event in November 2021 used an innovative digital platform to replicate the feel of an in-person event by enabling delegates to network and socialise with one another in their own self-initiated private chats. Funds have been redirected to extend the Heritage PDRA contract until December 2021 to reflect their ongoing role in amplifying findings and outputs of GCRF Heritage projects.

To reflect the profound impact of the pandemic and ensure that lessons are learned for the future, PRAXIS developed two new strands in Year 3 which will commence in 2021 and will recruit two new PDRAs to lead the research. The first strand focuses on how GCRF projects are adapting to and learning from the pandemic, with a view to informing and anticipating action on climate change; the second focuses on the critical issue of youth engagement and will build on the findings from the British Council and Changing the Story Youth, Voice and Development collaboration.

PRAXIS will continue to build on the project's existing partnerships, including through the development of a lunchtime webinar series on heritage, human rights and climate change with the Department of Digital, Media, Culture and Sport, bringing together policymakers and GCRF researchers and practitioners in 2021.

PROJECT PARTNERS
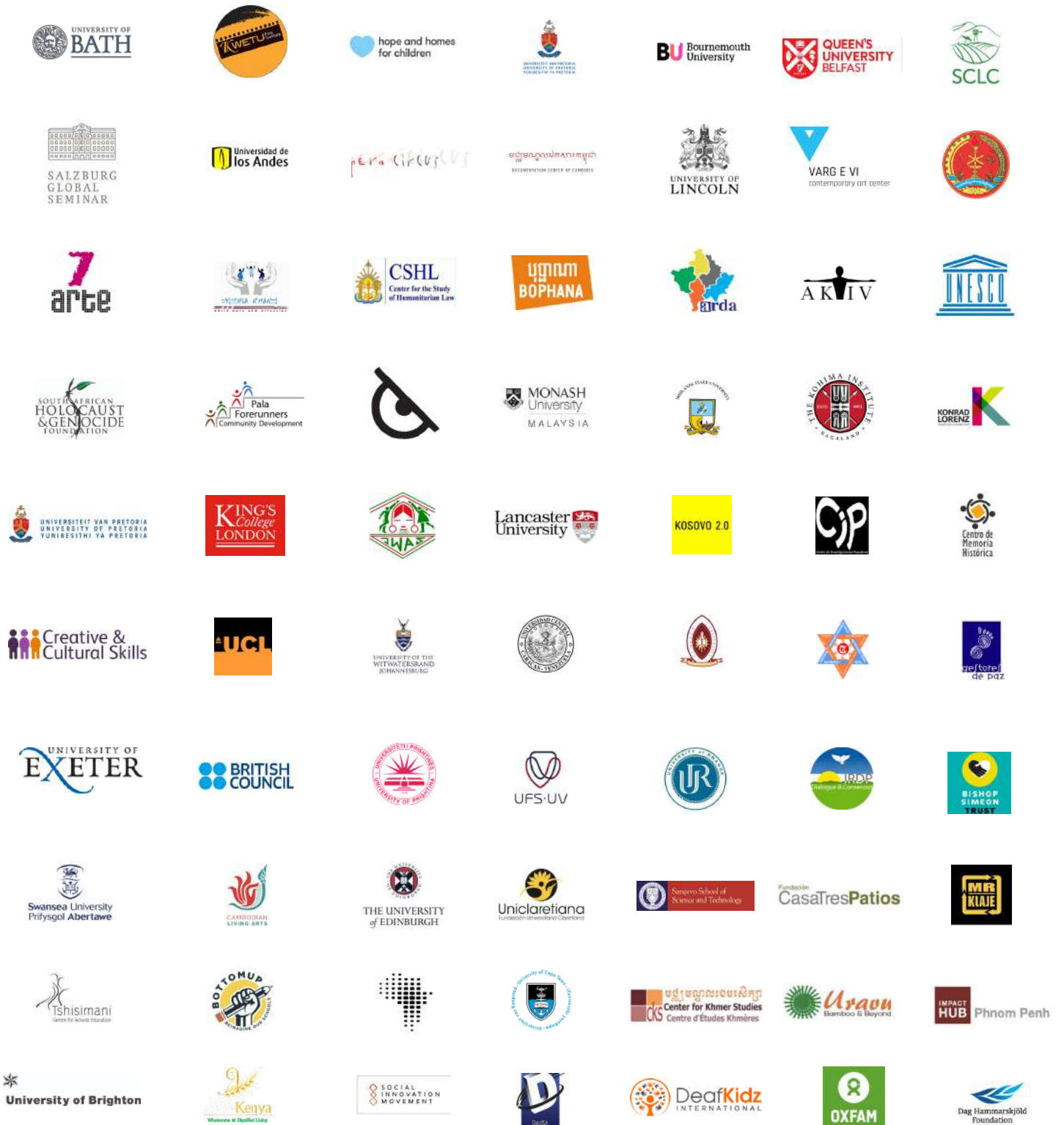
OTHER PARTNERS: Dreamz Unlimited School of Drama and Film, Cultural Heritage Without Borders, Kino Armata, Basilwizi Youth NGO and BaTonga Community Museum

LEAD INSTITUTION   **CORE FUNDERS**

UNIVERSITY OF LEEDS

CHANGING
THE STORY

CONTACT US

CHANGING THE STORY
UNIVERSITY OF LEEDS
LS2 9JT
UNITED KINGDOM
+44 (0)113 343 1846

W. CHANGINGTHESTORY.LEEDS.AC.UK
E. CHANGINGTHESTORY@LEEDS.AC.UK
@CHANGING_STORY_

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