



# Our Town

## Project Evaluation

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## 1. Evaluation approach and methodology

This report presents the evaluation of the Our Town project, funded by the European Commission. The evaluation was undertaken between January and April 2021.

In this section, the background to the evaluation is described, specifically in relation to what we sought to find out and the methods employed. The following section will provide baseline information about the Our Town project including its aims and objectives and the structure of the partnership which carried out the project. The following sections of the report provide the evidence gathered through the evaluation, together with our interpretation of the findings. The final section looks to conclusions and lessons.

“Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program’s activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions” (Patton, 1987). Using these principles, in working with the Our Town project partners, we looked at developing an understanding of the value and effectiveness of the project and the extent to which the project objectives were met.

We approached the evaluation as a developmental process aiming to illuminate problems and recognise good practice. The ethos of our approach was diagnostic and interpretive and the underpinning rationale was about collective learning, to identify features of the project which should be built on in future developments and mistakes which should be avoided in the future.

We were particularly interested in two types of objectives.

- The first focused on participant outcome objectives describing what the project partners expected to happen for the target group as a result of the project. This included participants’ knowledge, skills, attitudes or awareness.
- The second type of objectives was linked to overall implementation objectives in terms of delivery of outputs and results as planned by the project partnership, including how they reached the intended target population and developed collaborative relationships etc.

However, although we were interested in the objectives of the project, we also wanted to focus on the project learning process and new knowledge that was created as a result of the Our Town project. This has been classified as a learning-orientated evaluation approach (Hughes & Nieuwenhuis, 2005).

The operating principle is that the purpose of evaluation is to contribute to some form of collective or organisational learning. Different models within this overall approach are based on different theories and types of learning including ‘corrective’ or behavioural learning, cognitive learning and social learning. The outputs and processes of the evaluation form the inputs of the learning. A limitation of this approach is that it does not lend itself to large scale surveys as it relies heavily on personal interaction between the evaluator and the project team and the evaluator’s understanding of the partnership or organisation structure (Atwell, 2006).

In order to address the Our Town project evaluation objectives in relation to partner reflection, learning of lessons, the evaluation methodology adopted a two strand approach:

A progressive enquiry approach emphasizes shared expertise and collaborative work for knowledge building and inquiry by setting up the context, using questions, explanations, theories, and scientific information in a cycle of deepening inquiry (Hakkarainen, 2003). In this approach, the evaluator acts as a ‘critical friend’ to the project. In implementing this process within the Our Town project, the evaluator held a series of online partner workshops to facilitate participant inquiry and reflection on the project progress and outcomes. This work formed the basis for follow up discussions with project partners.

Covid restrictions, the timeframe and issues of access to target groups precluded direct interviews and other activities with target groups. Therefore, the major approach to gaining evaluation data, in line with the methodology outlined above, was through reflection by project partners (Boud, Keogh & Walker, 1985).

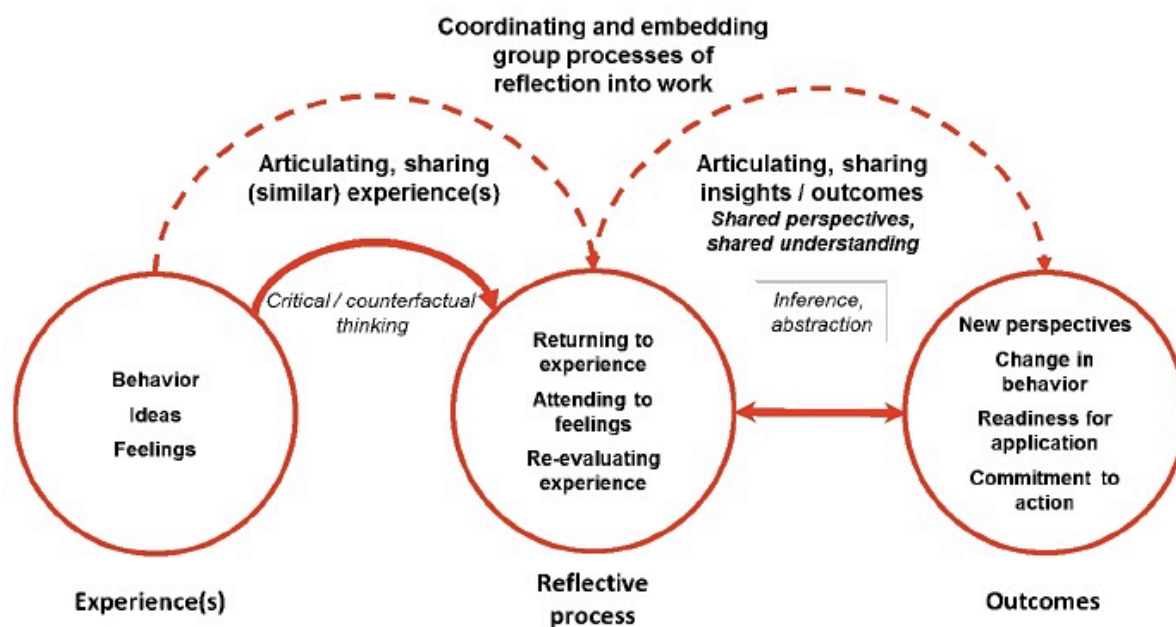


Figure 1: Reflection Cycle (based on Boud et al, 1985).

Reflection is seen as partly stimulated by what is expected and what is experienced. The cycle promotes analysis and self and group evaluation with the aim of improvement. Thus a number of reflection exercises were designed and implemented as workshop activities within the last two project consortium meetings.

A second strand to the evaluation approach was to make use of a version of the most significant change (MSC) technique. MSC is a form of participatory monitoring and evaluation. It is participatory because project stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the data. It is a form of monitoring because it occurs throughout the project lifetime and provides information to help people manage the program and look to



future planning. It contributes to evaluation because it provides data on impact and outcomes that can be used to help assess the performance of the project as a whole.

The process involves the collection of significant change stories emanating from the project target groups. These stories were selected through the partner workshops and were linked to discussions on project impact. As changes had been captured, follow up discussions allowed for more in-depth analysis about the value of these reported changes. While we employed a more limited version of a full MSC approach, the process allowed for the surfacing of key stories that demonstrated project impacts. Within the report, we highlight some of these stories as a means of demonstrating outcomes.

The blended evaluation approach of progressive enquiry and most significant change allowed for self reflection by Our Town project partners and the articulation of key insights that framed the evaluation approach.



## 2. The aims and objectives of the Our Town project

The Our Town project focused on developing a mobile application designed to link learning in the school with learning in the community. The application is based on learning challenges grouped into learning trails in local communities, including shops, businesses, parks and museums. Challenges have been developed around different subjects, including science, history, ecology, careers or the local community.

The trails and challenges are accessed through QR codes via a mobile app. They were developed by teachers or by members of community organisations and attached to the codes using a computer application.

The Our Town project aimed to:

- develop a sustainable model for transforming a community into a learning resource, by developing new geographically linked set of learning resources
- encourage parental involvement and independent engagement with informal learning, creating an awareness that communities can take responsibility for their own learning
- increase young people's engagement with their community and develop active citizenship, promoting inclusivity for harder to reach groups in society

The project carried out these objectives this by creating resources for mobile devices that now provide informal learning opportunities for young people across their communities. These resources are based on a data bank of learning challenges related to their environment and accessed through QR. Learning trails and paths were developed by these users through schools, local organisations and community groups.

The project target groups included local children and young people in each of the towns. Young people who are disadvantaged in terms of learning opportunities were the focus of learning trails, as were minority language speakers and refugees. These groups were considered important for the project because these trails would assist in integration opportunities in finding out about the neighbourhood, the community and the culture they live in.

The roll out of the project was conscious of the need to ensure that the trails would balance opportunities for younger target groups to be supported by parents and for older teenagers to be able to scan the codes with their own smart phones. Each group would need to be attracted to the trails, some through the idea of it being a “cool sort of computer game” and others through the recognition of informal learning.

The project set out to reach up to 3000 participants, involving children and young people through their participation in learning challenges and through their active involvement in creating and uploading content in their schools and organisations. Adults were involved in similar ways. Firstly, they also identified and created learning content. Secondly, these people, and other adults, were also able to walk around the town and access content that had been created. Partners worked specifically on creating content to help the refugee and migrant



children in the neighbourhood feel welcome and help them find out more about their community.

Within the implementation model, the involvement of local businesses was also facilitated, through their provision of challenges and rewards within the trails. Local community groups and local government bodies also participated in the process as promoting integration and community engagement. This allowed for new opportunities to encourage great involvement at a civic and tourist level.

High levels of interest and engagement by these local stakeholders in the project combined with the accessibility and the ease of use were acknowledge as positive indicators for not only the longevity of the project but also the educational value of it to the communities. Further involvement and development of the approach was named at ministerial level in one of the partner countries as a means of promoting community development and responding to the project aim of the long-term damaging impact of low parental involvement in children's education.



### **3. The structure of the partnership and the project approach**

The Our Town partnership model was based on a small core of project partners, with a wide local reach and influence. Each partner would deliver a multiplier effect by engaging additional local partners in the roll out of the activities. These local partners included youth clubs, local government bodies, libraries, local business associations, arts organisations and others.

The consortium was also designed to have a balance of key skills:

- Project management experience including quality assurance and evaluation (Pontydysgu)
- Technical skills to create the mobile application and manage the 'back end' of the database (ACP)
- Website design and maintenance (Pontydysgu, AXA)
- Expertise in production of multimedia resources and technical competence in learning platforms (Pontydysgu, ACP, AXA)
- Marketing and dissemination expertise (AXA)
- Expertise in cross-cultural issues, civic engagement and community development (Aliende, Pontydysgu, ACP)
- Specialist knowledge of the target group to advise on content and pilot the project (Primary School of Xylagani)

Partners were also selected on the basis of their expertise in working directly with young people, adults and volunteers in a community setting. Furthermore, partners were required to have experience of managing educational programmes that involved the integration of digital technologies. Partners also brought knowledge and expertise in teaching and creating learning content.

The consortium required the ability to test a model within different environments. The Greek partners (ACP and Xylagani school) were focused on working in a neighbourhood of a town with relatively high numbers of immigrants, multi ethnic neighbourhoods and refugees. The base for the Welsh partner (Pontydysgu) was a small industrial and bilingual town. The Romanian (AXA) and Portuguese (Aliende) partners targeted isolated rural villages and towns.

The consortium was also conceived to bring experience and innovation together. Four of the partners had worked together over previous projects and would bring continuity. The decision to bring a novice partner to the project was to allow for fresh thinking and to ensure that they could act as a test bed and case study for extending the project to other towns and villages. Pontydysgu worked with a range of potential partners in the preparation phase to refine the ideas and to ensure that all potential partners understood the project. The new partner was provided with support to understand the extent of necessary administration and financial matters.



A further consideration for the partnership was linked to the ensuring that the user-led design approach would be to the fore. This meant that a primary school representative would be directly involved, ensuring that the learning would be captured by users within this test-bed. Other important aspects to be included in the partnership were organisations with specific experience of working on e-learning projects and community-based organisations.

In relation to the distribution of tasks, partners contributed to all intellectual outputs. Pontydysgu managed the project, dealing with budget control and the work schedule. ACP were responsible for the design and development of technical resources. The primary school in Xylagani focused on content development and testing. Aliende was responsible for the community-facing aspects of the project, including producing dissemination materials targeted at municipal councils, community organisations and other civic authorities. AxA managed the project's inclusion agenda as well as leading the community and user-oriented design focus.





### **Origins of the Project**

The Our Town project idea was conceived around an old Welsh kitchen table, over tea and Welsh-cakes. The discussion was focused on how parental involvement can affect a child's education and the pros and cons of homework for under-sevens. A recently developed maths and science resource had been developed that overlaid questions about the local park onto a Google map of the town. Colleagues from the Welsh lead partner Pontydysgu began to consider the potential of making this resource as a physical mobile learning activity.

This kitchen table discussion in 2014, prompted an unfunded action research project involving a local primary school and a small group of interested volunteers and interns who were tasked with taking photographs, sharing stories of local history and checking out the connectivity black spots around Pontypridd town centre.

Six years on and an updated version of the model has being implemented in four European towns with the help of funding through the Erasmus+ Our Town project. The consortium brought together partners in Evora, Portugal; Gaesti, Romania; Xylagani, Northern Greece and Pontypridd, Wales. The towns all have a different geography, climate, culture and language but share many of the common features of European towns; a river, a bridge, a town square, a market, a park, a museum and a library. Also, migrant communities, high levels of poverty and a disconnect between education and the local community.

The project idea is simple—to flood a community with QR codes leading to learning challenges for children and young people. The codes can be put everywhere—on buildings, trees, flower beds, shop windows, pavements, walls, street furniture, rubbish bins, lamp-posts—even manhole covers! This last one, suggested by children themselves, turned out to be one of the most popular in the pilot because children were curious to know what happened 'underneath' the cover. The challenge was to find out and the code led to photographs, cross-sections of the services under roadways and a 30-second interview with a road-worker who explained how he kept them all in working order and what happened if he did not.



## 4. Evaluation workshops and results

Two online evaluation workshops were facilitated by the evaluator and lead project partner between February and April, 2021. Due to Covid, the final partner meeting in Romania had been cancelled, thereby precluding the possibility of face to face workshops. The online workshops were linked to partner meetings and a scheduled multiplier event.

### Workshop 1

The initial session focused on the first evaluation strand and made use of a progressive enquiry approach in order to examine collaborative work and allow for reflection on progress and project outcomes. Partners were invited to revisit the initial indicators in order to consider how they had stood up to the challenges faced by the project, including the impact of dealing with Covid and resulting lockdowns. Partners worked in groups in break out rooms and were facilitated to examine key themes associated with their project plan.

This session addressed the following questions and evaluation criteria:

1. Has the Our Town project delivered on outputs as planned? (efficiency and effectiveness)
2. Have project activities and their delivery methods been effective? Are there aspects that could have been done differently? (process effectiveness)
3. Is the wider project story being told? What range of outcomes (intended and unintended) has the project contributed to (impact)
4. How has the project influenced the stakeholder community, and what capacities has it built? (impact)
5. What aspects of the participatory elements of the project could be done differently next time? (efficiency)
6. Is the project impacting positively on target groups and issues that have been identified as important in project proposal? (impact)
7. Is there evidence that the project can scale up beyond the project timeline? (sustainability)
8. To what extent did the project deliver against the needs of community stakeholders? Were the size, scale and approach taken for each need appropriate? (impact & efficiency)

Partners felt that they had successfully addressed their outputs as planned. The partnership had worked in an efficient manner with communication from the lead partner and between partners operating in an efficient manner. While Covid had acted as a major disruptor in terms of the ability to meet face to face and with key stakeholders, the shift to the use of online tools was effective and partners were able to pivot their activities accordingly. While one of the partners had difficulties with staffing in year 2 of the project, the consortium had collectively overachieved in relation to the number of challenges created within the town trails and in terms of the local reach of their work. Civic engagement within the development of the challenges had led to extensive new networks within the towns, resulting from community involvement in both



the user design of the challenges and trails and the successful engagement by local organisations and stakeholders. (efficiency and effectiveness)

The partnership had worked successfully over the project lifetime, with some partners who had significant experience of European project work able to support those with less. The impact of Covid once again meant that for over half of the project timeline, there were restrictions in place that affected the ability of schools, town communities and local NGOs to fully participate within the planned activities. Partners demonstrated an ability to adapt to their new circumstances and local stakeholders who had bought into the project aims were willing to support the project activities as the focus moved online. (process effectiveness)

A key feature of the project story is linked to the user led design approach and the manner how this approach has successfully become embedded within each of the town communities. Partners pointed to many examples as to how their schools, museums and community members have embraced the project story. Outcomes include the QR trails becoming features within the community, as local government officials and arts organisations making use of the new infrastructure to promote their communities. (impact)

Stakeholder mapping in each of the towns highlighted the extent to which associate partners and new organisations had become involved in the Our Town project. The intended multiplier effect had taken place. Among these stakeholders, we find local businesses evidenced in the Evora trail, the local hospital in Gaesti trail, arts community in Pontypridd and the cultural museum in Xylagari. These stakeholders acted as active participants, not just by allowing the QR codes to be placed within their premises, but by supporting the user-led design process and contributing themselves to the development of the local challenges. (impact)

Partners employed a participatory approach to ensure firstly that their local community partners bought into the project objectives and secondly that the user-oriented design focus could be embedded within the towns and their partner organisations. The project methodology employed worked from the ground up, through for example building a new online community in Gaesti that would be instrumental in developing the challenges, working from the school communities outwards in Xylagani, Evora and Pontypridd to ensure that the children and young people could “lead the charge” and test the model. (efficiency)

While many of the key target groups have been engaged within the project and the implementation in the town communities, there is limited evidence that some of the hardest to reach groups were fully engaged. For example, refugee participants were more challenging to involve in Greece. The impact of Covid can explain some of these limitations as there was less opportunity to carry out the outreach work necessary to build these connections. The proposal had identified challenges in potentially accessing other groups such as people with disability. Further iterations of the project could potentially work specifically to work with these groups. The Welsh partner worked successfully on engaging their language community in the development of their trails, ensuring that local arts groups and walking groups would be able to access the challenges in their own language. (impact)

Partners considered that they had broadly met the project aim of developing a sustainable model for a community learning resource. The sustainable nature of the learning resources is evidenced by the manner in which the challenges and questions can be updated and refreshed



through user and community involvement. Within the town of Xylogana, the series of trails have now been marketed and promoted to schools in the wider area. These schools are now making this activity a key part of a school trip that also includes a visit to the culture museum. Even during a Covid lockdown, two groups of parents had joined the efforts in Gaesti to participate in design workshops that would lead to the production of sets of challenges and questions for the town trails. These participants were facilitated in a socially distanced manner to support their children's and their own learning as well as promoting a civic engagement project for their town. They received certificates from the training organisation as a result. (sustainability)

Each partner worked closely with community stakeholders from the outset to ensure that the project would have long term outcomes as well as immediate results. In Pontypridd, the local school community invested significant time in preparing for and supporting the roll out of the challenges and local trails. Pupils from local schools were facilitated to access their trails in local parks and through their town. They were able to take their learning into the centre of their community and explore in a fun and informal manner aspects of their curriculum dealing with patterns and measurement. For example, the challenges asked them to count the number of steps it takes to cross a bridge, how many children can fit on a seesaw at the same time and how many flowers they can find in the local museum. Through working with the children, their teachers and wider school community, the project partners and their associate partners provided an appropriate level of input to ensure that the learning needs were fully met. Similarly in Xylogani, the project partners developed a close working relationship with the culture museum to ensure that they could be involved centrally in the project activities. The design of the challenges associated with the museum allowed for local community members, local enterprises and the wider tourist community to benefit from the trails. (impact & efficiency)



## Workshop 2

The second workshop set out to capture further examples and stories of how partners worked during the project, on their own, with their local partners and as part of a wider team. The Most Significant Change (MSC) approach was employed to focus on the collection, discussion and selection of stories about changes that they experienced as a result of involvement in the Our Town project. It involved the Our Town partners developing, discussing the stories and then selecting the stories they consider most significant. This process ensured that the results from the initial workshop could be discussed and then provided the basis for further group dialogue and learning to be captured and to help understand how the partners influenced change in their communities. A selection of these stories and insights are provided below as selected by the project partners.

This session addressed the following questions and storytelling dimensions:

1. What story provides the greatest insight into how the project has been successful?
2. How did you ensure that local communities (and users) were fully involved in the project development and testing phases?
3. What type of feedback did you get from these local partners, schools, communities (and users)?
4. Please think about what constituted success for you in relation to your participation in Our Town project and explain below.
5. What did you have as a partnership that allowed you to make the project successful?
6. How did Covid-related restrictions impact on the project activities?
7. What other barriers worked against the project?
8. Where did you see the project going from here?

Partners focused their MSC stories on the project impact on the end-users, both from the perspective of the school children and the community partners.

“Towards the end of the project the Town Council approached us to ask if we could work together on a community event to celebrate St David’s day. They wanted to create a series of five outdoor walks in different villages within the area with quiz questions and activities. Covid rules prevented the walks from being allowed but instead, one Our Town QR code with 20 quiz questions was printed on a leaflet and circulated via email to all local schools, via social media, in the local paper and on a giant poster in the city centre. As a result of this a local charity asked if we could make an Easter trail around their village and provided 10 challenges with local history questions.”

In another set of examples from across the partnership, we see that children and young people, as well as local businesses embraced the opportunity to make use of the resources. We see that the user-oriented design process coupled with the community development mode allowed for activities that engaged at the individual and civic level.



“A child recorded had himself reading a poem that he had written about trees in winter which was in turn linked to a code on trees in the park”.

“A local youth drama group had recorded imaginary 'conversations' between themselves and statues of people of historical significance in the local area which were accessed by a code at the base of the statue”.

“A group of young people made a video, narration and Google Earth path on "where does your rubbish go when it leaves here?" which they linked to a code on a rubbish bin.”

“A local cafe ran a challenge to find out how coffee was grown and processed. Completion of this plus 9 other challenges got them a free drink if they went in with their parents.”

While the use of QR codes to provide information about a local environment is well established in relation to tourist attractions, museums and historic buildings, we again see that the Our Town project is not just about giving information. The potential for innovative and interactive learning challenges using a variety of technologies is based on harnessing content creation by local people, local groups and local businesses. The local physical environment becomes a resource for developing a whole range of core skills and knowledge (and free coffee).

In Pontypridd, Gaesti, Xylagani, and Evora, we see examples of content relating directly to an artefact in the museum, a historic statue or building in the town centre. We also see the local environment acting as a stimulus for learning about science, maths, culture, music and heritage. The focus on local industry, such as the olive oil production process in Greece, demonstrates how a core element of the local economy can act as an interesting jumping off point for better understanding local culture. The local traditions, mythology and folklore become the basis for the challenges.

## THE SIZE OF THE CAVE OF CYCLOPS!



Which is the size of the cave of Cyclops?

Length: 35 metres, Width: 10 to 50 metres

Length: 50 metres, Width: 5 to 50 metres

Length: 350metres, Width: 15 to 50 metres

[Reuse](#) [Embed](#) H-P

The local relevance of the story of Ulysses features as a challenge within a trail in Greece, as well as being able to listen to a potentially lost local song.

## A SONG ABOUT A COUPLE IN THE MARONEIA



The lyrics of the song are about the love between a couple at the area of Maroneia. In which place do you think the story unfolds?

At the port of Saint Charalampos.

At the ancient theatre of Maroneia.

At the square of Maroneia.

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Feedback in relation to these challenges to the school community from local stakeholders has indicated that there has been a renewal of pride in their area and a desire to promote a greater integration of generations and different demographic groups. This feedback helps to demonstrate how the community and school have been able to create new means of bridging a disconnect that may often be associated with school education projects.

“A lot of images would be able to show the success of the project. The best image is the children when they are testing the application and the joy is clear to their faces, the interest and the waiting for the next question.”

The (non-school) partners worked directly with schools and community organisations in their locality. They developed a strong relationship with these schools to ensure that the parents were also involved and aware of the project activities. In Gaesti, a series of parent workshops were facilitated to set challenges and questions of interest to the adults as well as the children.





“School teachers received the invitation to a face to face meeting with great enthusiasm and we were surprised that 36 teachers wanted to participate in the project presentation meeting. So instead of having one session we made two separate meetings.”

The teachers in Xylagani engaged the local authorities from the outset of the project. This relationship will continue beyond the completion of the project.

“All of them responded and participated with the knowledge and information of the area. We program in the near future a live demonstration (when the pandemic allows) to their members.”

Similarly in Wales, schools and community organisations were brought into the project from the pilot phase.

“I approached organisations who were already working widely within local communities and they put me in touch with a wide range of groups. I also ran workshops directly with pupils of two local schools and a third school had been involved in the early piloting.”

As in Greece, these relationships will continue beyond the Our Town project lifetime.

“Ynysybwl Regeneration Project<sup>1</sup> liked it so much they partnered with us on an Erasmus+ funding bid - which was successful.”

The Romanian partner made use of social media to build a local project group.

“Since the start of the project, while still working on challenges, we have created a Facebook page on the project where volunteers can include questions or suggest questions or select the best image or even contribute with their own pictures (see <https://www.facebook.com/ot.gaesti>) page is followed by 534 people already.”

Feedback was gathered from workshops as well as from those who visited the trails.

“At the end of the meetings - we asked them if they will use it and if they think it’s beneficial and we had a lot of positive comments. And also questions on when it will be available that showed they were interested and motivated to use it. Moreover they contributed with questions. We also had visitors who tried scanning QR codes and following the trails and found this very entertaining.”

All partners placed a strong value on the enthusiasm and the commitment to the project across the consortium. This was evidenced by the manner in which they worked together to ensure that staffing issues within one partner in year two did not have a negative impact on the ability to complete the project deliverables satisfactorily. Partners banded together to provide support and assistance.

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<sup>1</sup> Ynysybwl Paths and Trails are a small village ramblers association who take care of the footpaths and walks around the historic village. They approached the project after securing their own funding for way-markers. They have worked with OurTown to create their own series of challenges linked to the heritage of the local area and history of the coal mining community. They see OurTown as a way to preserve their stories and pass information on to younger generations in a modern and fun way





Covid had a serious impact on the project. Schools were closed on and off. Parks were also closed, as were other public spaces and museums. In many ways, all focal points for the project were cut off and restricted, with a huge degree of uncertainty about re-opening. The partners continued to meet online and examine novel approaches that would allow for new ways of engaging their target groups. Some plans are still to be completed, but the commitment is there from partners and community organisations. As partners explained:

“Massively, I still have codes I haven’t been able to put in place, we couldn’t do the planned final event with a guided tour - but also it made us think creatively, virtual tours, footpaths being used by people on their daily walks rather than the previous high traffic areas like the museum and library. Also we were supposed to work with schools but all of the schools were closed and the staff otherwise engaged responding to a pandemic!”

Making use of online methods was required.

“We had to change our plans and focus more on online communication, while we wanted to get school teachers and their kids face to face in a stroll in the park or to make a route together.”

The project partners employed a range of approaches to promote their results during the Covid period. At local level dissemination opportunities were restricted to online meetings and events. Multiplier events were also held online. Across three such events, almost 400 participants came together to learn more about the project results. During the Greek event, the Minister for Education participated and indicated a keen commitment for the project to continue. The town council in Pontypridd also engaged with dissemination events and has committed to further roll out of the project locally. The Greek partners were also able to present their work on local television.

The European workshop took place in Athens and besides involving representatives from the partner countries, attracted involvement from a wide range of social actors from Greece. The agenda was balanced between inputs from the project partners who presented the work they had undertaken and broader discussion around the issues arising from the project.



## 5. Conclusions and lessons

Project partners remain committed to building on these newly generated levels of social engagement and capitalising on community identity returns associated with the Our Town project. The partners have generated sustainable and structured learning opportunities for local people through working with people in their own communities. The codes will continue to lead to interactive learning challenges that can be renewed and updated linked to new content that can be created by local people, local groups and local businesses.

The project set out to promote inclusivity by including everyone in the town or neighbourhood in providing educational opportunities. This work can be expanded to ensure that more excluded or disadvantaged groups and individuals can be engaged with education. The project has created pathways for local people to create a community which takes responsibility for its own learning. This pathway can be developed further. At its most straightforward level, new trails and challenges can be added by new partners. As the Greek school community have noted, a wide range of opportunities exist for expansion into new areas associated with greater civic engagement.

“The application will remain to the area and after the end of the program. Residents and tourists can use it. The same to students no matter if they are alone or as classes. Also, it could be an attraction for school trips to the area. Finally, it could be used as "championship" between classes of the prefecture.”

The project has led to greater engagement of young people in learning outside the classroom, with these children and young people acquiring core skills and local knowledge through their involvement in the user-oriented design process. Through project activities, we see examples of increased involvement of parents in their children's learning.

While the involvement of local business was not prioritised and was impacted by Covid restrictions, there are examples of increased participation of businesses in education activities, specifically in the Pontypridd café, the Evora town trail and the Greek olive oil producers. Community members have been able to access new learning opportunities and have been supported to create content. Visitors and tourists to each of the towns were able to experience an enhanced virtual environment and increase their awareness of the community.

The project has allowed for the articulation of a model for community oriented learning based on a user-led design process. The testing of this model in these towns and the development of resources that can support its implementation elsewhere ensure that the model has a transferability. Key within this approach is the notion of fun and placing enjoyment and inclusivity at the heart of learning.



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