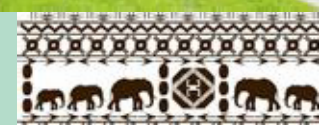
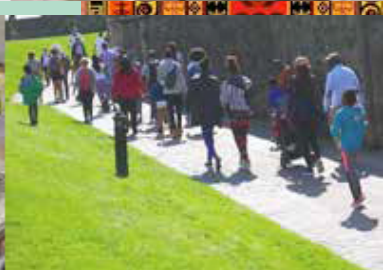
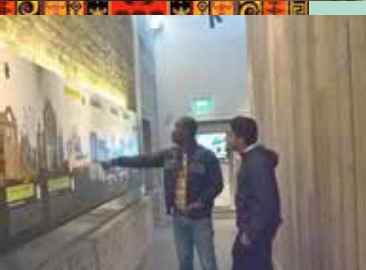


Championing Equality, Diversity and Inclusion Within the Scottish Heritage Sector

Mr Beltus Etchu Ojong, CEO, FRSA
Dr. Olusanya Festus Ogunmola
Dr Rosemary Sleith
Mrs Unyimeobong Matthew

Edited & designed by Dr Stephen Hall





BE OUR GUEST
AT THE OFFICIAL LAUNCH
OF
The Ethnic Minority, Career Museum and
Built Environment Heritage Programme.
(EMCMBEHP)

WEDNESDAY 3RD OCT. 2018
11AM - 2PM

Next Step Initiative
 Africa House
 300 Broomloan Road,
 Glasgow, G51 2JQ



Building on the successful pilot and has greater vision
 "Inspiring 'Ethnic Minority Heritage'"

Please contact Project Managers on
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 to confirm attendance, or email
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r.sleith@nextstepinitiative.org.uk




“Corra has been delighted to support Next Step Initiative with this programme, as part of our capacity building for partners in the CYPFEIF & ALEC Fund. It has been wonderful to watch & listen to short films made by the trainees, sharing stories on their progress and how they feel more and more connected, helping Scotland become a more inclusive country.” **Corra Foundation.**

“I am delighted to record Education Scotland’s support for the work of The Next Step Initiative. The work that the Initiative does to create new training and employment opportunities with people from African and Caribbean communities empowers people of all ages to bring about change in their lives and communities and makes a powerful contribution to The Scottish Government’s ambition of achieving a fairer Scotland.” **Education Scotland.**

Acknowledgements

Thank you to the partners, trainees, community, volunteers, managers, supervisors and experts in the field, of all sectors, who have contributed and supported the Project. Special acknowledgement to Dr Stephen Hall for his work in compiling, editing and designing the *Championing Equality, Diversity and Inclusion Within the Scottish Heritage Sector*.

Special thanks to the National Lottery Fund (formerly the Heritage Lottery Fund (HLF)), the Scottish Government and the Corra Foundation for providing the support and invaluable assistance throughout the Project.

Edited and designed by Dr Stephen Hall. All Project photographs courtesy of Project Managers and trainees.

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Foreword



Dr. Debora Kayembe is a political activist and human rights lawyer, and Rector of the University of Edinburgh, the first African to hold that position.

The past helps to strengthen our future and when great things are done, legacy will remain for a long time. Good heritage makes us unique and help in shaping our lives.

Through hard work and dedication, over time, Next Step Initiative (NSI) and its strategic partners have equiped people through Heritage Training to work in the Museum and Built Heritage sectors of Scotland.

The training of African, Caribbean and ethnic communities, which have historical links with Scotland, to work in the Museum and Built is a good development that will promote diversity and improve cultural and race relations.

It is a known fact that Scotland is diverse in nature and every diversity requires diverse attention.

Over the past ten years, NSI have delivered several life changing projects and this current one with Museum and Built Heritage is very exceptional.

This publication is an icing on the cake because it highlights the key contributions that can make a positive change in our Scottish community. Case studies and feedback from the partners within the sector and the trainees are practical evidence of the impacts the project have made.

In conclusion, there is a need for sustainability of this momentum in many facets so as to leverage on the huge success that has been achieved through the training. We commend the efforts of the National Heritage Lottery Fund and Scottish Government for supporting this project and It is our suggestion that this publication would assist and spur every decision maker to create a life long changing opportunities for our community.

Dr. Deborah Kayembe
Dr. Olusanya Festus Ogunmola.



Dr. Olusanya Festus Ogunmola is the Chief Executive of the Scottish Council for African Churches and Co-President of African Forum Scotland.

Chapter 1

Scotland's Heritage Sector Equality, Diversity & Inclusion Context: Current & Future Landscape

1.1 Current Landscape

The current landscape needs the urgent introduction of Equality, Diversity and Inclusion across the Scottish Heritage Sector. There have been increasing calls to re-examine Scotland's roles in slavery and the British Empire. Partly fuelled by the protests that resulted last year over the killing of George Floyd. What these have exposed in terms of the current landscape of the heritage sector, is that it has continued to appeal in highlighting the issues of systemic racism and legacies of slavery and colonialism and have brought new energy to these discussions.

Thus, in reviving these burning questions about Scotland's past, historic figures and public spaces have come under increased scrutiny, exposing the nation's complicity in systems of oppression and domination.

However, the main issues in these discussions are questions at the heart of heritage ethics. For example, who gets to tell the stories of Scotland's past? How can the heritage sector in Scotland transparently examine the ways Scottish Society has gained from the exploitation of enslaved people and Empire? How can museums and heritage sites address historic and contemporary elimination of significant voices and communities?

Hence it is very crucial and important to explore and address how these systems and mechanisms of influence and power continue to direct and shape contemporary Scotland and the barriers that it continues to create for BME communities across Scotland. How can our cultural institutions create more inclusive, authentic, and thus critical narratives of Scotland's histories of Empire, Slavery and Colonialism? How can we articulate the impact on the continuation of 21st Century forms of racism?

Exploring and responding to these issues is the central aim of NSI's new BME Equality, Diversity & Inclusion Trainee Heritage Leadership Programme.

The current landscape as a result of the just ended Ethnic Minority Career Museum and Built Environment Heritage Project reveals issues and barriers that the new initiative will need to address including:

- A lack of workforce and volunteering diversity
- Material legacies of Scotland's colonial and slavery past, in the form of spaces, objects and statues
- Tokenistic and expedient efforts to decolonise and institutionalise Equality, Diversity and Inclusion strategies
- Poor representations, understanding of, and engagement with Scotland's increasing diverse population

These issues have then therefore continued to create a fertile ground and hence barriers for BME communities across Scotland to access in terms of employment, volunteering and as service users.

1.2 Future Landscape

The future landscape of the heritage sector in Scotland should radically address the issues and barriers preventing BME accessing opportunities across the sector by thoroughly responding to and exploring the issues of Equality, Diversity and Inclusion (EDI) in the Scottish Heritage Sector.

NSI's future initiative will focus on and create platforms through the BME Equality, Diversity and Inclusion Trainee Leadership Programme, for better understanding the issues and barriers facing the Scottish Heritage Sector as it struggles with responding working to be more equitable. This thus involves exploring the institutional and structural barriers in the heritage sector that negatively affects minority ethnic groups across Scotland.

The new initiative will therefore respond to the challenges faced by the Scottish Heritage Sector in engaging in a way that is meaningful with Equality, Diversity and Inclusion. This therefore will help to create an enabling environment empowering the BME communities and the sector to challenge the gap between the institutionalised rhetoric of EDI and putting the type of action initiatives that will led to positive cultural shifts and changes.

Hence the future landscape will address the following barriers and issues including:

- A lack of workforce and volunteering diversity
- Material legacies of Scotland's colonial and slavery past in the form of spaces, objects, and statues
- Tokenistic and expedient efforts to decolonise and institutionalise EDI strategies
- Poor representations, understandings of and engagement with Scotland's increasingly diverse population.

NSI BME Equality, Diversity and Inclusion Trainee Heritage Leadership Programme will provide the following activities and services in respond to the above-mentioned issues

- 12 paid traineeships over 3 years (4 per year) on leadership focusing on Equality, Diversity and Inclusion Heritage within the Museum & Galleries and Historic Built Environment. This is a BME Trainee Leadership Programme. The purpose for this is that the trainee leaders become agents of change across the sector, in addition for them acquiring lifelong learning skills, experience, exposure, SQA qualifications and possibly jobs in the sector
- Heritage Sectors' Board and senior management Leadership Programme on Equality, Diversity and Inclusion. The focus will be to ensure the board is empowered and to understand why the urgent needs of such cultural shifts in recruiting and engaging more BME as board members and in senior management, from the BME communities across Scotland as a means that contribute to addressing the above issues.
- Community Engagement Leadership Programme targeting BME communities and volunteers across ethnic minority communities in Scotland. Again, the purpose here is to empower the wider BME communities to continue engage, influence and encourage the sector to change, as a means of responding to the above-mentioned issues
- Publication of Best Practice Guide, to share learning and experiences across sector and community.

Chapter 2

The Ethnic Minority Career & Built Environment Heritage Programme: Partnerships

2.1 Project Background

While great strides have been made as a result of the NSI Heritage Traineeship Programme, the first of its kind across Scotland in terms of Ethnic Minority Heritage Led Traineeship Initiative in terms of model, impact and change; however there is still significant lack of racial diversity within the Museums and Galleries and Built Environment Heritage Sectors across Scotland. Tackling racial equality in this very important and significant sectors is a societal issue, a business issue and a moral issue too.

This publication makes four key contributions to continually driving change and continue to make the case of why such an initiative needs to be continued:

Continue and sustain targeted interventions are necessary to tackle the biggest challenges

One of the key learning points from the NSI Ethnic Minority Traineeship Heritage Programme was that engaging with employers within the heritage sector in Scotland is essential but challenging our initiative, found that direct contact with Heritage employers helped to improve confidence and motivation, increased our trainees' social capital and sometimes led to job offers and employment. However, the challenge is to continue to get diverse heritage employers to engage with programme and for that to be achieved, we need continued intervention and targeted investment to make this happen and work.

Connect Heritage employers with Diverse Young People

Young people from the BAME communities across Scotland are not often aware of the full range of career opportunities that they may pursue within the Museum and Galleries and Built Environment Heritage Sector. Young people value seeing and meeting role models that come from a similar background and this makes a real difference for BAME young people who may not have considered these options as being for "People like them".

Improve workforce ethnic diversity and the employment of BAME young people

Social mobility programmes within the Museum and Galleries and Built Environment Heritage sectors are a way forward for improving diversity. NSI would like to see the programmes adopted for ethnic diversity as well as for those from disadvantaged socio-economic backgrounds.

Continue support to progression for BAME trainees/employees within the sector

Feedback from our partners within the sector and trainees, shows that it is important for ongoing support to be provided to those trainees who are making their entry into the sector to continually have access to progression within their workplaces.

Finally we have included case studies of practice from five organisations that are actively driving change and identifying and removing barriers to access and progression for BAME Communities. Some of the positive actions/practices they have adopted include; senior level commitment to change, mentoring, unconscious bias training, and reviewing recruitment practices, particularly with regard to the work experiences of their BAME employees to inform evidence-based decision-making.

It is our wish that further insight into this publication will help employers and policy makers across Scotland to take action and so create more inclusive and enabling workplaces, which attract diverse talent and thus enable that talent to work effectively for the benefit of the wider society, business and, of course, individuals.

The Ethnic Minority Career in Museum and Built Environment Heritage Programme responds to challenges identified in *The Historic Environment and Cultural Heritage Skills Survey Report* (Creative & Cultural Skills and English Heritage, September, 2013), *Cultural Heritage Blueprint* (Creative & Cultural Skills, 2008 & 2011), Museums Association, *Working Wonders: An Action Plan For The Museum Workforce* (April, 2013) and *Delivering Shared Heritage* (Mayor of London, 2005), commissioned by the Mayor of London's Commission on African and Asian Heritage. The latter called for better partnership working across the sector, local authorities, and other agencies, which culminated in a Race Equality Workforce Declaration signed by Cultural Heritage organisations in London. However, this does not fully represent the picture in Scotland and the current depth of the problem in the heritage sector. This is further reflected in *Character Matters: Attitudes, Values and Behaviours in the Museums Sector Workforce* (Arts Council England and Museums Galleries Scotland, September, 2016).

Three of the six workforce challenges listed in *The Historic Environment and Cultural Heritage Skills Survey Report* (p. 7-8), *Cultural Heritage Blueprint* reports and *Working Wonders* (p. 4) were identified as:

1. Gaps and skills shortages,
2. To remove restrictive entry barriers into the sector,
3. To diversify the workforce.

Creative & Cultural Skills and English Heritage (*Historic Environment and Cultural Heritage Skills Survey Report*), conducted 1,010 telephone interviews with cultural heritage individuals/organisations from across the UK and Scotland covering four of the main sub-sectors: archaeology, conservation, cultural heritage institutions and planning, plus other related services for the built historic environment. The survey reported in overall, 42% of respondents considered that their organisation was currently lacking skills. While this trend was similar across the various sub-sectors, respondents from archaeology were the most likely to consider they had skills gaps (49% compared to an average of 42%).

The key roles where specialist skills gaps were identified include:

- o Archaeology: invasive and non-invasive field work skills, archaeology science skills, desk-based or environmental assessment skills, cataloguing and recording skills, demonstration skills, understanding/communicating with audience/participants, community engagement skills, collaboration skills and evaluation skills.
- o Conservation: preventative and interventive conservation, conservation science skills, knowledge of the history of the production/creation of objects, preservation and handling techniques.
- o Cultural Heritage Institutions: collections care, management and interpretation, preservation and handling techniques, storage techniques, digital preservation and management.
- o Planning and other-related services: e.g. managing planning application process, managing information and knowledge related to planning services etc.

When asked why these skills were lacking: 18% of respondents attributed this to staff inexperience, 17% to a lack of relevant training, and 17% to insufficient training budgets.

When asked what impact these skills issues had on their team or organisations, overall 31% of cultural heritage organisations indicated they were falling below capacity, 25% stated that it disrupted workflow, and 19% indicated this led to increased workload for others. While this trend is very similar across the various sub-heritage sectors, 25% of archaeology respondents and 33% of planning and other related services respondents indicated that gaps lead to more work being outsourced. Furthermore, 18% of conservation respondents felt they had to turn business away and 18% stated that skills gaps had no impact on their business.

Focusing on the development of existing staff and provision of training, just over half (58%) the respondents across the cultural heritage sector indicated that training was offered to staff "on the job", supported by colleagues. Just under one third (31%) offered part-time or short courses with no qualifications, plus coaching or mentoring from an experienced colleague; 21% offered part-time or short courses with a qualification.

The *Cultural Heritage Blueprint* report equally notes that 93% of the 57,350 strong workforce in the cultural heritage sector was white and that over half (54%) are aged over 40. Entry routes into the heritage sector are narrow and potentially discriminatory, partly because they rely on entrants gaining experience as volunteers or through unpaid internships. Evidence from other reports suggests that, in addition to schemes targeted to black or minority ethnic candidates, representatives from national museums have called for additional training and support for a wider range of staff, as well as access to examples of good practice and resources. Recent discussions about the additional spending on cultural leadership have also reinforced the importance of emphasising diversity within leadership schemes of all kinds, as expressed in the *NMDC Cultural Diversity Final Report* (Cultural Diversity Working Group, March, 2006) and *Evaluation of the HLF-Funded Museum Galleries Scotland Internship Programme Report* (Museums Galleries Scotland, September, 2015). Within the museum sector the need to address gaps in skills shortages and diversify audiences and the workforce in museums is highlighted in *Going Further: The National Strategy for Scottish Museums & Galleries* (Museums Galleries Scotland, March, 2012).

2.2 Partnerships

Following on from a one-year pilot project; the *Inclusive Museum Heritage Project; Next Step Initiative (NSI)*, through the support of its strategic **Heritage Partners**, created “**The Ethnic Minority Career in Museum and Built Environment Heritage Programme**” (EMCMBEHP) (also known as ‘The Project’).

The project aims were to: widen, strengthen skills development and access of people from African, Caribbean and ethnic minority communities across Scotland into both the Museum and Built Environment Heritage sectors.

The Project participants have been selected from African, Caribbean and ethnic minority communities and disadvantaged backgrounds that typically face a number of issues in understanding, accessing, connecting with and having confidence to ‘fit-in’ and benefit from mainstream activities or employment. A common challenge is around employment, skills development and confidence building for personal subsistence and wealth creation in a local system, which is unfamiliar to their cultural and national backgrounds. This Project was specifically designed to meet those needs and bridge that gap in the sector.

The programme has supported and continues to support people aspiring to careers opportunity’s, many of whom face social and economic deprivation. Others, have had prior study/work experience, but would like to develop their work and contribute positively to their families, community and the economy.

An established Steering Group containing representatives from the nine heritage delivery partners, with one or two others join later, have been working in partnership with NSI to create high quality opportunities for the delivery of the EMCMBEHP.

The Steering Group partners and key representatives are:

- Historic Environment Scotland (HES).
- University of the West of Scotland (UWS)
- Museums and Galleries, Edinburgh
- Edinburgh World Heritage (EWH).
- Built Environment Forum Scotland (BEFS).
- Learning Link Scotland (LLS).
- Rewards Training (RT)
- Archaeology Scotland (AS)
- David Livingstone Trust (DLT) (joined year 2)
- Renfrewshire Leisure: Cultural Services (joined year 3)
- Glasgow Life (Joined year 3)

The EMCMBEHP have been focusing only on people from **African, Caribbean and ethnic minority communities** across Scotland on enhancing much in-demand cultural heritage sector skills including arts curatorship, collections management, heritage interpretation and communication, conservation project management, heritage learning and outreach (community heritage engagement), managing the conservation process.

As well as identifying transferable skills such as project management and evaluation, fundraising, communications, advocacy/ research and partnership working. In addition to these cultural heritage sector skills, the programme provides trainees with related business skills needed by the sector such as, digital, creating learning projects, business or commercial awareness, sustainability, entrepreneurship, leadership and advocacy.

A key outcome for the project has been the training of **13** out of the **16** original bursary-funded traineeships (number amended due to pandemic). Enabling African, Caribbean and ethnic minority communities' trainees to address skills shortages and to ensure that both the Museum and Built Environment Heritage sectors across Scotland are looked after, managed, understood and shared to a greater degree.

The programme resulted in a **bespoke training environment** for trainees and volunteers, to build experience; learning and confidence, and is now better prepared and more informed about potential opportunities within the heritage sector and have enhanced transferable skills.

Vision

The strength of EMCMBEHP lies within all of the partners' motivation for a topical solution to a recognised skills diversity shortage within both the Museum and Galleries and Built Environment sectors across Scotland and the impulse to help specifically address both the cultural heritage sector skills shortages and the chronic under-representation of people from African, Caribbean and ethnic minority communities at decision making levels in both the Museum and Built Environment Heritage sectors workforce.

Aims

- The delivery of high quality work-based training in both Museum and Built Environment Heritage sectors in Scotland.
- The creation of a successful African, Caribbean and ethnic minority communities training programme delivered across both Museum and Built Environment Heritage sectors across Scotland.
- 16 full-time bursary funded placements for only people from African, Caribbean and ethnic minority communities across Scotland facing barriers to gaining employment within the sector.
- The development of a strong working relationship between Museum and Galleries and Built Environment Heritage sectors and African, Caribbean and ethnic minority communities across Scotland.
- Increase the capacity of the sector to deliver training and share good practice by including people from African and Caribbean Community across Scotland.
- Increase the diversity of the heritage workforce by engaging and building the capacity of people from African, Caribbean and ethnic minority communities across Scotland.

Skills Shortages

The project over the last 3.5 years has been focusing specifically on people from African, Caribbean and ethnic minority communities across Scotland on enhancing in-demand cultural heritage and museum skills including: arts curatorship, collections management, heritage interpretation and communication, conservation project management, heritage learning and outreach (community heritage engagement), managing the conservation process, as well as transferable skills such as project management and evaluation, fund raising, communications, advocacy/research and partnership working. In addition to these cultural heritage sector skills, the programme

provides trainees with related business skills needed by sector such as digital, creating learning projects, business or commercial awareness, sustainability, entrepreneurship, leadership and advocacy.

These skills are essential to the future conservation or sustainability of heritage and to opening up heritage to the public.

Existing Partners' Skills

Edinburgh World Heritage, Rewards Training, Learning Link Scotland, Built Environment Forum Scotland, Historic Environment Scotland, Museums and Galleries Edinburgh, Archaeology Scotland, Glasgow Life, and Renfrewshire Leisure: Cultural Services.

Placements of Skills

This project has provided a springboard for trainees specifically from this characteristic group across Scotland to make decisions about their careers based on real first-hand experience within a broad range of Museum and Galleries and Built Historic Environment Heritage sector areas. The skills the Project has focused on included industry-specific and transferable work skills. These skills have been identified via research and consultation with partners and other cultural heritage organisations.

In addition to Museum and Built Environment heritage-based skills, we realised that skills in community engagement education and communication were essential. Community engagement experience in areas such as fundraising are becoming more and more useful in Museum and Galleries and Built Historic Environment Conservation jobs, especially working in conservation charities.

The three-year project was extended by 6 months during 2020-2021 due to the impact of Covid-19 pandemic. The quota of 16 trainees was reduced to 13 in collaboration with discussions between NSI and the main funding body Heritage Lottery Fund.

Created a Volunteer Programme for volunteers to come on board to enhance community engagement with the sectors and with NSI.

Project managers delivered training to Partners staff to compliment training they would have all had via their own training programmes in house which, did not specifically look into working with African and Caribbean and ethnic minorities; within predominantly white middle class male working environments. This training was called *Equality and Diversity: Practicalities not Legalities*.

The following chapters aim to provide the reader with a practical overview of the Project during its life span. Insights into the functionalities and operations underpinning the project delivery is one that is demonstrated. Trainees, volunteers and partners' voices are interwoven across a rich tapestry of work-based evidence and empirical material captive within these interesting pages.

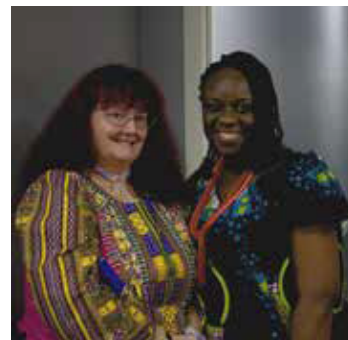
Chapter 3

Operations and Functionality

From the start of the project there has been two part time project managers providing two distinct fields of expertise:

- 1) Education, Training and Professional Development (ETPD)
- 2) Media, Publicity and Community Engagement (MPOC)

An Employability Model designed by the ETPD project manager underpinned the project delivery. The model supports trainees and volunteers from when they make initial contact with the project managers, through ongoing support, pre exit support and post exit support. The image below captures the essence of the Employability Model:

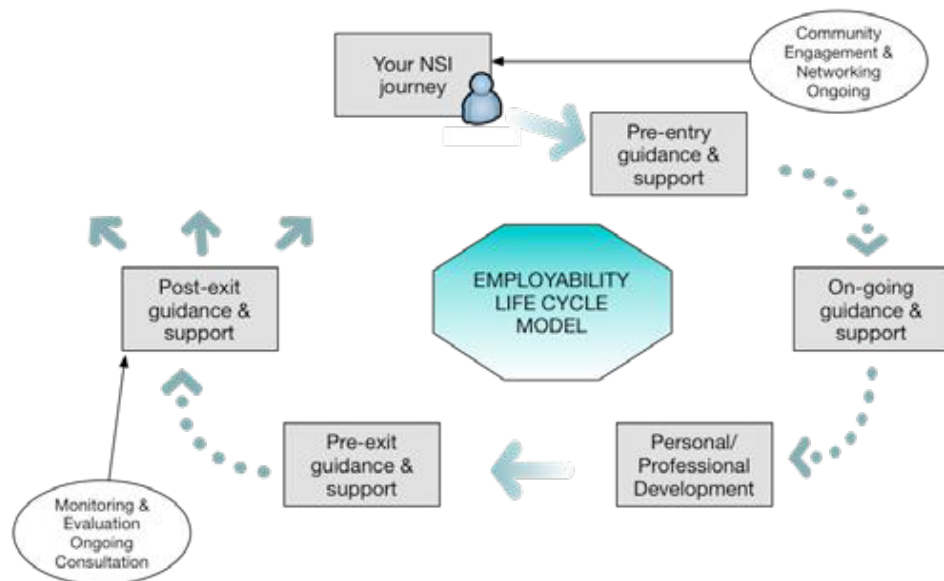


Project Managers: Dr Rosemary Sleith (ETPD) & Mrs Unyimeobong Matthew (MPOC)

From the inception of the project a Welfare/Pastoral Support Model was introduced by the ETPD project manager building upon her experiences of working within

Student Services in higher education. The tailor-made model enabled the project managers to provide guidance and support to trainees, volunteers and members of the wider ethnic minority communities within the wider Scottish communities.

Both project managers have experience of counselling and welfare provision and so forth but were mindful that this was not their remit in this instance therefore they referred on to other agents, service providers where necessary.



Dr Rosemary Sleith

NSI Employability Model

During the pandemic and the projects final 18 months these demands became greater with trainees and volunteers presenting with issues related to: bereavement and loss, mental health and wellbeing, financial exclusion and debt resolution, family relationship break up, imposter syndrome, Black Lives Matter, isolation, despair and angst around the traineeship completion. Although the project managers both had built up a broad tried and tested network of potential referral from pre-project jobs and ongoing networking they found it hard to refer on because so many points of referral were in lock down.

This was not part of their core roles and responsibilities but is an example of where they had to tap into their

own fields of expertise to help keep project participants on board and safe and well.

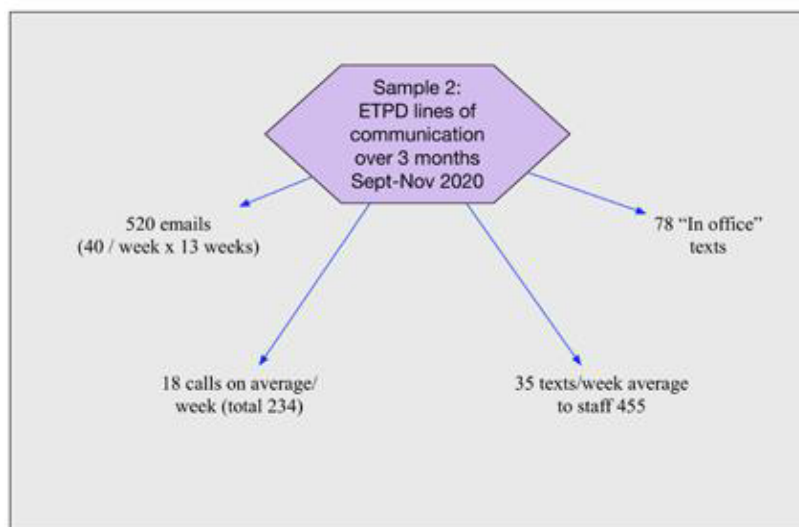
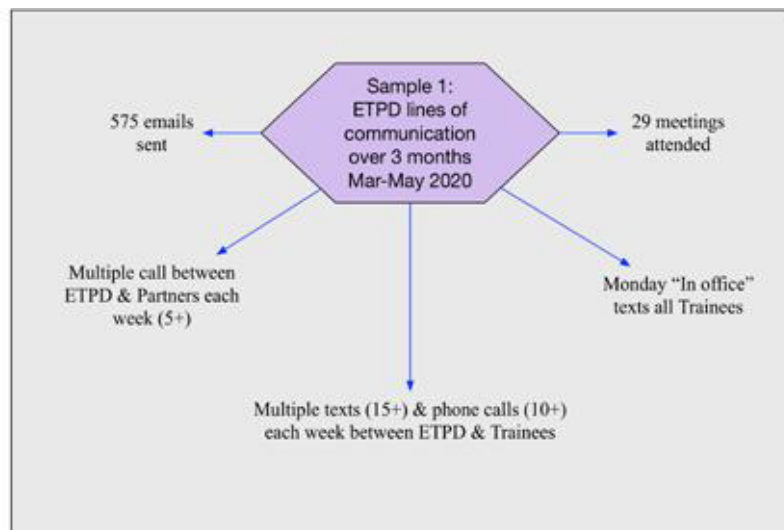
3.1 Education, Training and Professional Development (ETPD)

The final 18 months of the project found both Project Managers working under a different landscape as they had done in the prior two years of the project due to the impact the pandemic was having upon their own working world but those of partners and the wider Scottish communities.

The third year of the project commenced at the same time as the first wave of the Covid-19 pandemic hit Scotland and the UK. The third-year trainees had been recruited and were commencing their traineeships in the same week as lock down occurred. Two trainees from year two overlapped with the start of year three due to a delayed start. Initially there were trainees at:

- 2 David Livingstone Centre (2nd years)
- 2 Glasgow Life (3rd year)
- 2 at the Museum and Galleries, Edinburgh (3rd Year)
- 1 Archaeology Scotland in Musselburgh (3rd year)

The following two images are designed to show some of the administrative work load the ETPD project manager was required to do during year 3 (such tasks escalated due to the pandemic and are not exhausted. (Should the MPOC project manager do a similar data capture they too would have increased greatly in year 3):



In the case of the ETPD project manager these numbers escalated into 2021.

3.1.1 Project Mangers: Working and Support Delivery Strategy in Year Three of the Project

Due to the pandemic situation the project managers had to regroup and develop a new strategy to work during under lock down. They carried on doing the existing elements which were still useful within the changing landscape.

The ETPD Project Manager was charged with addressing operational matters (excluding all financial related matters e.g. budgets, bursary allocations, travel expenses for trainees and so forth), as well as education, training and professional development. They brought the MPOC project manager on board as and when matters required their input too; often they worked in tandem but did come together often.

3.1.2 Host Organisations

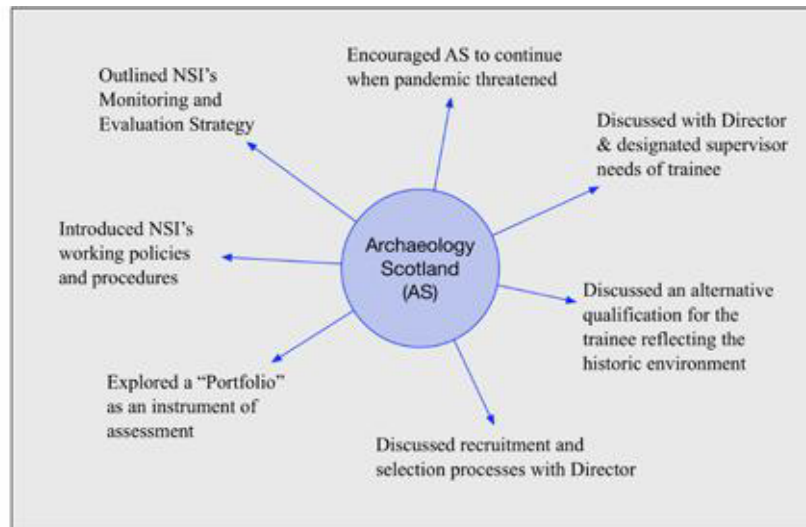
1. It was crucial to ensure that all partners coming in new to third year and hosting trainees understand the milestones, objectives of the project. And ongoing partners were provided with a refresher in case staff had changed.
2. Were aware of the goals set for each trainee: achieve learning experiences within their sector, be provided with learning opportunities which tied directly into the Museum and Galleries; SVQ level 3 modules; gained insight in how it was to be working in a Scottish working environment as an ethnic minority.
3. Each host organisation was required to appoint a member of their staff to be the “supervisor” of a trainee. Induction was provided for each supervisor to enable the supervisors to gain an understanding of NSI’s policies, procedures and working practices. This would enable them to follow the way NSI expected trainees to be treated whilst on placement within their hosting organisation.
4. Educate the Supervisors about monitoring and evaluation requirements, for example, they were required to produce a monthly progress report for each trainee to be sent to project managers; produce a schedule of “work” for the year. Due to pandemic a monthly schedule was acceptable.
5. Aimed to liaise with the supervisors/managers on a regular basis to ensure they had all the support they needed from NSI to help them support the NSI trainees in situ.
6. Continually revised effective communication routes with partners.

What is more, the following images illustrate the variety of areas in which the ETPD Project Manager had to be fluid and adaptable in their own working practices/days to support partners throughout the final 18 months of the project.

In prior years the on-site visits/meetings helped to eradicate a great deal of minor/major issues in a more succinct and less time-consuming way, in person, by phone or via emails. The loss of the ability to visit host organisations during the lock down impacted greatly upon the project managers (as well as trainees/volunteers) because they were not able to build relationships with teams who were directly training NSI trainees in situ (eg managers/appointed supervisors) or get a chance to interact with experts in the field (eg curators, researchers, masons, and so forth) all of whom interacted in some way with NSI trainees.

The lack of in person contact did have a detrimental impact upon working relations especially between new third year partners teams or existing partners new staff joining existing teams. This was exacerbated by the lack of robust communication links between new partners, team staff (who could not supply a direct phone number to reach them; this was problematic across museum sector members over all 3 years); Historic Built Environment sector teams were more open to sharing communication details.

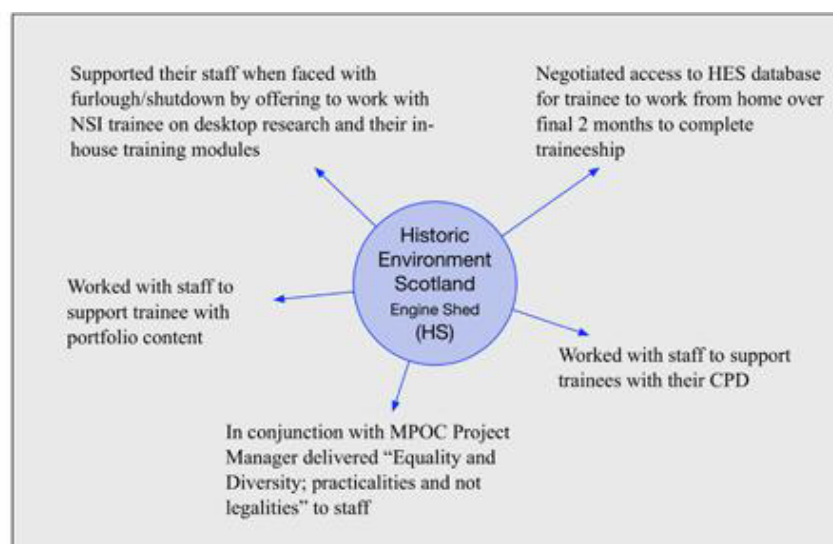
Archaeology Scotland (AS) were involved with the project from its inception but year 3 saw them taking a trainee for the first time.



Historic Environment Scotland (HES) had taken trainees (2) from year one. The project managers had built a robust relationship with the manager, designated supervisors (e.g. from the Masonry team, Science team), which proved to be a lifeline for all concerned when the pandemic hit. This was due to the fact their last trainee in year 2 had entered late and his traineeship overlapped the first two months of year 3; when the pandemic struck.

The ETPD project manager discussed with the HES manager a way that she could help HES to get the trainee through the traineeship even if they went into lock down and onto furlough; which was the case. The result was the trainee, ETPD project managers and HES team developed a set of desk top work which the trainee could complete over final two months from home; guided by the ETPD project manager in absence of HES team availability. The ETPD project manager negotiated with the manager to get the trainee continued access to HES database/training data base remotely.

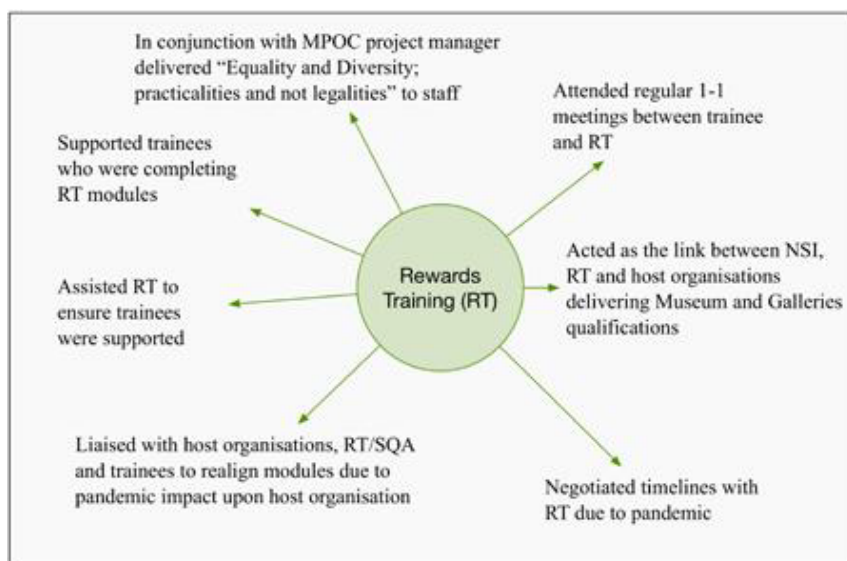
This worked and the trainee completed a variety of on-line training courses and completed all tasks given to him by the HES team. The ETPD project manager worked very closely with him and regularly followed up his progress as well as acting as a writing manager. Stanley (trainee) was very accommodating and accepted that the pandemic was no one fault and he was willing to be adaptable and showed a great deal of resilience in his endeavours.



In addition, the ETPD project manager worked closely with **Rewards Training** who had been contracted by NSI to be the providers of the Museum and Galleries qualification in conjunction with the SQA.

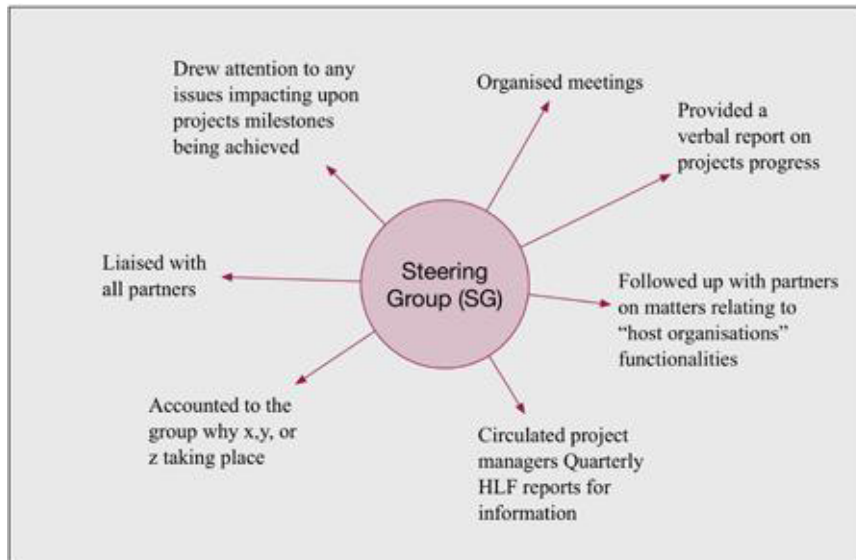
The ETPD Project Manager had been the link between RT and the host organisations, to ensure a streamlined service was being given to all trainees in the museum sector host organisations. This had worked very well in years 1 and 2. Due to the pandemic and a new host organisation coming onboard and their communication links with NSI being ineffective over the initial 6 months of year 3, it became problematic to ensure trainees were getting appropriate support.

The Project Managers jointly delivered one module over all 3 years which was the community engagement module; so, they started the trainees off on that module as they continued to try and build rapport with their host organisation; whilst working ways around the poor communications channels. The organisation also went into lock down and staff were furloughed which impacted greatly upon them and the NSI project; but this was a similar situation to other sector organisations involved and these in the Historic Built Environment sector too. RT and NSI managed to ensure support was there carrying trainees along the turbulent road.



Across the Good Practice Guide there are numerous examples of this and more captured in the 6 quarterly HLF funding reports produced by the Project Managers across year 3 and the 6 months extension. Plus, 8 other reports linked to years 1 and 2 of the project. Additional publicity included a Year 1 and Year 2 Project promotion brochure.

The ETPD Project Manager as part of the operational side of their role was involved with the Participatory Steering Group, known as **The Steering Group** (the MPOC Project Manager attended as required). The image below provides a small insight into what this connection required:



According to the overall programme’s action plan the Steering Group

[is for] the purpose of agreeing and keeping track of trainees’ progress and individual partners’ roles and responsibilities. The purpose of the Steering Group will be to monitor the progress against the Activity Plan and act as a sounding board for ideas as the project is underway.

In reality the Steering Group were an invaluable support for the project managers over years 1 and 2. Due to the pandemic there were no meetings during the last 18 months, however, some members reached out to the project managers and supported them along the way e.g. Frank Little (Museum and Galleries, Edinburgh, Eila MacQueen Archaeology Scotland).

3.1.3 Supporting our partners with their students



Project Manager and Adi meeting with Learning Link Scotland and two of their students.

One of the partners, namely Learning Link Scotland, approached the ETPD Project Manager to ask if she and a trainee (Adi) would be willing to be interviewed by two students from overseas who were research ethnic minority groups gaining access to training and education. The meeting was agreed and took place in a museum venue in Edinburgh. Our Project trainee was able to relate to them as students/learners and explain how he felt being an ethnic minority trainee within the museum and galleries sector in Scotland. He in turn learned that the two interviewers were both facing similar

experiences although one was from eastern Europe the other from Africa.

A general discussion followed around learning and training in general in relation to ethnic minorities in Scotland with the Learning Link Scotland Director and the ETPD Project Manager. The following photograph shows the Director of Learning Link Scotland, the ETPD Project Manager, Adi project trainee and two Learning Link Scotland trainees from overseas.

3.1.4 Existing Trainees

The trainees into year 3 literally started one day and lock down came into force a few days later. Even though this was not what they had “signed up “ for all trainees were determined to give it a go and accepted that there would be a lot of changes along the way, including the delivery of service from the project managers.

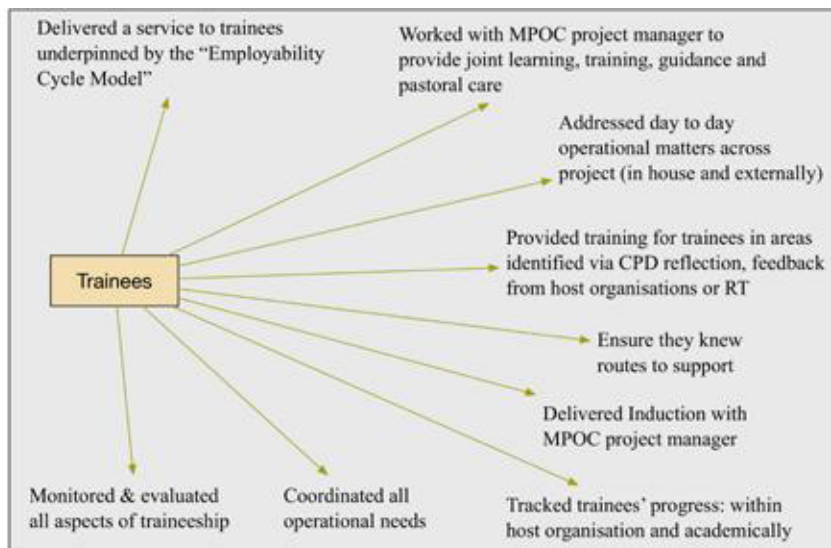
The following exemplifies steps taken by project managers to support trainees:

1. Induction was delivered remotely to all trainees via Zoom by the project managers (25th to 27th March 2020)
2. Trainees began their traineeships on Monday 30th March 2020 and would do: Monday to Thursday with host organisations and Fridays with their NSI project managers on Fridays.
3. Project managers were contactable all week even though trainees are out within the sector.
4. At the end of each week the trainee produced a Weekly Synopsis Report and sent it to the project managers as part of their own CPD, as well as, providing the project managers with a monitoring and evaluation tool.
5. All trainees contributed material to the projects Facebook, which helped to raise awareness of the project, themselves within eth wider Scottish community.
6. Each third year trainee received a letter form a second year trainee welcoming them to the project and offering them some reflective advice based upon their own journey. This was the idea of the ETD project manager.
7. Weekly business meetings were established between trainees and project managers; however, as the pandemic took hold these meetings were altered to individual one to one meeting. This was to enable trainees to speak in confidence with project managers about pastoral care matters as well as matters relating to traineeship host organisation and service delivery.
8. As an addition to their own contracts the project managers decided to fill a training gap, they had identified by delivering the following in house training for trainees and volunteers if they wished to take part:
 - Reflective Writing 1 and 2

- Presentation Skills

- Media Skills 1 and 2
- Time management Skills
- Speed Reading Skills
- Note Taking Skills
- Office Etiquette
- Ethical working practices
- How to avoid plagiarism in the work place
- Desk top research skills

The following image is a snap shot of some of the steps the Project Managers took:



This overall strategy was reviewed continually by the project managers; who were increasingly required to be flexible and fluid, in order to, meet the evolving needs of project participants based upon the impacting pandemic.

Over the initial two years the project managers exceeded their contracted 17.5 hrs per week contracts. Year three was to see them working 7-day weeks to provide a service, accommodate the trainees/volunteers needs. Plus, accommodating the partners staff needs as well as filling gaps during furloughs where the project managers stepped in to help the host organisations.

3.1.5 Exited Trainees/volunteers

These trainees completed their years (Year 1 or Year 2) but remain in touch with the Project Managers. All completing trainees are followed up year on year to see where they have gone post project; plus, the ETPD Project Manager offered ongoing guidance and support regarding CPD or CV, job seeking, and interview skills. The MPOC Project Manager provided guidance regarding presentation, and media. Both Project Managers provide references for potential employers as requested.

A similar support process was offered to volunteers. References were offered to volunteers who were active across the year and have built a working relationship with Project Managers.

3.1.6 History Scotland Publication

The ETPD Project Manager was approached by the Editor of the *history Scotland* magazine and asked if she could write an article for them based on the project (they had been following our Facebook page) and heard of us through Archaeology Scotland.

A two page article was included in the January-February 2021 issue, pages 8 and 9 called *The Ethnic Minority, Career Museum and Built Environment Heritage Programme (EMCMBEHP): An African-led Project*.

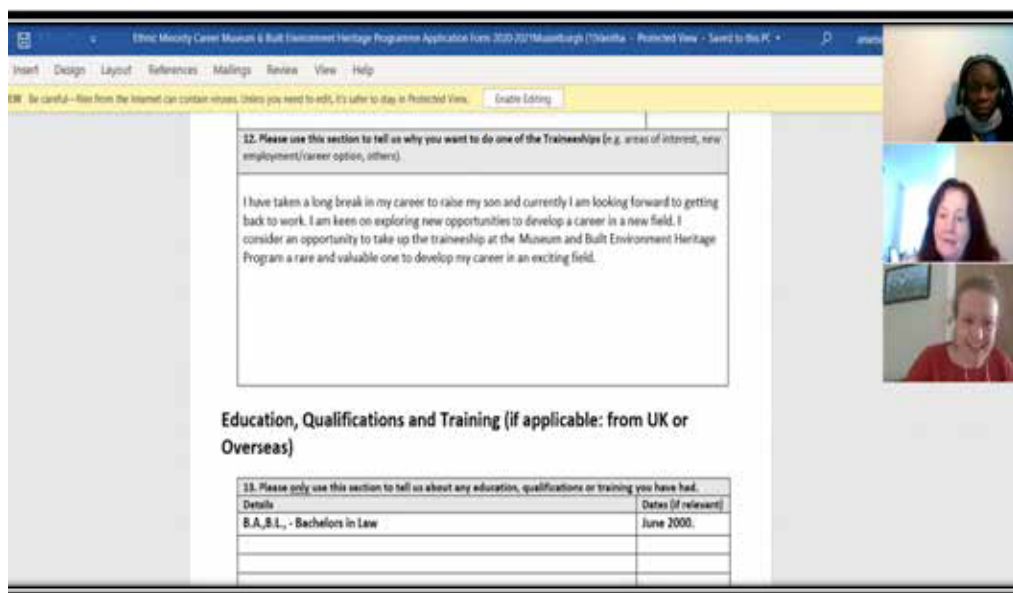
This helped to raise more awareness of the project and what was being achieved by the trainees in this unknown sector.

As fore-mentioned the ETPD Project Manager and the MPOC Project Manager have specific areas of expertise, roles and responsibilities. We have seen a snap shot of what the ETPD Project Manager does, now for what the MPOC Project Manager does.

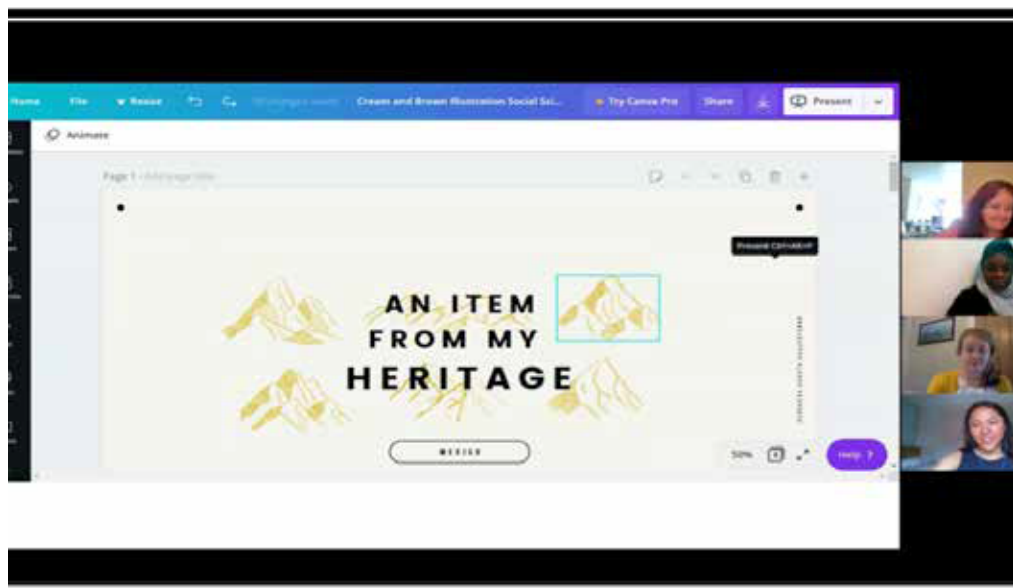
3.2 Media, Publicity and Community Outreach (MPCO)

During the COVID pandemic, the Media, Publicity and Community Outreach Project Manager pivoted quickly to organise and host project meetings, applicant interviews and the community engagement events online, while still working closely with the African, Caribbean, and ethnic minority communities, trainees, volunteers, and partners. This was part of the job share with the other project manager in her bid to chart a positive course for the overall success of the project. The virtual working environment which came to be the ‘new normal’ meant that all project stakeholders, spanning trainees, partners, project supervisors/host organisations, Project Evaluation and Monitoring Committee, past trainees, Steering Group Committee, NSI traineeship applicants, interview panel, qualification assessors, volunteers and even the African Caribbean and Ethnic communities got connected via the project’s virtual working environment Zoom. Some examples of virtual working follow.

Applicant short listing virtual meeting of EMCMBEHP Project Managers’ with Archeology Scotland staff.



Sample Next Step Initiative Traineeship Virtual Interview – Archeology Scotland.





Applicant Short listing
Virtual Meeting Of
EMCMBEHP Project
Managers With
Renfrewshire Leisure:
Cultural Services Paisley
Staff.



Sample Next Step
Initiative Traineeship
Virtual Interview –
Renfrewshire Leisure:
Cultural Services Paisley.



EMCMBEHP Steering
Group Committee Virtual
Meeting with Project
Manager MPCO Briefing
Committee on Community
Engagement.



Some Virtual Workings/Meetings of Project Managers –
Dr Rosemary Sleith and Mrs Unyimeobong Matthew.



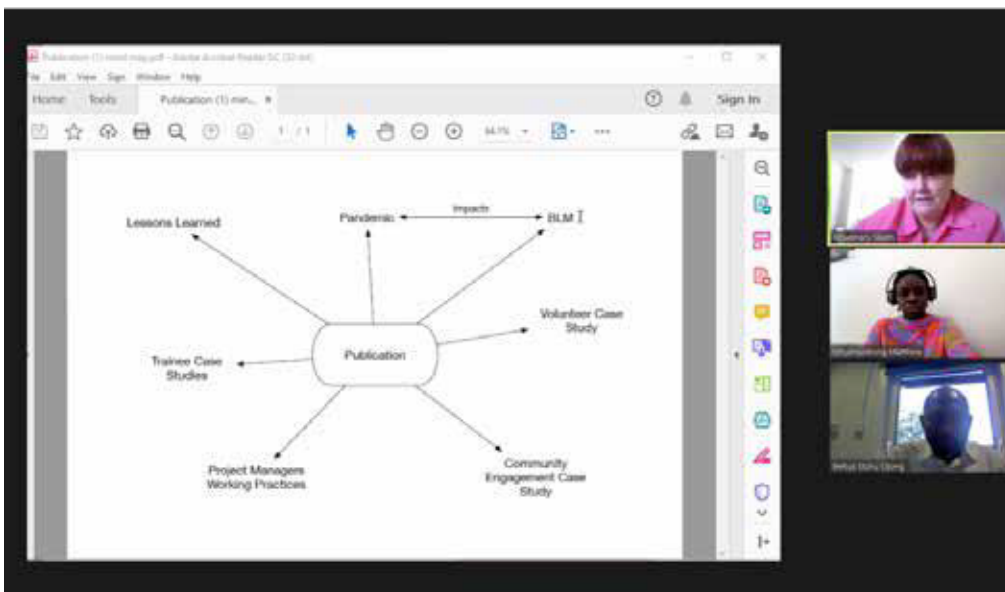
EMCMBEHP Volunteer
Programme Virtual
Meeting with Project
Managers.





EMCMBEHP Virtual Meeting of CEO, Project Managers with Trainees.

The Project Manager for Media/Publicity/Community Outreach (MPCO), Mrs Unyimeobong Matthew and the Project Manager for Education, Training and Professional Development (ETPD), Dr Rosemary Sleith, worked together very well across all areas of the project, learning from each other in the course of the project while ensuring all aspects of the programme’s action plan was being addressed.



An action plan virtual meeting of both Project Managers with the CEO of Next Step Initiative, Mr Beltus Etchu.

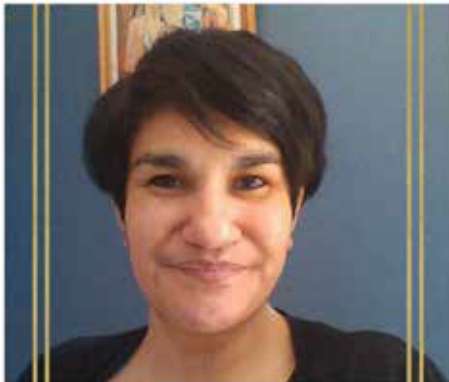
Project Managers Sharing Learning.



Project Manager MPCO Hosted a Virtual Welcome Event for Year 3 Trainees and Farewell to Year 2 Trainees with Project Manager ETPD and the Next Step Initiative CEO in Attendance.



Due to the pandemic that resulted in the lockdown, the trainees could not initially engage with the community or their host organisations. The MPCO devised an introductory means for the trainees. It entailed individual trainee profile incorporating their top expectations, captioned and publicised on the project social media page as seen below.



**Introducing EMCMBEHP Trainee
Carolina Perez.**

"...I hope to be suitably qualified to work in the Museums and Heritage sector on completion of the traineeship".



**Introducing EMCMBEHP Trainee
Leah Sibindi.**

"...I hope to utilise the experience to create a career at the end of my traineeship".



**Introducing EMCMBEHP Trainee
Susie Cavill.**

"...I have come to this traineeship because I love storytelling, art and history and want to further my education and career in bringing stories to life".



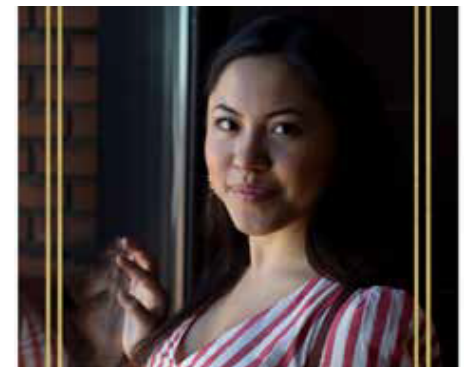
**Introducing EMCMBEHP Trainee
Thessa Buchanan.**

"...I hope with my passion, drive and my knowledge from my design background, I can further explore the arts and heritage sector through the traineeship".



**Introducing EMCMBEHP Trainee
Azita Jabbari-Arabzadeh.**

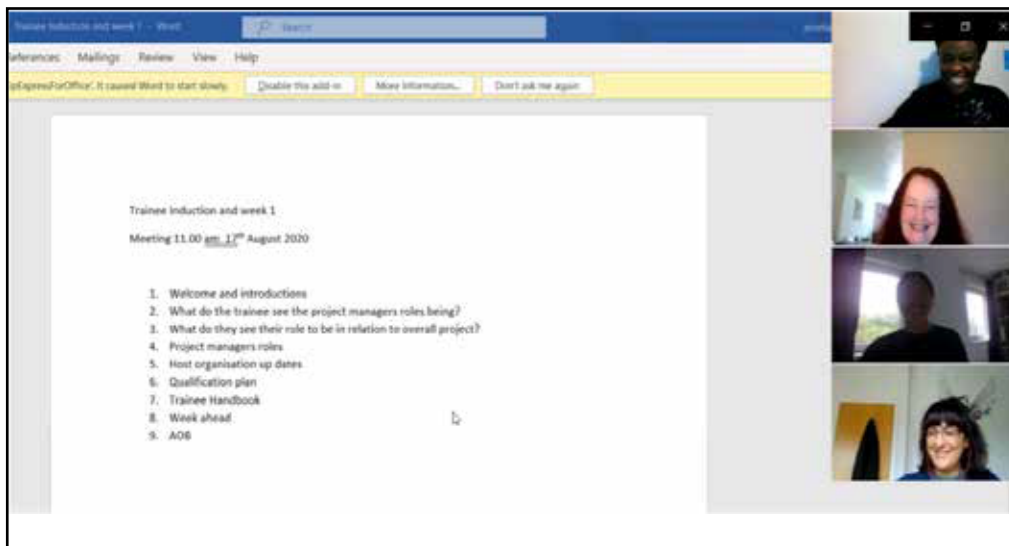
"I am pleased to have been accepted to the NSI's traineeship in Paisley this year. I look forward to getting involved in the promotion of Paisley Museum Re-imagined online; and I am also keen on arts and cultural activities".



**Introducing EMCMBEHP Trainee
Fernanda Acosta.**

"I expect to further develop the skills acquired through my academic and life experiences, and to build a joyful career path in the museum and heritage sector...really looking forward to learning from my host institution, its team of professionals and to become an active member of its community".

EMCMBEHP Trainee Virtual Induction Meeting.



Sharing of traineeship experiences by pilot project trainee with EMCMBEHP trainees while both project managers listen on.



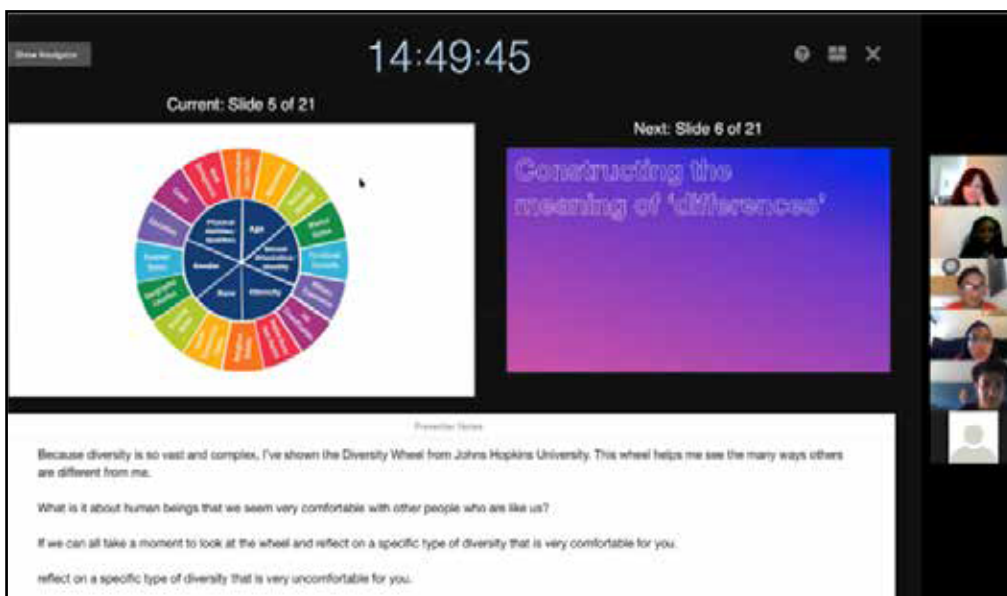
3.2.1 Communication /Presentation Skills

The Media/Publicity/Community Outreach Project Manager provided the opportunity for the trainees to develop skills useful for implementing effective community engagement, especially in a virtual manner in moving with the times. Documenting their learning experiences through the production of videos, trainees learnt basic communication and presentation skills, necessary to demonstrate competence and for their personal development evidence.

The project manager MPCO taking trainees through basic presentation skills for community engagement.



To showcase their communication and presentation skills learning, trainees also put together individual virtual presentations on a topic of their choice, related to what they were doing for their assessment by Rewards Training. For example, Trainee Leah presented on 'Inter-Cultural Communication' and Trainee Thessa presented 'Diversity and Inclusion'. These presentations allowed them to document their experiences as evidence for the course units.



3.2.2 Virtual Heritage Conversation

The new ways of doing things meant that the Project Managers had to re-strategize their modus operandi, with events/activities that would attract interest and engagement from all project stakeholders especially people from the community, bearing in mind the ‘new normal’. This gave rise to the EMCMBEHP **Virtual Heritage Conversation** event.

The Virtual Heritage Conversation: a brainchild of the Media/Publicity and Community Outreach Project Manager formed a major part of the Community Engagement, which helped build skills pertinent for the trainees’ development. This initiative developed quickly, and the pilot of the Virtual Heritage Conversation took place on Friday 17th July 2020 on Zoom. It was well received with excellent feedback and attracted a good mix of participants from the Scottish and other ethnic minority communities.

The point of departure was for trainees to dissect the question: “What does heritage mean to you?” The mode of conversation was set to be interactive as each trainee shared experiences and their own stories with a view to highlighting similarities and or differences. With the guidance of Project Managers, trainees planned and co-ordinated this event and arranged amongst themselves an anchorperson, while they were all discussants. They were all guided to demonstrate their individuality and input as well as working as a team. On the day, Project Managers were observers. There was an engaging and interesting mix of audience during this community engagement event.

On reflection, the use of individual storytelling by the trainees triggered a two-way conversation between trainees and participants, as this proved quite effective and showed that culturally relevant conversations such as this should be encouraged to achieve greater understanding and an appreciation for diversities. The Virtual Heritage Conversation has now been taken forward as a project legacy, due to its wide acceptance. The EMCMBEHP volunteers also took turns to enlighten the public/community by organising virtual conversations around this subject in relation to their heritage. The community members have kept on identifying with the project with a particular interest in coming on board the Virtual Heritage Conversations. Amongst other advantages, the Virtual Heritage Conversation has also uncovered various inherent creative skills in both trainees and volunteers.

THE ETHNIC MINORITY, CAREER MUSEUM AND BUILT ENVIRONMENT HERITAGE PROGRAMME

EMCMBEHP VIRTUAL HERITAGE CONVERSATION

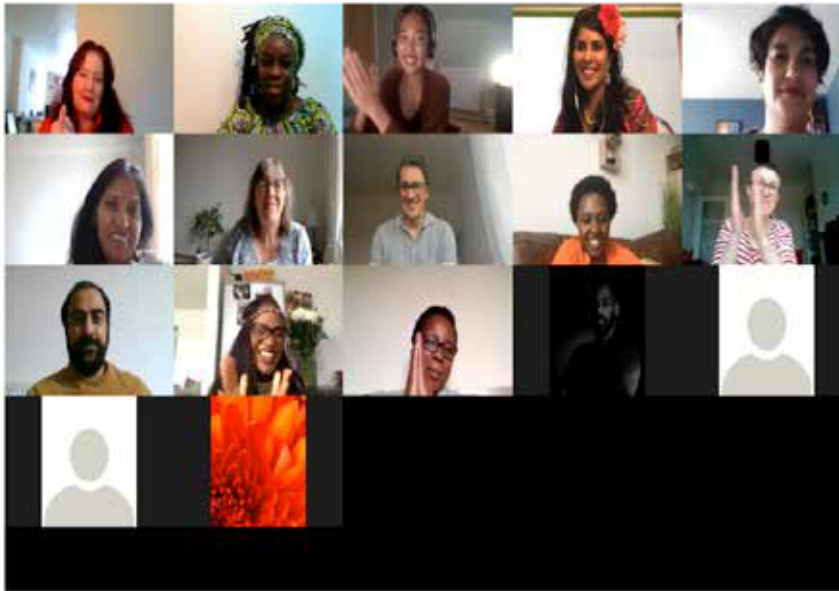
TIME: 2PM
DATE: FRIDAY 17TH JULY, 2020

ZOOM ROOM

-----FEATURED DISCUSSANTS -----

Thessa Buchanan Carolina Perez Leah Sibindi Susie Cavill

Please Contact Project Manager to confirm attendance and receive login details.
u.matthew@nextstepinitiative.org.uk



A Cross Section of participants at the EMCMBEHP Virtual Heritage Conversation Event.

1. This has been a fascinating discussion.

2. Thank you for sharing your stories. Our heritage / cultural heritage so important for us all to understand better.

3. Thank you for sharing your heritage and experiences with us. It is wonderful indeed. As a 3rd generation immigrant who has lived to a couple of countries throughout my life. It is always nice to hear from others about their experiences as well. It must be so boring to have one culture.

4. It is very inspiring, and the trainees have held it in such a professional way and took us through this great journey from the past to our current day.

5. Great in-depth discussion that is very pertinent.

6. Very engaging so far.

7. I feel enriched and energised - would love to hear more!

8. I have listened to every single word. Going forward I think what I've heard would make a great podcast, or radio programme. And I think people would be interested in how the programme develops.

EMCMBEHP Virtual Heritage Conversation feedback collated from Zoom chat notepad.

1. The four presenters were excellent: I appreciated their honest reflections, willingness to share stories from their hearts, articulating personal experiences and perspectives so clearly, and sharing so much knowledge and passion. I was very grateful for their openness to questions and their answers to mine. - Participant N.

2. It was a privilege to listen to the fascinating discussions and important issues brought to the fore around heritage and minority ethnic women living in Scotland. Thanks to the 4 fantastic trainees for enlightening us all and being so open, eloquent, and willing to share their personal experiences. As I mentioned online, I have had many conversations about these issues with my Mother and Sister, both of an Scottish-Indian background, and it was heartening to hear so many common themes, discussed previously with them, crop up in this discussion. The session really helped to bring home how interconnected many of us are. Lastly, many thanks to yourself Unyimeobong, Rosemary and all the team at NSI for organising! - Participant A.

EMCMBEHP Virtual Heritage Conversation Feedback received by the MPCO Project Manager via Email

During the traineeship, trainees individually organised their presentation from planning to evaluation, with the guidance of project managers and recorded an engaging and interesting mix of audience during the community engagement event.

Below are the flyers produced by 5 trainees for their individual virtual heritage conversation presentation:

**THE ETHNIC MINORITY CAREER MUSEUM AND BUILT ENVIRONMENT HERITAGE PROGRAMME:
JOIN TRAINEE LEAH SIBINDI**



Virtual heritage talk

African heritage items held in Glasgow Museums and their link to Scotland.




**Date: Friday 23 October
Time: 11:00
Venue: Zoom Room**

To book your place email:
emcmbehpconversation@gmail.com

Event Flyer created by trainee Leah.

ETHNIC MINORITY CAREER MUSEUM AND BUILT ENVIRONMENT HERITAGE PROGRAMME (EMCMBEHP)



A VIRTUAL HERITAGE CONVERSATION WITH CAROLINA PEREZ - NEXT STEPS INITIATIVE TRAINEE

Exploring my musical heritage

Join us for a discussion on the history of Andean music and its people

FRIDAY 9th OCTOBER 2020, 11am

Register for Zoom invite by emailing emcmbehp@gmail.com

Event Flyer created by trainee Carolina.

THE ETHNIC MINORITY CAREER MUSEUM AND BUILT ENVIRONMENT HERITAGE PROGRAMME

Discovering
THE DAY OF THE DEAD
IN MIXQUIC

JOIN NEXT STEP INITIATIVE TRAINEE FERNANDA ACOSTA


on a virtual conversation about the Day of the Dead and Mixquic as a wonderful case study.

Learn more about the importance of graveyards to archaeology.

Share your own experiences and knowledge!

Register for this event now at:
emcmbehpconversation@gmail.com

FRIDAY, 6TH NOVEMBER 2020 | 11.00 AM



This event is part of the Ethnic Minority Career Museum and Built Environment Heritage Programme. To learn more about Next Step Initiative and this project go to www.nextstepinitiative.org.uk

Event Flyer created by trainee Fernanda.

The Ethnic Minority, Career Museum and Built Environment Heritage Programme

YOU ARE WELCOME TO JOIN US ON ZOOM

1pm-2.30pm, Fri Oct 2nd

Virtual Heritage Conversation

Topic: A discussion about reconciling our unique and different cultural heritages.

Please email for details of your personal Zoom invitation emcmbehpconversation@gmail.com




Presenter
Susie Cavill
(Next Steps Initiative Trainee)


Event Flyer created by trainee Susie.

THE ETHNIC MINORITY CAREER, MUSEUM AND BUILT ENVIRONMENT HERITAGE PROGRAMME (EMCMBEHP)

A Virtual Heritage Conversation with Azita Jabbari Next Step Initiative trainee




Myth-busting Persian culture and its people



Friday 13th of November, 11am,
Please email emcmbehpconversation@gmail.com to register to attend

Event Flyer created by trainee Azita.

CHAT NOTEPAD- VIRTUAL HERITAGE CONVERSATION (FERNANDA).

11:06:22 From: [Leah](#) : I have never heard about it! Looking forward to learning.

11:07:17 From: [Thessa](#) Buchanan: Morning Fernanda, I'm also having tech issues - camera isn't working but can hear and see you all perfectly. Look forward to your talk, as my only knowledge is also from Coco

11:08:53 From: [Saeed](#) Barzlay: Morning all, my knowledge of Day of the Dead is limited so looking forward to hearing more :)

11:20:35 From: [Azita](#) Jabbari - Glasgow, Scotland: Apologies Fernanda and all. Just managed to escape another session. Excited to be in this very interesting discussion

11:27:37 From: [Azita](#) Jabbari - Glasgow, Scotland: This all extremely interesting.

11:30:28 From: [Azita](#) Jabbari - Glasgow, Scotland: Coco is fantastic!

11:32:22 From: [Calum](#): Great talk!

11:42:29 From: [Azita](#) Jabbari - Glasgow, Scotland: I feel more motivated to visit grave-yards and pay attention now.

11:48:45 From: [Calum](#): There's a Dart Vader one somewhere.

11:49:17 From: [Nicky](#) Ivinie: There is a documentary on ARTE about the happy graveyard. <https://www.arte.tv/de/videos/046295-DIG-4/ges-reportage/>

11:49:26 From: [Helena](#) Gray: re graveyards experience: That's an interesting question for an archaeologist; as a heritage professional, I am comfortable and used to exploring and investigating (UK) graveyards from an archaeological perspective (e.g. recording gravestones systematically, noting info, grave positions, researching about what the stones, symbols etc can tell us); as a person/general member of the public, I take something different/have a slightly different experience of them, I connect with the place and individuals buried there on a more personal level, I find them peaceful places, but also sometimes sad/poignant/upsetting etc.

11:49:37 From: [Azita](#) Jabbari - Glasgow, Scotland: It was a great presentation

11:50:29 From: [Helena](#) Gray: [Thankyou](#) for a very interesting presentation, and Jane, this is such an [interesting](#) point/juncture!

11:50:40 From: [Uyimeobang](#) Matthew: Please can everyone drop their feedback of today's event on the chat box

11:50:53 From: [Uyimeobang](#) Matthew: Thank you

11:50:56 From: [Jane](#) Miller: Brilliant!

11:50:58 From: [Nicky](#) Ivinie: Thank you very much for an excellent presentation, Fernanda! It was [soooo](#) interesting and enjoyable!

11:51:07 From: [Diana](#) GJ: This was a great presentation thank you very much! Liked how it drew on so many different aspects = food objects, etc :)


11:51:12 From: [Saeed](#) Barzlay: Brilliant - thanks!!

11:51:19 From: [Helena](#) Gray: great stuff Fernanda!

11:51:23 From: [Calum](#): Thanks! :)

11:51:35 From: [Dey](#) : Amazing, so interesting!

11:51:38 From: [Carolina](#) Perez: Absolutely fantastic presentation, really insightful and I will pay more attention to gravestones now!

11:51:38 From: [Maria](#) -Larson: This was so interesting, Fernanda, thank you very much! I'd really want to experience it myself one day.

Zoom chat notepad reflecting the participants' engagement and Virtual Conversation feedback

3.2.3 EMCMBEHP Social Media

The Project Manager for Media/Publicity/Community Outreach (MPCO) employed the use of social media as a tool to reach community groups, prospective new partners, community members, family entities and prospective volunteers. The project Facebook page had been actively updated and refreshed with project information, events, photographic and video evidence of the learning experiences of the trainees as well as volunteer involvement and these continued to attract high level engagement from the public which had proven to be an invaluable route to communicating with the African and ethnic communities within Scotland.

To view videos and other visual representations, please follow this link to the project Facebook page:

<https://www.facebook.com/nextstepinitiativeheritage/>

One of the tools which was continuously used to promote the project and document the learning experiences of the trainees had been videos, as this showed to be an important trigger for engagement. The Project manager Media/Publicity and Community Outreach therefore engaged trainees to capture their traineeship journey and issues of heritage interest via video production. These videos are then edited by the PMCO and posted unto the project Facebook page.

The backstage information below gives a sample insight to the Facebook diagnostics of trainee Stanley's documentary of his traineeship journey/clarion call for people to embrace the project and it attracted an interesting engagement. The performance analysis after 3 days of video upload demonstrated that the video reached one hundred and sixty people (160), attracted fifty-three (53) engagements, fourteen (14) people expressed their liking for the video, while six (6) people documented their comments.

Emcmbehp is 😊 feeling great with David Livingstone Birthplace and 33 others.
15 June · 🌐

Stanley Chirwa has successfully completed his traineeship and will be among four trainees that will be presented with an award; during a virtual award event on Friday 19th June at 12:30pm.

If you would like to be part of this event, please contact us on u.matthew@nextstepinitiative.org.uk and you will receive your joining details. Meanwhile, Stanley gives a recap of his traineeship journey in this video. Please watch!

As the 'Ethnic Minority Career, Museum and Built Environment' Heritage Programme's Trainee

160 People reached 53 Engagements Boost Post

You and 14 others 6 comments

Like Comment Share

Also, it is interesting to note that the **EMCMBEHP traineeship advert** on various platforms including the project Facebook page attracted an immense attention and gained popularity during the lockdown. The performance analysis pix below demonstrates that the advert reached three thousand and thirty-six people (3,036) attracted four hundred and forty-five (445) engagements. While twenty-four (24) people went further to share the advert unto their social media platforms/networks/contacts.

NEW EMCMBEHP TRAINEESHIP OPPORTUNITIES ARE NOW OPEN.
Please see advert for more information.

Next Step Initiative (NSI)
The Ethnic Minority Career Museum & Built Environment Heritage Programme
Facebook: <https://www.facebook.com/nextstepinitiativeheritage/>

traineeship, based on "Positive Action", has been developed to add under-representation of the BAME communities in the heritage sector across Scotland.

**** 1 Year Traineeship NOW open ** Closing date Wednesday 22nd July 2020**
NSI trainees will be hosted by **Archaeology Scotland (Stussellburgh)**
The Archaeology Scotland Engagement & Events (NSI Trainee)

What to note
Traineeships are supported by a Dursary (£13,500 per annum) and non-repayable
The trainee will be supported to do an Archaeology Scotland Certificate
Visa status must allow full time working in UK

What the traineeship provides
An opportunity to work within the Archaeology Scotland Sector
A chance to gain experience in: dealing with membership enquiries, administration of boxes, delivering activities with different audiences, promoting events and assisting with other engagement opportunities.
Learn about: artefact investigation, using databases, archaeological skills (e.g. survey recording), cataloguing, help deliver archaeological sessions, workshops and field work how to use WordPress, social media, preparation, planning and logistics for events and conferences.
A scope to build a career path in the sector and to use existing transferable skills.
An opportunity to be instrumental in being the African and ethnic minorities community into the sector for: leisure, education or employment.
A platform for you to excel and develop professionally and personally.

Selection Criteria
Applicants must have a willingness to learn and strive in the sector.
No specific academic qualifications are required; however, applicants should be able to read and write fluent English.
An enthusiasm for archaeology and heritage and all it stands for is required.
The traineeship is **only open to people from BAME Communities across Scotland.**

Action Instructions: Contact Dr Rosemary Smith for an application pack by email r.smith@nextstepinitiative.org.uk her on 07564265293 to discuss general questions about the traineeship form will be held in the last week of July or first week August 2020.

Next Step Initiative (NSI)
The Ethnic Minority Career Museum & Built Environment Heritage Programme
Facebook: <https://www.facebook.com/nextstepinitiativeheritage/>

traineeship, based on "Positive Action", has been developed to add under-representation of the BAME communities in the heritage sector across Scotland.

**** 1 Year Traineeship NOW open ** Closing date Wednesday 22nd July 2020**
NSI trainees will be hosted by **Renfrewshire Leisure: Culture Services (Paisley)**
Secret Collection Trainee (Next Step Initiative)

What to note
Traineeships are supported by a Dursary (£13,500 per annum) and non-repayable
The trainee will be supported to do the Museums & Galleries and Practice Level 3 Qualification; fees paid by NSI
Visa status must allow full time working in UK

What the traineeship provides
An opportunity to work within the heritage services and collections.
A chance to gain experience in: caring for approximately 350,000 objects, work with children, school groups and the public, work with handling boxes, have an opportunity to work with other visitors and the wider communities.
Learn about: cataloguing, the delivery of the creative learning programme, working with diverse communities and audiences, out-reach activities with schools, community visits and partnership organisations, the wider work and activities of the museum service.
A scope to build a career path in the sector and to use existing transferable skills.
An opportunity to be instrumental in being the African and ethnic minorities community Voice into the sector for: leisure, education or employment.
A platform for you to excel and develop professionally and personally.

Selection Criteria
Applicants must have a willingness to learn and strive in the sector.
No specific academic qualifications are required; however, applicants should be able to read and write fluent English.
An enthusiasm for museum-based heritage and all it stands for is required.
The traineeship is **only open to people from BAME Communities across Scotland.**

Action Instructions: Contact Dr Rosemary Smith for an application pack by email r.smith@nextstepinitiative.org.uk her on 07564265293 to discuss general questions about the traineeship form will be held in the last week of July or first week August 2020.

3,036
People reached

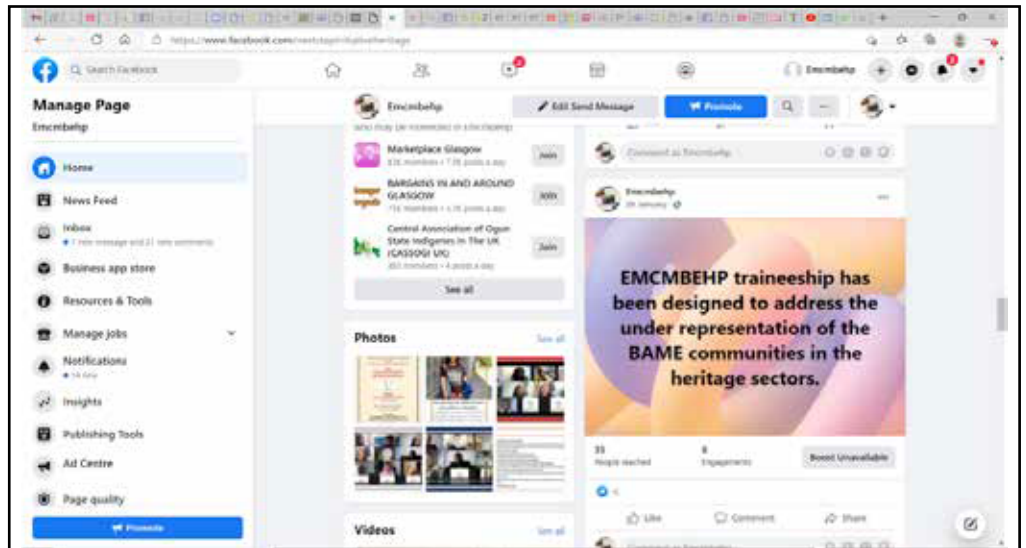
445
Engagements

Boost Post

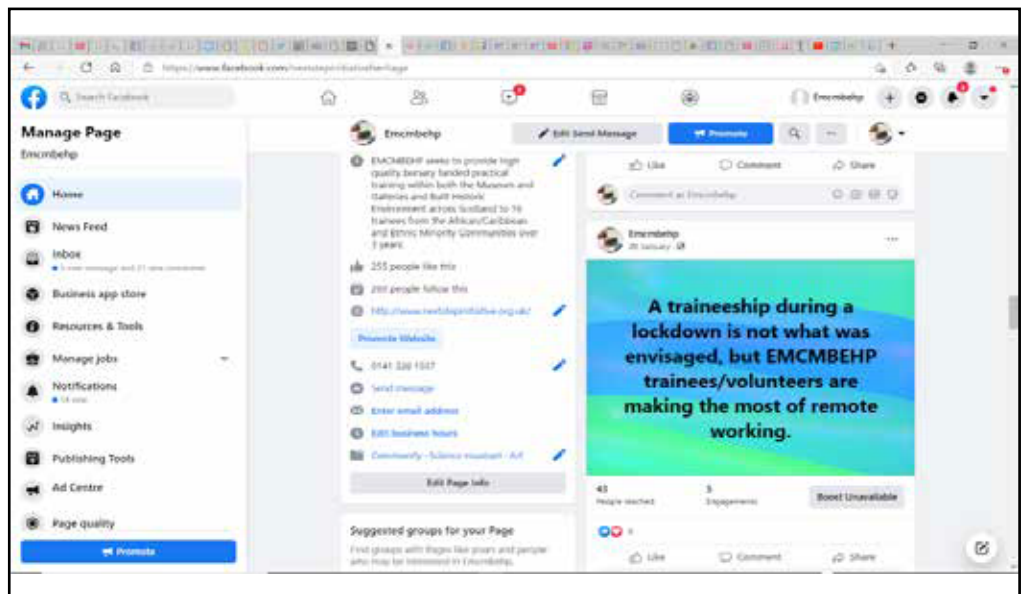
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1 comment 24 shares

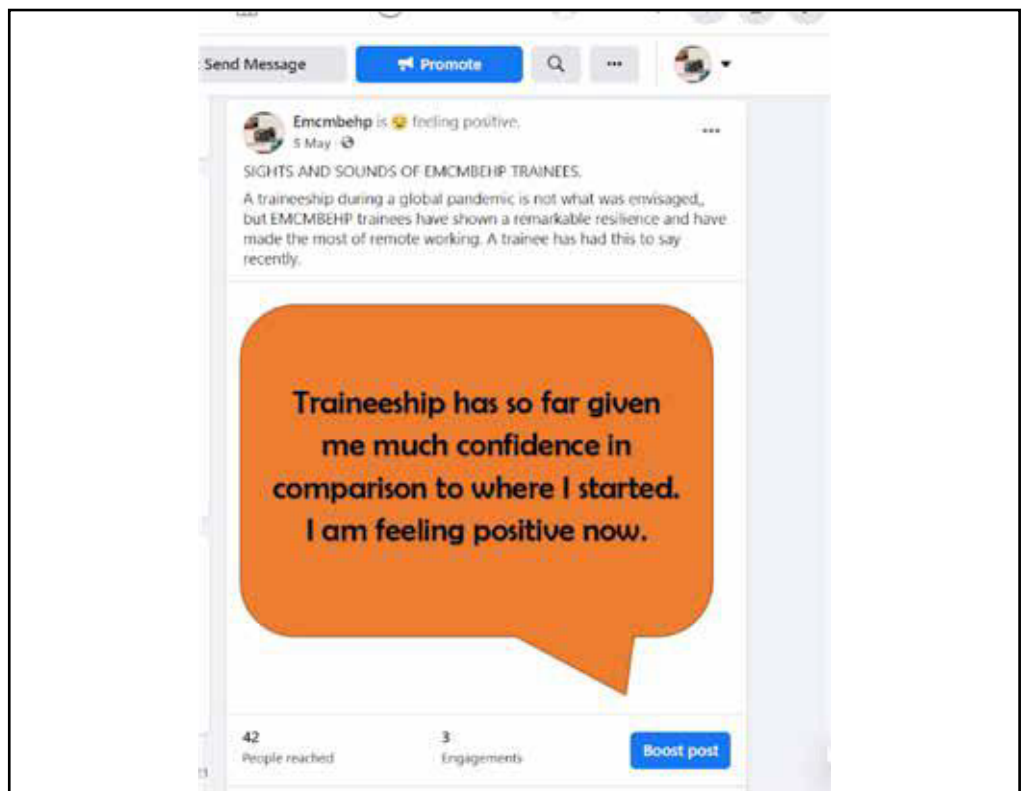
EMCMBEHP social media page refreshed with a positive action statement.

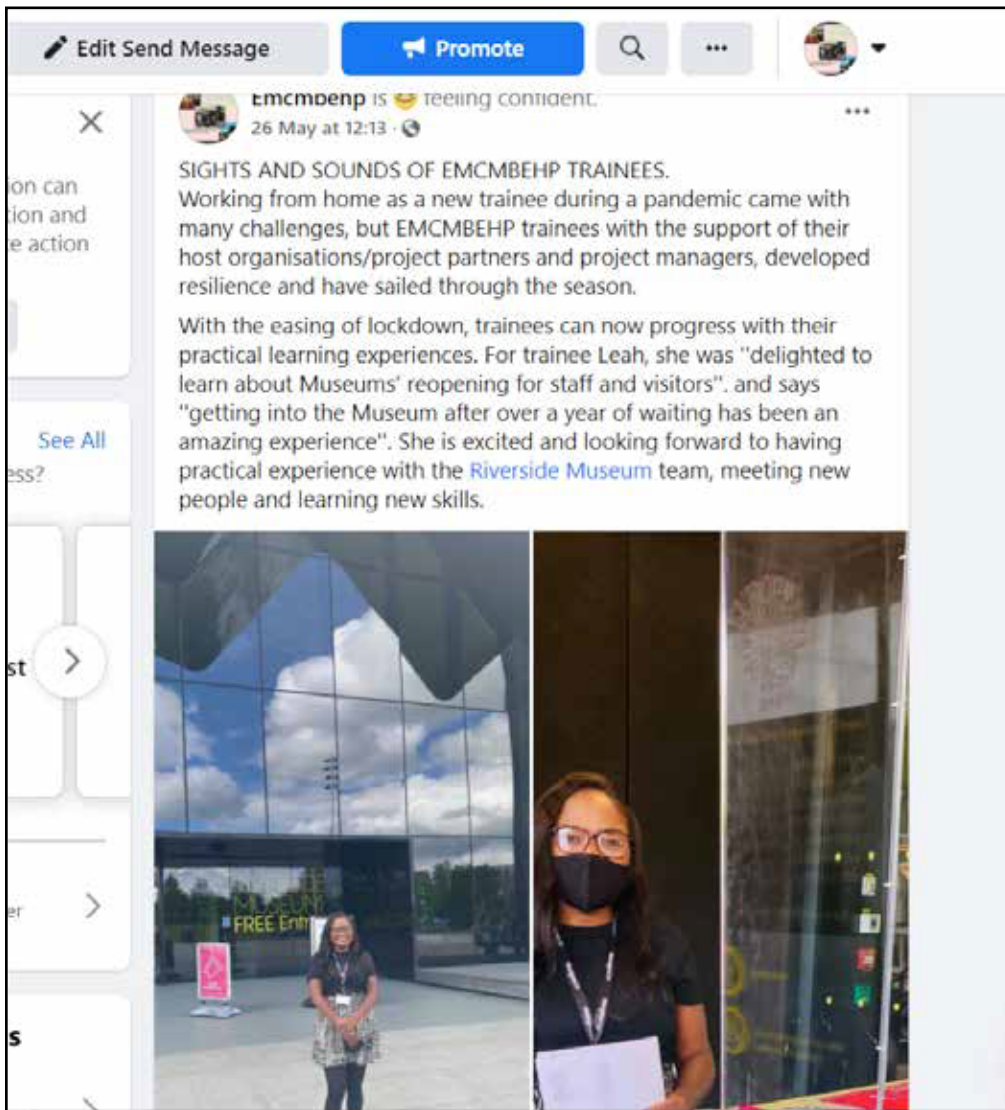


EMCMBEHP social media page with a traineeship update.

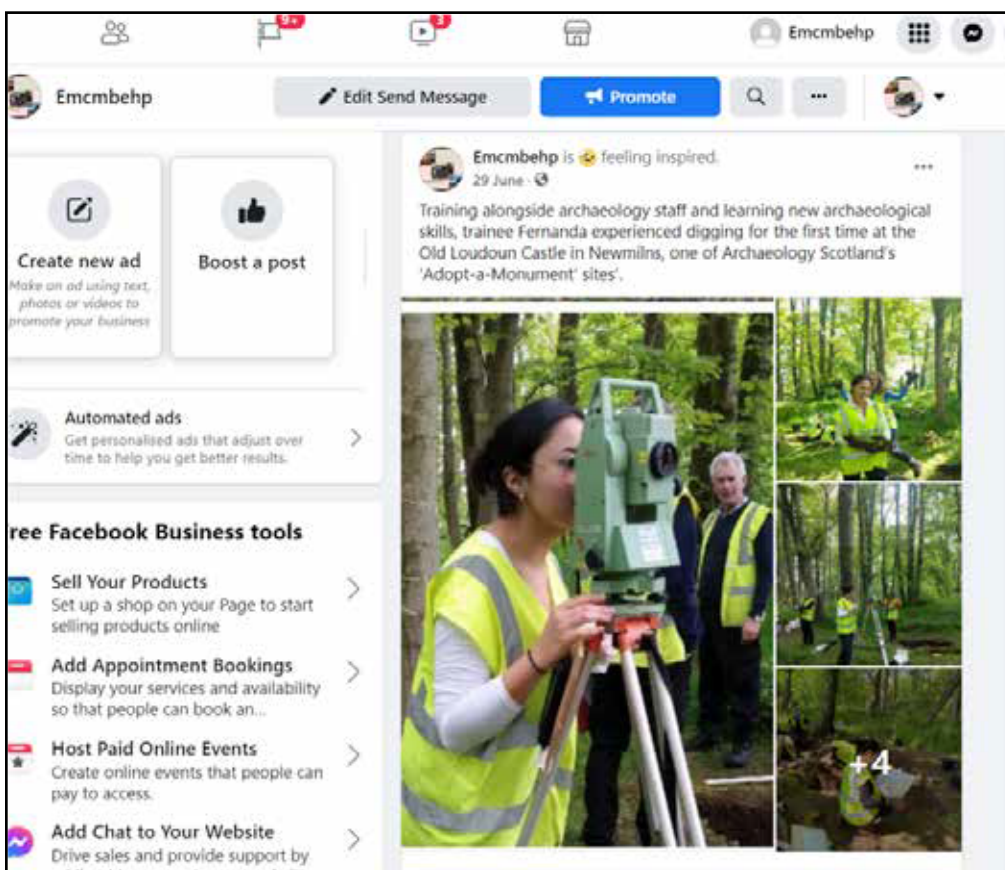


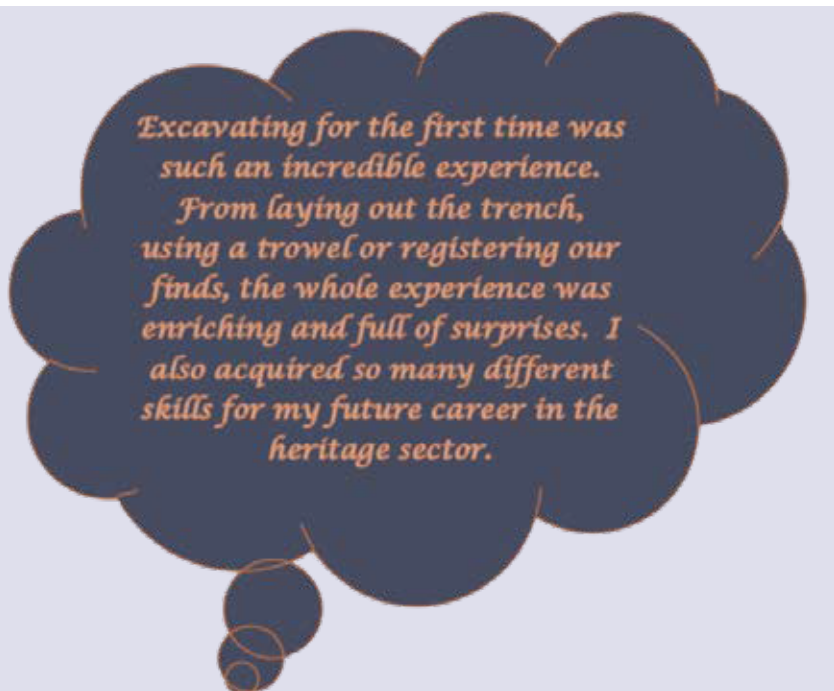
EMCMBEHP social media page refreshed with a post about a trainee progress statement.





EMCMBEHP social media page refreshed with contents from trainee experiences – Tagged ‘SIGHTS AND SOUNDS OF EMCMBEHP TRAINEES’






Trainee Fernanda experienced digging for the first time at the Old Loudoun Castle in Newmilns, one of Archaeology Scotland's 'Adopt-a-Monument' sites and below shares her thoughts.

Before moving on here it should be noted that the project managers worked closely and were in contact almost daily (even out with working times) via text, phone calls, emails or zoom meetings. They also worked together when each was delivering their field of expertise work. For example, the ETPD project manager attended the Conversation Heritage Conversation talks, contributed to the advice sessions between the MPOC and each trainee when required.

Additionally the Project Managers had joint responsibilities beyond supporting trainees and volunteers which is captured in brief on the following image:

 <p>ETPD & MPOC Joint Functions</p>	<p>Shared training sessions: CDP, media, academic, community integration</p> <p>Delivered to Partner's staff: "Equality & Diversity: Practicalities not legalities training"</p>
<p>Reviewed weekly/monthly/annually service delivery modes, reports, data collected, feedback from Partners/Trainees/Volunteers community members & other organisations & sector members</p>	
<p>Produced 2 publications in conjunction with CEO both edited by Dr S. Hall</p> <ol style="list-style-type: none"> 1. Mid Term 2. Project end 	
<p>Reported to CEO/Funders/Steering Group</p>	
<p>Attended meetings with Partners as required</p>	
<p>Shared management of overall Project</p>	
<p>Carried out:</p> <ul style="list-style-type: none"> ▪ Trainee progress reviews ▪ Trainee probation reviews ▪ Trainee pre-exit interviews 	
<p>Shared training of Trainees & Volunteers</p>	
<p>Attended external events e.g. HLF annual conferences</p>	

3.3 Monitoring and Evaluation Strategy

There were two strands to this strategy: External and Internal monitoring and evaluation.

3.3.1 External Monitoring and Evaluation

Across the projects lifespan there were three, year on year reports produced and one overall project report produced by the external partners. The University of The West of Scotland (UWS) (Professor John Struthers) and Learning Link Scotland (LLS) (Shirley Howitt) have held this role from the outset.

These reporting exercises were divided into two parts:

- a) Professor Struthers reviewed the corporate side of being a partner with NSI, supporting the project.
- b) Shirley Howitt reviewed how the trainees, volunteers and project managers felt about being involved in the project.

One-to-one interviews and host organisation location visits were held in year 1 and 2 by Professor Struthers to gather data for the report. Shirley Howitt met her reviewees at NSI in Glasgow. Due to the impact of the pandemic these in person meetings were side lined in the name of safety and Zoom meetings were implemented. The project managers collected data all year to present to the evaluators as required. This data included:

- **Samples of trainees:** Weekly Synopsis Reports; 6 weekly progress reports; work schedules; supervisors trainee progress reports; as well as, providing all years to the projects Facebook. Updates of trainees' academic progress in relation to either the Museum and Galleries qualification or in year Three the Archaeology Scotland portfolio.
- **Copies of Quarterly Reports** produced by the project managers each quarter for the funders; Heritage Lottery Fund and Corra Fund.
- **Supervisor Reports** on each trainee: progress report, work schedules.
- **A Mid Project Report.**
- **Steering Group Minutes.**
- **Occasional questions** posed to partners on specific matters arising.

3.3.2 Internal Monitoring and Evaluation

From day one of the project the project managers developed a tailor made, robust strategy to capture evidence which would enable them to evolve working practices to support the project year on year.

The Project Managers operated an open-door policy where trainees, partners, volunteers and members of the broader Scottish community could contact either one of them during and outside of their contracted hours. This was a part of the general project service delivery but also acted as a monitoring tool and a source of feedback.

The internal strategy involved two strands of data collection:

A) Trainee/ volunteer

- The Project Managers worked closely with all trainees across the year. In years 1 and 2 the following steps were taken to consolidate data and to ensure that working practices and so forth were reviewed regularly to ensure the trainee was having a positive and fulfilling experience.
- Each trainee was visited ins situ every 4 to 6 weeks by the ETPD Project Manager. This was an opportunity for them to raise any issues or share achievements and points of interest.
- The ETPD Project Manager would meet with the host organisations supervisors/managers/trainee in line with these visits for round table discussions; about trainee progress, any issues trainee raised, what was happening next in training schedule, need for equipment.

- The ETPD Project Manager monitored trainees progress with Rewards Training Assessors if the trainee was doing Museum and Galleries qualifications; and with the supervisor/manager at the Historic Environment organisations (HES/AS) to discuss trainee portfolio progress for their sector certificate.
- Each trainee produced a Weekly Synopsis Report and sent it to the project managers. This showed what they had been doing, lessons learned, STAR out line of an activity or two, any matters arising between trainee and host organisation/NSI/Rewards Training.
- They produced videos, action shots, quotations to go on project Facebook page across the year for the MPOC Project Manager.
- Progress Review interviews were carried out by Project Managers jointly with trainee; including discussion of their supervisors Progress reports to project managers, monthly.
- Each trainee had an End of Probation Interview after 3 months on traineeship with project managers.
- Phone calls and follow up emails between Project Managers and trainees were a regular daily occurrence.

Volunteers

The MPOC Project Manager met regularly with volunteers to see how they were getting along. If either Project Manager was delivering training to the trainees which was beneficial to the volunteers they were invited along. Years 1 and 2 this was in house at NSI, Glasgow. Numbers dropped due to issues about travel expenses. Year 3 numbers picked up due to Zoom but pandemic/family matters got in the way.

B) Project Managers reporting systems and working practices review.

- Both project managers reported to the CEO of NSI. Over the years they would meet in person, together, or in year on line with him to update progress in relation to overall project milestones.
- They jointly produced quarterly reports for HLF which provided an overview of the project's fulfilment of milestones.
- They co-authored a Mid – Project Report for publication and launch in the Scottish Parliament (post pandemic).
- They co-authored this End of Project Report for publication and launch in the Scottish Parliament (post pandemic)
- The ETPD project manager reported to the Steering Group 2-3 times per year; in years 1 and 2. With the MPOC project manager attending sometimes as required. Year 3 these meetings could not be held due to lock down and an inability to get a quorum.
- They also reported to each other regularly so as to ensure fluidity of working practices, revision of working practices.
- They regularly asked partners in years 1 and 2 if they as project managers could do more/change to help them more; this question was paused to trainees/volunteers/Steering Group.

Across the life span of the project, Project Managers regularly sought feedback from individuals.

On one occasion the following questions were put to Frank Little (Museum and Galleries, Edinburgh) and Eila MacQueen (Archaeology Scotland):

1. What is the importance of the traineeship to the industry?

The traineeship is important because it is essential that we diversify the sector. If we are serious about reflecting the history and the society of which we are part, then those collecting, interpreting and presenting the stories and material culture of all our communities should also reflect our communities.

(Frank Little, Museums & Galleries, Edinburgh)

Lack of diversity in archaeology is an issue we are keen to address, therefore the NSI programme is a key stepping stone in that direction.

(Eila Macqueen, Archaeology Scotland)

2. What difference has it made?

It has helped to break down cultural barriers, opened us to new stories and provided the opportunity to reflect on how we represent all of use in society.

(Frank Little, Museums & Galleries, Edinburgh)

It has had a very positive impact by all accounts and as a steering group member, we are delighted with the progress and the stories coming out of this initiative.

(Eila Macqueen, Archaeology Scotland)

3. How do you see the progression? And why is it necessary for a programme to have a progression level?

Progression is essential – to have trainees for one year and then for them not to secure an ongoing career is at best an limited opportunity and at worst paying lip service to the diversification of the sector. Having had the opportunity to work and learn in the sector for a year, trainees should have further opportunities to develop their skills and secure a career in the sector.

(Frank Little, Museums & Galleries, Edinburgh)

In terms of progression, the project needs to look at paying a real wage to bursary holders as a matter of priority and supporting continuation with grants to host organisations that would allow them to be kept on. The Scottish Museums Council used to have a system where they ‘pump primed’ posts along these lines by paying the salary in the first year, then diminishing amounts in subsequent years.

(Eila Macqueen, Archaeology Scotland)

Chapter 4

An insight into the worlds of the trainees and volunteers during the pandemic

4.1 Trainees

This section is an insight into the life of the trainees during the pandemic and some of their achievements during such an unsettling traineeship experience. The material below has all been written by trainees and sent to the project manager for ETPD as part of their CPD development, accountability to the NSI as project trainees, a monitoring and evaluation tool and a show case of growth, determination and resilience. What is more, it demonstrates that these trainees bring a rich tapestry of knowledge, experience, transferrable skills and enthusiasm to learn to the host organisation. It should be noted that the trainees were trained by the MPOC project manager on media skills and photographic skills across the year.

Each trainee was required to provide a Weekly Report to the ETPD project manager and there now follows a snap shot of some of them. Here they are demonstrating how to use STAR and reflection in report writing. These reports were in some instances incorporated into the modular work they were doing through Rewards Training as well.

Weekly Report

Fernanda Acosta Ballesteros, NSI Engagement and Events Trainee at Archaeology Scotland

Period: 02 August 2021 – 08 August 2021

Week: 50

“I started my week by meeting with Tessa Till and Martin Ross about the Community Heritage Conversation’s (CHC) social media channels. Tessa showed us the developments she had been working on, and I took some notes on some of the characteristics and troubles she was going through, so I could apply the same ones to the Twitter account, which I oversee. I then moved on to work on our Twitter strategy, doing some research and crafting a document with initial observations and things to consider for our account. Some days later, I met with the CHC committee to start planning our September event. They were delighted with the work I did for our Twitter account, and in addition to this, we discussed possible speakers for the next session.

On Tuesday, I also met with the Marketing team from The Big Dig in Falkirk. The Big Dig is going to be a three-week archaeology festival taking place in Falkirk. It coincides with Archaeology Scotland’s Scottish Archaeology Month (SAM), and hence we have partnered up with them to promote our events during September. Since they have been in contact with our Learning Officer, Jane Miller, they have asked for some collaboration to provide some media for their marketing campaign. I thus attended the meeting and took notes to pass over to my team at Archaeology Scotland about what they were asking for.

We had an unprecedented situation that was an excellent experience for me to see how I work under pressure. Archaeology Scotland is applying for funding for an event that will take place next year. Since the deadline happens to be over the next couple of weeks, which also happen to be when the development team are off, we called an unusual ‘emergency’ style meeting to complete the funding application

together. They asked me to develop a marketing campaign for it. I had never done this work, and neither had I had to do it one day before the deadline. But it was an intense learning experience especially since I might be progressing into communication and marketing roles in the future.

During my week, I also had to endeavour to rewrite the minutes for the last staff meeting (which I chaired). Updating the charring rota, making sure I passed all of this information over to others, and answering their emails when doubts arose. Finally, I managed to attend one session with 6VT Edinburgh to work with young people at Greyfriars. During this session, the participants engaged with the theme of Kirkyards as a rich archaeological resource doing a scavenger's hunt. We also heard Dr Susan Buckham speak about certain aspects of it, and we had the opportunity to visit a closed area. It was very fulfilling and nice.

STAR (Situation/Task/Action/Result)

Skills I am taking to the traineeship.

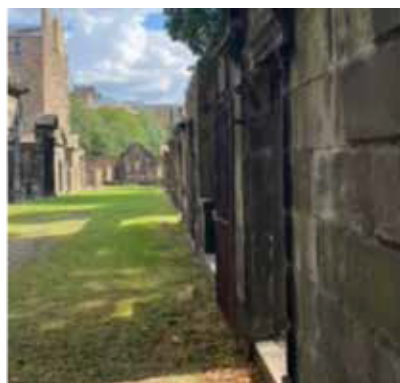
Archaeology Scotland is currently evaluating and preparing to enhance its communications across the organisation. All staff members have been encouraged to think of new ways to increase our members and spread our message to the world. With my enthusiasm and commitment to the organisation, I decided to research the best ways to further these objectives, including looking for professionals in this area to ask for advice and knowledge. As a result, I am crafting a plan to present to the organisation to help them achieve their goals.

Skills demonstrated: organisation skills, research skills, creative skills, initiative, enthusiasm, commitment, communication skills.

Skills I am learning.

I participated and collaborated in the activity design for a Holiday Club based on Greyfriars Kirkyard in Edinburgh. We wanted to spot as many outstanding and artistic features as possible to create activities for children on the site. With my passion and knowledge of Kirkyards concerning heritage and my understanding of international rituals around these sites, I collaborated successfully to point out interesting features, make questions, and suggest activities. As a result, I got invited to participate in more than one session, being thanked by the organisers and contributing to the project as a whole.

Skills demonstrated: creativity, initiative, knowledge, teamwork, audience engagement.”



Traineeship Weekly Synopsis

Trainee Name: Susie Cavill
Host organisation name: City Art Centre
Date 26th - 28th July and week ending 13th August 2021

This week I worked on researching and preparing for the last tour element of the tour module and finishing various tasks for the Onefile .

26-28th July

I had seen Louise on Monday and then made a task list of emails that I would need to send to gather information before I went on leave. So the days during this week were spent gathering the information needed for those tasks.

Monday 9th

When I came back from leave I had the information requested to put into OneFile. So I went through and added the various bits and pieces into the OneFile ahead of the meeting with Louise on Tuesday.

Tuesday 10th

I met with Louise and she had added the work submitted on the Monday which brought the total up to 82-84%. We discussed the remaining gaps and then I made a list of the final questions that need answering.

Wednesday 11th

I had a CPD discussion with Ria and we talked about what roles would work for me.

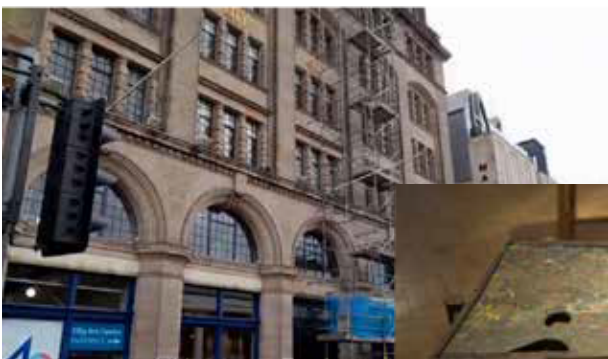
I received the authorisation to go ahead with the live tour for the tour module.

Thursday 12th

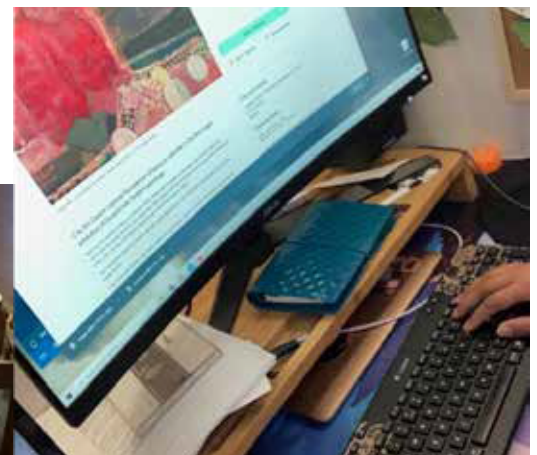
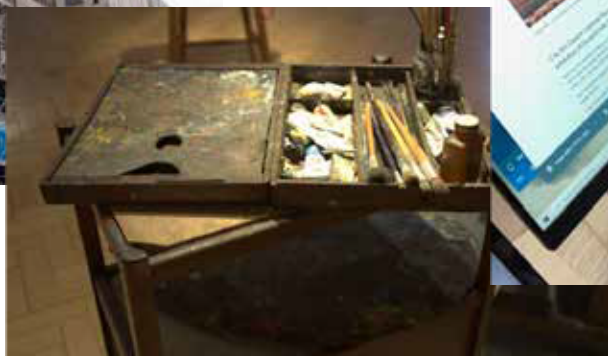
I filled in the risk assessment for the tour module and then submitted it to David. I created the walkthrough plan and spoke to the duty manager at CAC about coming through to film. I uploaded the final planning to Onefile.

Friday 13th

I went through the CAC and did a walk through to plan my route as a final piece of preparation.



Images I took from CAC



Researching Donald Smith Exhibition

Traineeship Weekly Synopsis
Trainee Name: Leah Sibindi
Host organisation name: Glasgow Life
Date and week number: 16/07/2021 - Week 19

Monday/Tuesday

I learnt about exhibition text writing. This included writing the main graphic panel, image layout and story telling using 25 words.

Wednesday

I had GMRC visit with the world cultures curator. With Pat's assistance, I selected objects to research and add to the available knowledge.

Thursday

visited the Burrell collection with the events team. The site visit was to go and observe available spaces for events.

Friday

I had a Teams meeting with Rewards training. We discussed all assessments. She advised I chase up on WTs for unit 33, 80, 15 and 54. All assessments set will complete the whole SVQ.

We arranged to meet again on Tuesday the 17th of August.

Trainee Synopsis Week ending Friday 4th June 2021
Host organisation Glasgow Life
Carolina Perez

An up and down week but feeling positive that Glasgow will be moving back into Level2 restrictions as of next week. This week's planned meeting with Pat Allan at Kelvingrove will now happen in July and that will be the final part of work to finish unit 54. I am in the final stages of developing the very detailed interpretation plan for my theoretical exhibition and have chosen groups of objects and artefacts to display I am now concentrating on the graphics and information panels and interactive and outreach aspects. Open Museum are keen for me to develop a new handling kit related to the exhibition. One of the objects has been showcased on this weeks Open Museum Instagram account.

I did manage to finally do a building induction at Kelvingrove which means I am good to go and be in the building for any further filming that needs done. Another successful session with the Learning Disabilities Group and the survey I created for unit 76 has been sent to participants and carers; I will collect and collate the results next week, giving participants enough time to respond. Another useful meeting with Shirley from Rewards Training. Despite the setbacks of the last couple of weeks, things are moving forward in the right direction.

Example Content of Supervisor Reports

The ETPD Project Manager received trainee progress up dates from their supervisors which were latterly discussed with the trainee and ways forward were discussed with MPOC Project Manager and host organisations.

Trainees progress reports May 2021:

This month xxx has been working on the following:

- *Running new activities with the Weekday Wow learning disability group, she will also evaluate these sessions*
- *Ongoing contributions to Weekday Wow discos for older people*
- *Working with Curator Pat Allan to explore ancient Andean civilizations- she is also developing an interpretation plan and discussing how she would develop a theoretical exhibition.*
- *Helped Janice with the GAMH walks group*
- *Sadly she was unable to get the planned venue induction and was unable to take part in filming at GMRC due to having to isolate.*

Upcoming:

- *She will work with the dementia cafe – Coffee and culture in August (with me)*
- *Ongoing work and evaluation with the Learning disability group*
- *Ongoing support of the discos*
- *Ongoing work with Pat*

Here is the update for May

Y has been shadowing Art in the City sessions and joined the session in May

- *Y will lead the Art in the City session on June 17th*
- *Y is planning how to evaluate the session.*
- *Y has been working on the talk for NSI*
- *She has been attending team meetings*
- *She has been writing up her SVQ*

Upcoming:

- *Leading and evaluating the AITC session*
- *Future plans for develop a tour for Lauriston Castle gardens*
- *Continuing to write up SVQ*

4.2 Trainees success in the field across the Project

Stanley (Year 2) was recognised for having a natural flare for stone masonry. Here he is at Glasgow Cathedral leaving his mark for decades to come. This action led to him being interviewed and appearing in an article about his new found skills.



Stanley cut out the damaged stone, then sculpted the new block and inserted it into the Cathedral buttress..



Here two trainees (Stanley and Phoenix) building an archway at Forth Valley College as part of their course for the Engine Shed. Their first stone bridge.



Both trainees got the opportunity to learn with the team at the Fossil Grove in Glasgow.



4.3 Personal Letters of Welcome

The ETPD project manager asked Year 2 trainees who were moving on to write a personal letter of welcome to the third year trainees coming on board during the pandemic. When the project managers went to a HLF conference they mentioned these letters as a tool of connecting trainees, raising moral and sharing learning and experiences between trainees across the years of the project. Many organisations contacted us later to say they are going to adopt this activity with their trainees, interns and volunteers.

Letter 1

Dear A and B,

A warm welcome to Next Step Initiative Traineeship to both of you.

My name is C. I'm an Events Trainee with the Ethnic Minority Career Museum and Built Environment Heritage Program (EMCMBEHP) in conjunction with Next Step Initiative. My host organisation is Glasgow Museums based in Kelvingrove Art Gallery and Museum. I am currently working from home.

I understand this is a challenging time to be embarking on a new prospect. You may be feeling anxious, worried or even excited. This is normal. I have been in your shoes and I can tell you that emotions were running high. I would like to encourage you and let you know that you are NOT alone. You are in the right place and once you get started you will be happy that "you felt the fear and did it anyway".

I would like to tell you what I have learnt about myself doing a traineeship during a global pandemic.

Resilience - I have learnt to fall and pick myself up as quickly as possible, I am tougher and able to deal with difficult situations.

Patience - I am a doer; I like to witness progress as fast as possible but working during a global pandemic requires patience and knowing things that may have manifested quickly may take some time and one must have patience.

Resourcefulness - Think outside the box! The way of working has changed. Utilise online resources as much as possible.

Most importantly speak to Project Managers, ask questions if unsure about anything. They are here to help you throughout the Traineeship. Your fellow trainees are there for you too.

So far, I have participated in the Heritage talk, where I engaged ethnic communities in Glasgow talking Heritage. The talk was interesting. It got me thinking about who I am and what I bring to the traineeship. During my research for the talk I discovered knowledge gaps which made me feel encouraged to learn more about my heritage.

The research I have conducted on Glasgow Museums so far has been fascinating. I cannot believe how much knowledge I have attained. I am now versed on "Museum Highlight objects". I am excited to continue this journey of learning.

I am excited for your journey too. Embrace everything and do your utmost best in everything.

I am looking forward to meeting you over Zoom soon.

Best Wishes

C

Dear M and N,

I think the most important thing to tell you is starting this through Covid 19 is an adventure! It will test you, be sure of that. There's a lot to learn and there will be points where you don't feel great because there's a lot more to deal with in these uncertain times, but there will also be points where you get a great result and that's a good feeling. You do the best you can.

I think stay focused, record everything, try and stay organised from the outset, which can be hard as there's a lot to learn but finding a good way to organise your notes will be really helpful. The workload will vary so just try and chip away at what you can. Some days will feel hard. It's important to listen to your body and look after your mental health.

Stay flexible! There are changes happening all the time so try to stay as open minded as you can. A lot of things are happening virtually and it's important to remember this is a very valid way to learn - think about the open university model rather than getting too worried about not having physical hands on experience. Remember at those challenging times it's not just you. Everyone is going through the same feelings.

Make sure you get lots of fresh air! Sounds obvious but it does make a difference. And try and make sure your desk space is set up in a healthy way as you'll be spending a lot of time there! I don't have a garden but I do have a plant on my desk.

Make your space as nice as you can and if you can work in different places around the house or in your room if you have a laptop as sometimes just changing where you sit can give you a different view of the world.

I wish you both all the luck in your traineeship.

Warm Regards

P

4.4 Trainees into Employment Across the Project

- HES, Engine Shed trainees: 3 completed, 2 into employment + 1 considering college to gain a qualification in Stone Masonry
- Museums and Galleries, Edinburgh: 3 completed and 3 into employment in sector
- David Livingstone Trust: 2 completed and are volunteers in the sector
- Archaeology Scotland: 1 trainee completed and offered a job immediately by host organisation
- Renfrewshire leisure: Cultural Services: 1 trainee who left early into employment
- Glasgow Life: 2 trainees, both staying on post project end to complete Qualification (2 months); 1 offered p/t employment post completion.

Additionally, 2 volunteers have gained employment following support from project managers.

Trainees completing 2nd year, but overlapping with the start of 3rd year and the commencement of the pandemic were impacted upon their job searching. One trainee was actually offered a job at Holyrood which was put on hold due to the lockdown and eventually the position was withdrawn. The same trainee has gone into other employment, but was disappointed at not being able to start at Holyrood.

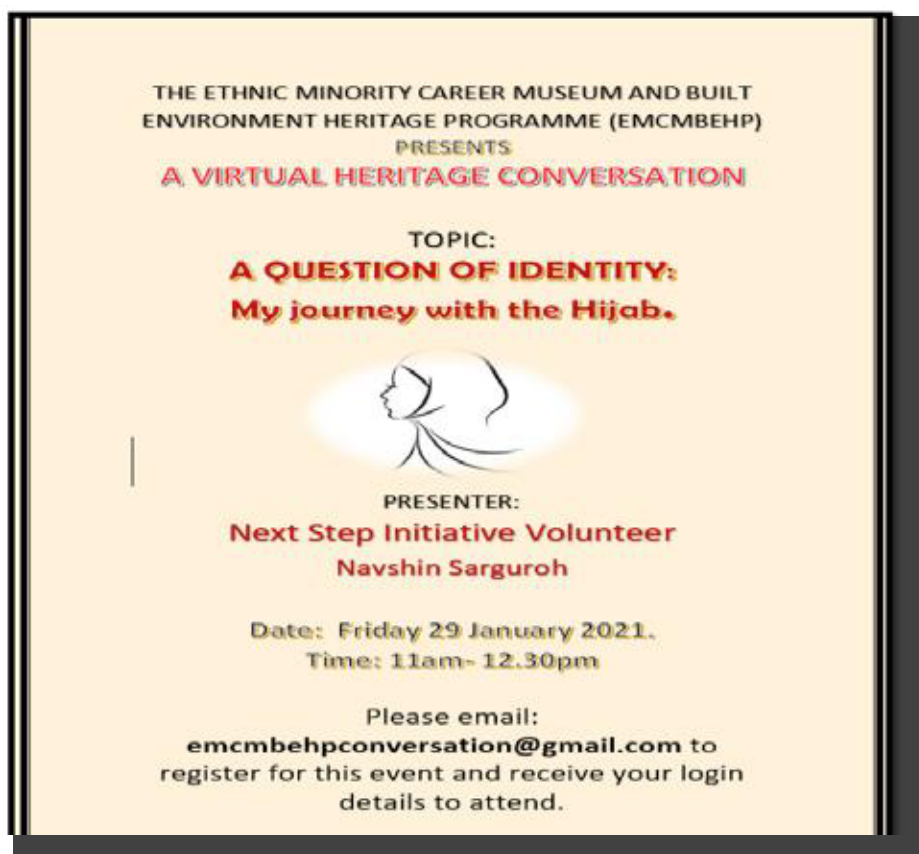
4.5 Volunteers

The global pandemic forced the EMCMBEHP Volunteer programme to reassess its mode of delivery, which resulted in a successful shift of the activities and events from a physical to a digital form. Volunteers, also, who have been keen to bring their creativity to the fore, therefore, had the opportunity in the virtual space to engage with the community where they planned and implemented heritage-based events incorporating individual choice topics. They also created content for the project social media page. Their involvement in the project via the new pathway of project delivery boosted their confidence, promoted digital learning and skills development.

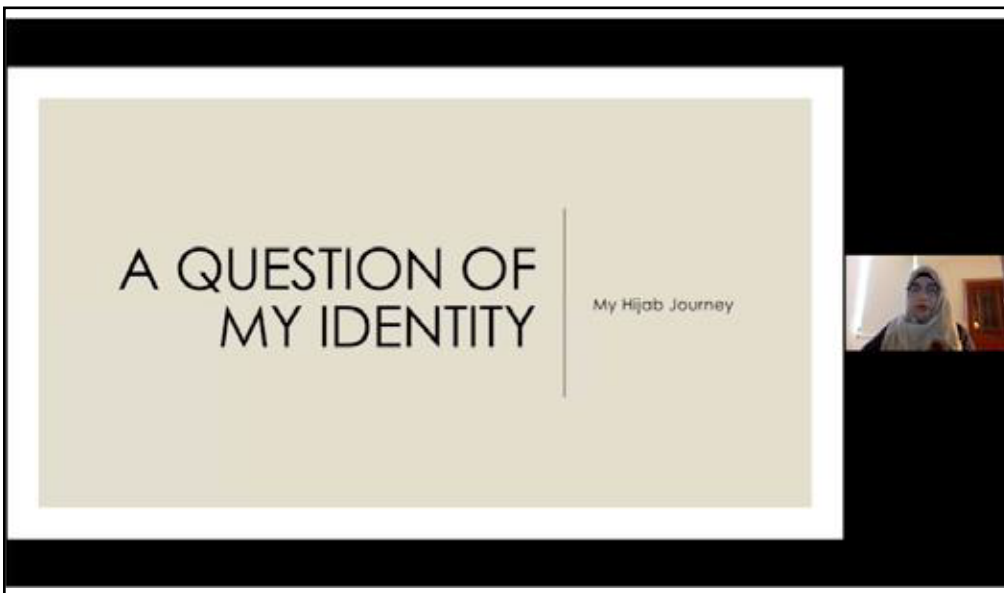
It is pertinent to note that this initiative was well received with excellent feedback. During the pandemic/ lockdown, four volunteers who were actively interested in the communication aspects of the project produced heritage-based videos each of which triggered community engagement and when uploaded into the project social media page, it drove traffic towards the page, thus bringing about increased awareness of the EMCMBEHP.

One volunteer organised a presentation from planning to evaluation, with the guidance of Project Managers and had an engaging and interesting mix of audience, as this was a community engagement event. Also received were excellent feedback from attendees of this event, while some community members are now identifying with the project with particular interest in coming on board the heritage conversations. The Virtual Heritage Conversation has also uncovered various inherent creative skills in the volunteers.

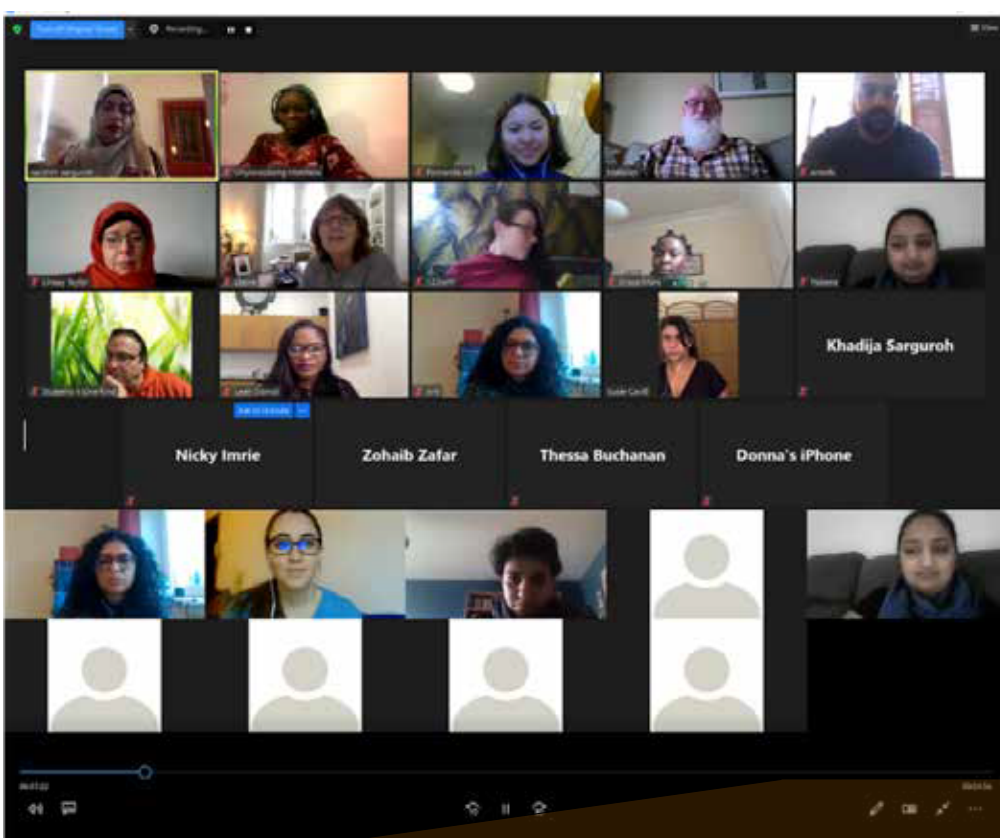
Below are some screen shots from a volunteer's Virtual Heritage Conversation presentation:



A flyer for the Virtual Heritage Conversation created by Volunteer Navshin.



Presentation session by Navshin.



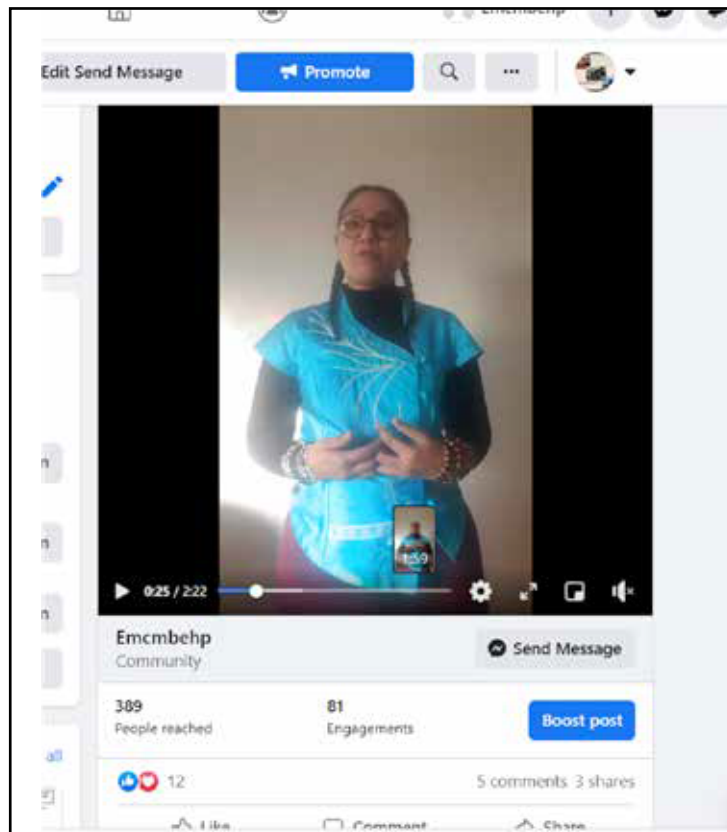
A cross section of attendees at Navshin's Virtual Heritage Conversation.

Below is feedback received from another volunteer who attended the virtual meeting; together with a note of interest from a potential volunteer after attending the event.

'Hello Mrs Matthew,
 Thank you so much for the invite to the event.
 I found Navshin's topic, presentation and how she handled the entire event an inspiration....'

With regards to doing the Heritage based conversation, yes,
 I am very excited about this opportunity and the potential of creating a sharing experience.
 Kind Regards,

Also, a sample insight to the EMCMBEHP Facebook diagnostics of a volunteer’s video on ‘**What heritage means to me**’ as shown below, shows that it attracted an interesting engagement. The performance analysis at the time of the video upload, demonstrated that the video reached 389 people, attracted 81 engagements and 167 views, while three people went on to share the video.



To view videos and other visual representations, please follow this link to the project Facebook page:

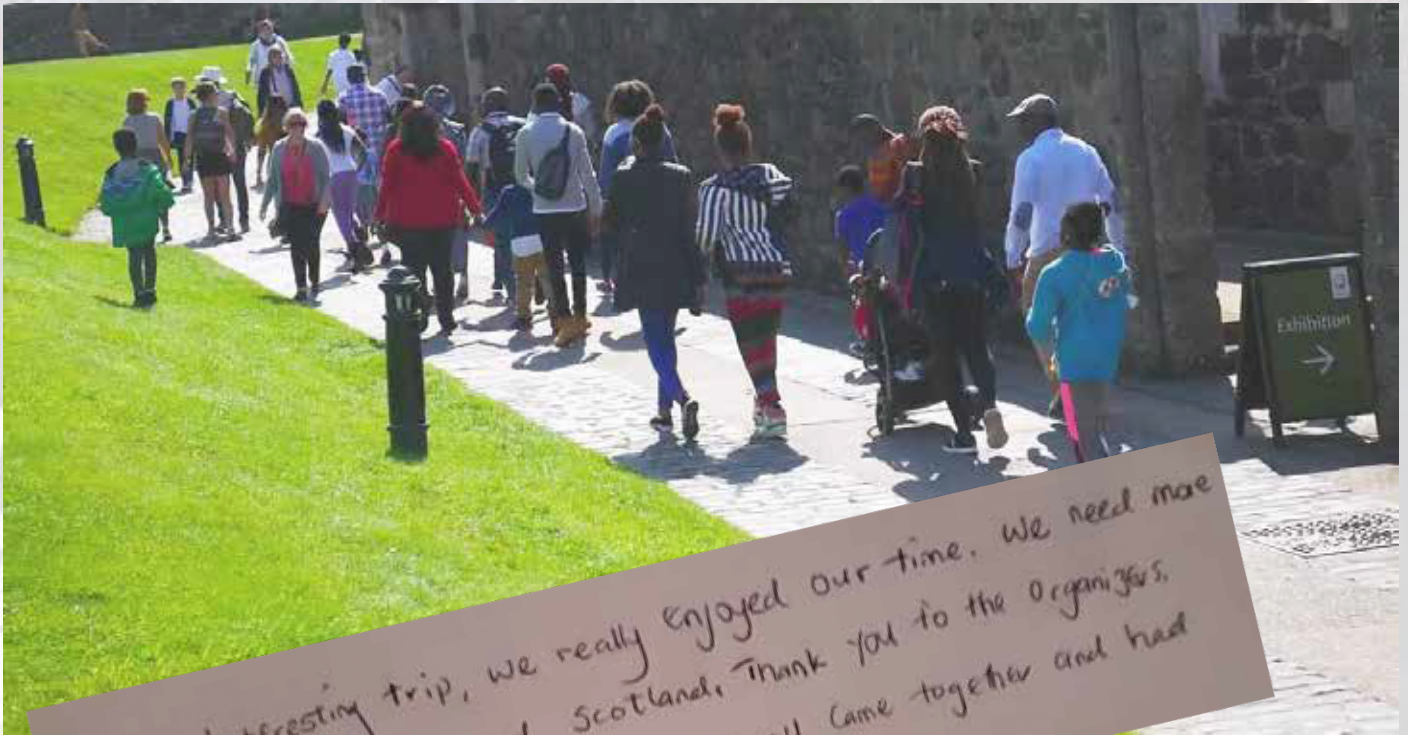
<https://www.facebook.com/nextstepinitiativeheritage/>

It is pertinent to note that the project Facebook page will be maintained as a legacy and the virtual heritage conversation hopes to continue due to popular demand and in a greater capacity to allow people from the African, Carribean and ethnic minority communities to have the opportunity in the virtual space to experience continual flow of community engagement through heritage-based choice topics while also having an appreciation of Scottish heritage.

4.6 Community and Family Engagement Activities

As part of the community engagement elements of the Project the MPCO Project Manager arranged visits to locations linked to the project partners of the Museum and Built Environment sectors.

Prior pandemic visits, like the one captured below, were a key part of the Project's programme year on year. This visit to Stirling Castle was facilitated by a Museum specialist and feedback from these families showed they had a positive and enjoyable tour experience.



Very interesting trip, we really enjoyed our time. We need more of such trips around Scotland. Thank you to the organizers, they were so nice and the families all came together and had

The experience to Stirling Castle was lovely. I applaud the organizers.

Chapter 5

Surviving a pandemic and lessons learned

The global pandemic brought a very unusual season, but the EMCMBEHP project team bravely came out stronger, despite the adversity that it threw on everyone and its attendant lockdown sessions. So, contrary to the grave impacts the pandemic had upon projects and organisations, the trainees, volunteers, and project team were courageous to sail through although, not without hiccups and communication barriers.

Beyond, various identified barriers and under a very challenging landscape, the project has achieved its milestones. Positive mindset by both project managers, paved way for flexibility, negotiation, tailor made communication strategies, and a great deal of patience and understanding which then contributed to the relationship with project stakeholders. The excellent work ethic, varied skills and passion for the project displayed by the duo of both project managers; Dr Rosemary Sleith and Mrs Unyimeobong Matthew is also a great testament to the surviving nature and the success of the project.

5.1 Project Events During a Pandemic

Despite the pandemic and lockdown sessions, the EMCMBEHP Project staged virtual events; Second year end virtual award presentation held on Friday June 19th, 2020, and Third year end of project virtual award presentation held on Friday August 27th, 2021, which were both well attended by members of the Scottish Community, Project Partners, local organisations and networks, trainees, volunteers, and a cross section of the African/ Caribbean Community.

The trainees had the opportunity to share their traineeship learning experiences while volunteers shared their experience of engaging with the project. During these events, project partners also offered inputs. Although the virtual nature of these events did not allow for the showcase of some established cultural elements associated with this heritage project, the Project Manager, Media/Publicity and Community Outreach devised some creative means to promote some of these elements like traditional songs/ music and Cultural attires.

SECOND YEAR END VIRTUAL AWARD PRESENTATION
OF THE
ETHNIC MINORITY, CAREER MUSEUM AND BUILT ENVIRONMENT
HERITAGE PROGRAMME (EMCMBEHP)

FRIDAY JUNE 19, 2020 @ 12:30PM

VENUE: ZOOM ROOM

PLEASE CONTACT PROJECT MANAGERS TO CONFIRM ATTENDANCE AND RECEIVE LOGIN DETAILS

07564265293, 07456344860

matthew@nextstepinitiative.org.uk
r.sleith@nextstepinitiative.org.uk

*EMCMBEHP Second Year End Virtual Award
Flyer*

1. What an uplifting virtual get together!
2. Congratulations to all successful learners and excited to be involved with the new trainees this year.
3. It has been a pleasure getting to know you, albeit virtually. Thank you for all the invaluable advice you have given to the new trainees.
4. Great selection of songs RA. Some of my favourites.
5. Huge congratulations to this year's cohort of trainees!
6. Well done everyone. What an uplifting virtual get together!
7. This is my favourite zoom session so far during lockdown!! What a pleasure.
8. A massive thank you to Rachael for her music and singing. Makes me miss my family and Jamaica.
9. Congrats to the leaving trainees. Best wishes for your futures.
10. Thank you to everyone who attended the zoom presentation. Great meeting it was! I have to leave now, bye everyone!
11. Well done to everyone coping with the lockdown and virus and dealing with various technical difficulties.
12. What a great meeting it was!

Feedback from attendees.

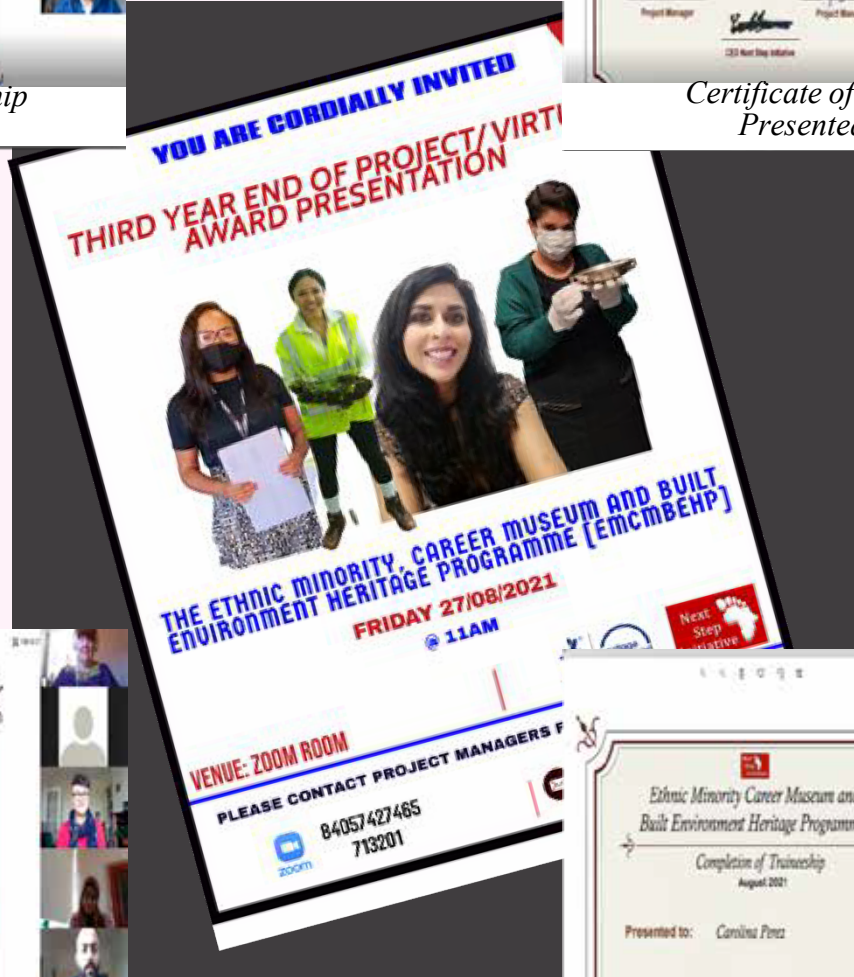
Third Year End of Project Virtual Award Presentation



Certificate of Traineeship Presented to Susie



Certificate of Traineeship Presented to Leah



Certificate of Traineeship Presented to Fernanda



Certificate of Traineeship Presented to Carolina



Certificate of Completion presented to Trainee Fernanda by Archaeology Scotland during the End of Project Award Presentation Event.



Emcmbehp is 😊 feeling grateful.
 27 August at 14:26 · 🌐

Some of the excellent feedbacks received today from attendees of the EMCMBEHP third year end of project and virtual award presentation event, documented via the zoom chat notepad. Thank you everyone.

- Great end of project celebration! Well done to everyone!
- It was wonderful to see everyone! Congratulations to everyone for the successes of the Programme! Thank you for involving me in your wonderful project. Looking forward to sharing dancing, singing and food with you all in person in the future.
- Thankyou everyone. Well done to all trainees. It has been a great event. One love.
- Thank you for all your support and enthusiasm.
- Thank you very much for all your support Dr Rosemary and Mrs Mathews.
- Love the singing!
- Well done 👍 excellent job and wonderful project.

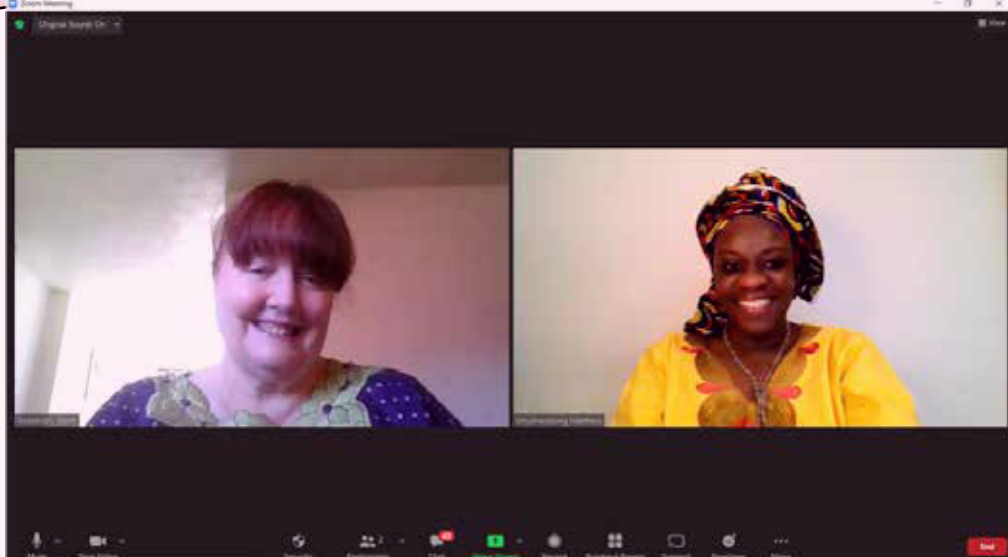
Comment as Emcmbehp

Nicky Imrie
 Congratulations to trainees who graduated today and to NSI staff on the successes of EMCMBEHP!!! 🥳 Please make it one of your goals in the next phase of the project to include singing and dancing in heritage meetings! 🥳

Love · Reply · Message · 4 d · Edited

Author
 Emcmbehp
 Thank you Dr Nicky. You have been a great supporter of the EMCMBEHP project and we sincerely value all your contributions towards the success of this project. It was an honour to have you with us today as always. Music, dance, traditional attires and food has always been part of our heritage events, so we hope to stage another performance soon for all our valued supporters. 🥳

Like · Reply · 4 d



Emcmbehp Project Managers: Dr. Rosemary Sleith and Mrs Unyimeobong Matthew at the End of Project and Virtual Award Presentation Event.

5.2 A reflective look at lessons learned from an overall project perspective

The pandemic was the ultimate threat to the project's survival and success; however, the project managers were quick to review all their working practices in order to drive the project forward.

The ETPD Project Manager reached out to all partners to see what was needed by them from the project managers to enable them to continue to take our trainees on for year three. Requests were:

Q. Can we delay the trainee coming to the host organisation for a couple of weeks/months?

A. Due to project time lines trainees need to come on board but we as project managers could extend our own initial input with the trainees, for example, expand the Induction training, bring forward some of the in-house training/CPD, supervise desk top research set in conjunction with the host organisation. An example of the latter was getting the trainee to research aspects of the sector then as part of their host organisations induction they would do a presentation to the team.

Q. Unlike the Museum and Galleries sector we do not have a qualification at the level required for this project. What can we do?

A. Provide a Completion Certificate which recognises what they achieved across the year. And as the ETPD project manager I could ask them to complete a portfolio to provide to you as evidence based learning for assessment before awarding the Completion Certificate. This was achieved at HES and at AS. The ETPD project manager did training with trainees on time management, portfolio management, academic research and writing and so forth. The portfolio contributed to their own CPD and skills development as well. Both situations are examples of where open, effective communication helped NSI and the host organisation to achieve their objectives.

Another learning factor is when an organisation works with multiple partners, from different sectors it is important that:

- All parties are open to hearing what each other needs from the project experience
- Develop strategies between them which fits their own organisation but takes into account, in this case NSI's working practices, lines of communication, roles and responsibilities.
- Partners have to take ownership in informing their staff/team who are to be the first line of contact (Supervisors/managers) with NSI of why they have been asked to take these roles, and to monitor that their staff/teams are indeed interact with NSI's team effectively, for the benefit of the project as well as their own organisation.
- The NSI project managers learned that although they were going "above and beyond" to ensure the project succeeded not all partners recognised that a great deal of what was been done was out with the part time contracted hours of the project managers.
- One person's/partner's priority is not necessary another person's/organisations priority
- It is important to realise that although NSI is a small organisation each of its projects are NSI's equivalence to other host organisations multimillion pound projects, and should act accordingly
- There was a huge learning curve for project managers and host organisation staff/teams to gain an insight into what each organisation/sector did and why the project was wider than hosting trainees and introducing them to the sector. The project was about increasing awareness within the host organisations about equality and diversity, mutual respect for all, becoming aware of how it was to work with African and Caribbean members of the wider Scottish community who have no preconceived knowledge, understanding of the sectors; but do have a wealth of transferrable skills and experience to bring which would add value to their respective organisations.

This is not an exhausted list of learning and "take a ways" from this unique project but it does demonstrate ways which if done correctly can help multiple partners to come together and blend to achieve the goals and milestones of another organisations project.

Chapter 6

Diversity and Equality: Practicalities not Legalities Training

6.1 Diversity Training for our Partners, Board Members and Staff

As part of the Action Plan project managers were asked to provide training on Diversity and Equality to board members and staff within each host organisation. Following a discussion between the project managers the decision was taken to deliver a course that approached the issues underpinning diversity and equality from a different direction; therefore, the ETPD Project Manager designed the following course which included:

Training aims are to:

- 1) Raise awareness within the Project's partners staff of what the practicalities of diversity are when working with Africans and ethnic minorities in Scotland.
- 2) Encourage change within the work place.
- 3) Support participants by providing first hand experiences through sharing our own stories.
- 4) Help address any existing issues or challenges that participants have faced relating to such matters.

Mode of Delivery

Interactive workshop using discussion, reflection, sharing of experiences and open speaking.

Learning Outcomes all participants should:

- 1) Leave with greater insight into the practicalities underpinning diversity in the work place.
- 2) Feel more confident when talking to African and ethnic minority people.
- 3) Begin to understand why Africans and ethnic minority people may sometimes appear to be unsure of themselves in the workplace.
- 4) Possess new ideas to implement in the workplace to help others feel welcome.

The training was delivered jointly by the project managers and was inclusive of: their own experiences of working in Scottish and African working environments as a minority member of the team/staff; interactive group work, personal reflection, African originating energiser and the occasional song!

The following partners have participated in the training to date:

- Rewards Training
- Edinburgh World Heritage
- Archaeology Scotland
- Historic Environment Scotland



You are a great double-act!

A really thought-provoking and eye-opening workshop.

The training was an excellent reminder of the ~~repeated~~ thoughts and feelings ethnic minorities might be having in the workplace

The training was very practical, grounded and insightful. I learned a lot.

It has made me stop and think, reflecting on how I interact with colleagues and trainees, and visitors. I will try to implement some of the lessons learned today.



3 Our trainers were so warm and encouraging sharing their own life experiences with us made the training all the more enriching and memorable

Thinking about what not was training coming from another country myself this helped me realise that we all have some challenges, fears & hopes no matter what colour we are and where we come from.

Diversity training at the Engine Shed.



WHETHER SOMEONE IS AN ETHNIC MINORITY OR NOT, WE'RE ALL RESPONDING TO THOSE AROUND US BE A POSITIVE PART OF THAT.

Fascinating - empathy is at the heart of what you've talked about today, not skin colours or complex social theories - it is all so much more straightforward than I imagined.

Diversity training at Edinburgh Museums & Galleries



30 A great interactive session that gets you thinking of the personal impact of diversity by making you think 'how would I feel!'

IT WAS ENLIGHTENING TO HEAR WHAT OTHERS PERCEIVED LIFE AS A MINORITY IS LIKE AND TO SEE WHAT WORDS THEY WOULD USE TO DESCRIBE THAT EXPERIENCE

Diversity training at the Engine Shed

As can be seen training was well received and it was suggested that this training should be rolled out across the sector.

Chapter 7

What remains to be done?

Now that the project has come to an end after 3 years and 6 months each milestone has been achieved and a stronger foundation for a follow up project has been established. The pandemic was addressed on a day to day basis by the project managers. And all steps were taken to ensure the trainees, volunteers, partners and the wider Scottish communities who interacted with the project had a positive experience under a very uncertain landscape.

Although this unique Project survived the unpredictableness of the “new norm” and the ever-changing pandemic fuelled environment; there remains a great deal to be done going forward. Each Project milestone was achieved, a great deal of added value was brought to the Project by the Project Managers, which in itself opened the door for future work. This was complemented by what each trainee and volunteer brought to the Project and what they took away from it.

Partners, as well as organisations and other community-based groups began to “open up” to the definite value of having a Project like this. Small steps of learning, development and change was observed and captured within all the data collected by the Project Managers, which suggested more work was required beyond the Project’s lifetime.

The key areas being:

1. Equality and diversity
2. Inclusiveness and leadership
3. Black Lives Matter
4. Acceptance of others
5. Recognition that trainees/volunteers come to gain new skills and experiences; but they also bring a plethora of transferable skills and experiences which contribute value to a multicultural society and a Scottish working environment.

Chapter 8

Conclusion

The type of change and transformation that we have witnessed in both the Museum and Galleries and Built Environment Heritage sectors, in creating opportunities for African, Caribbean and ethnic minority communities within this sector would not have been possible without such critical and timely intervention. This is key for policy and decision makers across Scotland to ensure such models are sustained and replicated to address the chronic challenge of workforce diversity and inclusion within Scotland.

It is our wish that further insight into this publication will help employers and policy makers across Scotland to take action and so create more inclusive and enabling workplaces, which attract diverse talent and thus enable that talent to work effectively for the benefit of wider society, business and of course the individuals.

In addition to the recommendations above, finally we strongly believe these actions below and policy oriented approaches will help increase diversity and inclusion across the Heritage Sectors in Scotland:

Showcasing a diverse workforce on the sector's organisation websites and career pages with case studies

Case studies portraying senior management team and or recent graduates from diverse back-grounds or communities can be very impactful. This therefore create based on our experiences in this project, “people like me” and a “sense of belonging” inclusivity culture, which has proved to be very helpful. Hence case studies go some way to achieve this.

Raising awareness internally of the positive benefits of workforce that is diverse through structured workshops and seminars

The main aim of these trainings is to ensure employees inclusive of senior management not only learn to tolerate the differences among teams, but to value those differences as a part of successful teams. This also exposes the sector to understand the diversity of the community they are serving and how best they can engage and work with such communities.

Ensuring interview panels are diverse and minority groups are represented

This will go a long way in creating a balance and inform interview. This is because interviewers need support and training. In this regard, they should ask the same questions of every candidate so that their comfort level with some prospective employees, based on similarities in their back-grounds, does not bias the process.

Rewording job descriptions and job adverts

This can help remove unconscious bias.

Creation of employee forums, mentoring culture and programmes

Within the Heritage Sectors in Scotland, we would encourage the establishment of mentoring programmes, so as to help employees within the sector understand the challenges faced by minority communities and other cultures. This can then help promote different cultures and thus create a sense of belonging and acceptance.

The modern workplace within the Heritage Sectors across Scotland can achieve diversity and inclusion. With such examples and experience of the NSI Traineeship Led Ethnic Minority Heritage Initiative, across Scotland, we believe together with the sector are bravely modelling the way and rewriting legacies.

The recommendations and actions in terms of the “Way Forward” described in this publication offer a proven starting point with regard to how the sector can continue toward this journey of transformation.

Hence through flexible, continued concerted and sustained action, the Heritage Sector across Scotland can create enabling environments in which society, employees and enterprise thrive. From our experience engaging and working with the sector, with focus and intention, and by taking pro-active actions, we all will gain traction.

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Biographies

Mr Beltus Etchu Ojong, BA, MSc, FRSA



Beltus holds a BA in Business Accounting with Distinction (University of Paisley) and an MSc in International Finance Management (West of Scotland University). He is the CEO of Next Step Initiative and President of the African Forum Scotland, co-founder and Fellow and Director of the Centre for African Policy Development and Research Scotland. Beltus has worked within the voluntary sector in Scotland for over 13 years with various organisations and has been in management for over 12 years. He was Quality Management Officer at the Council of Ethnic Minority Voluntary Sector Organisations (CEMVO) Scotland, where his responsibilities included organising and delivering quality management training using the European Foundation for Quality Management Framework (EFQM).

Beltus has been involved in the publication of several good practice guides for community groups and organisations in the UK, such as *Understanding Each Other* (recommended as a model of good practice by Her Majesty's Inspectorate for Education in 2007) and *Tackling Inequality and Climate Change in Scotland* (2011). He has extensive experience in social entrepreneurship and enterprise and was instrumental in establishing and developing the Next Step Initiative's workspace and business hub.

Dr. Olusanya Festus Ogunmola (aka Olatunde), ACA, MBA, MBCI, PhD



Festus is a qualified Chartered Accountant by training. He worked as a Financial Consultant for her Majesty the Queen Mother for the Queen Nursing Institute and Queen Nursing Fund and later joined Barclays Bank where he served as Branch Manager, Risk Manager, and Compliance and Financial Control Manager. Prior to this, Festus worked in Nigeria as Senior Auditor in International Merchant Bank and Chief Inspector of Peoples Bank. At Barclays, Festus reconciled the accounting record that led to the recovery of 14.6million pounds. In recognition of his effort, he was sponsored for his MBA at the University of Manchester Business School. Festus has been headhunted as consultant to train and implement risk management and compliance process across Europe, Middle East, and Africa for

different organisations including Cummins Inc. (an American Multinational Company), Royal Bank of Scotland, Spirit Inc. (an aeroplane manufacturing Company in Glasgow Prestwick), and Special Adviser and consultant on revenue and budget to the Chief Executive Officer, Perth and Kinross Council, and Senior Consultant Lloyds Bank of Scotland. Festus is the first Chief Executive of Greatway Foundation (a voluntary organisation registered by the Scottish Government to work on youth empowerment and poverty alleviation). He is also the first President and Chief Executive of Scottish Council of African Churches (an established executive body that works in partnership with the Scottish Government, different religious organisation, agencies, and institutions of learning). Festus holds a PhD in Finance from California State University, MBA Finance from the University of Manchester and MBCI from the Business Continuity Institute United Kingdom. He is also a member of Harvard School of Divinity summer leadership program.

Dr. Debora Kayembe



Debora is a political activist and human rights lawyer, has served on the board of the Scottish Refugee Council, a member of the Office of the Prosecutor at the International Criminal Court and the International Criminal Court Bar Association. Kayembe was born in the DRC and called to the Congolese Bar Association in September 2000 specialising in international law. By 2005 she sought political asylum in UK. Being fluent in five languages (French, English, Swahili, Lingala and Kikongo) she joined the Institute of Translation and Interpreting in 2010. Her own company founded in 2009, serves international organisations around the world helping refugees, asylum seekers and victims of war crimes. She is on the Assistant Counsel list of the International Criminal Court/Victim

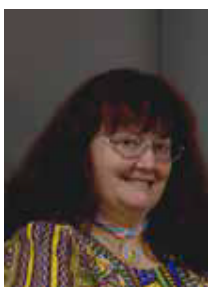
support section, and is included in the solicitor roll at the Barreau de Matadi/RDC. Kayembe joined the language services of the Office of the Prosecutor at the International Criminals in 2015, and in 2016 she joined the International Criminal Court Bar Association. She is a qualified paralegal in Civil Court practice in Scotland. In August 2016 Kayembe joined the Royal Society of Edinburgh, Young Academy of Scotland representing refugee minorities and in 2019 became the first African to have her portrait erected on the wall of the Royal Society of Edinburgh, honouring her achievements and contributions to Scottish society. In 2017 she founded the charity *Full Options* promoting human rights and peace. In the wake of the killing of George Floyd, and the birth of the Black Lives Matter Movement, she suffered violent racist attacks, inspiring her to lead a campaign against racism by launching the *Freedom Walk Campaign* in 2020, a civil rights movement which aims to lobby on behalf of racial justice, social reforms and community harmony. In February 2021, Debora Kayembe became the first person of colour to be elected as Rector of the University of Edinburgh and the third female to hold the position.



Mrs Unyimeobong Matthew

Mrs Unyimeobong Matthew holds a BA (Hons.) in Theatre Arts from the University of Uyo, Nigeria, and a Postgraduate Diploma in Management from the University of Calabar, Nigeria and is currently undertaking her MSc in Project Management at the University of the West of Scotland. Her entrant into broadcast journalism began in 1997, as a University student, when she served as a news artist with the Nigerian Television Authority, Channel 12 Uyo, Nigeria. Her versatility saw her serving in various capacities from reporter, co-presenter, associate news editor, including a beat as the Akwa Ibom State, House of Assembly Correspondent.

She is a multi-talented individual and has undergone a series of professional trainings on TV and broadcast journalism both in Nigeria and Scotland. Warm and Cheerful personality, Unyimeobong is endowed with great capacity for hard work and possesses a strong desire to contribute to communities with the intention of promoting a flourishing society. Her outstanding contributions to community service won her the UNESCO legend in Sustainable Human Development in 1998 and the United Nations Association Internship award in capacity building within International projects and outreach activities in 2015. She is the co-founder of Paisley Worships: A Paisley community praise/worship interdenominational event, aimed at intercession, nurturing fellowship, love and unity among the families in Paisley and by extension Scotland, for the purpose of revival. As the Chairperson of Inspiring Families Development Network Scotland, she mobilises families to take laudable initiatives and opportunities for skills acquisition as a means of capacity building for sustainable development. Unyimeobong is passionate about creativity and believes that a good work ethic, communication skills, moral values, etiquette and capacity building is a prerequisite to Africa's human development. Apart from being there for her family, she loves photography, singing and brightening other people's lives with an infectious smile.



Dr Rosemary Sleith, BA, DMS, PGD Ad Guid, FHEA, PhD

Rosemary's education commenced in Nigeria where she lived for 20 years, before attended boarding school in Scotland. Nigeria was her home. From Nigeria she went to college, then university in Scotland. She obtained a BA in Psychology & Politics, a Postgraduate Diploma in Management Studies, and a Postgraduate Diploma in Adult Guidance. Her PhD researched the changing roles of Student Funding Welfare Services in relation to Student Retention, Personal Development Planning and Employability in Scotland. Rosemary's

research focus is international development, human capacity building through education, strategic planning and personal and professional development. Her career path has seen her as a lecturer, Head of Student Welfare Service, Country Director of Careers Education and Advisory Services in Rwanda, and now an Independent Academic Writing and Strategic Planning Consultant. She works with University students and academics that are currently completing their degrees or wanting to get published. Her own career path is a prime example of using transferable skills and career paths to enhance employability. Her field of expertise, sits within the blending of African and Caribbean and ethnic minority cultures and work ethics and practices with Scottish equivalences through training, education and mentoring. She is a Fellow of the Higher Education Academy.



Dr Stephen Hall, CBiol, MRSB, MSc (Edin), PhD

Stephen has had a varied career: as a biologist, an academic bookshop manager, archivist, author and editor. He left academic bookselling to pursue further studies, obtaining a Masters, with Distinction, in Material Culture and the History of the Book from the University of Edinburgh and a PhD from the University of Glasgow. He has been an editor for *The Kelvingrove Review* published through the University of Glasgow, and for the *Journal of the Edinburgh Bibliographical Society*, of which he is a Committee member. Stephen was Project Assistant and Transcriber for the Livingstone Online Enrichment and Access Project

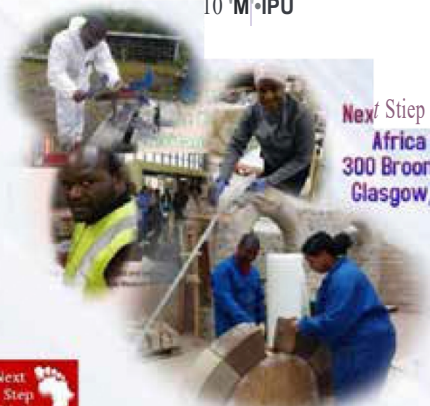
through Queen's University Belfast, and was awarded the Certificate of Scholarly Excellence from the Modern Language Association (MLA) in Seattle in Jan 2020 for his contribution.

IEDUA | GII SJ

At the Ethnic Minority Career Museum - d
Bum Environment | Heritag Programme [EMCM P]

Mid|Project Celel:Nr.ation

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matthew@nextstepinitiative.org.uk / r.sleith@nextstepinitiative.org.uk



Feed back Comments
Please take a couple of moments to reflect on the event and to note some comments below. Also if you are interested in being a future trainee or volunteer lets us know here. Thank you

I thought it was a wonderful day full of enthusiasm and ideas for networking so good to see this kind of project is always it is needed! It will have paved the way for...

Feed back Comments
Please take a couple of moments to reflect on the event and to note some comments below. Also if you are interested in being a future trainee or volunteer lets us know here. Thank you

Really interesting event, also inspiring with the young peoples success stories about their internship with the museum service, without a doubt great week being carried with here.





The Ethnic Minority Career, Museum & Built Environment Heritage Programme
Training Plan Skills for the Future
SF-16-02258



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