

**EU-LAC-MUSEUMS  
BI-REGIONAL YOUTH EXCHANGE  
WP4 D4.5**

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## **1.0 Introduction**

This evaluation report Deliverable 4.5 details and provides testimonies and evidence for the EU-LAC-MUSEUMS project bi-regional youth exchange programme facilitated between the two regions of Europe and Latin America, and three consortium partner countries: Costa Rica, Portugal and Scotland. It will reflect and outline the progress of each country's young people and their communities, answering the questions of *“where are the young people now, what they are doing, has it changed their lives and how are their community museums are faring?”*<sup>1</sup>

The report seeks to demonstrate the ways in which EU-LAC-MUSEUMS, the young people and communities involved, researchers and community facilitators affected policy and practice with the host museums and their wider contexts. This report will highlight the progression and personal and professional development of the museum staff, community facilitators, leaders and volunteers involved, ultimately drawing conclusions about the lasting legacies of this pioneering bi-regional youth exchange and research project.

In this project, we have recruited young adults of different ages and sexes, from different geographical, socio-economic, ethnic, cultural and religious backgrounds from museum communities in Costa Rica, Scotland, and Portugal. Since December 2016, each EU-LAC-MUSEUMS youth group and their leaders have taken part in workshops discussing their rural community, identity, heritage and culture whilst building their self-confidence. On the advice of Project Advisor Teresa Morales, the programme follows the *Our Vision of Change* programme developed by the Union of Community Museums of Oaxaca, Mexico, and expanded to other countries through the Red de Museos Comunitarios de America Network.<sup>2</sup> It has been implemented wholly in Costa Rica through the national network in Costa Rica, *Red de Museos Comunitarios* with support from the regional network, whilst Portugal and Scotland opted to use the programme as a model, interpreting it within their own contexts. Bringing young people together from the two regions has fostered new ideas, discussions, discourse and friendships that would not normally be possible, and has spread a message about the efficacies of bi-regional collaboration for sustainable communities.

<sup>1</sup> Deliverable description. EU-LAC-MUSEUMS Grant Agreement, page 25.

<sup>2</sup> Proyecto: Nuestra visión del cambio. Primera parte: Guía para realizar las sesiones. (2016) Unión de Museos Comunitarios de Oaxaca, pp. 1 – 27.



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For Costa Rica, we focus on the role of the local high schools as the main legacy forum from which the Costa Rican young people will continue to develop the skills learnt through the programme. Deeper presentation and evaluation of the role of the Red de Museos Comunitarios de America Network is also presented, providing context for the methodology of Our vision of change, and stressing the role of the network in Costa Rica and regionally for strengthening the communities and ensuring the sustainability of EU-LAC-MUSEUMS-funded work in Costa Rica.

In Costa Rica, where over 100 young people engaged in Our vision of change in three community museums, with 11 eventually selected for travel to Europe, in contrast in Scotland we have worked closely with the same young people throughout the programme and journeyed alongside them in their personal and professional development. For this reason, this section of the report will focus more on evidencing the impact of the project on individual lives empowered through the EU-LAC-MUSEUMS project.

In Portugal, reporting focuses on the main learning outcomes for young people involved, highlighting the ways in which the programme served to engage them in museum activities that they would not normally have undertaken, as well as highlighting the professional development of youth programme leaders in Portugal.

The experiences of the young people engaged in our youth mobility exchange programme are evaluated regarding their increase in self-esteem, confidence in their own abilities, a sense of making a contribution to society and “giving something back”, and whether they have become empowered to participate effectively in decision-making processes within their communities. By enabling these youth groups to share what is important to them in their countries and local communities, our project has generated shared knowledge and mutual understanding between regions. Most importantly though, change has taken place in the individual lives of young people, whose horizons have been expanded, preconceptions and presumptions challenged, and ambitions for their futures empowered.

### **1.1 EU-LAC-MUSEUMS Consortium and their commitment to youth**

Before analysing the youth exchange programme legacy, we wish to stress the commitment of the project at large to this aspect of work. Our EU-LAC-MUSEUMS



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project consortium coming from 8 countries in EU and LAC<sup>3</sup> consists of a well-balanced team of international experts in museum practice, theory, and policy who have experience in working collaboratively on international projects. As a consortium, we firmly believe in the potential for youth to transform society, aiming to become tomorrow's leaders with an awareness of their culture and their identity, how it is changing, and how it is understood within a global context. On top of the consortium team, we benefit from a number of strategic Steering Committee members and project Advisors who give freely of their time to advise and strengthen project work. It was through this capacity that the methodology of Our vision of change was communicated to the project at its inception phase, by Teresa Morales.

Work Package 4 “Museum Education for Social Inclusion and Cohesion” is led by the University of St Andrews coordinator. The practical implementation of the Bi-Regional Youth Exchange in each country was delegated to the following people:

- Ronald Martínez Villarreal<sup>4</sup>

Community Museums Programme Officer within the National Museum of Costa Rica. He serves as a facilitator of participatory processes in cultural heritage management, advising committees of community museums such as the Costa Rican *Red de Museos Comunitarios*, part of the *Red de Museos Comunitarios de América*. He holds a Bachelor of Science in Education and Training in History and Museology. The scope of his work focuses on non-formal education and socio-cultural development for participatory community museums. Since 2005 he also acted as Professor of History at the Costa Rican Open University.

Within the Bi-Regional Youth Exchange, Ronald has acted as the Principal Investigator for Costa Rica, Researcher for the Costa Rican programme and Advisor to both Portugal and Scotland to implement the “Our Vision of Change” methodology advanced by the *Red de Museos Comunitarios de America*.

Ronald has been responsible for coordinating the Costa Rican folk festival, liaising with the *La Red de Museos Comunitarios de América* network.

<sup>3</sup> University of St Andrews (Scotland), University of Valencia (Spain), National Museum of Archaeology Lisbon (Portugal), International Council of Museums (ICOM) (France), University of the West Indies (Caribbean), Austral University of Chile (Chile), Pontifical Catholic University of Peru (Peru) and the National Museum of Costa Rica (Costa Rica). URL: <https://eulacmuseums.net/index.php/partnership-2/partners-2>

<sup>4</sup> Ronald Martínez Villarreal LinkedIn URL: <https://www.linkedin.com/in/ronaldmv/>



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- Dr Paula Menino Homem<sup>5</sup>

Portuguese academic consultant to the EU-LAC-MUSEUMS *Museu Nacional de Arqueologia Lisboa* project partner. Assistant Professor at the Faculty of Arts and Humanities University of Porto, Department of Heritage Studies (DCTP). She has a combined Bachelor of Arts in History and Archaeology, Bachelor of Arts in Conservation and Restoration of Archaeological and Ethnographic Artefacts, Masters in Chemistry Applied to Cultural Heritage and a PhD in Museology.

- Jamie Allan Brown<sup>6</sup>

Project Youth Programme Worker within the Museums, Galleries and Collections Institute (MGCI), School of Art History at the University of St Andrews. Jamie works exclusively on the EU-LAC-MUSEUMS project within this role and is the overall Project Administrator.

He holds a Diploma in European Studies, Bachelor of Arts in Community Education and a Masters in Museum and Gallery Studies. Following on from the Bi-Regional Youth Exchange he became a PhD candidate within the research institute for the EU-LAC-MUSEUMS project. Within the Bi-Regional Youth Exchange, Jamie has acted as the main lead for the Bi-Regional Youth Exchange liaising with Ronald and Paula to coordinate the programme with guidance and support from the Project Coordinator; Dr Karen Brown<sup>7</sup>, Advisory Board and Steering Committee.<sup>8</sup>

## **1.2 Aims and Goals of the Bi-Regional Youth Exchange**

As outlined in Bi-Regional Youth Exchange progress report deliverable D4.4, the goals of the bi-regional youth exchange were:

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<sup>5</sup> Paula Menino Homem URL: [https://sigarra.up.pt/flup/en/FUNC\\_GERAL.FORMVIEW?p\\_codigo=236934#](https://sigarra.up.pt/flup/en/FUNC_GERAL.FORMVIEW?p_codigo=236934#)

<sup>6</sup> Jamie Allan Brown LinkedIn URL: <https://www.linkedin.com/in/jamieallanbrown/>

<sup>7</sup> Dr Karen Brown. URL: [https://www.st-andrews.ac.uk/arthistory/about/people/?mode=profile&group=staff&user\\_id=keb23](https://www.st-andrews.ac.uk/arthistory/about/people/?mode=profile&group=staff&user_id=keb23)

<sup>8</sup> Advisory Board and Steering Committee consists of world-leading experts in EU-LAC relations in world culture and heritage, selected for their distinct areas of expertise. Their role is to make comments on the running of the project, and to make recommendations on its direction on a punctual basis. In addition, they will partake in project symposia and provide keynote talks as required. URL: <https://eulacmuseums.net/index.php/international-advisors>





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- 1) to empower each young person to learn more about their own community, language, identity, heritage and culture and compare the similarities with the other communities involved;
- 2) to foster confidence in each young person to take an active role within their individual communities;
- 3) to encourage each young person to reflect and document their journey taking part in the youth exchange.

In what follows, we present an evaluation of the legacy of the youth exchange in all three countries involved, from the perspectives of the youth programme workers as well as from the Red de Museos Comunitarios de America Network which has consistently supported activities in Costa Rica, while its Advisor Teresa Morales has also provided guidance and support to the youth exchange and project at large.

## **2.0 Costa Rica Evaluation**

In Costa Rica, the communities engaged fully in the programme Our vision of change developed in Oaxaca, Mexico, and expanded to other countries through the Red de Museos Comunitarios de America Network.

### **2.1 Evaluation**

#### **2.2.1 “Our Vision of Change”**

In 2016, the project of the integration of community museums and youth in Costa Rica began, based on the joint work of the Network of Community Museums of Costa Rica, which is part of the Network of Community Museums of America. The latter provided advice and support throughout the project, complementing the accompaniment and training provided by the Programme of Community and Regional Museums of the National Museum of Costa Rica, a member of the EU-LAC Museums consortium.

The contribution of the Network of Community Museums of America was significant for several reasons. Through this Network, the methodology of the community museums-youth integration project, called “Our vision of change”, was transferred to the Network of Community Museums of Costa Rica. This methodology was created by the Union of Community Museums of Oaxaca, Mexico, with basis on participatory practices developed over more than 30 years and integrated into a work proposal with young





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people from 2012. Additionally, at the beginning of the project, members of the Network of America travelled to San Vicente, Boruca, and Rey Curré to explain the project's approach to community museum committees, local authorities, and schools. Two people from the Union of Community Museums of Oaxaca conducted three facilitator training workshops, held in September 2016, May 2017, and May 2018. In these workshops, it is estimated that more than 20 collaborators from San Vicente, Boruca, and Rey Curré took part in conceptual discussions, rehearsed exercises, and developed plans to carry out research and reflection with young people.

Not only did this methodology guide the development of work with young people over more than two years of monthly sessions, but it also served as the basis for some of the activities developed with young people in Scotland and Portugal. In addition, the research and reflection exercises were resumed in the programme of activities of international exchange, during the journey of young people from Scotland and Portugal to the communities of San Vicente, Boruca and Rey Curré.

### **2.2.2 Current Situation of the Young People, in 2019**

The first aspect to consider is that all the young people from the three communities involved in the “Our vision of change” programme and the national and international exchanges continue their studies within the public education system where the impact of their personal and professional development through the youth exchange can be further developed.

When conditions allow, these young people study in their own communities and benefit if there is a secondary school in their locality as in the case of Boruca and Rey Curré. In the case of San Vicente, there is no school in town, so most young people go to the nearby town of Santa Barbara or to a lesser extent, to Santa Cruz and Nicoya.

COMMUNITY	School	
	Within the community	Outside of the community
Boruca	10	
Rey Curré	9	2
San Vicente de Nicoya		14
Total	19	16



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Regarding their studies, 16 of them are in the eleventh level, the last of their secondary studies, its completion accredits them as graduates in the diversified national education system and allows them to access university studies. In Costa Rica, level 11 has become a very demanding and decisive year for all students; at the same time, given the dropout levels in the country, it is important to highlight that the young people in the project are reaching this stage.

COMMUNITY	Level 11	Other levels
Boruca	10	
Rey Curré	3	8
San Vicente de Nicoya	3	11
Total	16	19

Another aspect that has been strengthened, is the way the young people of the project have been forming working groups with a defined identity within the community and always linked to the community museum. They have participated in workshops of traditional knowledge and have continued with interviews and conversations with the elders of the community. For example, in relation to workshops about local cooking and ingredients and intergenerational transmission of knowledge for the young people, representatives from Rey Curré acknowledged this in the following testimonies.

*"It is a project that was made to learn about gastronomy, to strengthen where we come from and to learn how a meal could be prepared before, not just to sell, but to keep it in mind, so I'm very grateful"*

Jeudy Rojas

*"For me it is a very beautiful experience because I did not know. We organized in a group and Mrs. Anita Rojas helped us, it was a very nice experience because many of us did not know how it was prepared and we could see that there are people who prepare it differently and sometimes one was surprised because our family prepared it another way, there are some who prepare it with white rice and others with 'achiotado' rice, so it was very interesting and something lovely and they make young people get informed and interested in wanting to learn"*

Yunieth Quirós

Similarly, participation in the project has led to important reflections by young people, who are now very attentive to the situation and the defence of their traditional culture,



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along with the creation of convivial spaces and joint action from the community museums.

*"Beautiful experiences! You don't change your people for anything...Union of diverse cultures, of different communities, that strengthens our roots and pride. We are the same, although we are there and others here, we are always together, and this is good. It has been a very enriching experience, because in this project we have had the opportunity to strengthen our knowledge about our culture and be able to share it with young people from different cultures and get to know about their culture."*

Bianca Castro



Figure: Folk Festival Rey Curré. Costa Rica March 2019



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Figure: Lessons lists developed thanks to "Our vision of change" and the EU-LAC-MUSEUMS project.

The work coordinated by the community museums has triggered the young people's interest to continue participating and asking their facilitators and committees to carry on.

*"Awaken interest in young people for their culture; because if they follow, there will always be a desire to learn. Making an effort. Invite the elders to support future projects for the town's youth and children. To the elders who help us, let's make some sales ... let's do this ... to help the people and also to contribute."*

Adrián Sánchez

## **2.2.4 Effects on the Policy and Practice of Community Museums**

Perhaps the most visible effect of the Our vision of change – EU-LAC-MUSEUMS project programme is that working with young people is now part of the work plans of community museums. On the one hand, along with the project activities, there is now a dynamic of traditional knowledge workshops both in Rey Curré and Boruca. As it happens, in both cases, these are linked to gastronomy. The most recent experience was the workshops held in 2018, organised and produced by the committees of both community museums and with the collaboration of the National Museum of Costa Rica.





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Figure: Traditional knowledge workshop in Boruca. December 2018.

On the other hand, as a consolidated group, the young people of the project proposed well-presented work plans to the committees (Table 1) on how they want to contribute to cultural strengthening from their vision and experience via the community museum.



Figure: Young people from Rey Curré revising their work plan. December 2018.

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Something similar happened during the Meeting of leaders and facilitators of community museums and young people, where after a group discussion, the young people presented their proposals and requests to the committees for their continued participation in cultural strengthening.

Planificación de las Sesiones		November 2018				December 2018		
#	Session Planning	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3
1	Work Plan Update			Thu 22				
2	Preparation and organization of the presentation of the Work Plan to the ADI and the Rey Curré community organizations			Friday 23				
3	Preparation of the work plan of the Gastronomy Workshop (rice tamale)				Thu 29			
4	Preparation of a work plan and organization of the ancestral knowledge workshop through oral tradition				Friday 30			
5	Working session for support and training in preparing a final report.				Friday 30			
6	Gastronomy workshop					Friday 7		
7	Participatory presentation of the Work Plan to the ADI and the Rey Curré community organizations					Wed 5		
8	Submission of Final Report-Progress						Mon 10	
9	Submission of Youth Group Work Report						Fri 14	
10	Submission of Final report and visual record							Tue 18

Table: Work plan by the young people of Rey Curré. December 2018.





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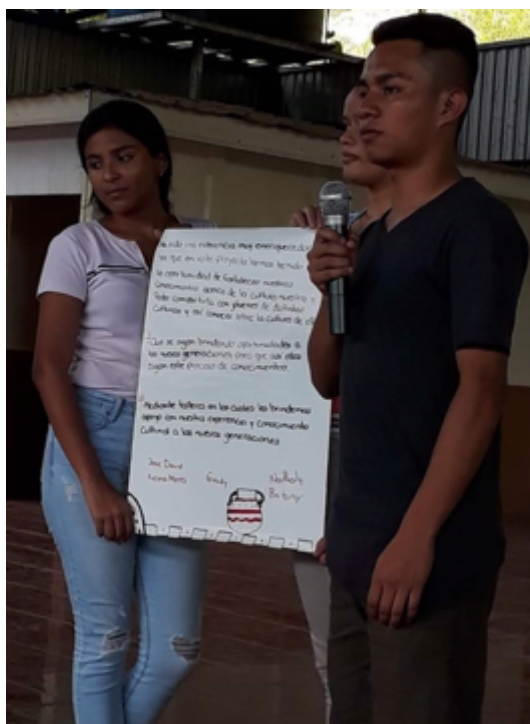


Figure: Presentation of proposals during the meeting, July 2019

### 2.2.5 Professional Development of Community Museums Staff and Volunteers

What most successfully represents this type of cultural strengthening is that the three communities now have teams of facilitators of Our vision of change-EU-LAC-MUSEUMS, who not only have all the skills developed in training, but also those that resulted from running the programme in their communities. This training is accredited by the Network of Community Museums of America and the National Museum of Costa Rica, but above all, it is a resource that did not exist before the project and as such, it allows the replication of the programme in the future with more young people from the communities.

As well as receiving training (detailed in the following section 2.2.), these teams of facilitators from the three participating communities participated actively in presentations and discussions during two international exchanges, in which concepts, methods and diverse experiences were shared. During the International Conference

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“Memory and Community Museums: the right to self-determination and the role of youth”, held in Boruca, on March 9–10, 2018, and the “Workshop of facilitators and representatives of community museums: experiences of the integration of young people”, held in Rey Curré and Boruca on July 5-7, 2019, these facilitators increased their understanding and exposure to experiences throughout Latin America. The later event included the following presentations:

- “The current struggle of the indigenous peoples of Costa Rica”. José Rigoberto Leiva, President of the Indigenous Development Association, Rey Curré
- “Community museums and decolonization”. Cuauhtémoc Camarena Ocampo, Advisor of the Network of Community Museums of America
- “Self-determination and young people in the Museum of the Salvadoran Revolution”, Máximo Rolando Cáceres Blandón and Ana Milagro Fuentes Sánchez, Museum of the Salvadoran Revolution, El Salvador.
- “Experience of the Rey Curré Community Museum, ‘Our vision of change’ project”. Community museum committee, facilitators and young participants from the Rey Curré Community Museum.
- “The transformation processes of education in Costa Rica in response to the needs of indigenous peoples and farmers”. Daniel Leiva, member of the Local Council of Indigenous Education, Indigenous Territory of Rey Curré
- “The processes of transformation of education in Costa Rica in response to the needs of indigenous peoples and farmers”. Henry González, member of the Local Council of Indigenous Education, Boruca Indigenous Territory
- “Memory and community practices: the role of young people in the Mulaló Community Museum”, Esmeralda Ortiz Cuero, Mulaló Community Museum, Colombia
- “The struggle of the Guna people for their own education,” Edwin Tejada, Deputy Secretary of the Guna Culture Congress, Guna Yala region, Panama
- “Principles and methods of decolonization: ‘Our Vision of Change’ project in Oaxaca”, Francisco Hernández Rodríguez, Union of Community Museums of Oaxaca, Mexico



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- “Experience of the Boruca Community Museum, ‘Our vision of change’ project”. Museum committee, facilitators and young people from the Boruca Community Museum.
- “Community identity and the community museums of Nicaragua”, Eugenio Casimiro López Mairena, Network of Community Museums of Nicaragua and Gricelda Emilia Malespin Arguello, Community Museum of Juigalpan, Nicaragua
- “Experience of the Chorotega Ceramic Ecomuseum, San Vicente Nicoya, ‘Our vision of change’ project”. Committee of the museum, facilitators and young people from the Ecomuseum of Ceramics Chorotega.



Figure: Facilitators workshop "Our vision of change" May 2018

### 3 Scotland Evaluation



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### 3.1 Scottish Context

As outlined in the Bi-Regional Youth Exchange progress report deliverable D4.4, the rural island of the Isle of Skye in the north-west of Scotland was selected to take part in the programme after being identified by EU-LAC-MUSEUMS researchers for its unique landscape, significant local intangible and tangible cultural heritage and home to Scotland's first ecomuseum; *Ceumannan*.<sup>9</sup>



Figure: Young people and leaders gather on an ecomuseum site during the LAC-EU exchange in Isle of Skye, Scotland July 2018.

Commencing in November 2016, the ongoing monthly workshops have been facilitated by the University of St Andrews Youth Programme Worker; Jamie Allan Brown, Project Coordinator Dr Karen E. Brown, and Research Assistant John Large, in addition to a number of supportive community leaders, University of St Andrews lecturers and students, the research team worked in collaboration with The Staffin Community Trust - *Urras an Taobh Sear*, Isle of Skye Ecomuseum - *Ceumannan*, Aros Centre Portree, Portree High School and Scottish National Gaelic Agency - *Comunn na Gàidhlig (CnaG)*.<sup>10</sup>

<sup>9</sup> Isle of Skye, Staffin Ecomuseum – *Ceumannan*. See: <http://www.skyecomuseum.co.uk/>

<sup>10</sup> The Staffin Community Trust - *Urras an Taobh Sear*. URL: <https://www.staffin-trust.co.uk/>; Aros Centre Portree. URL: <https://www.aros.co.uk/>; Portree High School. URL: <http://www.portreehigh.hIGHLAND.sch.uk/>; *Comunn na Gàidhlig (CnaG)* URL: <http://www.cnag.org/>; Donald MacDonald interviewed by Jamie Allan Brown, October 2016.

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The main community focus on Isle of Skye Ecomuseum – *Ceumannan*, is the township of Staffin, Donald McDonald, former Chair of the The Staffin Community Trust, described the community as a *“fragile but heritage-rich community suffering from a lack of employment opportunities and affordable housing with an ageing population, with many moving away for work”*.<sup>11</sup> The creation of the trust and ecomuseum represented community empowerment and an act of resilience to combat the challenges facing the community, including the loss of young people moving to the cities to find employment, and the difficulties facing young families wishing to build a working life in Skye.

### **3.2 The Young People**

Following an initial rigorous application process for which each young person produced a video, young people from the local high school took part in assessed group work, completed a comprehensive written application and attended a personalised interview with the St Andrews team, a local teacher and ecomuseum representative. This process ensured the right committed candidates were selected for the Bi-Regional Youth Exchange.

At each stage of the coordination, delivery and planning, each young person, their families, their high school teacher and community leaders were involved and consulted in decisions made for the programme. In doing so, the EU-LAC-MUSEUMS project recognised and respected the voices, choices and contributions of the young people and their families, and their rights seriously, consequently. This promoted and fostered a sense of ownership of the programme for all those involved.

The young people who were selected were representative from across the island, bi-lingual speaking both Scottish Gaelic and English, active within their community through volunteering, and self-identified their need to increase their confidence and self-development. Finally, they exemplified youth community participation to make a difference to both their community and the wider world. All six young people involved in the Scottish programme have progressed to a positive destination, such as higher education, further education, training, voluntary work or employment as defined by the Scottish Government's agency; Education Scotland.<sup>12</sup>

Each young person was encouraged to reflect on their participation via the physical workshops, physical exchanges (both EU-LAC and LAC-EU), online via their blog and

<sup>11</sup> Donald MacDonald interviewed by Jamie Allan Brown, October 2016.

<sup>12</sup> Education Scotland (2016a) Positive and sustained destinations. URL: <http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatcanlearnersexpect/positiveandsustaineddestinations.asp>





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via video documentary. Their transformation has been documented in the following testimonies.

### 3.2.1 Charlotte Beckey

Charlotte initially self-identified as lacking in confidence and uncertain about her future. Speaking at the EU-LAC-MUSEUMS evaluation workshop and video interview in Portree, September 2018, Charlotte described her experience of being part of the Bourca community;

*“The community of Boruca will always be with me. There were so many warm-hearted people that welcomed us into their way of life, guiding us through their land, the chance to make traditional masks and learning about the Brunka language from elders. I know I have come out of this exchange as a much stronger and more independent person and understand how important it is to keep our culture, our Gaelic language alive! I feel like now I can do anything!!”*



Figure: (Left) Charlotte Beckey sharing language skills with other young people in Boruca, Costa Rica in July 2017. (Right) Charlotte Beckey playing Scottish bagpipes in Boruca, Costa Rica in July 2017.

Charlotte has sought full-time employment within the community, retaining her time for sharing traditional Scottish music through leading bagpipe band practice sessions with other local young people. Inspired by her EU-LAC exchange, she accepted a role as a Summer School leader in the United States of America. She intends to progress onto university by 2020.

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### 3.2.2 Mairead Pentland

Initially self-identifying as lacking in confidence within her personal and school life as well as lacking direction and feeling uncertain about her future, Mairead has become an empowered young person within her Isle of Skye community. She has actively sought opportunities following on from the EU-LAC and LAC-EU physical exchanges to improve both her capacities and has found a passion for social anthropology plus championing the Isle of Skye's heritage.



Figure: (Left) Mairead Pentland speaking in Bridgetown, Barbados in November 2018.  
(Right) Mairead sharing traditional Scottish dancing in Rey Curré, Costa Rica, July 2017.

Speaking at the EU-LAC-MUSEUMS Itinerant Identities: Museum Communities / Community Museums conference in Barbados, November 2018, she stated;

*“I don’t think I would be where I am today if it wasn’t for the EU-LAC-MUSEUMS project... Going over to Costa Rica gave me the confidence to take every opportunity and to make new friends. I learned from the Costa Rican community to take pride in my identity and that I can connect with people across the world despite the language and culture barriers. It allowed me to appreciate the beauty of Skye and its culture that surrounds me and encouraged me to go on and study social anthropology at university.”*

As of August 2019, Mairead has enrolled at the University of Manchester in England to study Social Anthropology, led by her commitment to Scottish Gaelic language, community memories and experiences she has learned, shared and debated through the EU-LAC programme across both regions.





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### 3.2.3 Hallie Shinnie

*“The youth exchange did change me, all for the good, I’m more confident now, I feel I can be myself and not care what other people think, I feel inside I want to try help people in all aspects of life, I really would like to learn Spanish in more depth now, realizing there is far more out there in the world really does make you become an open-minded person, and to try new thing, I’ll forever hold the memories in my heart”<sup>13</sup>*

(Hallie Shinnie, young person from Skye, blog entry from September 2017).

Originally self-identifying as lacking in tangible experiences and direction to support her education and future working life, Hallie appropriated the programme’s EU-LAC exchange to discover both her personality and future ambitions. As of August 2019, Hallie has completed her final year at Portree High School, she is applying for further education courses and is seeking local employment to live within the Isle of Skye community.

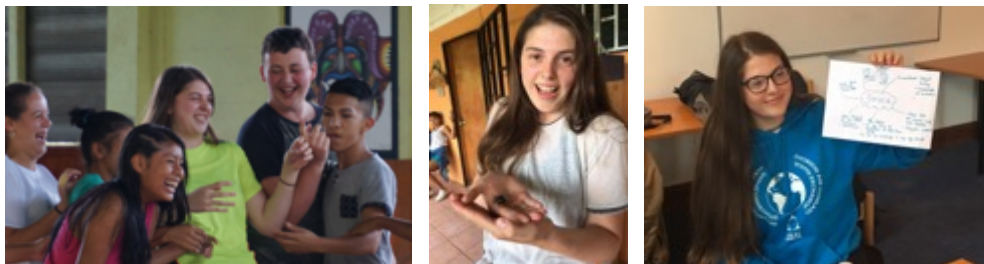


Figure: (Left) Hallie Shinnie sharing Scottish dancing in Boruca, Costa Rica in July 2017. (Centre) Hallie Shinnie learning about wildlife in Rey Curré, Costa Rica in July 2017. (Right) Hallie Shinnie sharing her experience mind map in Portree, Scotland in September 2017.

### 3.2.4 Jonathan Smith

*“Though many miles lie between them and us we all are brought together through our shared passion for music, dance, art and community spirit. The exchange changed me as a person in so many ways. It made me proud of my island background, improved my confidence and gave me skills which will stay with me forever...I want to stay in*

<sup>13</sup>EU-LAC-MUSEUMS: Òigridh Air Iomlaid na Alba –Blog See: <https://eulacmuseumsyouthscotland.wordpress.com/2017/09/10/my-life-changing-experience-in-costa-rica/> (Accessed 5 August 2019).

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*Skye, really make a difference to the island, challenge tourism and retain our way of life for both locals and visitors, like the way the Bourca community does.”<sup>14</sup>*

(Jonathan Smith, Young Person from Skye, speaking at the EU-LAC-MUSEUMS Itinerant Identities: Museum Communities/Community Museums conference in Barbados, November 2018).



Figure: (Left) Jonathan Smith taking part in Costa Rican traditions in Boruca, Costa Rica in July 2017. (Centre) Jonathan Smith sharing Scottish music and bagpipes with Margarita Lazaro in Bourca, Costa Rica in July 2017. (Right) Jonathan Smith sharing his experiences mind map in Portree, Scotland in September 2017.

Jonathan's progression has been described by Scottish Gaelic high school teacher, Ruairidh MacVicar, as *“the change in Jonathan is unbelievable, he so much more confident in his studies and himself”<sup>15</sup>*. During the recruitment process, Jonathan described himself as shy but committed to local heritage, self-identifying as lacking in confidence and seeking an opportunity to share *“the way of life here on Skye”*. During the workshops and physical exchanges, Jonathan engaged and practiced new skills through the opportunities that were offered by the project.

<sup>14</sup> Jonathan Smith's presentation, “Scottish Experiences from the Bi-Regional Youth Exchange” (EU-LAC-MUSEUMS: Itinerant Identities: Museum Communities/Community Museums, Bridgetown, Barbados, 8 November 2018).

<sup>15</sup> Ruairidh MacVicar interviewed by Jamie Allan Brown, May 2018.

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Figure: Jonathan Smith and his parents welcoming the young people and community leaders into their home during the LAC-EU Youth Exchange in Portree, Scotland, July 2018.

Returning from the EU-LAC exchange, Jonathan's increased capacities were recognised by Portree High School and the Staffin Development Trust, when his school offered him the position of joint Head-Boy with Andrew Whitehead, representing the school, leading student responsibility within the local community and most crucially being a role model for students and the community. Jonathan has also attended regular committee meetings offering a youth perspective in the decisions made within the Staffin community for the *Ceumannan* ecomuseum.

Seeking temporary employment, Jonathan became a Tourism Assistant within the local tourism office, offering advice regarding responsible tourism to the Isle of Skye. Continuing to use the technical skills developed during the programme, Jonathan regularly produces drone footage of the Isle of Skye landscape for a hobby. As of August 2019, Jonathan has enrolled at the University of Edinburgh in Scotland to study Computer Science, led by his interest in utilizing technology to safeguard heritage and local memories.

### **3.2.5 Ciorstan Towers**

Through her blog entries, Ciorstan identified a need to improve her communication and Scottish Gaelic language skills. During the workshops and physical exchanges, Ciorstan engaged and practised new skills through the opportunities that were offered by the project, in particular, public speaking and by the additional support offered by Sine Ghilleasbuig at the *Comunn na Gàidhlig (CnaG)*.

As of August 2019, Ciorstan has completed her first year at the University of Aberdeen studying mathematics. Recruited for her dedication to Scottish traditional dancing, drama and performance arts, Ciorstan is now actively involved in her university's



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professional societies and takes the lead supporting her Carbost, Isle of Skye community festivals through promoting local dance and music. Ciorstan intends to return to Skye after university and pursue a career within arts education.

Ciorstan described the experience;

*“The trip changed me in many ways. Before I would have described myself as a relatively shy, quiet and introverted person and I’ll be the first to admit that my communication skills and confidence are something I struggled with. This exchange really brought me out my shell and exposed a fun side of my personality that some people don’t see. I feel more confident about myself, my dreams and aspirations the future and understanding the ways in which we can sustain our community for the future.”*

(Ciorstan Towers, Young Person from Skye, speaking at the evaluation workshop and video interview in Portree, September 2018).



Figure: (Left) Ciorstan Towers mapping the community in San Vicente de Nicoya, Costa Rica in July 2017. (Centre) Ciorstan Towers and her sister welcoming the young people and community leaders into their home during the LAC-EU Youth Exchange in Portree, Scotland, July 2018. (Right) Ciorstan Towers and Yunieth Quirós sharing traditional Costa Rican dancing in Rey Curré, Costa Rica in July 2017.

### 3.2.6 Andrew Whitehead

*“I feel this exchange has changed me in so many ways, these changes have all been good, it has made me more confident; before I wasn’t really someone who liked to speak in front of an audience but now I can speak to my whole school and community. The experience has also changed the way I look at things. Before the exchange I didn’t really pay attention to my surroundings, our nature, our landscape the world challenges around me, now after being part of the programme it has made me think further about*



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*my community and our way of life. The young people and community of Rey Curré are the best people I have ever met."*

(Andrew Whitehead, Young Person from Skye, speaking at the EU-LAC-MUSEUMS Itinerant Identities: Museum Communities/Community Museums conference in Barbados, November 2018).

Returning from the EU-LAC exchange, alongside Jonathan Smith, Andrew's increased capacities were recognised by Portree High School and the Staffin Development Trust, when his school offered the position of joint Head-Boy with Jonathan Smith. Together they represented the school, leading student responsibility within the local community and most crucially being a role model for students and the community. Andrew has also been attending regular committee meetings offering a youth perspective in the decision within the Staffin community for the *Ceumannan* ecomuseum, actively involved in supporting Angus Murray, Ecomuseum Programme Manager with the rebranding and redesign of the museum.

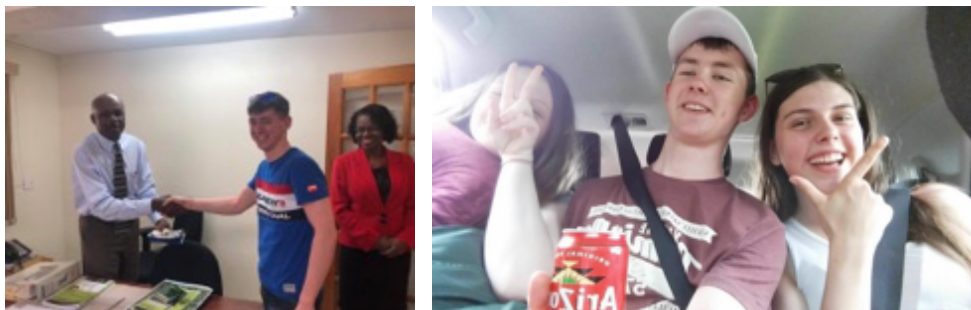


Figure: (Left) Andrew Whitehead meeting representatives from the Environmental and Heritage Authority, Bridgetown, Barbados, November 2018. (Right) Mairéad Pentland, Andrew Whitehead and Hallie Shinnie travelling in Costa Rica, July 2017.

As of August 2019, Andrew has enrolled at the University of the Highlands and Islands to study Business Management through distance learning, allowing Andrew to stay on the island while achieving a degree. Led by his interest in heritage, the landscape and wildlife, Andrew intends to stay on the island to combat the issues rising from over-tourism while promoting rural life. Andrew has empowered himself, becoming an entrepreneur to create employment for himself. Jointly with his mother, Andrew has established a Skye based animal food business using local ingredients.

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Figure: Ciorstan Towers, Dr Karen Brown, Andrew Whitehead, Mairead Pentland and Jorge \* in in Rey Curré, Costa Rica, July 2017.

### **3.3 Impact on the Community and Professional Development**

From the outset, EU-LAC-MUSEUMS has sought to empower the young people and communities involved in the Bi-Regional Youth Exchange. we must highlight the local buy-in through collaboration in Scotland that has been key is key to making the Bi-Regional Youth Exchange a reality, with the support of the local community, The Staffin Community Trust - *Urras an Taobh Sear*, Isle of Skye Ecomuseum - *Ceumannan*, Aros Centre Portree, Portree High School and the Scottish National Gaelic Agency - *Comunn na Gàidhlig (CnaG)*. Project Researchers could not have achieved the results by working in isolation.

The development of the workshops programme, jointly led by the University of St Andrews, The Staffin Community Trust and the *Comunn na Gàidhlig (CnaG)* fostered an opportunity not solely for the young people but also for the professionals and organisations working at a grassroots level in the Isle of Skye. The Skye Ecomuseum – *Ceumannan*, further consolidated its role as a hub of local knowledge, showcasing the landscape for safeguarding the way of life, addressing the concerns of landscape preservation, recognition for Scottish Gaelic language, and respect for traditional knowledge for crofting (Scottish traditional subsistence farming). Local organisations highlighted the significance of working with a European Union Horizon 2020 funded project, which empowered them with the vital experience of expectations and capacities for future potential projects.

#### **3.3.1 Local Organisations**

Particular recognition should be given to;



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- The Staffin Community Trust for approaching and welcoming both Jonathan Smith and Andrew Whitehead as future board members within their decision-making committee.
- The Isle of Skye Ecomuseum – *Ceumannan*, has recruited the young people in a decision-making capacity seeking their opinion on the future development and rebranding of the museum for their website, interpretation panels, interactive videos, website and social media platforms supported by Angus Murray, Ecomuseum Programme Manager.
- Portree High School through their continued support Head Teacher; Catherine MacDonald and Scottish Gaelic Teacher Ruairidh MacVicar have hosted several EU-LAC-MUSEUMS follow up sessions to increase the importance of understanding and safeguarding heritage within the curriculum at the high school.

Sine Ghilleasbuig, Director of the Staffin Community Trust and Officer for *Comunn na Gàidhlig (CnaG)*, described the effects of globalisation on their community and the pull factor taking young people to the urban cities of Scotland: “*we want our children to place value on what is on their doorstep*”. The programme provided a platform for this challenge. She used an analogy to describe the experience; “*it was like being thrown a rope, unsure if we should catch it....at first.... But we are so glad we caught it...*” as the “*young people are us tomorrow*.”<sup>16</sup>

The sustainability of the workshops, knowledge and experience developed has been captured through the EU-LAC-MUSEUMS Education Pack<sup>17</sup> and the EU-LAC-MUSEUMS Experiences Booklet<sup>18</sup>.

<sup>16</sup> Sine Ghilleasbuig’s interview on the Bi-Regional Youth Exchange Documentary:

<https://eulacmuseums.net/index.php/partnership-2/youth-exchange-3>

<sup>17</sup> Education Pack. URL: <https://eulacmuseums.net/index.php/partnership-2/youth-exchange-3>

<sup>18</sup> Experiences Booklet. URL: <https://eulacmuseums.net/index.php/partnership-2/youth-exchange-3>





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Figure: Screenshot from the EU-LAC-MUSEUMS Youth documentary of Sine Ghilleasbuig being interviewed in Portree, Scotland September 2018.

### **3.3.2 University of St Andrews**

Beyond considering the development of young people from the Isle of Skye and their leaders in the local school and ecomuseum, we can also reflect on progress and development of staff and students in the lead institution, the University of St Andrews.

Jamie Allan Brown<sup>19</sup>

Project Youth Programme Worker within the Museums, Galleries and Collections Institute (MGCI), School of Art History at the University of St Andrews. Jamie works exclusively on the EU-LAC-MUSEUMS project within this role and as the overall Project Administrator. For the purpose of Work Package 4, Jamie has acted as the main lead for the Bi-Regional Youth Exchange liaising with Ronald and Paula to coordinate the programme with guidance and support from the Project Coordinator; Dr Karen Brown, Advisory Board and Steering Committee.

As of August 2019, following on from the Bi-Regional Youth Exchange Jamie has become a PhD candidate within the research institute for the EU-LAC-MUSEUMS project under Project Coordinator; Dr Karen Brown's supervision to research "Youth empowerment, museums, heritage and sustainability in global contexts". Youth participation and engagement fosters a sense of identity and ownership in young people

<sup>19</sup> Jamie Allan Brown LinkedIn URL: <https://www.linkedin.com/in/jamieallanbrown/>

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(Gibbs et al, 2007)<sup>20</sup>. Jamie intends to research the questions; What role do museums and heritage organisations play in supporting the needs of, and empowering, young people and their communities? How do such initiatives measure the impact on young people and their communities? This thesis is set to become one of the major legacies of the EU-LAC-MUSEUMS project.

- Catherine Cassidy<sup>21</sup>

In addition to the role of Researcher for Work Package 4 within the 3D Team, School of Computer Science at the University of St Andrews. Catherine was recruited as a Bi-Regional Youth Exchange Volunteer, supporting the facilitation and delivery of the programme for the first EU-LAC exchange as well as offering advice and support to the Project Coordination team and young people. As of September 2017, following on from the Bi-Regional Youth Exchange Catherine has become a PhD candidate at the School of Computer Science as part of the 'Open Virtual World' research group supervised by Dr Alan Miller.

- John Large<sup>22</sup>

Initially recruited as a Bi-Regional Youth Exchange Volunteer within the Museums, Galleries and Collections Institute (MGCI), School of Art History at the University of St Andrews. John supported the facilitation and delivery of the programme as well as offering advice and support to the Project Coordination team and young people for the workshops and both the EU-LAC and LAC-EU physical exchanges. Showing an eager work ethic and possessing video and photography skills, John was recruited to work on the EU-LAC-MUSEUMS video documentaries for dissemination and social media purposes as well supporting the Bi-Regional Youth Exchange exhibition held at the Byre Theater in St Andrews.<sup>23</sup>

<sup>20</sup> Gibbs, K., Sani, M. and Thompson, J. (2007). *Lifelong learning in museums: a European handbook*. Edisai.

<sup>21</sup> Catherine Cassidy LinkedIn URL: <https://www.linkedin.com/in/catherine-anne-cassidy-93271b32> (Accessed 6 August 2019).

<sup>22</sup> John Large Profile on MGCI website URL: <https://mgci.wp.st-andrews.ac.uk/staff-profiles/> (Accessed 6 August 2019).

<sup>23</sup> Byre Theatre Exhibition URL: <https://byretheatre.com/events/eu-lac-documentary-screening-of-the-horizon2020-funded-eu-lac-museums-project-youth-exchange/> (Accessed 5 August 2019)



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- Helen Olaez<sup>24</sup>

Recruited as an EU-LAC-MUSEUMS Volunteer Student Assistant within the Museums, Galleries and Collections Institute (MGCI), School of Art History at the University of St Andrews. Helen curated a Bi-Regional Youth Exchange exhibition held at the Byre Theater in St Andrews and coordinated a series of accompanying events to showcase the experience. Helen is currently enrolled in the part-time Masters in Museum and Gallery Studies course while working in her post as Administrator in the School of Geography and Sustainable Development at the University of St Andrews.

- Jasmine Willkie<sup>25</sup>

Recruited as an EU-LAC-MUSEUMS Volunteer Student Assistant within the Museums, Galleries and Collections Institute (MGCI), School of Art History at the University of St Andrews. Jasmine has conducted research on the Isle of Skye's tangible and intangible heritage, facilitating workshops at Portree High School on behalf of the project. Jasmine is currently enrolled in the Masters in Museum and Gallery Studies course, and has completed a Masters thesis on the history of Skye Ecomuseum and its new digital strategy. She will graduate in November 2019.

## 4 Portugal Evaluation

The EU-LAC-MUSEUMS Youth Exchange Programme in Portugal also involved six young adolescents. Within the framework of a consultancy to the Directorate-General for Cultural Heritage (DGPC), more specifically to the National Museum of Archaeology (MNA), Lisbon, the group was accompanied by people from the Museology area of the Department of Heritage Studies (DCTP), Faculty of Arts and Humanities, University of

<sup>24</sup>Helen Olaez Profile on MGCI website URL: <https://mgci.wp.st-andrews.ac.uk/staff-profiles/> (Accessed 6 August 2019).

<sup>25</sup>Jasmine Willkie Profile on MGCI website URL: <https://mgci.wp.st-andrews.ac.uk/staff-profiles/> (Accessed 15 August 2019).



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Porto (FLUP) in cooperation with three museums of different communities: the Pottery Museum, in Barcelos, Braga district; Quintandona, a nucleus of the Penafiel Museum, Porto district; and the Hat Museum, in S. João da Madeira, Aveiro district.



Figure - Identification and location of the museums in Portugal involved in the EU-LAC Museums Youth Exchange Programme.

### 4.1 Agents and Contexts

These museums were involved because of their close relation to their communities, their concerns, challenges and politics, and their practice towards the preservation, validation and development of heritage and identities, as well as sustainability. Although diverse, the communities are connected by traditions, knowledge, migration movements and impact on territories. Faced with economic difficulties at certain times in their history, some of their people were forced to migrate, looking for other places of opportunity, where they spread their traditions and spirit of identity, or where they had to embrace other activities, fostering the birth and growth of other communities. This is the case of the rural Quintandona and Barcelos communities that dispersed, for instance, throughout Brazil or went to S. João da Madeira, contributing there to the strengthening of the hatters' community.



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The six young people were selected from the three contexts, two from each, after a rigorous application process and based on their age (at least 16 years old) and on the high level of their motivation, interest and commitment. With distinct family histories, personalities and identities, they share a strong connection with their regions, cultures and communities of origin. Some have strong family bonds with the museums, through the involvement of their own grandparents. Others have more distant relationships with museums but with strong family bonds with the communities. The young people who benefited from the fantastic experience of participating in the EU-LAC-MUSEUMS Youth Exchange Programme, were enriched with emotions, knowledge, skills, attitudes, friends, outlook, hope. Those who changed will be agents of future change and group identities.

Six young people were selected for the physical exchange. However, many more people became involved and supported the project - their parents, grandparents and other relatives and friends joined in many activities in Portugal. These included supervisors, facilitators and volunteers; elders and leaders of the local communities, together with other elders who are masters of ancestral techniques and knowledge; and local authorities and local secondary, vocational and artistic schools. Of these, the School of Music of the Oliveira Musical Band, Barcelos, founded in 1782 is noteworthy. Associating pottery with music, the school has formed a young group that recovers old and forgotten traditional songs and sounds by means of refined ceramic instruments, made out from clay, including ocarinas, udus, maracas and cymbals, called the "Sounds of Clay Group". Ana Lúcia and Bruno Filipe study music and joined the group playing ocarinas.



Figure - The six young people selected in Portugal for the EU-LAC-MUSEUMS Youth Exchange Programme and respective context.



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Paula Menino Homem,  
FLUP- CITCEM/DCTP,  
Master in Museology,  
Director.  
Consultant for  
DGPC/MNA



Cláudia Milhazes,  
Pottery Museum,  
Director



Maria José Santos,  
Penafiel – Quintandona  
Museum,  
Director

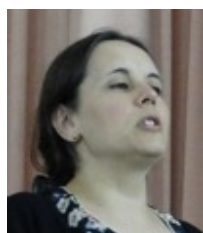


Suzana Menezes,  
Hat Museum,  
Director (former)

Figure - Supervisors from Academia and from the museums involved in Portugal for the EU-LAC-MUSEUMS Youth Exchange Programme and respective context.



Andreia Sofia  
Sousa Mateus,  
FLUP/DCTP,  
Master in  
Museology,  
Student



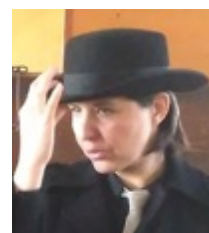
Ana Maria dos  
Santos Braga,  
Pottery Museum



Rosário Marques,  
Penafiel –  
Quintandona  
Museum



Ana Isabel Pereira,  
Penafiel –  
Quintandona  
Museum



Joana Galhano,  
Hat Museum  
(current Director)

Figure - Facilitators and volunteers from Academia and from the museums' Education Services involved in Portugal for the EU-LAC-MUSEUMS Youth Exchange Programme and respective context.



Cândido Bastos,



Belmiro Barbosa,



Deolinda Oliveira,

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Pottery Museum

Penafiel – Quintandona Museum

Hat Museum

Figure - Elders and leaders of the museums' communities involved in Portugal for the EU-LAC-MUSEUMS Youth Exchange Programme and respective context.

## 4.2 Development Dynamics

Although situated in different but related and challenging contexts, the aim was as far as possible to exercise and to study the application of the guiding principles, objectives, strategies and activities of the inspiring project “Our Vision of Change”, developed in Oaxaca, Mexico, between 2012 and 2016.

In that sense, once a month and throughout the months of the programme, the small group of young people from each community met and participated in workshops and other activities that fostered reflection and exchange of ideas regarding their identity, community, sense of belonging, self-confidence and pride, heritage, threats and risks, museum and community relationship and role, challenges, strategies and contributions to preservation and development, especially their own. Every three months, all groups come together, usually in times of religious festivities in each local community, to share, document and discuss traditions, identify similarities and differences, while learning to understand and to respect them. In meantime, they developed weekly complementary activities of collecting, registering, interpreting, representing and sharing information and opinion, using different supports and techniques.

Exceptions to this planned routine were the periods devoted to the international exchanges, visiting the communities in Costa Rica (25.07 – 09.08.2017) and receiving them in Portugal (02 – 07.07.2018), which were organized according to dedicated programmes.

## 4.3 Impacts

It is not easy, in such a contained context, to express in words and images the volume of the programme's legacy. Nevertheless, it must be formally recognised and declared that all the EU-LAC-MUSEUMS Youth Exchange Programme objectives have been met and that it had only positive impacts on all participants, although in different ways and level.





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**4.3.1 Expansion and strengthening of collaboration networks.  
Stronger engagement and sustainability.**

The target was to foster and establish not only a close collaboration between the museums, their communities, local schools and authorities but also between each other and academia.

In that sense, a collaboration protocol was signed at the beginning of the programme development between FLUP and the three local authorities related to the museums and communities involved (Figure below). This commitment was important to assume formally the interest in the principles, objectives and methodology of the programme and the support for shared costs related to activities, like materials for workshops, materials for documentation, transportation between communities/museums, or meals, for instance.

This engagement of the local authorities grew stronger with the programme and was a clear sign and an example of respect, valuation and welcoming of youth from different communities to reflection and action related to culture, heritage, societal challenges and policy-making.



Fig. 6 – Following the signing of a collaboration protocol between the museums' local authorities and FLUP, on 21.01.2017, at the Hat Museum, S. João da Madeira. From left to right: Jamie Allan Brown, Youth Programme Worker & Project Administrator, University of St Andrews, Scotland; Paula Menino Homem; Armandina Saleiro, Vice-Mayor of Barcelos; Ana Fernandes; Inês Nogueira; Rita Martins; Fernanda Ribeiro, Dean of FLUP; Ricardo Oliveira Figueiredo, Mayor of S. João da Madeira, Beatriz Papaléo; Bruno São Bento; Rita Leite; Susana Paula Barbosa de Oliveira, Vice-Mayor of Penafiel.

The collaboration network between museums and communities has also grown stronger and broader, including sharing information about traditions and collections, borrowing artefacts, hosting exhibitions from each other, developing jointed activities or enhancing inter-organizational professional problem-solving skills.



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In terms of research, international collaboration has added strength, as well as salutary flexibility, to the established network, generating more realistic and plural perspectives on diverse contexts and conceptual and methodological universes.

**4.3.2 More sensitized and competent youth to face current and future challenges related to culture, heritage, museums, communities and their inter-relations.**

The multiple activities implemented throughout the programme, such as the thematic, creative, plural and reflection stimulating workshops, the interviews and the long and amusing talks with the elders of the communities, the documentation and experience of old traditions, uses and ways of doing, and, definitely, the travel and stay in Costa Rican communities together with the Costa Rican and Scottish youth, and receiving the Costa Rican in their communities. These activities generated and developed knowledge, attitudes and skills that led the Portuguese youth to become:

- More knowledgeable about their own community and identity and with a higher sense of belonging and pride (Figure below);



Figure – The potter and musician João Lourenço, in Barcelos, and the making and tuning of the instruments for the Sounds of Clay Group. “Ahhh! Now I know how my ocarina was made and why it sounds different from the others. Sounds much better! (laughs)”, said Bruno Filipe to his dad, that joined the activity.

- More entrepreneurial and conscious of the value of their cultural heritage (tangible and intangible), with potential to generate means of development and contribute to their sustainability, besides being aware of the importance

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of memory preservation. For example, Ana Lúcia made traditional cakes from family recipes and sold them to raise money to enable her to develop activities in Costa Rica and to buy family souvenirs. "The cakes were delicious and sold quickly!", said Ana Braga, who accompanied the activity. With the same purpose, the groups sold raffles (Figure below);

- More tolerant, respectful and inclusive towards cultural diversity, recognising the importance of its strong bonds with nature and how fragile and threatened that balance may be, facing misled policies and practices and climate change (Figure below);



Figure (Left) - Example of raffles sold by the group of Barcelos, fostered by the elder Cândido Bastos. Fig. 9 (Right) Boruca Festival. "It's amazing how Costa Ricans respect and care for nature!", commented, surprised, Rita Leite.

- More involved and committed to the activities of their communities, in order to contribute to the preservation, strengthening and dissemination of their traditions, and to feel and generate happiness by doing it (Figure below). As an example, Inês Nogueira and Rita Martins are volunteers at the Broth Festival, in Quintandona. "They work really hard", shared Maria José Santos, "but always with a great happy smile", added Maria do Rosário and Ana Isabel, together in agreement;

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Figure - Penafiel – Quintandona. Receiving the Costa Ricans. Baking the special "*Pão-de-ló*" under guidance of elder and care attention from the proud leader Belmiro Barbosa.

- More equipped with competences important for the 21<sup>st</sup> century, such as team working, critical thinking, creativity, and time management. Also digital competencies, that facilitate communication and collaboration, crucial to a more inclusive and equal access to heritage, its documentation, dissemination, study and protection. Not only did they use digital photography and video but also developed a blog and explored free applications to create digital content on their stories and diary. In that context, they also improved their written Spanish and English as they published everything using the three languages The oral component was improved during the direct contact with young Costa Rican and Scottish (<https://eulacmuseumspt.tumblr.com/>);
- Richer in friendships, as they continue to feed through social networks like Facebook, and become happier and with memories of an experience they will never forget, they repeat. They feel great affection towards all those with whom they shared this experience;
- More enlightened and determined about their future, areas and courses to follow, such as International Business, Law, Tourism, Management, Business Management, and Sport. Almost all aim to articulate the higher education course with part-time work, especially within their community;



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- Available and interested in becoming embryos of Young Friends Groups of the museums involved and contribute to their prosperous growth.

### **4.3.3 Museum professionals more experienced, motivated and capacitated.**

For the professionals involved, the EU-LAC-MUSEUMS Youth Exchange Programme was a privileged opportunity to enrich their experience in the development of international projects, especially considering that the target was a group of adolescents that, by tradition, is not in the habit of visiting and developing museum activities or engaging in a committed way with their communities. School-level pressures to prepare for national examinations, the disconnection between educational and cultural policies, and the attraction to other ways of quality of life, are of major influence. Some professionals felt motivated to take up postgraduate training in related topics: Ana Braga is finishing a master's degree in arts education and Ana Isabel has embraced a master's degree in tourism and intangible heritage. Andreia Mateus is finishing her master's degree in museology and got a job in the municipality of Valongo, in the Citizenship and Youth Division, where she coordinates a team and takes the programme's methodology as inspiration. The same happened with Joana Galhano, who is the current Director of the Hat Museum and is now a decision-maker.

### **4.3.4 Museums with reinforcement of policies and practices oriented to the inclusion and empowerment of their communities and to the age group of adolescents**

The museums involved have endeavoured to define and implement activities that, while in line with their usual practices in involving their communities, have strengthened the articulation between museums, communities and schools, more specifically between seniors and young adolescents. For example, in Penafiel, as part of the Penafiel Traditional Arts and Crafts Project, funded by the Energias de Portugal (EDP) Traditions Program, workshops were held for secondary school students, which attracted many interested and interesting participants for their potential for acting.

Also in S. João da Madeira, within the framework of the Hat Weekend, a multidisciplinary Festival was dedicated to the latter heritage and with a strong community component, involving urban art, literature and music, circuits around the territory, artistic residencies, thematic visits, felting workshops and entrepreneurship workshops, targeting adolescents and very oriented towards the valorisation of handicrafts.





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### **4.4 Final Considerations**

The methodology inspired by the Our Vision for Change project has proven to be adjustable to different contexts and to be efficient, leading to very positive results.

Also, having been taken completely out of their comfort zone, and having undergone a process of thorough emersion in another culture, the participants from Portugal, like those from Scotland and Costa Rica have acquired the following transferable skills:

- Communication and organizational skills;
- Intellectual skills such as research and evaluation methods;
- The ability to work alongside individuals from a variety of backgrounds and cultures
- Experience in team work, learning to plan and achieve tasks both individually and as a multi-cultural group;
- Experience of living in remote locations and the ability to adapt to a different environment and ecosystem;
- A variety of practical and IT skills.

The age group identified as the target of the programme is of strategic importance and an urgency for both the communities, who face high magnitude risks, and museums, whose activity plans typically target the senior population or children.

Staying with Costa Rican communities induced a great evolution in the young people involved, including an emotional revolution that will keep the project memorable for them.

## **5 Conclusion**

*“What oppresses or offends a community is complex and dependent on power relations not only between the museum and its communities but also between those communities and the nation state in which they reside. [...] working with all kinds of communities takes time and patience. [...] Museums do not work with communities but with individuals within those communities. Those individuals do not establish partnerships with the museum but with individuals within that institution.”*

(Sheila Watson [ed.], Museums and their Communities. London and New York, 2007, p. 18)



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EU-LAC-MUSEUMS is firmly committed to the idea that societal challenges can only be overcome by beginning with individual lives, and that mutual understanding between our regions can and will come about through building positive and sustainable relationships. This report has sought to capture the main legacies of the EU-LAC-MUSEUMS Youth Exchange Programme. It has highlighted change in the individual lives of young people and their communities, and has reflected on what methods worked in local context.

One of the main differences between our youth programme, and similar initiatives at work between regions, lies in our ambition to make relationships sustainable. To different degrees, and adapted to local contexts, young people engaged in our youth exchange programme have pursued the methodology of “Our Vision of Change” advanced by the Network of Community Museums of America. To this end, in each country, the youth groups considered the notion of change, developed oral history methods, and carried out interviews and dialogue with elders of their communities to identify and discuss the most important changes their communities are experiencing in Costa Rica, Scotland. The role of “intangible cultural heritage” (ICH) in the context of a museum such as the community museums and ecomuseums involved takes on a new agency alongside its tangible heritage, as the recovery and recording of oral histories, folk festivals, migration stories, music, and song for living communities and for posterity become integral to its identity and fostering a “sense of place”.

As described above, young people were selected according to their proven commitment and contribution to community museum projects, and during the programme, our young people have been encouraged to consider cross-cutting issues facing them today as identified by the Horizon2020 work programme, including consumption patterns, and the way we build and govern our societies and communities. The EU-LAC-MUSEUMS Youth Exchange has initiated collaboration between youth in both regions to grapple with important societal challenges. In line with the project goals, our programme has thereby built a platform for constructive dialogue between young people from museum communities in Latin America and Europe, concerning topics of mutual interest. It has also engaged the youth from both regions with policy-making by incorporating their ideas and proposals into the project Policy Round Table held in Brussels, June 2019.

Our project consortium believes in the potential for youth to transform society, and we wish to empower them to become tomorrow’s leaders with an awareness of their culture and their identity, how it is changing, and how it is understood in the context of the wider world. In the course of the project the young people have become “young researchers”, probing the histories and identities of their communities and families



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through an intergenerational project including the creation of oral history. As outlined above, the Network of Community Museums of America has also provided multiple elements that contribute to the sustainability of the EU-LAC-MUSEUMS project in Costa Rica: As will be recorded in D4.6, the Network of Community Museums of America was co-organiser of two international events that enriched the project's learning. The International Conference “Memory and community museums: the right to self-determination and the role of young people” (discussed in D4.6) was held in Boruca on March 9 and 10, 2018.

One of the aims of the youth exchange programme was to encourage empathy between the youth of different cultural backgrounds, fostering debate and critical thinking; an attitude of mind where our young people believe they have the power to make a difference. In this way, it is in tune with our global project aim is for long-term, sustained societal change, based on lasting institutional partnerships, professional relationships, and friendships beyond this project and beyond the walls of the museum. The youth exchange programme activities have provided an opportunity for young people from local communities in Costa Rica, Scotland and Portugal (rural and indigenous communities in the case of Costa Rica) to understand the concept and practice of community museums and ecomuseums, strengthen their own identity as they represent it to others, and contrast it with different cultures. It has also enabled them to create learning experiences regarding teamwork, collective collaboration, the importance of their role and commitment to their communities, as well as respect and tolerance for cultural diversity. Their two-week stay in each region has encompassed an orientation and introduction to the community culture and history as well as the community museum, and a period to carry out the collaborative project defined by the museum. In the report that follows (D4.6), we shall also present how the youth participants, together with youth and adult representatives of the communities involved, met in Costa Rica in June 2019 to reflect on their learning experience, the value and importance of their exchange, and how ties could be maintained.