



BEST PRACTICES IDENTIFIED FOR LOCAL DISCOVERY EVENTS (IO3)

Written by Lucy Chandler and Ed Cousins

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Project acronym: BiM

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A summary of best practices of discovery events, derived from the experience and feedback of discovery events in Marseille and Madrid. Discovery tours must always refer back to the core concepts of BiM and the intellectual output 3 (IO3) - ‘**Discovery and Cultural Heritage**’, both are listed below.

BORDERS IN THE MIND CORE CONCEPTS:

- *Opens channels of communication between hosts and guests.*
- *Embraces Diversity within communities and neighbourhoods.*
- *Generates opportunity for social entrepreneurship.*

DISCOVERY AND CULTURAL HERITAGE - IO3 OUTPUT:

Quoted from the application form (pg. 46-47, 2018)

“We collect and record the stories of our streets and communities and upload them onto our digital mapping tool. We construct discovery events, narrative journeys including re-enactments of significant events and interviews with local stakeholders.

Varieties of discovery events are treasure hunts, interactive treasure hunts using technology, treasure hunts with actors. Guided walk and talk tourist events or with actors. Discovery with transport, discovery on foot, discovery on bicycle. Interactive storytelling. Using barcode technology we can embed recorded reenactments and filmed interviews to be discovered or ‘found’ during the event.”

“BiM is a community based project and has it’s Cultural Heritage focus in places where people live as opposed to recognised tourist attractions. The project activities will shine a positive light on neighbourhoods and communities previously unexplored.”

“The project will promote self-respect, knowledge and pride in local areas. The processes involved in the delivery of the project's products demonstrate how the Cultural Heritage of a specific neighbourhood connects with national and European events. It will also encourage a pride in being European, together with standards of tolerance and understanding towards those people who share our country and our world”

WHAT -What is the purpose of the discovery, what would motivate the proposal for a location?

- **Borders in the Mind-** Think back to the core idea behind the project. The discovery should allow participants to discover and reflect on physical *and* social borders in the neighbourhood, these could be relevant and reflective of themes and attitudes present throughout that country and the rest of Europe. (eg. migration groups, refugees, gentrification of neighbourhoods).
- **Ability to Discover-** The core concept of the Discovery Tour is that the participants are not guided, but left to discover the area, neighbourhood and district themselves. Therefore making a more valuable connection with the area and its inhabitants, because autonomous exploration encourages interaction, as a pose to a guided tour which enforces boundaries between tourists and residents. Not everything is revealed to the participant, they must build the layers of knowledge themselves.
- **Cultural Heritage-** this can be defined as both “physical artefacts and intangible attributes of a place”. The discovery should create opportunities to discover sites and explore the concept of cultural heritage. Sites of cultural heritage can be selected through a location or theme- this is interchangeable. Eg. Music tours could run in Belfast, Sevilla or Vienna. These sites of cultural heritage should form a storyline and inform interactions with the public. To source sites of cultural heritage, the contact and consent of local people should be the first point of call.
- **Connection-** To find the purpose of the tour and the location to use, go for a walk, knock on doors and chat to local people. By making these on the ground connections, more opportunities will arise. This is the most important way of communicating and understanding the area from a primary source.
- **Reflection-** The discovery should allow opportunities for participants to reflect on how they see themselves as part of the neighbourhood. The discovery should give the institutions involved a way to see themselves differently too. Through these experiences, we get to know our own neighbourhoods, and see them in a different light to everyday life.

What is the substance of the discovery?

BINGO ADAPTATION- In more recent discovery events, using the format of 'bingo' for the discovery has been successful. This template can be applied to any theme of discovery and target audience.

- Participants are provided with the 'BiM-Go' numbers grid (such as the one below), and in their teams must complete as many tasks as possible, crossing off the corresponding numbers on the grid.

	BiM	5	BiM	12
			6	
9	BiM	12	BiM	8
	10			
11	BiM	7	BiM	

- The list of tasks (see example below) are written in the participants native language, and a copy of the tasks in the local language is also provided, to aid opportunities to interact with local people.

- Certain tasks are compulsory to score a full line, these are in ones written in red on the example. They could be the most interactive tasks-such as receiving a demonstration from a local business.

BARRIO BIM-GO TASKS

1. Visit the sweatiest place on the map, find out:
 How much is a monthly membership.....
 throw a punch!

2. Find a business that offers a specialized sewing service,
 find out:
 How long has the establishment been open?.....
 Choose your favourite fabric

3. Find a venue that specialises in showbiz, find out:
 What classes can you take there.....
 Recreate a class outside the venue

4. Interview someone in a local business, find out:
 How long have they lived or worked in the area?.....
 How old do they think the area is?.....
 Where do they consider to be the borders of the
 barrio?.....

5. The main road of Quintana is Calle de Alcalá, ask a local
 Where does this road lead to?
 Get a local to sing the famous song about the road

6. Find the church with the school attached, find out:
 What the most valuable element of the church is, and
 where it comes from:
 Where do the parishioners come from:
 Where the borders of the parish lie:

- If there are big teams, they are encouraged to split off into smaller groups and feed back their accomplishments to the rest of the group.
- The type of tasks should depend on the theme and target audience of the tour. For instance, the discovery could be about local stories, creativity or the environment. The tasks should also be chosen based on appropriateness for age, as well as the size of the groups.

Tasks in the discovery could include...

- **Interaction with local services and residents** – store owners, local artists etc - this could be interviewing a local person about gentrification in the area, or ‘trying a food that has arrived through immigration’, participants can be encouraged to interview local people, take photos and create evidence of discoveries.
- It is encouraged that participants can visit a range of different services that reflect the character of the neighbourhood. For instance, handmade crafts (Marseille), a traditional quilt maker (Madrid), a boxing gym (Madrid), and estate agents (Madrid).
- Before the discovery, participants are informed of how to have positive interactions with the public. Participants give them a flyer to inform them about BiM and provide links to more information).
- Audio storytelling – hearing a story (fictional/ historical) whilst standing in the location via app, (using augmented reality and QR codes).
- Making an advert or freeze-frame in the group to represent something in the neighbourhood. (school groups / teachers).
- Souvenir creation (tourist) – eg. workshop to create something at the end of the tour.
- Environmental activities (kids / youth): Pictures of waste or ‘pick up a bit of litter’, pictures of nature fighting through the cracks or other natural existence.
- Pho-toy-graphy (youth): Given small figurine eg. Lego Take interesting pics in different situations along the discovery.
- Audio storytelling – hearing a story (fictional/ historical) whilst standing in the location via app, (using augmented reality and QR codes).
- Find a physical and non physical thing for each sense – Touch, see, smell, hear, taste.

WHERE - Where will the location of the discovery be?

- When exploring the district, consider the physical borders of the area (eg. the boundaries for postcodes, walls, and gates), as well as the potential social borders (eg. migration groups, demographic differences, gentrifiers). The discovery should create opportunities for participants to discover and reflect on these borders by both observation and interaction.
- Going for a walk around the area and taking in the surrounding is the first step to deciding which parts are most significant and should be included. This happened in Belfast, as the group walked around the route, they found paintings about the theme they were using for the discovery that they didn't know before starting the route. Make interactions with locals, this should give a clearer understanding of the sites of cultural heritage that should be included.
- When providing information to participants during the discovery, it is important to choose places where you can be heard, and the group isn't disturbing the natural flow of the environment. Participants should be made aware of being sensitive to behaviours around neighbourhoods. -eg. where is it appropriate to take photos?

WHO - Who are the participants for the discovery?

Each country must find their target group - connecting with their regional authorities is a good way to do this. Furthermore, local realities of each location should be considered. The discoveries also need to be adaptable to the target group -different age groups vary in knowledge of technology and how they choose to interact.

Sources for finding suitable participants could come from...

- Erasmus + programmes- this would involve adult education as well as schools. Erasmus is a flexible field because it allows for the overlapping of formal and informal education - with volunteering opportunities etc.
- Schools - Using the discovery as an educational opportunity, placing it in the curriculum makes the tours sustainable, and can also be implemented in vocational education.
- Hotels Union or Tourist Services- good connection as they attract people to the city. A way to get in contact with a large number of clients.
- Humanitarian Organisations -For example, NGOs working with refugees in the local area, this could create an opportunity for migrants to integrate and become local, putting them more in touch with the area, and likewise with locals towards the refugees.

Sustainability - There should be sustainable participation with the community. As the project evolves, try to keep up with changes locally and keep making connections, so the project can continue to be disseminated. ie- meeting with the local education authorities, or adapting the

discovery template so it can be done in schools, with visitors exploring the school with material the students have created.

HOW - How will you interact with local people in the discovery?

- The bingo adaptation of the discovery includes a task sheet copy in the local language. This means that if one of the tasks requires interacting with local people, they can show them the task and bridge the barrier of communication.
- When interacting with local services and the public, ensure to have a small flyer (briefly explaining what BiM is and why we are there, with a link to the website), this can act as a way to thank them for their involvement and provide context.
- In order to generate local networks and connect with local services, provide a link to a BiM 'digital call card', so they can be easily informed of their role and the purpose of the discovery tour.
- In choosing the local businesses for participants to visit, identify some important locations that are compulsory to visit, and others that are optional, to ensure that the optimum community connection is made.
- Before the tour, there should be a resource provided to ensure the correct etiquette when interacting with the locals, as well as a consideration for health and safety. Eg: ***“NOTE - Ensure that interactions with local people are respectful. If you are speaking to people on the street, ensure that they have time to talk to you, and that their full permission is given if recording an interview.”***
- To ensure valuable interactions with local people in the area, tours need to be tailored to consider factors surrounding both participants, locals and businesses. A group size of 5-8 per tour is preferable so that locals are not overwhelmed and businesses swamped.
- In order to dismantle interactive barriers, tours should be designed so that locals, those of the native language (not necessarily locals), and tourists can share the experience. In order to do this, a language barrier must be overcome. This could be through providing a guide with phrases to aid interaction with locals, built into the app design or a handout sheet.
- To involve locals and shopkeepers effectively, businesses could host a sticker of recognition of the tour in their window, so are willing to interact with participants, and in return local businesses are supported.
- The tour should consider the locations chosen for participants to interact with the public. Eg. Locals will be more willing to talk in a town square rather than a busy metro station.

WHICH- Which technologies or media will you use to support the discovery?

- In the bingo adaptation of the discovery, ways to digitise the game could be explored. For instance, the numbers grid could be accessed through an app or website on a device.
- A mapping tool that is easy to access through a device can be used to mark points of cultural heritage and opportunities for interaction with locals. The map can also mark which points of interest are compulsory or optional to visit, and allow participants to upload material (photos, sketches etc), and add their own points of interest.
- Discoveries must ensure that technology use is sensitive to that particular community. If taking photos or filming interviews, permission from the public needs to be given.
- Consider how many devices each team should have, try to avoid too many people crowded around a single small device, but equally not everyone looking at their own device. Technology should enhance communication with the community, not stagnate it.
- The participants can have the opportunity to re-produce something they have taken from the area, other than a map. They could take a photo and translate this into a sketch, for example, then re-upload this onto a digital mapping tool.
- Augmented reality can be used to promote and scaffold the engagement of people. Visual and audio aids as well as texts can make a tour more vibrant and help to keep attention.
- The technology used on tours has to be appropriate for the age group, and the devices used must be appropriate and have a strong internet connection to ensure a consistent experience.
- Linking the tour to social media accounts is a good way to receive publicity and feedback, for instance, if a part of the app isn't working.

TO CONCLUDE-

Have fun making your discoveries! The more links you create with the local people and services, the more the participants will get out of it. Think about what you would like the participants to come away from the experience with. Perhaps the interactions with locals have changed their perceptions of the area, or they now view migrant residents of the neighbourhood in a different light.

The discoveries can be as simple or challenging as you like. Using technology is optional, but can be useful in creating an animated discovery. Be aware that the use of technology doesn't distract the user from the main focus- their surroundings.

Happy discovery making!