

**OUTCOMES EVALUATION OF THE HERITAGE LOTTERY FUNDED
PROJECT: "BREAKING THE MYTHS – FIRST WORLD WAR AND
AFRICA"**



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DECEMBER 2018



ACKNOWLEDGEMENT

We are very grateful to all concerned for the enormous help that we have received carrying out this work. It is not, we hope, invidious to single out Dr Anne Samson, Dr Daniel Gilfoyle, Dr David Killingray, David McDonald, Martin Willis, Helen Grant MP, Susan Heather, Lyn Newton, Martin Goodhew, Massowia Haywood, Sandie Jewell, Dr Tony Jewell, John Bannon, Richard and Theresa Emmett, Marika Sherwood, John Siblon, Robert Illingworth, Ashley Clark, our patron Mrs. Rosemary Dymond DL and many others not mentioned here for their tireless work and practical assistance in making this project a very successful one.

The “Breaking the Myths: First World War and Africa” project was an intergenerational and participatory cultural heritage program that used the cultural framework in delivering its activities in Swale and Maidstone specifically and other parts of the South East of England from December 2016 to November 2018.

The project involved a concerted collaborative working between Diversity House, Great War in Africa Association, Swale Borough Council, St Michael’s C.E. Junior School, Maidstone, Fulston Manor School, Commonwealth War Graves Commission, Polarity Films, Anglia Tours, Bantu Arts, The Big Ideas Company, African Diasporas in the UK, The Royal British Legion Sittingbourne branch, The Black Cultural Archives, Overs 50’s Aspiration Group of Sheppey, Kent County Council, Gateways to World War One in University of Kent, and Historical Research Group of Sittingbourne.

This document is our **Final Report** and aims to gather together in one place as much as possible all the materials that we have collected and analysed, as well as to present a succinct review of existing relevant research. This does not mean that it is our last word. We will continue to explore themes and issues from this project in a variety of formats for some time to come.

Figure 1 Memorial Stone built in collaboration with Swale Borough Council to all who gave their lives globally during WWI for our own lives.



To mark the centenary of the Great War; the people of Swale wish to commemorate the Men and Women of every race, creed, colour or religion who gave their lives or suffered as a result of war. They gave their tomorrow for our today. "We will remember them"

Figure 2 Breaking the Myths: First World War and Africa designed by Westlands Primary School



We want to use this opportunity to thank the pupils of Westlands Primary School, Sittingbourne, Kent for their foresight and commitment in coming up with an appropriate project logo symbolizing the diverse communities/nations that took part in the Great War. Their logo of the White and Black hand joined together is indicative of integration, inclusion and cohesion, emphasising that all those who reside in Swale, Kent and the UK today may have ancestors who contributed in one way or the other in the War. Hence, the First World War had a far-reaching global impact than had been hitherto acknowledged. We salute these young pupils for using their artwork to urge us to use this centenary of World War One to have an inclusive remembrance.

Some interesting comments because of the designed logos were:

"Black and white men fought for King and country";

"Black people did fight in the war!";

"Fight I war together! Black and white are both on a team fighting 1 war together";

"Breaking the Myth "it doesn't matter if you're black or white";

"United as one - Black and White";

"All multicultural people fought for us";

"Black and white people fought alongside each other";

"White and Black people fought for England"

"Black and White together united"

"Black and White, side by side

"Breaking the Myths - Black and White no difference between them"

ACRONYMS

BME	Black and Minority Ethnic
WWI	World War One
IWW	Imperial War Museum
CWGC	Commonwealth War Graves Commission
KCC	Kent County Council
DH	Diversity House
DHYC	Diversity House Youth Club
HRGS	Historical Research Group of Sittingbourne
SM	St Michael's C.E. Junior School
RBL	The Royal British Legion
BCA	Black Cultural Archives
FMS	Fulston Manor School
SBC	Swale Borough Council
SCVS	Swale Council for Volunteer Services
SL	Sittingbourne Library
WLPS	Westlands Primary School
NA	National Archives Kew Gardens
RAM	Royal Airforce Museum

Breaking the Myths: First World War & British Africa.

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REMEMBRANCE



Figure 3 WWI Wreath laid in honour of Commonwealth & Dominions at Sittingbourne Cenotaph



Figure 4 WWI African Carriers carrying essential supplies for soldiers.

SECTION ONE

Executive
Summary

Project
Description

Meeting HLF
Approved
Purposes

Breaking the Myths: First World War & British Africa.

EXECUTIVE SUMMARY

Diversity House (DH) Breaking the Myths: First World War and Africa is a £95,300 Heritage Lottery two-year funded project from December 2016 to November 2018. This project aimed to help people explore, learn and gain a balanced understanding of the global nature of WWI, and share reminiscence of the contributions made especially by Africa/Africans, and the effect that this had then and now.

The project sponsor- Heritage Lottery Fund (HLF) granted Diversity House the fund with the below depicted approved purpose and timeline.

Table 1: A summary of timeline and planned project activity.

When	What and why	Stakeholders	Recipients
Dec 2016	Project Steering Group- to prepare, plan and inform the project	Christine Locke (CEO, Diversity House); Marika Sherwood (Local Historian), etc.	Project participants, 25 new project volunteers and partners, 20 sessional workers
March 2017	Project Launch	Christine Locke Swale & Maidstone Gateways; School children; young people and parents	All partners; participants and stakeholders
April – May 2017	Volunteers and participants' recruitment	Christine Locke and Diversity House staff	Teachers; community groups; volunteering organisation; others
June 2017	Field trip to Deville Wood Cemetery and Museum, France – to provide educational and creative workshops	Christine Locke and Diversity House staff; teaching staff from St. Michael's Junior School and others	240 school children and teaching staff
Oct 2017	Creative workshops with local primary schools to identify, interpret and record heritage	Christine Locke and Diversity House staff; Local Artists and creatives; Goldsmith University; University of Lagos; sessional workers	2,000 school children and teaching staff
Dec 2017	Field trip to British Museum; Black Cultural Archives and local war memorials, to learn how to better interpret and explain heritage	Christine Locke and Diversity House staff	Four groups of up to 12 Youth Club participants

Breaking the Myths: First World War & British Africa.

When	What and why	Stakeholders	Recipients
Jan – Sept 2018	Ongoing project activities with participating schools to inform groups about Africa Cultures – oral histories	Diversity House staff, volunteers and sessional worker; Dr Sam Carroll; WWI Historian Professor Connelly – School of History, University of Kent	600 Primary School children
Oct – Nov 2018	Final exhibition tour of 7 Swale and Maidstone Libraries to promote key finding and inform local residents	Kent County Council Libraries; Christine Locke and Diversity House staff	5,000 residents of Swale and Maidstone
Oct 2018	Local primary school participants to present project to members of both Houses of Parliament	Christine Locke and Diversity House staff; Steering group members; children and young people who participated in the project	3,000 project participants across the SE region
Nov 2018	Activities centered around the centenary of Armistice Day including unveiling of memorial plaque in the Town Center	Christine Locke and Diversity House staff; Project volunteers; Town Council	The whole community of Sittingbourne and Swale

The above HLF approved activities and timeline will form the bases for assessing this report, verifying if these activities were implemented and the aims of the implementation achieved within the time frame.

Also, this report will explain the method(s) used by the project to engage with the beneficiaries of the project and outcomes achieved or exceeded.

The Project – Breaking the Myths – First World War and Africa

Using intergenerational and intercultural approaches to document dialogues, representations and memories, 'Breaking the Myths' engaged people in participatory research to demystify the roles of Africans and African soldiers in the First World War.

Breaking the Myths: First World War and Africa project envisioned the achievement of three of the outcomes defined by the Heritage Lottery Fund (HLF) with corresponding outputs and indicators.

Outcomes

The outcomes sought to demonstrate that project beneficiaries would:

Outcome 1. Outcomes for heritage

- a. Better interpreted and explained;
- b. Identified/recorded;

Outcome 2. Outcomes for people

HLF: “With our investment, people will have:

- a. Learnt about heritage and people (weighted outcomes for this programme);
- b. Developed vital skills;
- c. Had a rich and enjoyable experience;
- d. Changed their attitudes and/or behaviour;
- e. Volunteer time;

Outcome 3. Outcomes for communities

- a. Environmental impacts will be reduced;
- b. More people and a wider range of people will have engaged with heritage;
- c. Organisations will be more resilient;
- d. Local areas/communities will be a better place to live, work or visit;
- e. More social cohesion and integration
- f. Be a reference point for current global debates and issues

In addition to the above HLF outcomes, Diversity House anticipated that by the end of the project, participants from all works of life would have developed skills and knowledge, helping them to gain:

- i. Increased cross-cultural learning;
- ii. Improved cross-cultural understanding and acceptance;
- iii. Ability to building cultural bridges;
- iv. Develop a sense of belonging (vital for African Diasporas);
- v. Develop a sense of identity (vital for African Diasporas);
- vi. Improved community cohesion

The above outcomes were achieved through the implementation of activities falling into four core historical themes of the project:

- i. Present but not counted;
- ii. The aftermath – the scramble and partition of Africa;

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- iii. Then & now – the legacy of the War on African soldiers, women and families;
- iv. The legacy as it pertains to current conflicts, migration and political structures in Africa.

These themes provided a framework for participants to research World War One (WWI) as a global war; identify and understand the reasons why Africa and Africans were drawn into the war; their contributions, aftermaths and the legacies of the war in terms of the current conflicts, and finally, the under-development and migration issues in Africa today. A key feature was to ensure that the project would leave a lasting impact through the provision of educational resources accessible to future generations. Additional aims of the project included using creative activities to increase participants' knowledge; helping participants gain confidence in their own social identity and achieve self-determination with the added benefits of promoting community integration and social cohesion.

The project's main beneficiaries were pupils of St. Michael's C.E. Junior School in Maidstone; Fulston Manor School; Westlands Primary School; Diversity House Youth Club; and community members both mainstream and African Diasporas in the two benefiting districts and in the UK.

Project Outputs

The Breaking the Myths: Africa and the First World War project used and produced digital outputs. These digital outputs acted as drivers, stimulating people to access the project's WWI memorabilia collections via our website, blogs, SoundCloud, YouTube and our other social media channels.

The project carried out **376** different activities in the twenty-four months (2 years) of its implementation and benefitted **17666** people of all ages and backgrounds. Crafts, arts, drama, music (lamentation, ululation), dancing, battlefield trips, museum and gallery visits, and conferences and seminars in educational institutions and communities. Additionally, some beneficiaries were trained as volunteers, gaining skills in research, how to use the archives and archival materials; events management; presentation; report writing; organising meetings; planning trips; facilitation; office administration; monitoring and evaluation; designing and developing marketing materials; and social media. In all these activities and participations, collectivism, values, campaigning, prayers, sports, festivals, stories, reminiscence, oral traditions, arts and performances provided the cultural framework and creative platforms used as forms of expression depicting Africans' involvement, experiences and contributions in WWI.

In schools, the project activities were planned to link to the National Curriculum. These were divided into Key Stages 1 – 4. Incorporating the global approach of teaching, the Key Stage 1 lays emphases on the development of the following skills:

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- **Opinion and debating;**
- **Language & vocab. Development;**
- **Creative thinking;**
- **Social skills – empathy, relating with others (PSHE); and**
- **Diversity; identity**

To equip pupils with the above skills, teaching activities had to include –

- Whole school assembly
- Listen to stories of Africa & watch film;
- Songs
- Explore map of the world & Africa as a continent
- Design maps using a variety of materials e.g. play dough, clay, etc.
- Quiz –naming & pinpointing different African countries – involving map navigation, English - reading, pronunciation/word board
- Drawing of soldiers (African & British fighting side by side)
- Identify how the Soldiers would have travelled – transportation –animals, rail, cars, etc.,
- Discovery –the types of animals used in the war; explore the jobs they did
- Name and draw animals and where they can be found
- Discussion about different communities & culture – diversity & inclusion issues

Key 2 skills involved making pupils to gain skills such as:

- Vocabulary development
- X curricular English
- Long/short causes identification
- Creative thinking & problem solving
- Source, comparison, evaluation & analysis –e.g. using [NACHOS \(Nature, Author, Content, Happening, Omitted, Social reason\).](#)
- Prioritising & making judgement
- Cartoon analysis & evaluation
- Map skills & research
- Knowledge & understanding empathy
- Guided reading/Geography
- Forming opinion & debate
- Design & creativity
- Use mathematics & graphs to draw conclusion
- Reading for purpose
- Organisation of text
- Diversity, identity

Pupils were taught several topics linked to geography, Mathematics, Arts and design, history, literacy, values as below:

- Africa before & after the scramble + partition - Pupils read maps of pre-& post 1914 Africa – why do they look different?
- Numbers of countries in Africa
- Location exploration, terrain, re-modification
- Why are the countries names different?

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- Maps - 3D models, & cartoon of Soldiers fighting alongside each other
- What colonialism, colonial powers/imperialism, decolonisation/independence,
- Introduction to WW1; trip
- WW1 in Africa – why/where/when/how
- Watch film – “Let us die like Brothers”

All topics in Key Stage 1 -4 placed importance on sharing personal and family stories, pictures, research, community activism (through campaigning), visits to museums, cenotaphs, and battlefield tours. Although the project was all about exploring the involvement and participation of Africa/Africans in WWI, but it also provided an opportunity and environment for the Eurocentric as well as the ethnocentric perspectives of the ‘Great War’ to be shared.

Diversity House received support from the key stakeholders throughout the planning, delivery and evaluation phases, consequently, four different reports were produced.

The project’s and DH’s resources were efficiently used by the beneficiaries, including DH contacts and previous relations with key community partners. For DH, value for money encompasses a range of factors including the extent to which the organisation can deliver on its promises to the funder and project beneficiaries whilst simultaneously ensuring effective management of costs, guaranteeing efficiency in delivery and using the right approaches. The relative value for money was deemed satisfactory. Quantitative goals were exceeded. Qualitative goals were achieved by a comprehensive approach to intergenerational relationships. Breaking the Myths: First World War and Africa addressed the issue of exclusion, alienation (that is, African Diasporas and second-generation Africans in Swale, Maidstone and in fact in Kent who felt particularly removed from their cultural links and identity) using participatory and intergenerational approaches. These ensured that they felt reconnected with their cultural roots and at the same time raised cultural awareness and understanding of those who hitherto knew nothing about the African and cultural heritage and their contributions to WWI per say.

This report summarises the main results of the Project including how successful the project has been in engaging with target audiences, what changes to heritage, community and people the project has brought about, project legacy and future work.

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Table 2. Project Outcomes

Outcomes for Heritage	
	<ul style="list-style-type: none"> • A total of 17666 people engaged with heritage, participating in 376 different heritage workshops and activities were delivered with a total of 128577:19 people hours spent on the delivery of these various activities • A total of 876 different people attended and participated in all the 376 different activities of the project. • Over 520 tangible legacy materials have been catalogued, made more accessible to communities (e.g. videos, photographs, artworks, paintings, etc.) • Materials held in other collections were identified and recorded. • A dedicated WWI heritage website page was created, with information about the project's activities and event http://www.diversityhouse.org.uk/portfolio-items/breaking-the-myths-first-world-war-africa/ thereby ensuring that people can still learn and engage with heritage long after the end of the project. • A SoundCloud account was created to record the family stories of different people from different backgrounds https://soundcloud.com/user-783484915 • Also, a YouTube account was created to display videos from the project https://www.youtube.com/channel/UCmrCG48Kfamw9OIXBBIFa_A • An Instagram account was created to display pictures of activities from the project https://www.instagram.com/diversity.house/ • Over 320 worksheets, lesson plans, handouts, teachers'4r scheme of work, training manuals, and other learning resources on the 4 themes of the project, complementing the National Curriculum for Key Stages 1 – 4 on History, Geography, Arts, Music, English, values, design, poetry, and drama, has be produced; thus, providing much needed learning resources on the culture and heritage of others for a Global Learning Forum • Digitalised and paper copies of Scheme of Work and teaching aids has been produced to ensure accessibility and continuity of the exploration, learning and of the heritage for future generation. • Digitalised and paper copies of induction manual for teachers has been produced to ensure that teachers new to this cultural heritage are able to embrace and teach it. • Artworks illustrating some key activities of the project has been created; these has been displayed in venues were people can easily view and continue to enjoy heritage. • 2 portraits of African Soldiers and Porters were produced illustrating the involvement and participation of non-European (particularly, African descents) in the Great War. These were 2 core themes of the project.

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	<ul style="list-style-type: none"> • A short drama on the life of Walter Tull (the first Black professional outfield football player and first Black Officer of African descent during WWI) was scripted in collaboration with the pupils of St Michael's Primary School, Maidstone. • 1 book of remembrance was written in collaboration with acclaimed historians, lay people from Swale and Maidstone and young school children. • 4 story boards with identified and vital information on the 4 key themes of the project were produced. • 4 specially designed interactive computers with tailor made software to capture all activities of the project over the two-year period were developed. • 10 DVDs documenting conferences, workshops and the celebratory aspect of the project were produced as a legacy to future generation. • 2 commissioned poems to remember Africans in WWI were produced. • A Book of poetry, 3 artworks and several learning resources has been produced and donated to participating schools and Libraries in the two Districts
Outcomes for People	
	<ul style="list-style-type: none"> • 4261 volunteered in one or more activities. However, a total of 289 different people volunteered in all the 376 activities in the 2 years of the project • They gave 27500:13 people hours to the project • Their added value when monetized was £206,250.97 (calculated using National Living Wage = £7.50) • New competencies were gained in ICT, interviewing skills, designing of promotional materials, research, events management, minutes taking, using and interpreting archival materials, blogging, Twitting, facilitation and presentation, record keeping, etc. • The total length of records kept and managed by the volunteers was 2256:04 • Improved self-awareness, confidence and positive identity by pupils in the participating schools and communities • Encouraged friendships among pupils and people from different nationalities and race
Outcomes for Communities	
	<ul style="list-style-type: none"> • Participants reported improved mutual understanding and sense of social cohesion, evidenced by the installment of an inclusive memorial stone for all those who fought globally in WWI at the Sittingbourne cenotaph • Reduced racial tensions • Demonstrable positive attitudes and appreciation of the 'others' history was noticed

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	<ul style="list-style-type: none">• Diversity House gained new competencies• Diversity House established new contacts whilst old relationships were strengthened
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PROJECT BENEFITS

- ❖ The project helped to provide fresh angle for pupils, teachers and the wider communities of Swale and Maidstone to look at WWI;
- ❖ St. Michael's Junior School was awarded 'Outstanding' school due to their involvement in the project.
- ❖ It gave the schools that took part in the project the opportunity of meeting new OFSTED priorities by offering them interesting and relevant ways of incorporating SMSC (Spiritual, Moral, Social and Cultural development) about British Values into teaching curriculum;
- ❖ The young people that took part in the project gained good understanding of the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- ❖ The schools benefited from having new historical research

UNEXPECTED CHANGES

1. The project in the first instance, equipped Black and Ethnic Minorities with the knowledge, confidence and skills to – engage and participate, learn and visit cultural and heritage places. This is a key achievement as a report by the Arts Council England (2016) highlighted the significantly low percentage of BME people visiting cultural and heritage places in the UK.
2. Kent County Council opens its doors and welcomed Diversity House to hold two major conferences in its Council Chambers. No other group or organisation in the whole of Kent delivering WWI project gained accessed to this facility.
3. Swale Borough Council quickly follow suit by throwing its Council Chamber open for Diversity House to hold community study days, seminars and conferences there.
4. Diversity House received small pots of funding from both KCC and SBC to supplement that received from HLF, ensuring that additional activities were delivered, and new equipment procured for the project

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5. Staff and pupils of St Michael's C.E. Primary School Maidstone were taking on a two days battlefield trip to Somme
6. Pupils gained knowledge of social justice and activism, which led them to lobby and campaign for Lt Walter Tull (the first Black British Army Officer in WWI) to be award a medal for his gallantry
7. Both the MP of Maidstone – Mrs. Helen Grant and the Rt Honourable The Earl Howe PC (Minister of State in the House of Lords) wrote to the pupils and Diversity House commending the passion for social justice and for learning about the essential contributions of peoples of many nationalities to victory in WWI
8. A whole-school focus day was held at Fulston Manor Secondary School
9. New partnerships and collaborations were developed with organisations such as CWGC, The National Archives, GWAA, Black Cultural Archives, Imperial War Museum, The Royal British Legion (Sittingbourne and Milton Branch), ensuring that the project's activities were widely disseminated by these networks of collaborators and partners
10. Diversity House gained credibility through its WWI delivery and were frequently cited in social medias and conferences by other historians of WWI
11. For the first time, on **Remembrance Day 2016**, Diversity House was asked to lay a wreath for the Commonwealth and Dominions and this has been happening since after then.
12. The CEO of Diversity House was invited to attend a WWI 'Thank You' reception by the Heads of Governments of the Commonwealth at the High Commission of Cyprus
13. The CEO of Diversity House was invited to the prestigious – The Royal British Legion national event – **"Women at War 100 years"**, which took place at the National Arboretum
14. The CEO of Diversity House was invited to attend the 'National Service of Thanksgiving: Westminster Abbey on **11 November 2018**
15. Diversity House was selected out of many WWI projects nationally, to present its Breaking the Myths: First World War and Africa's project at a national event being held by the Voices of Peace and War (AHRC/HLF First World War Engagement Centers: connecting academic and public histories of the First World War and its legacy) in Birmingham on **22 and 23 March 2019**.
16. Diversity House was invited and joined Swale Borough Council at the Remembrance Service at Ypres, Belgium (a town that the Sittingbourne in Swale is twinned with).
17. Diversity House was invited by the WWI Committee of SBC to contribute to discussions on how a tangible WWI inclusive legacy can be built in the Borough. Following Diversity House contribution, an inclusive memorial stone remembering people and animals all over the world who partook in the Great War was erected at

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the Sittingbourne Cenotaph. SBC went a step further by asking Diversity House to host the reception for the unveiling of the Cenotaph on **28 October 2018**

18. The project which was meant to be delivered in two districts of Kent (Swale and Maidstone) went further afield with conference held at The Royal Overseas League, London on **24th October 2018**.
19. **2** books were published
20. **2** poems commissioned

SOME DIFFICULTIES EXPERIENCED DOING THE PROJECT

It is good to celebrate victory or achievements, but these come with a price. So also, it was with this project. The project was not smooth sailing at the initial stage due to the following reasons:

- More than **55** local schools were formally written to, explaining the project and how it could link to their curriculum. Out of these, only **6** responded and the Project Manager had meetings with them to give them the background of the project. At the end, it was just **4** schools that agreed to participate in the project.
- Gaining the buy-in of some schools was difficult as they did not want to do something that was outside of their curriculum and some did not want an outside organisation to come in to teach their pupils.
- A lot of time was spent trying build rapport with the teaching staff, governors and pupils.
- Within the community, a few people were angry to see that we were working with our local authority to install an inclusive memorial stone for all those who fought in WWI. Some of these people wanted to continue the perpetuate the Eurocentric standpoint that WWI in Africa was a side-show and therefore not worthy of mention. However, because Diversity House wanted a balance history of the war, it became for some a target for bad tweets and blogs.

LESSONS LEARNT

1. Attitudes and behaviour could be changed but it does take time and patience
2. Short and medium-term changes need to be sustained and embedded in the beneficiaries, but finance is always the problem
3. Sensitivity is needed when implementing heritage and cultural projects.
4. Start with a question – e.g. what do you know about the involvement of Africa and Africans in WWI?

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5. Positive communication – discussing WWI and Africa is a difficult, emotive/sensitive subject for both Africans and the British as it calls up guilt and anger on both sides. Focusing on positives makes it bearable for all concerned.
6. Personal and family histories – asking both mainstream and African communities to narrate their family histories of WWI brought both communities together (sharing and building sense of belonging, etc.).
7. Acknowledging the ‘other’ perspective is important – activities incorporated the European fronts and an African campaign (using comparative analysis) so that all participants can feel part of the project.
8. Show compassion and empathy.
9. Being clear, direct and unemotional in your delivery (example – seminars, conference, etc.).
10. Creating a safe space for holding conversations is very vital.

WHAT SURPRISED US AND WHAT WE MIGHT DO DIFFERENTLY

We were surprised by several things (tangible and intangible legacies) we achieved within the two years of the project and these were:

- 👤 The buy-in from several organisations – Commonwealth War Graves Commission (CWGC); National Archives, British Legion, Centre for Hidden Histories, Gateways to WWI, Universities, local schools, the Local Authorities, independent historians, experts and organisations from outside the United Kingdom, etc.;
- 👤 The level of engagement and participation by communities and schools in Maidstone and Swale;
- 👤 Increased collaboration and partnerships;
- 👤 Increased skills for Diversity House staff;
- 👤 Increased credibility for Diversity House;
- 👤 Diversity House was able to negotiate with Swale Borough Council to erect an inclusive Memorial Stone at the Sittingbourne Cenotaph, with the CEO of the charity ensuring that the wordings for the stone were inclusive
- 👤 Diversity House hosted a ‘thank you’ reception unveiling the Memorial Stone on **28th October 2018**;
- 👤 Diversity House hosted a prestigious end of project event at the Royal Overseas League, London on **24th October 2018**, making a local project a national one.
- 👤 If we can deliver this project or similar project again, we would engage not just historians in the UK but those from Africa who have been researching on the pre and post colonialism. It would be added value to get their take on some of the challenges confronting Africa and Africans now because of colonialization.

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😞 We would like to have had the opportunity to travel to Africa (any country in the continent that was involved in WWI) to source materials from. However, HLF funding does not make room for such trips. Most African Diasporas in the UK conducting research and delivering projects on their heritage find the inability of sourcing materials outside of the UK very limiting and detrimental to the heritage and culture that we are trying to bring to the open.



Figure 5 Project tangible outputs on display at Kent County Council during the micro-nations conference 2017.



1.0. The Context of the Project

Since 2007, DH has acted as a charity committed to identifying and addressing the needs of the most vulnerable and disenfranchised groups in the Swale area as recognised by the pre and post equality Act of 2010. As a result, from 2007 to 2010, the charity implemented a series of cultural heritage events – “*Swale – A Celebration of Cultures*”, promoting interculturality and community cohesion. Between 2009 and 2011, DH with support from Professor Ted Cante and the Institute of Community Cohesion, implemented two medium sized projects namely: “*Community Cohesion come to Swale for Kent*” and “*from Multiculturalism to Interculturalism*”. These highlighted the urgent need of addressing social exclusion and cultural alienation felt by Africans Diasporas in Kent and the lack of understanding and appreciation of other cultures by the mainstream community. The Breaking the Myths: First World War and Africa was aimed at addressing the identified needs and ensuring that ‘Remembrances’ as they occur in the UK is reviewed rewritten to be inclusive of the various cultures represented in Kent and in the UK.

There has been much commemoration on our television screens, on our web-sites and in our newspapers on World War I. But where was the war fought? That World War One was also fought in Africa is usually relegated to a sentence or a brief paragraph in most books on the War. The BBC’s website, www.bbc.co.uk/history/0/ww1, for example, states that it was fought ‘from the trenches and the Somme on the Western Front, to the collapse of Russia and the Ottoman Empire on the Eastern Front’. There are 19 films/videos, innumerable articles and speeches on <http://www.history.com/topics/world-war-i>, but no mention of Africa. On the Wikipedia website which many people would look at, there are c.19, 000 words dealing with the war itself of which 90 are on Africa. (But, to be fair, there is a reference to a useful website.) In the Guardian newspaper’s archive on WWI (available on the web), there is nothing on Africa.

Any reports published in the newspapers during the war in Africa are either a sentence in a general report on the war, or occasionally very brief reports issued by the War Office. South Africa merits a few more sentences. Thus, information was very tightly controlled. The Times published one article by ‘Our East African Correspondent on 22 January 1918: ‘A Land of Promise: the possibilities of East Africa’, which deals with the problems being faced by the settlers, their participation in the war and the many hopes for increased products from East Africa once the Germans are expelled. There are no other articles by him/her and the paper does not appear to have had a ‘West African Correspondent’. Or were The Times and other newspapers not permitted to publish any horror stories of the war from Africa?

Why is this? Are only the Europeans fighting in the trenches in Europe important? Even the one hundred thousand Chinese labourers digging those trenches are usually ignored. Was

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information on the many aspects of the war ever kept by the colonial masters? If it was, it was certainly not made available to the public, either in Britain or in the colonies.

In the context of Kent, in 2014 to 2015, over thirty WWI centenary projects were funded within Kent and Medway, Sussex and Hampshire. Many of which provided educational content to schools. Despite this none of these projects included Africans and Africa's involvement in the war.

The project 'Breaking the Myths: First World War and Africa' represents an opportunity to provide a more inclusive history to school pupils based in Swale and Maidstone Districts. As well as informing the local adult populations about the important and vital conflicts that took place with African borders and the huge casualties suffered by Senegalese, Nigerian's and South African's, to name a few. This project represents opportunities to undermine the notion that individuals from Africa and other ex-colonies do not have a stake in the UK or the falsehood that their ancestors did not contribute to the UK. The project will help participants to develop a stake in UK society, in understanding how our society was formed and the continued impact of the Great War in non-European countries.

The project's aims were as follows:

- To help people to explore, learn and gain a balanced understanding of the global nature of WWI;
- To share reminiscence of the contributions made especially by Africans, and the effect that this had then and now;
- To support people by using intergenerational and intercultural approaches to document dialogues, representation and memories;
- To engage people in participatory research, demystifying the roles of Africans and African soldiers in the First World War.

From the outset it has been understood that the evaluation of the 'Breaking Myths' project would necessarily comprise of both some 'hard' elements (those things that can be recorded, documented, counted or measured with some degree of certainty) and larger range of less tangible, but potentially perhaps more significant 'soft outcomes' (things observed in situ or said in interview; changes in relationships; signs of changes in orientation or attitude; indicators or pointers towards future prospects and possibilities and so on).

Amongst the key features of an evaluation of the kind we have undertaken here is the attempt to bring these 'softer' and subtler but no less crucial dimensions of change within the frame of what can be evidence and reasonably assessed.

The next section outlines the approved purposes of the project by HLF and how and what we did.

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Figure 6 Display of tangible outputs from the project during volunteer week events - June 2017

MEETING HLF APPROVED PURPOSES

Table 3. HLF Approved Purposes for the Project

APPROVED PURPOSES	HOW THE APPROVED PURPOSES WERE MET
Set up a project Steering Group	<ul style="list-style-type: none"> • 29 (2 Diversity House staff and 27 others) people from the diverse communities were recruited as steering committee members to play advisory role to different aspects of the project. Each gave a minimum of 48 hours to the project, totaling 1,200 people hours. • Each participating school had regular meetings with the project team to ensure smooth delivery activities that does not conflict with their school's curriculum • Additionally, a project board made up of 22 experts from universities, historians, local schools, heritage organisations (Archivists, Curators, etc.), teachers, ICT specialists, etc.) different people were involved in the advisory committee (i.e. representatives of Diversity House, Universities, NGOs, businesses, etc.)
Appointment of staff	<ul style="list-style-type: none"> • 1 Project Manager (consultant), 1 part-time project worker, 1 part-time project admin. assistant were recruited and inducted to carry out the project



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Host regular public presentations, roundtables, talks and workshops aimed at adults.	<ul style="list-style-type: none"> A total of 67 events (with the exclusion of workshops and training) comprising of seminars; conferences; roundtable talks; community study day; networking; outreach; community trips; project exhibitions) were held for adults in the two benefiting districts. 10220 people from all backgrounds took part in these itemized activities A total of 111869:55 people hours was invested in these activities.
Recruit 35 new volunteers, and train them in historical research and interpretation skills.	<ul style="list-style-type: none"> Overall, 4261 people volunteered their time, knowledge and resources to the project. However, 289 people were formally recruited and trained as the project volunteers. These volunteered in 376 different activities of the project, giving a total of 27500:13 people hours to the project, as a result they gained new skills and competencies including: writing content for social media; health and safety; conducting media and Radio interviews; writing press releases; design skills for publicity and marketing; diplomacy, information management, technical skills, communication and people skills when working with volunteers; partnership working; event planning; time management; designing of website The added value by volunteers amounted to £206,250.97 when monetized.
Deliver educational and creative workshops in local primary schools.	<ul style="list-style-type: none"> Educational and creative workshops were delivered in primary schools across Swale and Maidstone. A total of 42 different activities were held in schools A total of 1994 young people took part in these activities A total of 11007:45 people hours was spent on these activities
Run young people's workshops, including site visits and interviews with historical experts.	Additional workshops, site visits and interviews with historians were held for young people in the community to ensure that young people that are not pupils of any of

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	<p>the participating schools were not left out in the project. Using Diversity House Youth Club and other venues where young people engage with, workshops and creative activities were delivered ensuring that no young person was left behind in the project.</p> <ul style="list-style-type: none">• 1994 young people participated in activities such as: writing poems and songs, writing letters, campaigning and lobbying their local MPs for Walter Tull (a Black British Soldier of African descent in WWI) – an epitome of African's in WWI etc.• 42 different activities were delivered to these different young people• 11007:45 people hours were spent in the delivery of activities• 213 different young people visited sites such as: Commonwealth War Graves Commission, battlefield trip to Somme in France, Ypres in Belgium, Black Cultural Archives, local cemeteries in Swale and Maidstone with marked WWI graves, etc.
Develop a final exhibition, upload digital outputs online and run a celebration event.	<ul style="list-style-type: none">• 4 Story boards/interpretative boards, creative objects and learning resources from the project were displayed at all outreach events in schools, communities and organisations throughout the life of the project• A specialising designed computer software was created to capture data and project outputs• 4 specially designed digital interactive computers, loaded with all project outputs were created for use in school and community outreach, ensuring that beneficiaries engaged and participated in project• All project outputs displayed at Maidstone, Swale, and London• 2 books published because of the project were given to Kent Libraries in Sittingbourne and St. Michael's Junior School Maidstone

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- All project outputs are also on display on Diversity House website and other social media platform
- 6 people from diverse backgrounds shared their family histories of WWI on SoundCloud
- A project page was created on our website with information about the project

Section 2

What happened?

Meeting HLF
Outcomes

Unexpected changes



Figure 7 Workshop with Year 6 Pupils - St. Michael's Junior School, Maidstone

WHAT ACTUALLY HAPPENED?

10 PRESS RELEASES TO ANNOUNCE THE PROJECT

In adherence to the HLF acknowledge your grant document; we publicized the receipt of the grant widely, using different channels such as – several radio interviews by **2** local radio stations; **3** press releases in two Kent Messenger newspapers and Sheerness Time Guardian; and **3** press releases in the Voice newspaper, which is a national newspaper. Also, the social media such as website, Twitter, Facebook, Blog were some of the channels used to advertise and promote the project and its activities. This ensured wider reach and engagement outside of the two districts where the project was meant to be delivered. Additionally, to reach those who may not have access to social media, **2** public meetings were held during the inception of the project to update the local communities on the project and to sign them up as community champions and volunteers. These meeting were attended by representatives of Swale Borough Council, Kent County Council, Swale Borough Council, University of Kent at Canterbury (Gateways to WWI Projects), GWAA, Greenwich University, Ideas Test, BASA, The British Legion Sittingbourne Branch, Historical Group of Sittingbourne, St. Michael's Junior School, Maidstone, Westlands Primary School, Illuminated Arts, local groups; and some resident African Diasporas, including governors from local schools.

Figure 8: CEO of Diversity House being interviewed on BBC Radio regarding the project



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Figure 9: Further interview on BBC Radio



18th January 2017 – BBC Radio Kent - Christine Locke (CEO of Diversity House) had a lively interview at the radio regarding the involvement and contributions of Africans in WWI.

The launching of the project was announced in the Voice newspaper to ensure that the wider readers of the newspapers who are mainly BMEs would have information of the project and get involved. The clip below depicts the press release in the Voice newspaper.

A photograph of a newspaper clipping from 'The Voice' newspaper. The top section features a headline 'A JOYFUL NOISE...' with a sub-headline about Patricia Mvatu singing with the Marshall Integration Network's Joyous Choir. Below this is a large photograph of Patricia Mvatu singing. The bottom section is a large advertisement for a project launch. The headline for the launch is 'LAUNCHING "BREAKING THE MYTHS - World War I & Africa"'. It lists the venue as 'Lecture Hall, Sessions House, Kent County Council, Maidstone, Kent ME14 1XQ' and the date as 'Friday 20th January 2017' from '9:30am - 4pm'. It also lists key speakers: Professor David Killingray, Dr. Anne Samson, and Marika Sherwood, and a guest of honour, Helen Grant. The advertisement includes a list of topics the project will explore and contact information for booking. At the bottom, there are logos for Swale, Kent County Council, and other partners.

Figure 10 Press Release in the Voice Newspaper

Ethnicity							
White British	White Other	European	Black African	Mixed	Total		
16	1	1	11	0	29		
Gender							
Male	Female	Total					
21	8	29					
Occupation							
Civil Society	Health Care	Entertainment	Communication	Education	Local Authority	Researcher	In Business
7	2	1	1	5	5	3	5
Total = 29							



Figure 11 Stakeholders at a meeting

4261 VOLUNTEERS RECRUITED

To deliver the activities pledged by DH to the HLF, volunteers from diverse backgrounds were needed to steer, co-design, co-implement, and co-monitor; and co-evaluate the project. Recruitment of volunteers was undertaken through several ways: i) advertisement in newspapers and radios; ii) outreach in the communities distributing volunteer enrolment forms; iii) volunteers sign-posted to the project via Swale CVS; iv) volunteers recruited through local schools; v) local African churches; and vi) experts e.g. historians used our website to express their interests to volunteer. In total, **4261** volunteers from diverse backgrounds volunteered in one or more activities of the project. However, there were **289** dedicated volunteers who gave their time and knowledge to all the **376** activities of delivered by the project. The added value by volunteers amounted to **£206,250.97** when monetized.

Most of the recruited volunteers were not localised to Swale but some have come from Medway, London and outside of the UK.

Analysis of a sample of the volunteer dataset with area of residence reveals that **95%** of volunteers were drawn from the wider Swale postcodes and the remaining **5%** from Medway, London and outside of the UK respectively. The demographic information of the volunteers is as illustrated by the tables below:

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Table 5: Ethnicity

Ethnicity	Number of attendances	Total length of activity records	People - hours
Any other Black/African/Caribbean background	27	34	113
Any other Mixed/Multiple ethnic background	3	16.5	16.5
Any other White background	31	61.5	163.5
Any other ethnic group	13	23.5	73
Asian - Asian British	4	23.5	23.5
Asian/Asian - Asian	24	124	154.5
Black/ Caribbean/ African - Black British	133	249.15	756.0333
European	4	18.5	26.5
Mixed - White and Black African	29	63.3	151.1
Mixed/Multiple ethnic groups - White and Asian	3	21	21
Prefer not to say	3	18.5	18.5
White - English/ Welsh/ Scottish/ Irish/ British	351	1047.1	2075.1
Unknown	3636	67	23908

Table 6: Gender

<u>Gender</u>	<u>Number of attendances</u>	<u>Number of sessions</u>	<u>Total length of activity records</u>	<u>People - hours</u>
Female	346	50	249:09	2014:22
Male	286	191	1048:50	1629:50
Unknown	3629	12	67:00	23856:00
Total	4261	253	1365:00	27500:13



Figure 12 some volunteers of the project at a meeting

What they did and the progress that they made:

Volunteers were the mainstay of the project as they were involved in every aspect of the project, that is, from planning to dissemination.

- ❖ **Volunteers acted as steering committee members, helping to steer the project; they were facilitators; event organisers; researchers; planned and recorded contents for workshops; gathered and analysed data; wrote reports; tour guides; among others**
- ❖ **Most volunteers undertook historical research and content planning, learnt how to use museum archives, wrote articles, work and consulted historical experts on the key themes of the project, and they visited heritage sites too.**

The following data was collected from volunteers to gauge their engagement and participation in the project and to gain their perspectives and experiences of the benefits resulting from this participation:

a) 'what activities have you carried out as a volunteer?'

A sample of responses gathered from 376 volunteers on their specific roles in the project were as illustrated in the box below:

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Coordinating and leading activities (e.g. as a member of a committee/management group); Devising and delivering activities for children and young people outside of school (e.g. in Youth Clubs);

Devising and delivering activities in schools across Swale and Maidstone;

Devising and delivering activities for the wider public (e.g. talks and small exhibitions);

Gathering, recording, analysing and cataloguing new materials;

Helping with marketing and publicity;

Researching and working with existing collections, archives, and other materials;

Providing administrative and IT support for the project

- b) When asked – ‘if your volunteering has involved other tasks or activities, please describe them’. Responses received from over 20 volunteers were as depicted below:

Acting as an event anchor person;

Acting as an assistant facilitator at the Youth Club workshops;

Acting as meet and greet during events;

Distributing flyers and speaking to people;

Event usher;

Filing and cleaning the office;

Helping in the office in any capacity;

Helping the administrator in filing and photocopying

Helping to place those with disability to volunteer with the project to gain independence

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c) When asked – ‘how much have you enjoyed volunteering on this project? -

The volunteers rated their levels of enjoyment on a scale of 1 to 10 where 10 is enjoyed a great deal and 1 is not enjoyed at all. The mean score was 7, meaning that the volunteers really enjoyed their engagement and participation in the project.

They enjoyed their participation because of some of these reasons:

Because I got to learn new things and met many experts in that area of history;

Because I have learnt so much about Africa and WWI, which I was not taught in school and this has helped to build my self-pride;

Because it has helped me to make friends and I have learnt new things;

It gave me the opportunity to indulge in my passion with is talking and debating about history;

Because through my participation I was able to ask my family members about our role in the war. I got to hear stories about a market in my native Tanzania called Karikorp, named after the carrier corps that fought in WWI;

It gave me the opportunity to visit places where I had never visited such as the National Archives at Kew, CWGC, IWM, the Royal Air Force Museum;

Because as a project worker in an organisation for people with disability, I needed to place our service users to engage in community activities and Diversity House with this project made it possible for me to do so;

d) When asked – ‘why did you decide to become a volunteer for this project?

162 volunteer respondents gave varied reasons on why they became volunteers the WWI project and these were:

“A friend recommended me to get involved;

I believe the topic explored by this project is not well known and should be better understood by more people;

I wanted to commemorate the centenary of WWI personally;

To continue utilising and updating my existing skills;

To look after heritage;

To meet new people and socialise”

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Further reasons for volunteering include:

Because I like the work that Diversity House do;

I am new in the country and Swale and need to engage with the community so that I can become integrated;

I love history and being part of the project has helped me to continue learning history;

I use the project as a platform to get to my service users;

It will help bridge the gaps in my CV;

To gain the experience of teaching young people in schools;

To improve my English;

To meet new people and learn about my heritage;

To support very interesting and innovative project

e) On the average, each volunteer gave two hours of their time per week to the project

3 STAFF RECRUITED

A project manager (consultant), a project worker and an administrator were recruited after a protracted time spent advertising using various channels including local newspapers, Kent Jobs, Indeed, Job Centers and partners' websites.

INDUCTION OF PARTICIPATING SCHOOLS

Out of the numerous schools involved in the project, three were open for its teachers to undergo induction before the implementation of the project in their schools. Using teacher training days and staff meeting times, the Project Manager inducted some key staff from Westlands Primary School, St Michael's Junior School and Fulston Manor Secondary School. These were given backgrounds to the project, aims and objectives, links to the curriculum and anticipated outcomes (**see appendix – project visualized**). These sessions were beneficial as it helped the teachers and the project team to build rapport, set clear goals and timeline for each activity; identify ways to link each activity to school curricular; access the risks that may occur in allowing DH (a community group to come into the school) and work

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together identifying to mitigate such risks. Finally, it allowed both parties to discuss and explain their procedures and protocols of working.

Also, the teachers were keen for the project team to introduce the WWI and Africa to their pupils and dates were agreed when this should take place. As it happened, it was a great idea easing the children gradually into the topic as this wetted their appetite to want to learn more about the involvement and contributions of Africa to the Great War.

It may seem as if a lot of time was spent holding meetings and inducting people, but this made the project a very successful one because both the project team and the participants were able to incorporate their aims and objectives into the project delivery plan. The extent of the success can be gauge by the comment of a staff of one of the schools involved in the project:

"Dear Parents and carers,

Monday 25th June is Christine Locke's last visit to St Michael's, after Diversity House's two-year project finishes. I think you will agree her contribution to St Michael's Junior School has been significant because she has not only provided the children with a learning legacy, but also given them the opportunity to experience things they may never otherwise have encountered.

Whilst Christine has taught the children about African soldiers in WW1, shared their stories and captured their circumstances so beautifully in poetry, art and playwriting she has also reinforced our British Values of Tolerance, Diversity and Democracy, along with our school values, Perseverance, Respect, Happiness and Friendship. Throughout the last two years the children have recognised the importance each individual person plays in the world, regardless of creed and colour, and I am so very grateful for Christine and her colleagues at DIVERSITY HOUSE for working with our school week in week out" (Head of School – St. Michael's Junior School, Maidstone).

COLLABORATION AND PARTNERSHIP WORKING

This project was born from a shared interest in examining and exposing the reality of what happened during the First World War to proffer a balanced history, capturing both the Eurocentric and Ethnocentric perspectives. This was an ambitious task and to achieve it, Diversity House needed to collaborate with experts from different cultural and heritage organisations, education lay community members.

The project brought together a broad range of collaborators from different disciplinary and practice backgrounds, with expertise in co- design and co-production, creation, historical

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research, policy, community cohesion and event management; Arts and education, and these expertise's were put into action, ensuring that all aspects of planned activities were delivered timely. Our collaborators include Swale CVS, Swale Borough Council, Swale Community Centers, the National Archives, Kent County Council, Imperial War Museum, National Army Museum, Commonwealth War Graves Commission, Sittingbourne Library, Black Cultural Archives, the Royal British Legion, Great War in Africa Association, Gateways to World War One, Historical Research Group of Sittingbourne, Royal Airforce Museum, Marlowe Theatre, Big Ideas Company, Aspiration Group Sheerness (over 50s), Never Such an Innocence, Away in the Western Front, among others.



Figure 13 two of the project staff with Martin Wallis & Dr Dan Gilfoyle (middle) of National Archives during a research visit

Collaboration was the key to the success of the project. It meant that the project gained lots of buy-in from organisations delivering their own WWI projects or those that wanted to learn about it.

Apart from collaborating in order to gain the buy-in of all the aforementioned organisations above and many other, collaboration was also important in conducting research, identifying relevant information/materials for project, verifying and clarifying data/records held in archives and museums. The National Archives was key to this aspect of the project. However, project partners such as the Canterbury Journey (Canterbury Cathedral) also played vital role in our procuring and review information held in its library. Pictures below evidence such assertion.

Figure 14: Researching Archives at Canterbury Cathedral with the help of the Archivist



Canterbury Cathedral Visit - Christine Locke looking at Nigeria as portrayed in the Tudor map of Africa

Collaborative Planning and Delivery

To ensure the success of our project, the project team had to involve experts (Historians, Archivists, Teachers, lay people, etc.) from the planning to the evaluation phase. One of the key organisation's met with before the onset of delivery was the Commonwealth War Graves Commission.

Our research met severally with some members of CWGC to identify information about Africa and African soldiers/porters on their records. These meetings were opportunities to also agree on school visits and workshops at the Commission.

For instance, on 14th March 2017, our researchers visited CWGC to discuss and agree as below:

- I. CWGC and Diversity House to host an event to celebrate Africans' participation in WWI with the support of the South African High Commission in the UK;
- II. To attract new audience for the Breaking the Myths project, which in turn would publicise the work of CWGC;
- III. To render assistance with research.
- IV. To discuss possible Southampton school trip, which would include - a school trip to Hollybrook and Milton memorials in Southampton and Portsmouth to observe the graves of those who died on the SS Mendi
- V. CWGC will assist Diversity House with any trips that take place – guides etc.

The project team contacts at CWGC were: Max Dutton; Jennie Sweeney; and Andrew Fetherston (Head Archivist)

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17th February 2017

The project team also visited The Royal Air Force Museum – 17th February 2017 and gained their support. Also, they attended workshops and talks at the Museum.

Figure 15: Research Visit to Royal Airforce Museum



Christine Locke and Sam Charlton attended Dr Anne Samson's talk on the use of flight in the African theatres of WWI

Figure 16: Our expert Historian - Dr Anne Samson attending a meeting at the Royal Army Museum



Dr Anne Samson on 5th May 2017 at the National Army Museum during our research and study day.

42 SCHOOL WORKSHOPS

The project's conceptual framework for change was based on the use of participatory tools and intergenerational relationships. Interactive workshops and activities were the mainstay for participants' learning and engagement. Therefore, **42** interactive workshops/activities took place with **1994** young people of all ages and backgrounds at different in **4** schools in Maidstone and Swale. Workshops and activities on the four core themes of the project were delivered on the following dates (see table 4 below) to participants to enable them: identify and record; develop new skill; engage with heritage and have changed attitudes/behaviour. Feedback from the young people in these benefitting school indicated change of behaviours and attitudes; improved awareness and understanding of why the Great war occurred, those who took part in it, consequences of the war; and most importantly the involvement and contributions of Africa and Africans in the war. Issues of equality, diversity, inclusion and social justice were vital topics delivered in the project. Young people gained confidence and skills in campaigning and lobbying (evidenced by their letters to their MP – Mrs. Helen Grant and her response on **9th May 2018**; and the letter written to the young people of St. Michael's Junior School on **18th June 2018** by the RT HONOURABLE THE EARL HOWE PC – Minister of State in the House of Lords; and, a thank you letter for campaigning for Lt. Walter Tull – the first black footballer and officer who fought gallantly and died in WWI was received from his family) **see appendices**).

Table 7: Workshops at St. Michael's Junior School, Maidstone; Westlands Primary School Sittingbourne; and Fulston Secondary School Sittingbourne

Date	Sub-work areas	Summary
23/07/2018	Events, Volunteering, School Workshops, Project Exhibitions, Collaborations,	Tull100 Award
25/06/2018	Volunteering, School Workshops, Project Exhibitions,	Celebration & Closure
18/06/2018	School Workshops, Project Exhibitions,	Suffrage & Exhibition
13/06/2018	Volunteering, School Workshops, Project Exhibitions,	Review Workshop
11/06/2018	Events, School Workshops, Project Exhibitions,	Performance of Walter Tull play
04/06/2018	School Workshops,	Auditioning and rehearsals - Walter Tull
29/05/2018	Research & Planning, School Workshops,	St. Michael's event
23/05/2018	School Workshops,	Auditioning and rehearsals - Walter Tull
30/04/2018	School Workshops,	Script Writing - Walter Tull
23/04/2018	School Workshops,	Script Writing - Walter Tull
16/04/2018	School Workshops,	Script Writing - Walter Tull
26/03/2018	School Workshops, Collaborations,	Commonwealth Day 2018
24/03/2018	School Workshops,	Campaign Letter to Helen Grant MP
19/03/2018	School Workshops, Collaborations,	Give Walter Tull His Medal
05/03/2018	School Workshops,	Walter Tull's Army Years
26/02/2018	School Workshops,	Walter Tull

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19/02/2018	School Workshops,	Battle of Deville Wood
29/01/2018	School Workshops,	Recruitment & experiences of South Africans in WWI
22/01/2018	School Workshops,	Review of Lesson on WWI
15/01/2018	School Workshops,	St Michaels- teaching day
15/01/2018	School Workshops,	South Africa and World War One
20/09/2017	School Workshops,	Pre-workshop for Micro-nations of war
18/09/2017	School Workshops,	Revisiting WWI in Africa
17/07/2017	School Workshops,	WWI Archival Research
10/07/2017	School Workshops,	WWI Archival Research
03/07/2017	School Workshops,	WWI Archival Research
26/06/2017	School Workshops,	World War One - 1914 - 1918: Illnesses and Diseases
19/06/2017	School Workshops,	World War One - 1914-1918: illness and Medicine
11/05/2017	School Workshops,	Fulston Manor Focus Day on World War One in Africa
11/05/2017	Volunteering, School Workshops,	Questions from Fulston Manor
03/05/2017	School Workshops,	Global nature of WWI
03/05/2017	School Workshops,	
03/05/2017	School Workshops,	Crystal Class (Yr. 5) WWI workshop
24/04/2017	School Workshops,	Africa & Assembly WW1- Remembrance. Activity- 3D Map design & Map reading.
27/03/2017	School Workshops,	WW1 Causes & African Map. Blythe Class and Townsend
20/03/2017	School Workshops,	Introductory Workshop: Scramble for Africa- Berlin Conference
13/03/2017	School Workshops,	Remembrance & WW1 Hazlitt Class year 5 Lesson one
06/03/2017	School Workshops,	Remembrance and WWI Blythe year 3 and Townsend year 3/4 2017
27/02/2017	School Workshops,	Remembrance and WWI Goodwin class and Brenchley class Year 5, 2017
16/01/2017	School Workshops,	WWI School Assembly at Westlands Primary School, Sittingbourne
11/01/2017	School Workshops,	Creative workshop
04/01/2017	School Workshops,	Creative workshop
	Total workshops	42

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Some creative outputs from these workshops can be seen below:

Figure 17: A wreath made in the different colours of African countries flags



Pupils took part in Suffragette event

Figure 18: Pupils of St. Michael's Junior School reading the map of Africa to identify the various resources available there.



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Figure 19: Logo competition by Westlands Primary School

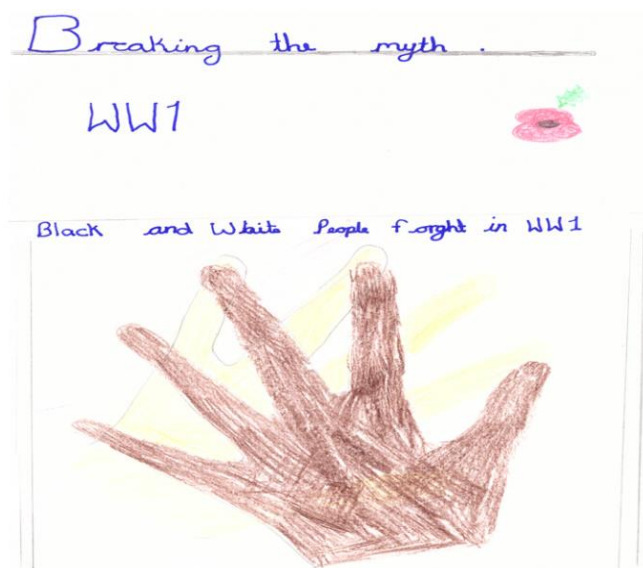


Figure 20: Yr. 4 pupils of St. Michael's Junior School listening to instructions before commencing their photo analysis project



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Figure 21: Young people were able to analysis pictures of African soldiers and porters in the different African campaign of WWI



Feedbacks from the pupils from the different benefiting schools on their engagements and participations were as follows:

1. What do you know about WWI?

At the end of the workshops, **211** pupils who knew nothing about WWI informed that they had improved their understanding and knowledge

2. What did you learn?

Out of the **1994** pupils, **652** of them informed that they have gained knowledge of the causes of WWI and the involvement of Africans in the war among others knowledge gained. See some of their quotes:

"I have learnt about different countries and I have also learnt what Wreath means.

I have learnt about different countries and flags

I have learnt about different diseases. I have learnt about symptoms of WWI diseases

I have learnt about the Commonwealth and what they do

I have learnt about the way's soldiers go to war and how they ate and slept and drank and how they recover in shelters

I have learnt about trench fever.

I have learnt about trench mouth and trench fever

I have learnt all about the Berlin conference and the causes of World War One

I have learnt all the facts about common illnesses and diseases during WWI. I learnt that soldiers could have Trench foot".

3. What did you enjoy?

Out of the **1994** participants, **625** thoroughly enjoyed all aspects of the workshops; **496** of them really enjoyed the workshops; **668** enjoyed the workshops; whilst **205** did not respond. Some comments from the pupils were as follows:

“My favourite part of this lesson was when we made the poppies. It was extremely fun”.

“The thing that I enjoyed is learning about more facts about the First World War that I didn't know”.

“When I was writing my letter, I felt ecstatic that I could be helping Walter Tull get his medal. Because of that, I took my time to write it and I was calm and optimistic. I especially was joyous when I wrote the last two paragraphs”.

“Today my favourite part was writing my diary entry”.

“Today I have enjoyed pretending to be in the Berlin Conference.”

4. What would you want to learn next?

479 pupils responded to this question as such:

“I would like to learn about a soldier called Albert Hatherell”.

“I want to learn about soldiers' uniform and equipment”.

“I want to learn about WW2”.

“I will like to learn more about Africa”.

The demographic data of the pupils are as illustrated by the tables below:

Table 8: Analysis of activity by location

Location	Number of attendances	Number of sessions	Total length of activity records	People - hours
Maidstone	1464	34	176:15	8085:45
Sittingbourne	530	8	46:00	2922:00
Total	1994	42	222:15	11007:45
Mean	997	21	111:07	5503:52

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Table 9: Analysis of activity data by gender

Gender	Number of attendances	Number of sessions	Total length of activity records	People - hours
Female	526	42	222:15	2879:00
Male	435	36	198:15	2372:00
Unknown	1033	38	208:15	5756:45
Total	1994	116	628:45	11007:45

Table 10: Analysis of activity data by ethnicity

Ethnicity	Number of attendances	Number of sessions	Total length of activity records	People - hours
Any other Black/African/Caribbean background	1	1	5:45	5:45
Any other Mixed/Multiple ethnic background	21	21	112:00	112:00
Any other White background	215	39	211:15	1174:00
Any other ethnic group	82	23	123:45	435:45
Asian - Asian British	30	25	137:45	164:45
Asian/Asian - Asian	54	31	169:45	297:00
Black/ Caribbean/ African - Black British	65	41	216:45	351:45
European	1	1	4:00	4:00
Mixed - White and Black African	3	3	14:00	14:00
Mixed- White and Black Caribbean	4	4	22:15	22:15
Mixed/Multiple ethnic groups - White and Asian	7	3	18:00	42:00
White - English/ Welsh/ Scottish/ Irish/ British	478	38	208:15	2618:45
White - Gypsy or Irish Traveller	4	4	24:00	24:00
Unknown	1029	38	208:15	5741:45
Total	1994	272	1475:45	11007:45

Table 11: Analysis of activity data by religion

Religion	Number of attendances	Number of sessions	Total length of activity records	People - hours
Any other religion	73	30	164:45	399:45
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	687	42	222:15	3758:15
Hindu	2	2	12:00	12:00
Muslim	66	30	163:45	358:00
No religion	27	21	110:00	141:00
Prefer not to say	16	9	53:00	95:00
Unknown	1123	39	210:15	6243:45
Total	1994	173	936:00	11007:45

Fulston Manor Secondary School

Years 9 to 11 participated in the project. To the project team it was crucial that the opportunity be used gainfully to enable students explore and understand this aspect of history that nobody talks about. The School visit Belgium yearly to learn about the Western Front but the teachers themselves acknowledged that they knew little or next to nothing about the African campaigns and Africa's contributions to WWI. After the workshops delivered to these students they were very happy to have participated in the project. Below are some of their feedbacks:

I liked everything, and I learned the build up to the war
 I enjoyed the scramble for Africa and it really widened my idea of leading events to WW1
 I enjoyed thinking about other people's views
 I learnt that lots of languages are spoken in Africa
 I found it very interesting
 I learnt that Africa was part of WW1
 I learnt that Africa was carved up by the Europeans for its resources
 I found it really good fun
 I have learnt that many people fought and died in the war
 I have learnt a lot about WW1 today
 I felt happy
 I feel quite complete as I didn't know much about this
 I have learnt a lot
 I thought it was very interesting and I loved learning about Africans in World War One
 I felt today I have learnt a lot about what Africans did in WW1

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I have learnt about the countries that fought in the war
I've learnt that people carried up to 9 stone and 75% of those people died
I've learnt that lots of people died
I found it quite interesting learning about how it happened and the reason why and how it happened
I've learnt that Africa went to war. I felt interested because we hadn't learnt about it before.
I have felt like I know more about WW1
I learnt that Africa did more in the war
I learnt that they have statues, but Africans didn't make them
I learnt that there were battles in Africa
I learnt that Portugal was involved in colonisation
I learnt that African soldiers made a great impact
I learnt that in WW1 Africa was owned by countries in Europe
I learnt that Africans told their stories orally
I learnt that there are lots of different types of commemoration
I have learnt that English people remember soldiers differently to people in Africa
I have learnt about how people from the war are remembered, how we should respect them and what Africans did
I have learnt that there is more to WW1 than we think we know
I found out that Africa was taken over by many countries
I learnt that Africa gave resources to other countries
I learnt that Africa had resources that other countries wanted
I learnt that Africans didn't use tanks
I found out the name and information of 1 of the African soldiers who died in the war
I learnt that Africans don't put up memorials to soldiers, they tell stories as a way of commemorating
I learnt that Africans went to war before the Europeans did
I learnt that there were trenches in Africa too, but they were used differently

WORKSHOPS IN THE COMMUNITY

Series of workshops were held in the community, encouraging people from both the mainstream and minority to engage and participate in interactive workshops and at times and venue accessible to them. For the project team it was imperative to engage Black and Minority Ethnic communities whom hitherto evidence had suggested to have very low interest in participating in heritage activities (e.g. visits to museums, galleries, etc.)¹. Using numerous approaches to create awareness of the project, it was interesting to see the numbers of diverse people engaged with during the life span of the project.

¹ Damian Tissier and Samir Singh Nathoo, StUF, May 2004 - BLACK AND MINORITY ETHNIC ENGAGEMENT WITH LONDON'S MUSEUMS Telling it like it is: Nonuser Research January April 2004

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Overall, a total of **4602** people from all works of life participated in the community workshops (which is different from the community study and focus day's events held); **18** different sessions of community workshops were delivered, and the project team spent a total of **55574.49** people hours in the delivery of these activities.

The community workshops took place in venues such as – country parks, high streets, community centres, libraries and even in local cemeteries. The project took the workshops to where people can be accessed. One workshop was help with mental health service users in a community centre.

Furthermore, the delivery of community workshops were opportunities as the project team used opportunities such as the volunteer week, Art in the Park, Armed Forces Day, 100 years of the Royal Air Force (RAF100); International Women's Day among others to host workshops and engage with the local people. The tables below depict the ethnicity, gender, and location of the participants.

Comments received from these participants buttresses the effectiveness, and impact of the workshops and include:

"fantastic projects -Christine" (Helen)

"Brilliant work" (Tshero)

"What an inspiring presentation, thanks!" (Kim)

"Wonderful!" (Cravite)

"Vital work" (Anna)

"Very interesting and great presentation!" (Sumar)

Table 12: Analysis of activity data of participants of community workshops by the locations

<u>Borough of attendee</u>	<u>Number of attendances</u>	<u>Number of sessions</u>	<u>Total length of activity records</u>	<u>People - hours</u>
Ashford	2	2	15:00	22:00
Birmingham	1	1	4:30	4:30
Bradford	2	2	10:30	17:30
Canterbury	2	2	11:30	18:30
Dartford	1	1	8:00	8:00
Elmbridge	2	1	7:00	14:00
Gravesham	3	3	20:00	27:00
Hillingdon	1	1	5:00	5:00
Kent	17	7	28:30	96:30
London	4	2	8:30	17:30
Medway	4	2	15:00	44:00
Richmond upon Thames	2	1	5:00	10:00
Sittingbourne	2	2	13:00	13:00
Stroud	1	1	4:00	4:00

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<u>Borough of attendee</u>	<u>Number of attendances</u>	<u>Number of sessions</u>	<u>Total length of activity records</u>	<u>People - hours</u>
Swale	125	17	512:30	1344:30
Thanet	2	2	15:00	22:00
Westminster	1	1	7:00	14:00
Windsor and Maidenhead	4	2	9:30	19:30
Unknown	4426	18	512:55	53873:19
Total	4602	68	1212:25	55574:49

Table 13: Analysis of activity data of participants of community workshops by gender

<u>Gender</u>	<u>Number of attendances</u>	<u>Number of sessions</u>	<u>Total length of activity records</u>	<u>People - hours</u>
Female	336	18	512:55	2697:19
Male	105	16	74:30	660:00
Unknown	4161	15	506:30	52217:30
Total	4602	49	1093:55	55574:49

Table 14: Analysis of activity data of participants of community workshops by ethnicity

<u>Ethnicity</u>	<u>Number of attendances</u>	<u>Number of sessions</u>	<u>Total length of activity records</u>	<u>People - hours</u>
Any other Black/African/Caribbean background	31	8	37:30	134:00
Any other White background	10	9	36:00	39:00
Any other ethnic group	1	1	7:00	7:00
Asian - Asian British	2	2	11:00	18:00
Asian/Asian - Asian	7	5	27:30	62:30
Black/ Caribbean/ African - Black British	127	18	512:55	1206:25
European	4	3	18:30	26:30
Mixed - White and Black African	32	13	59:00	158:30
Mixed- White and Black Caribbean	2	1	4:00	8:00
Mixed/Multiple ethnic groups - White and Asian	3	3	21:00	28:00
Prefer not to say	2	2	10:30	17:30

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<u>Ethnicity</u>	<u>Number of attendances</u>	<u>Number of sessions</u>	<u>Total length of activity records</u>	<u>People - hours</u>
White - English/ Welsh/ Scottish/ Irish/ British	195	14	64:55	1509:55
Unknown	4186	15	506:30	52359:30
Total	4602	94	1316:20	55574:50

WORKSHOP WITH MEMBERS OF DIVERSITY HOUSE YOUTH CLUB

234 young people from ethnically and economically diverse groups who regularly use Diversity House Youth Club were one of the direct beneficiaries of the project and the participated in **14** different sessions of WWI activities. The project team spent **898:15** people hours in the delivery of these activities. The below table depicts the type of workshops the they were engaged in.

Table 15: Summary description of Diversity House Youth Club Workshops

Date	Work Area – Breaking the Myths Sub-work areas	Summary	Number listed
24/10/2018	Research & Planning, Events, Outreach, Community Workshops, Conferences, School Excursions/Trips, Community Study Day, Community Trips, Project Exhibitions, Learning Resources, Collaboration,		22
24/08/2018	Youth Club, Workshops, Volunteering,	Summer Club	14
17/08/2018	Youth Club, Workshops, Volunteering,	Summer Club	13
10/08/2018	Youth Club, Workshops, Volunteering,	Summer Club	21
03/08/2018	Youth Club, Workshops, Volunteering,	Summer Club	17
01/12/2017	Youth Club,	France trip invite	1
26/10/2017	Youth Club, Community Workshops, Collaboration,	WWI Local Memorials Research	15
25/07/2017	Community Trips,	Trip to Black Cultural Archives Brixton	20
12/04/2017	Youth Club,	WWI Film and Creative Workshop	11
Date	Work Area -Breaking the Myths Sub-work Area -Below	Summary	Number of Participants listed
11/04/2017	Youth Club,	WWI Africa - Map Reading	13
10/04/2017	Youth Club,	Remembrance	13

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15/02/2017	Youth Club,	Teaching WWI in Africa with Oral History	24
14/02/2017	Youth Club,	Community Trip to Canterbury Cathedral	32
13/02/2017	Youth Club,	Remembrance and World War One	18
	Total	14 Workshops and trips	234 young participants

Table 16: Analysis of activity data of Diversity House Youth Club Members by gender.

Gender	Number of attendances
Female	144
Male	33
Unknown	57
Total	234

Table 17: Analysis of activity data Diversity House Youth Club Members by ethnicity

Ethnicity	Number of attendances
Any other Black/African/Caribbean background	21
Any other Mixed/Multiple ethnic background	3
Any other White background	8
Asian/Asian - Asian	4
Black/ Caribbean/ African - Black British	78
European	1
Mixed - White and Black African	40
Mixed- White and Black Caribbean	3
White - English/ Welsh/ Scottish/ Irish/ British	16
Unknown	60
Total	234

Table 18: Analysis of activity data Diversity House Youth Club Members by main language spoken at home

Main language spoken at home	Number of attendances
Arabic	1
English	165
Lithuanian	1
Polish	3
Unknown	64
Total	234

Heritage trail in Maidstone and Swale

The project gave people opportunities to engage with heritage both in both benefiting districts where the project took place.

Young people in Maidstone were supported to go on heritage walk along the Town Centre where they took note of building that played important roles during WWI, as hospitals, barracks, ammunition factory, bakery among others.

Likewise, young people from Diversity House Youth Club as part of their WWI in Africa project visited some local memorials to research the Head stones to identify those who would have fought and died during WWI. They did some creative work by brushing the headstones on papers. They were amazed to identify that the trees lined up at the Avenue of Remembrance had plaques with numbers of those who fought and died in WWI. They were surprise to hear that there are only two know Avenue of Remembrance in the UK and that ours is one of those.

Also, the young people were asked to write about their findings. Further activities included photo analysis (that is, examining pictures of African soldiers on the display board and writing something about the picture - example - story, poem, song, diary, letter, etc.

Furthermore, the Youth Club had a wonderful history lesson on 26th October 2017, when they took part in a heritage trail in Sittingbourne to learn more about the war heroes of WW1. The project is part of the 'Breaking Myths; WW1 & Africa' series in collaboration with Big Ideas Company on the 'Unremembered' project. Fortunately, Diversity House offices are located just next to 'Remembrance Avenue' which (as the name suggests) is dedicated to the memory of the fallen heroes of the town.

Armed with colourful pens and paper, the youngsters examined the plaques on trees and made colourful engravings of the plaques as their way of remembering those who served and died during the war. Finding out about the names and ages from of the service men and women brought home to the young people, whose ages ranged from 6 – 18 years, just how difficult the challenges and sacrifices the service men and women endured.

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Figure 22. Visit to CWGC Sites in Swale



Comment Callout 1

"Every time I walked past this road', said one of the young people, "I shall make sure I look at the plaques and say thank you for their contribution."

But what about the many who did not get any recognition and have never had a plaque made in their memory? The question is raised simultaneously by Diversity House and Big Ideas Company in the 'Breaking the Myths' and the 'Unremembered' projects respectively. So many service men and women, particularly in the labour corps also made their contribution in Africa and around the commonwealth and little had been recorded in history.

Back in the office, the young people examined pictures of African labourers, carriers and heard the story of the many South African carriers who died in the SS Mendi warship off the coast of UK. This time they created poems, words of remembrance and pictures to those who never received any recognition nor acknowledgement of their sacrifice while suffering conditions often worse than the heroes fighting on the European frontlines.

Comment Callout 2

"There are so many more to remember' added another youth. 'I know now that I must include the African soldiers, carriers and labourers in my memories and say thank you to all those who made sacrifices in WW1."

Figure 23: Young people studying head stones of WWI Soldiers at the local cemeteries



Figure 24: A member of Diversity House Youth Club reading the map to locate campaigns in Africa

At the end of the research, the young people gave us their comments regarding what they learnt and enjoyed, and these were:

Comment Callout 3:

"I enjoyed this lesson especially the creative writing task" (Elizabeth - 15 years)
"I had a good time. I learnt in detail about African in WWI" (Samuel - 15 years)
"I enjoyed looking for the plaques under the trees and tracing them" (Christabelle - 13 years)
"I liked this lesson because I liked the engravement" (Alisha - 10 years)
"I enjoyed writing about WWI (Benjamin - 9 years)
"I enjoyed this activity and I learnt that we should be more grateful when we walk pass the trees from the war" (Shaney - 12 years)
"I enjoyed going to the park and learning about Black soldiers" (Ashleigh - 11 years)
"I enjoyed going to the park" (Courtney - 7 years)

Furthermore, the youth club participants were engaged in a workshop exploring Africa as a continent. This was a very good opportunity to teach the young people about their continent and countries of origin. Most of these children are UK born Black Africans and have never visited Africa. So apart from teaching them about WWI it was also an opportunity to help them understand their identity.

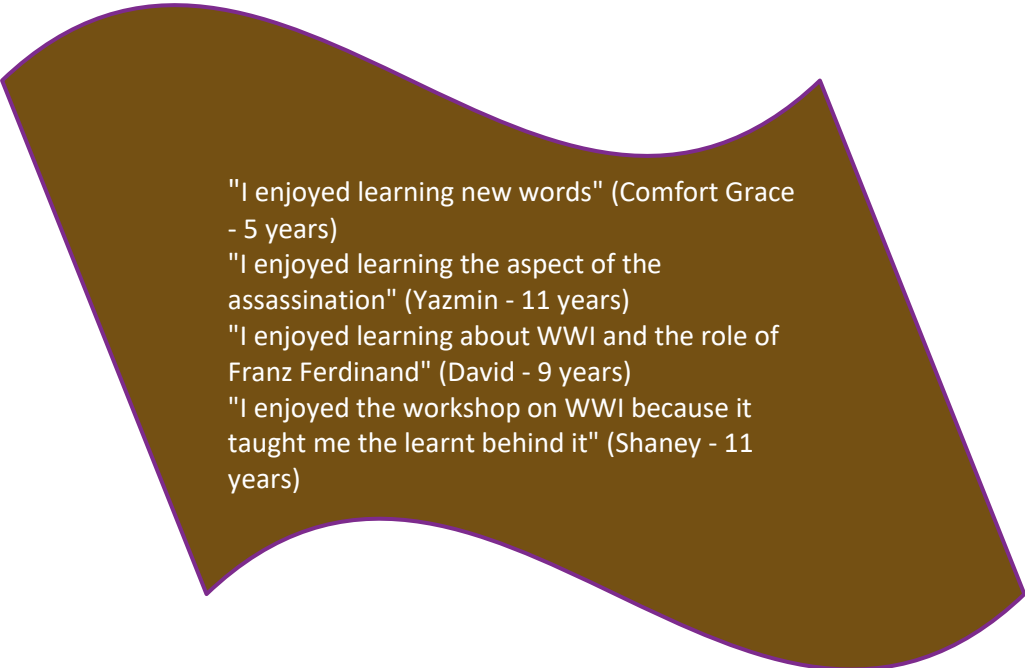
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Using the map of Africa, the workshop dealt with:

1. How many countries are there in Africa?
2. Which country has no flag?
3. Can you match the countries with their flags?

At the end of the workshop, the young people gave feedback on what they learnt and enjoyed, and these were their comments:

Comment Callout 4:



"I enjoyed learning new words" (Comfort Grace - 5 years)
"I enjoyed learning the aspect of the assassination" (Yazmin - 11 years)
"I enjoyed learning about WWI and the role of Franz Ferdinand" (David - 9 years)
"I enjoyed the workshop on WWI because it taught me the learnt behind it" (Shaney - 11 years)

Diversity House Youth Club- Visit and trip to Canterbury Cathedral:

As part of the WWI and Africa project, young people from Diversity House Youth Club were taken on a community trip to visit Canterbury Cathedral. None of these children or their parents have visited this venue before, so it was a very exciting experience and learning curve for them. Activities at the Cathedral included art and crafts, Canterbury journey - where the young people wore binoculars to be spying and dictating new things, treasure hunts, guided tour round the Cathedral, and visit to the WWI Memorial of the Buffs Regiment on the grounds of the Cathedral. The young people had the opportunity to experience and engage with heritage.

They also visited the archives at the Cathedral and learnt about the map of Africa drawn by Shakespeare and identified that Nigeria was referred to as Niagara even before the formation of that country.

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Very good reports and comments were received from the staff and volunteers of Canterbury Cathedral about the young people and some of the comments are as below:

Comment Callout 5

"It was great to see you all at the Cathedral this morning, and glad you all had such a wonderful time! Thanks for the lovely photos. You were a fantastic group, and Jane and I were very impressed by the interest, enthusiasm, knowledge and impeccable behaviour of all your young people. They really are a credit to themselves and to you". (Martin Crowther - Community Engagement Manager, Learning & Participation; Dean and Chapter of Canterbury Cathedral)

Figure 25: Diversity House Youth Club visit to Canterbury Cathedral as part of their WWI project



Figure 26: Diversity House Youth Club members after a workshop at the Canterbury Cathedral



Diversity House Youth Club – Visit to Black Cultural Archive and Brixton Market – London

The project team did not spend all their time delivering workshops and talks in classrooms in Swale and Maidstone but devoted time in helping young people to explore their natural environment. Field trips were organised and young people visited local cemeteries, galleries, museums, markets among others. For members of Diversity House Youth Club, the trip to Black Cultural Archives in London and Brixton market was according to them, 'icing on the cake' as they did not believe that they could have the opportunity to travel outside of Kent. These young people of African descent had never been to an open market or seen some of the food items being sold in the market that are part of their heritage.

For instance, as part of the heritage trail visited BCA. At the Archives they examined archival materials and a workshop was facilitated by the librarian on how to use the archives and how to handle archival objects. After the workshop, the group went on a trip to Brixton market and tasted some African food like what the soldiers would have eaten during WWI.

Comments from the young people after the trip were:

"I like going to the cinema because the film was funny. I will like to make a film and become an artist singer" (Comfort Grace - 5 years)

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"I liked the dancing and my solo dance. I felt happy and cheerful. When went to the black history archives I was happy, and I liked reading the book for history and I like finding books that I like looking at". Courtney - 7 years)

"I have learnt more about Africa culture and I have enjoyed taking the train. It was an enjoyable adventure which opened my eyes to new things. when we were all dancing and having fun, it made me feel happy.

"When we went to the African Cultural Archives and I experienced the market where we ate African food, I was very happy". (Mercy - 12 years)

"I liked that I gained a lot of knowledge of some things". (Gabriella - 12 years)

"I learnt new and exciting facts. I enjoyed going to the Museum and taking the train there. It inspired me a lot". (Ashleigh - 11 years)

"I liked going to the Black Cultural Archives. It was fun. I will like to write a book about Black History. I will eat healthier and eat less chocolate". (David - 9 years)

"I liked that I went to London trip with my mum and brother. I liked it that Diversity House took us on London trip and I met 9 new friends, Gabriella, Ashleigh, Mercy, Comfort Grace, David, Jorden and 3 more. My mum was a assistant. My mum was Ms. Okoye and there were 3 more adults. We got on the train". (Michelle - 6 years)

"We got to Brixton where there are the African archives. We met a white woman called Victoria who took us round the archives and to the library. There were many books on the shelves. After the workshop in the library, it was lunch time and we went to the Brixton market and I ate African food. Mrs. Locke paid for us. Then mum took us home on the train" (Zurum - 8 years)

"I enjoyed going to the Museum and going into the library. I enjoyed the library and going to the expedition. I learnt a lot about black history. Thank you!" (Christabelle - 12 years)

"Having to be black to experience and going to the library" (Jordan - 8 years)

"Going to the library it was cool to experience and the books" (David - 9 years)

"I learnt that an archive is a place where you store unique things. I have enjoyed going to the library". (Ashleigh - 11 years)

"I learnt about all the roles about Africans ages ago. I liked reading books" (Nadine - 13 years)

"Going to London was fun and exciting and we learnt new things" (Comfort Grace - 5 years)

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"I loved it that we went to the Black Cultural Archives. It was fun learning new facts"
(Gabiella - 12 years)

"I loved visiting the Black Culture Archives; visiting the library" (Mercy - 12 years)

"I liked the black cultural archives and I love learning about Africans and their part in the world war" (Courtney - 7 years)



Diversity House Youth Club – Collaborative WWI with Big Ideas Company’s Unremembered Project

As a way of exposing young people to all aspects of hidden stories about the involvement of Africa and Africans in WWI, the project team collaborated with the Big Ideas Company who were running a project on the “Unremembered” of WWI. Diversity house Youth Club members participated in the organisations wreath making competition for the Commonwealth Day and their wreath was among those chosen across the nation for display at the National Army Museum and other key venue. Also, they participated in the campaign for Lt. Walter Tull to receive his war medal.

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SCRIPTING, AUDITIONING, THEATRICAL PERFORMANCES & COMMUNITY ENGAGEMENT

“Walter Tull (28th April 1888 – 25th March 1918) Breaking Down Walls”

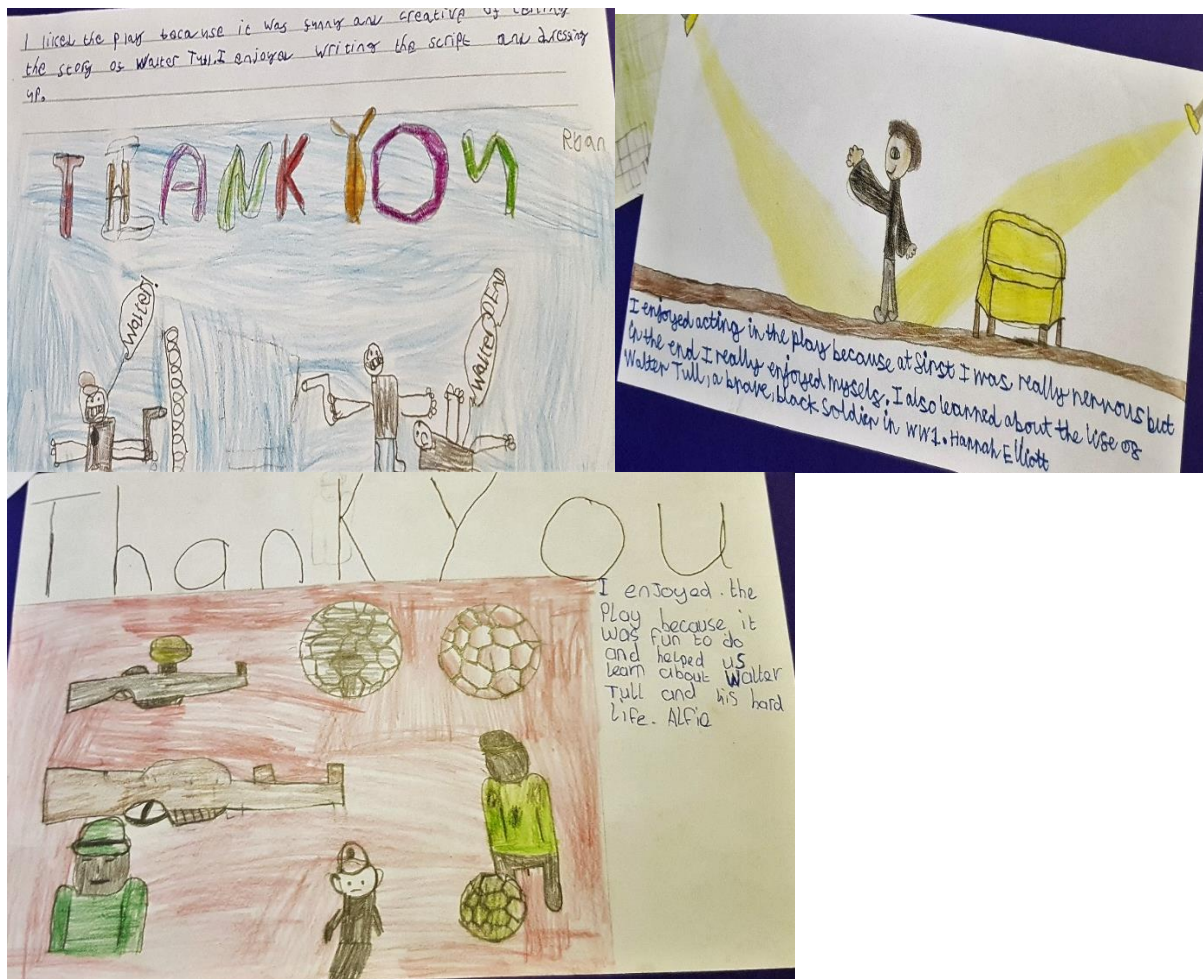
Diversity House together with teachers and pupils of St. Michael's C.E. Junior School, Maidstone embarked on a historical journey, exploring the involvement and contributions of Africans in the Great War. This journey was in two parts, firstly, a campaign was launched for Walter Tull to be given his medal, in doing this, the project team worked with year 5 pupils of St. Michael's School to write to their local Member of Parliament – Helen Grant, urging her to lobby the Minister for States in the House of Lords, that is, the Right Honourable, the Earl Howe PC, acquiescing for Walter to be granted a posthumous award for his bravery and gallantry during the war. The second activity was to get Walter recognised in his home county by inscription and performance of a play about his life. Some may ask, why include Walter Tull in a project that is about Africans in World War One? The answer is a very simple one. He was the grandson of an African man sold into slavery. His grandfather was a slave in Barbados. His father came to Britain in 1876 and married a girl in Folkstone and they had six children. Hence, it is not out of place to use Walter Tull (an Afro-Caribbean and Black British Officer) as a symbol of all Black people, particularly those of African descent to try to break down the walls of the gnawing persistence of prejudice in our society that makes history and the narratives of World War One a Eurocentric rather than an inclusive one. Using this play as a vehicle to remember the “unremembered” and thereby build bridges for a cohesive Britain during and after the Centenary of World War One. The drama was presented to parents and the public on 3 different occasions thereby allowing many people to engage with and enjoyed heritage.

Figure 27: Year 5 pupils of St. Michael's Junior School performing their scripted play on Lt. Walter Tull



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Figure 28: Pupils, parents and community members watching the Walter Tull's play being performed in the school's auditorium



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TRIPS – BATTLEFIELDS, MUSEUMS, ARCHIVES, GALLERIES, CATHEDRALS & CEMETERIES –
ST. MICHAEL'S JUNIOR SCHOOL, DIVERSITY HOUSE YOUTH CLUB, COMMUNITY MEMBERS

St Michael's Junior School Trip to the Somme Battlefields in France

Back to School and the Western Front; St Michael's Junior School Trip to the Somme Battlefields in France

An account by Dr Anne Samson – Historian and Expert on WW1 & Africa

A two-day trip to the Western Front to learn about the First World War in Africa. This was the idea, but would it work? And how? As I know little to nothing about what happened on the European battlefields. Thankfully Dickie Knight from Anglia Tours would be leading proceedings and he knew a thing or two about the Western Front. We would double act with me 'butting' in when appropriate. But would this work to keep 40 ten-year-old engaged including 11 adults (teachers, community members and project team)?

By all accounts it seemed to, especially as the teachers and Christine Locke of Diversity House had worked with the young people to give them a basic knowledge base of World War 1 and Africa.

Our first stop was the French cemetery at Notre Dame de Lorette. This provided an opportunity to discuss the differences between French, British, Belgian and German colonial management. The French cemetery would further provide a visual comparison for when we got to the Commonwealth War Grave Commission sites. In the same cemetery there were Muslim graves. Muslims had played an important part in both the European and African theatres. With information from The Unknown Fallen we were able to see the instructions French Minister for War had issued regarding burial practices. This helped explain why the graves faced a slightly different direction (east) to the others in their uniformity.

A visit to the Ring of Remembrance provided an opportunity for everyone to discover the reach of the war – by finding their name. For most tour groups, everyone would likely find at least one mention of a family name. However, this trip proved the claim false. One young lass couldn't find mention of her name anywhere – she was Nigerian, and this opened a learning opportunity regarding which European powers used African troops in Europe and which did not. A subsequent search has identified a relative who participated in World War 1 (WO 372/2/182235) – I think there's going to be one happy young person when she's told, and I'm sure there'll be another learning opportunity at school.

Lochnager Crater provided further opportunity to see how engaged the young people were as they went around making links with things they spotted such as the board to Edith Cavalle – a school block has recently been named in her honour. In contrast, mention was made of Brett Killington's project 64 stops where New Zealand miners burrowed to make accommodation underground.

Dickie's interactive session on gas attacks brought much amusement when the gas masks were paraded. But this did not undermine the impact the horrors of gas have on the

Breaking the Myths: First World War & British Africa.

youngsters as shown by the insightful questions asked. Again, links to the African campaign were made – no gas attacks but Lettow-Vorbeck notes in his memoirs that the Germans had to drink urine on occasion when water was scarce during their attacks on the Uganda Railway in 1914/5. While men in Europe feared gas, those in Africa feared wild animal attacks and jigger fleas.

Next day we were able to compare trench warfare practices between the different theatres. Newfoundland Memorial Park introduced us to trenches and how these were used in Africa were different. The experience of the Inuit sniper John Shiwak provided a link to how black Africans must have thought when faced with having to shoot white men especially having been taught that this was completely taboo and that for those with a missionary schooling, this was one of the biggest sins ever. I'm not sure exactly how the teachers felt when I asked the young people how they would feel being told to shoot their teachers, but it seemed to get the shock, horror and extremeness of the instruction across. Further, less controversial diversity was explored with the Legion of Frontiersmen, Shiwak having been a Frontiersman himself and how fitting that the Princess Patricia's Canadian Light Infantry are linked with the Legion of Frontiersmen still today, whilst the UK contingent is Countess Mountbatten's Own. It's incredible how linked the world is and was – even in the days before technology seemed to rule.

Delville Wood took me to home soil and gave an opportunity to welcome everyone to another country (the land is owned by South Africa unlike other properties which are French loaned). Here we explored VCs and how, although in print all are equal, it didn't work in practice – Walter Tull (not African) was a case in point. I was able to share my new-found discovery about Samson Jackson (I'd managed to keep it quiet for 2 days having just discovered the link on my way to join the trip). Samson was a black Zambian who had absconded from his employer, Stuart Gore Brown, when he was supposed to return to Zambia in 1915. He eventually joined the 19th London Regiment and saw service in Europe and Palestine. In 1925 he turned to the stage and became an actor. Watch this space as we try and piece together more about Samson who was originally known as Bulaya.

Remembrance was fitting theme for the remainder of the time at Delville Wood as a brief history of the Museum was given and the latest all-inclusive approach being that the statue at the top of the dome by Alfred Turner was specially designed in bronze which would go Black to include all South Africans, not just the two white micro-nations working together to calm the horse. Finally, a history of the two-minute silence as thought out by Percy Fitzpatrick saw us move to Thiepval where we put the silence to use to lay a wreath and remember those who had done their bit to make our world a slightly better place. It also turned into a pilgrimage as one young person knew there was a relative's name on the wall. A short moving service was held and recorded for her to take back to her family who had not been before and were unlikely to do so.

"I learnt as much, if not more in these two days – not least that the past resonates in so many ways. On the Eurostar back, a trio aged 10 were singing Madness' Baggy Trousers from 1980 – harmonies and all (I asked no questions, I was in such shock), another (white

Breaking the Myths: First World War & British Africa.

British born) was experiencing his first train trip ever – something I’m used to hearing about in rural Africa where children haven’t seen a train or even a bus, but not in the UK. It just goes to show, don’t ever make assumptions.

Thank you to all for making this a most enjoyable learning experience for me and for holding your school name so high. The number of compliments you received along the way were well deserved and something to behold. It was a privilege” (Dr. Anne Samson – Historian on Africa and WWI).



The teachers and pupils that participated in this battlefield tour were very appreciative of the opportunity to visit and learn more about WWI, importantly to see where some of these soldiers are resting now. Some comments from participants are as below:

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15TH JUNE 2017 -SCHOOL VISIT TO COMMONWEALTH WAR GRAVES COMMISSION

The two year 5 classes (Brenchley and Goodwin) of St. Michael's C.E. Junior Primary School visited Brookwood military Cemetery. Presentations were delivered by the staff of CWGC. The pupils viewed some archival materials and then they were taken to the graves where they did some grave stones brushing. The visit ended with the pupils laying wreaths and 1-minute silence was observed.



Breaking the Myths: First World War & British Africa.



St. Michael's Junior School at CWGC

COMMUNITY ENGAGEMENT AND PARTICIPATION

It was made clear from the onset that community engagement and participation were pertinent vehicles for challenging and demystifying beliefs that WWI was just a Eurocentric war and the 'others' were not involved or affected by it. Breaking the myths: first world war and Africa was deemed a crucial tool and opportunity to address the feelings of alienation and disenfranchisement of particularly African Diasporas in the UK during the period leading to the centenary of the Great War in UK. Numerous projects across the nation were highlighting the roles played by their forebears and these were taught in schools up and down the country but none of these projects had anything to say about Africans and contributions to the war. In Kent, Swale, which is predominately a White Borough, the few Africans and their children felt left out of the remembrance activities. And to add salt into injury, they were made to feel as if they had no stake in the nation. Therefore, carrying out a project which promotes proactive community engagement, participation and using intergenerational approach was key to breaking the myths and introducing another side of the story, which Ethnocentric perspective of the war is.

Breaking the Myths: First World War & British Africa.

A total of **17666** participated in the project over two years as demonstrated by the demographic data below:

Table 22: Analysis of activity data by employment status

<u>Employment status</u>	<u>Number of attendances</u>	<u>Number of sessions</u>	<u>Total length of activity records</u>	<u>People - hours</u>
Carer FT	3	3	15:15	15:15
Carer PT	181	179	2444:31	2452:31
Employed FT	373	125	1762:05	3322:25
Employed PT	50	37	160:34	229:34
House-person	4	3	19:00	26:00
Prefer not to say	1	1	3:30	3:30
Retired	210	171	1015:00	1250:00
Self-employed	55	32	237:15	400:15
Student	231	46	228:54	1086:12
Unable to work	2	1	7:00	14:00
Unemployed	88	63	294:06	428:53
Unknown	16468	129	1076:55	121778:10
Total	17666	790	7264:07	131006:48

Table 23: Analysis of activity data by marital status

<u>Marital status</u>	<u>Number of attendances</u>	<u>Number of sessions</u>	<u>Total length of activity records</u>	<u>People - hours</u>
Cohabiting	36	30	133:34	187:34
Divorced	163	158	949:45	1001:45
Married	234	92	1642:31	2609:52
Prefer not to say	5	2	13:30	24:00
Separated	11	7	42:15	71:15
Single	223	77	351:13	1091:31
Widow	2	2	5:30	5:30
Unknown	16992	208	2535:37	126015:19
Total	17666	576	5673:57	131006:48

Breaking the Myths: First World War & British Africa.

Community and Schools Engagement – 20th September 2017

This is a whole day workshops and festive event to prepare the pupils for an elaborate community event at the Kent County Council. This day included workshops on researching archival materials, creating poppies, writing letters, poems, songs and comics in memory of the Africa soldiers. There were also music, dance and drumming. The pupils tasted soldiers rations as it could be in Africa during WWI.

The workshops were split under the following themes:

- a. The Home Front
- b. Labour
- c. Transport
- d. Medical
- e. Soldiers

Figure 29. Project Team & resident African Diasporas visited St. Michael's Junior School



Swale Fusion Festival

Swale Fusion Festival held on Saturday 14th October 2017 was a community event and Diversity House went on an outreach to create more awareness on our project WW1 & Africa -Breaking the Myth. Activities provided were-

1. African Fashion Art, accessories and taster sessions
2. Mask Painting and design, stories behind the mask

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3. Sounds across Africa – try your hands-on drumming and how to use drums in communication.

Figure 30. African Diasporas at a workshop in Sittingbourne Town Centre



Armed Forces Day Celebration

On Saturday, the 30th of June, Diversity House held an event to celebrate the Armed Forces Day which is held annually. Armed Forces Day is a day to commemorate the service of men and women in the British Armed Forces. It was a hot, sunny day. The army force and the mayor were both present. The day was emceed by the local FM radio and they supplied some music. Veterans were proudly dressed in their uniforms and their badges shone in the sunshine.

We delivered several workshops including drumming and dancing, arts and crafts and the project team of 'Breaking the Myths: First World War and Africa' used this opportunity to exhibit all the tangible legacies from the project. Many visitors to the stall had the opportunity to view the display of photographs and information about Africa's involvement and contributions in the First World War. We asked them if they ever knew that Africa was heavily involved in the world wars. One woman said she was not aware and was quite taken aback. She said that in school, she was only taught of Britain's involvement in the wars. This is one of the reasons why we are dedicated to spreading and breaking the myths to everyone, starting with our community.

In the afternoon, African drummers came to showcase their talent. The rhythms of the drums and movements of the dancer attracted people to participate. The children sat in a circle with the drummers and learned how to drum in call and response.

Bagpiper, Alex Burt who is a veteran played several tunes including 'It's A Long to Tipperary' on the bagpipe.

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Figure 31. C. Locke with the Mayor of Swale & the Chair of Sittingbourne British Legion; Bag Piper – Alex Burt; C. Locke with Veteran – Jean Parking



Figure 32. Workshop in the Town Centre - Sittingbourne on Armed Forces Day, 2017



Engagement in Sittingbourne at Armed Forces Day

Workshop during a Diversity Event at St. Francis Primary School, Maidstone

Every opportunity was seized to reach the community and to get them to engage and participate in the activities of the project. One such opportunity was delivering workshops during a diversity event at St. Francis Primary School in Maidstone.

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Figure 33. The project team with the Mayor of Maidstone Cllr Malcolm Greer



Engagement with young dual heritage children in the community

The project as a bid to ensure that no one felt excluded from the project, devised innovative ways of reaching people. Some groups of young people are usually overlooked when cultural and heritage topics are discussed, and these are children with a dual heritage. The project team, made the effort to engage with young dual heritage children, working with them to explore their African heritage.

Figure 34. Young people of Dual Heritage



11th November 2017 - Engagement through the Remembrance Day

Figure 35. Diversity House laying their wreath on Remembrance Day



Diversity House was asked by the Royal British Legion (Sittingbourne and Milton Branch) to lay wreaths in remembrance of Commonwealth soldiers. This invitation was extended to the organisation for the first time in November 2016 at the time of the receipt of the HLF funding for "Breaking the Myths: First World War and Africa". Diversity House was again invited in November 2017 Remembrance Day to lay its wreaths for the Commonwealth. In the history of the Charity (10 years in existence), no wreath has ever been laid for the Commonwealth. Therefore, these recent occurrences mark the change in attitude of the local Legion and of the people of Swale.

Figure 36. African Diasporas laying their wreaths at Remembrance Day at Sittingbourne Cenotaph. Wreath by Diversity House.



7th July 2017 - The Royal British Legion 100 Years Women at War Event

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The CEO of Diversity House was invited as a special guest of honour to the Royal British Legion's 100 years Women at War event, which took place at the Royal Arboretum, Staffordshire. There were over 1500 other women, mostly military forces at the venue. I was the only Black women present apart from 4 Black women soldiers from Africa and Jamaica. This event afforded the CEO and the project team a very good opportunity to network and dissemination information regarding the project. Using this avenue, new partnerships were formed. For instance, it was a starting point of the collaboration with Big Ideas Company who were also running their own WWI project. At this event the two CEO's met to agree on future collaborations together.

Figure 37. The CEO of Diversity House at the 100 Years Women at War Event



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Figure 38. CEO of Diversity House in Orange dress with Virgin Crompton of Big Ideas Co. and some soldiers



Engaging the community through Black History Month: October 2017

Diversity House in collaboration with Ideas Test planned and delivered this community workshop to coincide with Black History Month. On this day, a presentation of Black music in the UK through the ages put together by Kwaku was watched by participants and a question and answer session by Skype with Kwaku followed. Also, there was a creative session where participants made poppies and viewed pictures of African Soldiers in WWI. This community workshop was a platform to talk about the involvement of Africans in WWI.

The younger participants researched digitally their favourite Black musicians and found out who influenced them. At the end of the session, a playlist was made of all the musician that were researched in the workshop.

This community workshop met the requirement of the HLF funded project as it helped participants to engage with heritage through research, using creative skills to record heritage. Also, they gained skills in documenting, researching and communicating. Many of them broaden their knowledge of Black people, their culture and contributions to the UK. Consequently, many of the participants reported changed perception and improved knowledge of the culture and heritage of Black people and Africans in particular.

Comments from some participants highlighted their experiences from the community workshop.

"I enjoyed it and I learnt a lot of songs" (Prue - 10 years)

"I enjoyed finding out what music I like" (Charley - 10 years)

"I had fun" (Charlotte - 8 years)

"I loved learning about pop artists and learning my family's favourite songs" (Morgan - 12 years)

Remembrance Day Event – November 11th, 2017

In collaboration with Ideas Test, Diversity House celebration the Remembrance Day by holding an event at Ideas Test offices in the Town Center. To mark the Remembrance Day, a film was screened - "Black Britain on Film". This film explored the history of Black people from before WWI (i.e. 1902) to present day.

The event at Ideas Test had 3 components - the film screening; creative workshop; and exhibition of researched materials from the WWI learning portfolio.

Some comments were received regarding the event and these were:

"I enjoyed making poppies" (Ashleigh - 11 years)

"Interesting" (Tuvcan - 68 years)

"Very interesting" (Amanda - 74 years)

"very good film" (Bagit - 41 years)

"Quite interesting and educational. Hope this reaches the audience" (Faith - 40 years)

Other feedbacks were:

"I like the atmosphere;"

"very friendly";

"great welcome";

"unexpected but quite captivating"

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Figure 39. Members of Diversity House with Staff of Ideas Test



Art in the Park

11th of August 2018

Diversity house participated in Sittingbourne Art in the Park at Milton Creek which is held annually. The weather was lovely, and the park was filled with people. Sittingbourne FM radio were present. Diversity House had its display set out which attracted a lot of people.

Mrs. Locke, the CEO of the organisation was immersed in conversations with people interested in knowing more about WW1 and Africa's contributions. The team of volunteers also engaged with the community by informing them about the charity and the work we do. A lot of people signed up with us which was great. The children painted and designed their African masks which were bright and beautiful.

Overall, the event was fun and exhilarating. It was great that everyone from the community was able to come together and celebrate.

Figure 40. A community member interested in the story of the carrier corps and young people participating in art and crafts workshop



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Over 50's Aspiration Group of Isle of Sheppey

Diversity House had been invited to give a talk about the contribution of Africa in WW1 to the over 55s Aspirations Group based in Isle of Sheppey.

The group are currently hosting their own project on WW1 as part of the centenary celebrations and saw the collaboration as an opportunity to explore the involvement of other countries in the War.

Christine Locke gave an introductory presentation on the 'Breaking the Myths' programme covering aspects on:

- The reasons why African countries were involved in the War
 - Imperialism and the partition of Africa
 - The differences and inequality between soldiers and support labour involved in the European (western front) compared to those in Africa
 - the monetary, material, human cost of African -contribution
 - the Labour Corps; conditions for men, women and children
- The legacy and negative effects on Africa today

Feedback by participants on what they learnt included:

'An understanding of the impact on African people of the first world war negative and positive impacts' (60-70yrs).

'That Africa was involved in WW1. How badly treated they were. Britain owned parts of Africa.

Figure 41. Breaking the Myths workshop with over 50's group at the working men club, Minister



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Community Engagement with Mental Health Service Users

Rethink, an organisation that provides support for those with mental health issues, approached Diversity House to deliver a community workshop for their service users.

This was very important as the core aim of the project is to use WWI as a platform to creating understanding of the contributions of the different people and communities during the war. In so doing, change attitudes and perceptions which create misunderstanding and barriers in the society. The project aims to promote community cohesion by ensuring that no one is left behind in participating within the project.

The project team planned and delivered a workshop on mental health and WWI, which was well received by all the participants.

Figure 42. Workshop with some mental health service users



SEMINARS, CONFERENCES & COMMUNITY STUDIES DAYS

2nd June 2017- Legacies of Conflict conference

2nd June 2017, Conference on WWI – More than 100 participants attended this conference held at the Council Chamber, Swale Borough Council. This is the very first time such an inclusive event has been held in the Council premises. Attendees reported that they were satisfied with the quality of information provided and expertise of the speakers. For the African participants, they buttressed the sense of being valued as their ancestors who were always absent from the narratives of WWI were mentioned at this event. They felt included and gained a sense of belonging and pride. They also noted that they were moved to hear that their forebears contributed to the war. They also enjoyed the food, dancing and good atmosphere.

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Figure 43. Legacies of Conflict conference held at the Council Chamber, Swale Borough Council



Micro-nations conference at KCC Maidstone

As part of the Breaking the Myths - Africa and World War One, a community workshop was held at the Council Chamber of Kent County Council on 27th October 2017 to collect family and personal stories of participants regarding WWI in Africa.

Figure 44. Two volunteers handing out cakes made in the colours of African Flags. The Patron of Diversity House - Rosemary Dymond DL fascinated by the cake presented to her.



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THE CENTENARY OF WORLD WAR ONE AND THE CONTRIBUTION OF THE COMMONWEALTH

The Commonwealth sent more than three million volunteers, soldiers, nurses and porters throughout WW1, this support was vital in maintaining the infrastructure of the war effort. Bolstering numbers and people power. The World War was a global effort, yet the key narratives around the war focuses on a narrow chronicle of the victors and very little public recognition is attributed to the commonwealths and the key roles they played.

Diversity House was invited to showcase our efforts in dispelling the myths of World War one and Africa at The Royal Overseas League on Wednesday 24th October. If you would be interested in attending the event and meeting the team and our collaborators

Figure 45. Christin Locke - CEO of Diversity House with Dr. A. Samson and a Trustee of The Royal British Legion at the High Commission of Cyprus



COLLABORATIVE EVENTS – COMMUNITY ENGAGEMENT

Motherhood and its Experience During the First World War

On the 29th of August 2018, Diversity House held an advocacy workshop on 'Motherhood and its Experience During the First World War' in collaboration with Big Ideas at Swale CVS. Cassie and Emily from Big Ideas commenced the workshop by asking the participants what remembrance and commemoration means to them.

Participants wrote their names on paper and went around the room introducing themselves and telling one another what their names were, how they got their names, and what they meant. Still on the topic of self, each one of the participants drew a picture of themselves on a long roll of paper and attached words to each part of their bodies.

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After that, they had to compliment themselves in the third person. They learned that complimenting oneself is not vain and that sometimes we forget to give ourselves some credit and overlook our achievements.

Following that, participants did a listening exercise in pairs where they had to listen partners tell a story for 2 minutes about themselves and vice versa. Then when we finished, they had to tell everyone their partner's story. For the next activity, they read and analysed some letters written by mothers and sons during the war. They also shared their thoughts on what they got from the letters.

Overall, participants found the workshop thought provoking and engaging,

Figure 46. Some remembrance cards produced by African Diasporas



DISSEMINATIONS, CELEBRATIONS AND EXHIBITIONS

Figure 47. One of many Breaking the Myths Display Panels



Exhibition during the micro-nations conference at KCC Maidstone - 2018

All project's outputs were exhibited in different locations across Swale and Maidstone on the following dates, giving a wider range of people opportunities to engage with and enjoy heritage.

DISSEMINATION

The dissemination of the project was far-reaching and extended as far as London, Birmingham, Derby and beyond.

1st September 2018 – Isle of Sheppey

Diversity House participated in Royal Air Force (RAF 100) commemorative event on the Isle of Sheppey which celebrated the role early aviators on the Isle of Sheppey played both in the

Breaking the Myths: First World War & British Africa.

development of aviation and its contribution to WW1. The project team used opportunity to showcase tangible legacies from the project and to get people from diverse backgrounds asking questions about Africa and why African got involved in WWI.

With sunny weather and the community of Leysdown-on-Sea in high spirits, it was an exciting event that drew hundreds of people from the local community of Sheppey and beyond. We all came together to share ideas, recall historical events and learn from each other. A clear majority of people were shocked about the contributions Africans played in First World War and in most cases, it was the first time they had heard the information.

There was a great activity for young people such as the KC Rail Partnership Swale Rail, which were advocating for people to use more sustainable ways of travelling around the Kent area, such as on foot, bike or using the train network. They had a fun interactive activity where people used a smoothie maker which was connected on the back of a bike, and when you cycled, it turned the fruit into a smoothie which you could then drink.

The main feature of the day will be telling stories of individual early aviators, many of whom did not survive into old age. Diversity House showcased and talked with people who visited our stand and shared stories about the global aspect of the early aviators, WW1 and its impacts and the contributions of Africans. The overall feedback was very positive, and it was a great way to create a more inclusive and open dialogue between different communities.

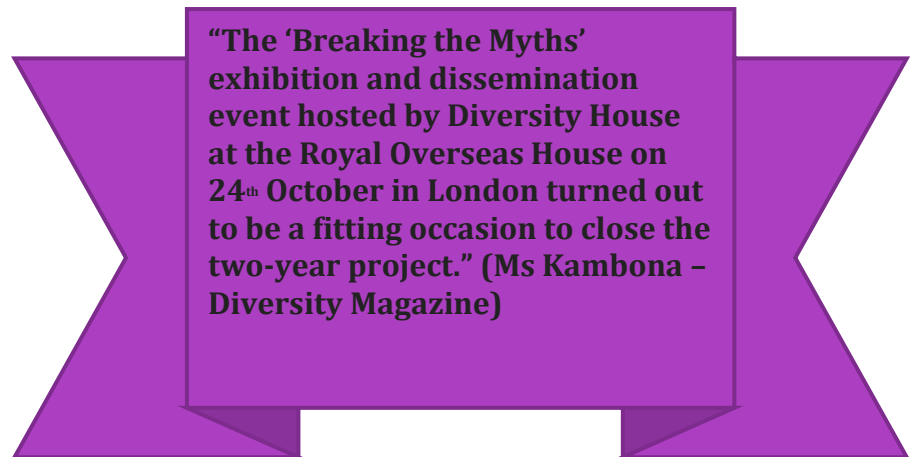
Figure 48. Project dissemination during RAF 100 Celebration at East Church



Breaking the Myths: First World War & British Africa.

24 October 2018 – The Royal Overseas League, St. James Place, London.

Comment Box 6.



Remembering Africans who served in the Great War – Displays from St Michael's School in Maidstone and other beneficiaries across the two Districts.

Created to promote awareness of the contribution of Africans in World War One, the exhibition displayed the vast amounts of information, artworks, artefacts and stories that had been unearthed by the project. Using community groups, schools, academia and everyday people across Kent, London and beyond, Diversity House proved that the first world War could no longer be viewed as a 'White man's War' in which Africa had been relegated to the margins.

The reams of research and hitherto unknown stories highlighted Africa's central involvement and raised the level of her contribution financially, materially and in human input, resulting in heavy loss of lives of men, women and children drawn into the conflict.

Christine Locke, the CEO of Diversity House was at pains to point out that the project was inter-generational, involving children from primary schools to the oldest community members. St Michael's Junior School played a leading role in challenging the way we remember Africa. They produced poems, poppies in the colours of modern African states and stories of African war heroes including an original play on the life of Walter Tull the first Black Officer in the war. A book containing a manuscript of the play was on sale during the event.

Dissemination at the Royal Overseas League, London

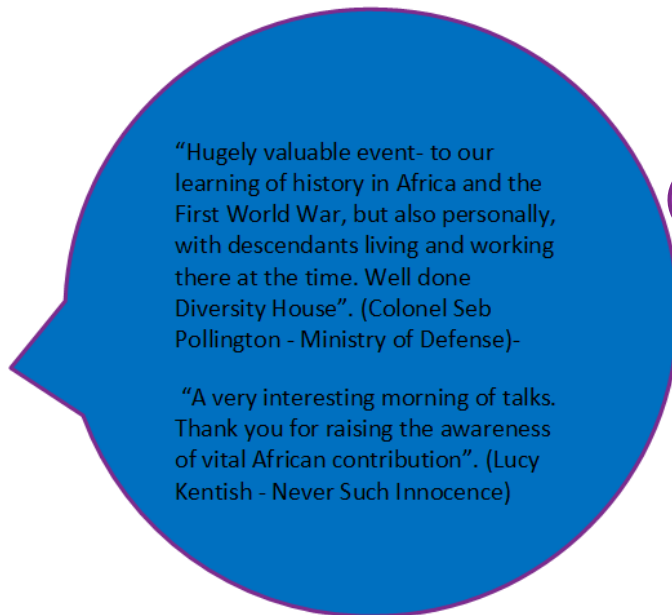
This event was crucial as it highlighted that the project has moved from being a two district one to a national or country-wide one. The event was successful and had a good amount of attendance.

Following the event there were many positive comments, noting how informative and enjoyable the event was. Along with the recognition that the

Breaking the Myths: First World War & British Africa.

There are areas of history which haven't been covered and this needs to be acknowledged. These comments were recorded in the comment book by the attendees.

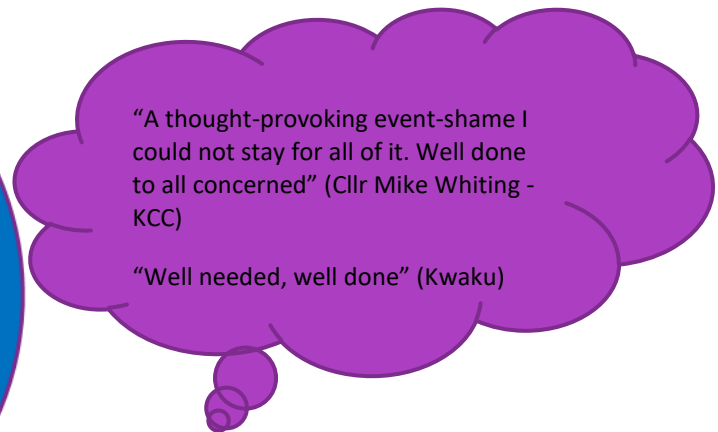
Comment Box 7.



"Hugely valuable event- to our learning of history in Africa and the First World War, but also personally, with descendants living and working there at the time. Well done Diversity House". (Colonel Seb Pollington - Ministry of Defense)-

"A very interesting morning of talks. Thank you for raising the awareness of vital African contribution". (Lucy Kentish - Never Such Innocence)

Comment Box 8.



"A thought-provoking event-shame I could not stay for all of it. Well done to all concerned" (Cllr Mike Whiting - KCC)

"Well needed, well done" (Kwaku)

Other Comments:

- Yemi Williams (The voice newspaper)- 'Very informative presentations. It highlights the importance of knowing our full history.'
- Barend Nemmes – 'Of great interest, hope that it gets the correct funding to bring the message to the masses.'
- Massowia Haywood- 'As always, I love to hear new ideas.'
- David Warren (Swale Borough Council)- 'Learnt new information about Africa's part in the war.'
- Lyn Newton (Swale Borough Council)- 'An excellent conference and networking opportunity.'
- Martin Goodhew (Swale Borough Council)- 'A great accumulation of an educational WW1 project.'
- Dr Daniel Gilfoyle (The National Archives)- 'Extremely informative day- but also thoughtful, pointing out of importance of remembrance.'
- Denise Edgar (The Royal British Legion) - 'An enlightening and informative event.'

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- Robert Illingworth (KCC)- 'Very impressed with the programme and fascinating event venue.'
- Annmarie Frenchum-Cockings/ Helen Calvert (KIWI Resolutions) – 'Very enjoyable day, thank you Diversity House. We look forward to working with you in the very near future.'
- Malcolm Alexander (Author of 'Ulendo')- 'great day, well presented and enthusiastic.'
- Lucy Medhurst (Ideas Test)- 'Thank you so much for all the terrific work. Really important.'
- Caroline George (Heritage Lottery Fund)- 'It was great to hear such a range of stories from diverse historians, researchers, archivists and artists... Thank you.'
- Justin Aggett (Sheppey Matters)- 'The depth and breadth of research brings to light the neglected but essential voice to our shared collective consciousness of this global conflict.'
- Tony Jewell- 'Excellent day with a good venue, excellent talks and exhibitions. Thanks.'
- Rosemary Dymond (Deputy lieutenant of Kent)- 'An excellent conference. Speakers had so much interesting information, true family stories and a kaleidoscope of community involvement on little told history of human endeavour. The children's work was brilliant. Thank you, Christine, for all your hard work/vision.'

Figure 49; The project team at the Royal Overseas League London during final dissemination event



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Figure 50: Steven Kasamba of Bantu Art singing a war song



Kat Francois put her talents to excellent use and captured the events and sentiments of a people whose sacrifices had been ignored by the very powers which had forced their involvement into a conflict about which they had no say or control.

Figure 51: Diversity House staff with Caroline George of HLF



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Figure 52: Kat Francois - a poet captured the essence and sentiments of African Diasporas in her poem "Remember Me"

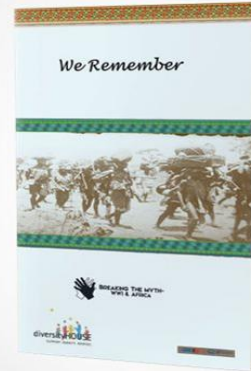
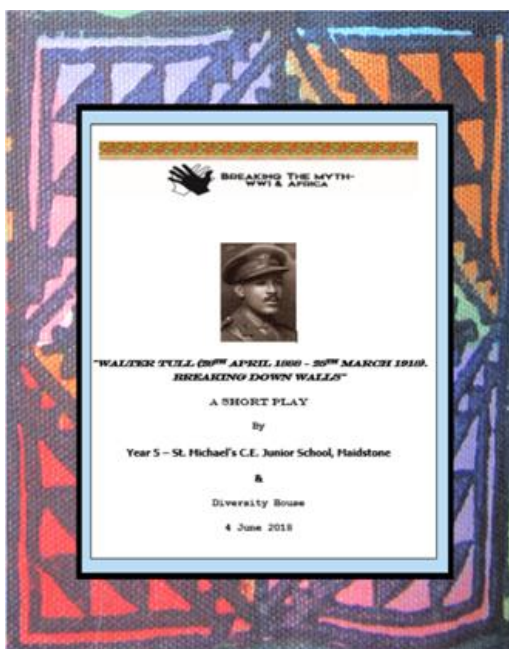


Figure 53: We Remember - a book of remembrance published by Diversity House

Much of the research and stories emerging from the project have been recorded in a book 'We Remember', and the story of Walter Tull on sale at Diversity House. The culmination of the two-year project is celebrated in the erection of a memorial dedicated to all commonwealth service men, women and support workers who sacrificed their lives for our freedom.

Figure 54: A Play on Lt Walter Tull by Diversity House



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The inauguration ceremony was hosted by Swale Council in partnership with Diversity House on 28th October coinciding with remembrance celebrations worldwide.

For more information and details of the book 'We Remember' contact info@diversityhouse.org.uk, www.diversityhouse.org.uk

Comments

Lyn Newton highlighted how the work of Diversity House has helped reframe WW1 and ensuring all men, women, and children of every race, creed, colour or religion. This is especially important since Sittingbourne has relationship with Ypres In Belgium who played a significant part in WW1. This is in tune with the inclusive remembrance stone which is being.

The overall feedback from the attendees was the event was positive, the displays and the information of the speakers, highlighted the importance of more people understanding the far-reaching effected World War one had on the globe.

Colonel Seb Pollington (Ministry of Defence) - 'Hugely valuable event- to our learning of history in Africa and the First World War, but also personally, with descendants living and working there are the time. Well done Diversity House.'

Lucy Medhurst (Ideas Test) - 'Thank you so much for all the terrific work. Really important.'

Barend Nemmes – 'Of great interest, hope that it gets the correct funding to bring the message to the masses.'

Martin Goodhew (Swale Borough Council) - 'A great accumulation of an educational W1 project.'

Caroline George (Heritage Lottery Fund) - 'It was great to hear such a range of stories from diverse historians, researchers, archivists and artists... Thank you.'

Tony Jewell- 'Excellent day with a good venue, excellent talks and exhibitions. Thanks.'

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Yemi Williams (The voice newspaper)- 'Very informative presentations. It highlights the importance of knowing our full history.'

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Daniel Gilfoyle (The National Archives)- ‘Extremely informative day- but also thoughtful, pointing out of importance of remembrance’

Rosemary Dymond (Deputy lieutenant of Kent)- ‘An excellent conference. Speakers had so much interesting information, true family stories and a kaleidoscope of community involvement on little told history of human endeavour. The children’s work was brilliant. Thank you, Christine, for all your hard work/vision.’

Lucy Kentish (Never Such Innocence) - ‘A very interesting morning of talks. Thank you for raising the awareness of vital African contribution.’

Kwaku- ‘Well needed, well done.’

Figure 55: Christine Locke at commenting on the project at the dissemination event at ROSL - London



Figure 56. Twitter Feedback



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28 October 2018 – Swale Remembers All (Inclusive remembrance)

Working with Swale Borough Council, Diversity House WWI project team were able to host a Civic Reception to celebrate an inclusive memorial stone which was unveiled on 28th October 2018. The local authority and its WWI Steering Committee bought into the idea of remembering all those from backgrounds who gave their lives for our today and collaboratively with Diversity House the design and wordings for the memorial stone was agreed on.

The project team used the opportunity of unveiling the memorial stone to disseminate its project.

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Figure 57: The Mayor of Swale - Cllr S. Koffie-Williams and other dignitaries at the Sittingbourne Cenotaph



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MEETING HLF OUTCOMES

Outcomes for Communities

Outcomes for People

Outcomes for Heritage



MEETING THE HLF OUTCOMES

This section of the report summarises the main outcomes to arise from the Project in terms of the difference made to heritage, people and communities. Data to assert to any change(s) were drawn from project team's evaluation, comments from people/participants, email correspondence, social media and media articles, and attitudinal and behavioural observations.

OUTCOMES FOR HERITAGE

Heritage will be better interpreted and explained.

- A total of **17666** people engaged with heritage, participating in **376** different heritage workshops and activities were delivered with a total of **128577:19 people hours** spent on the delivery of these various activities
- A total of **876** different people attended and participated in all the **376** different activities of the project.
- Over **520** tangible legacy materials have been catalogued, made more accessible to communities (e.g. videos, photographs, artworks, paintings, etc.)
- Materials held in other collections were identified and recorded.
- A dedicated WWI heritage website page was created, with information about the project's activities and event <http://www.diversityhouse.org.uk/portfolio-items/breaking-the-myths-first-world-war-africa/> thereby ensuring that people can still learn and engage with heritage long after the end of the project.
- A SoundCloud account was created to record the family stories of different people from different backgrounds <https://soundcloud.com/user-783484915>
- Also, a YouTube account was created to display videos from the project https://www.youtube.com/channel/UCmrCG48Kfamw9OIXBBIFa_A
- An Instagram account was created to display pictures of activities from the project <https://www.instagram.com/diversity.house/>
- Over **320** worksheets, lesson plans, handouts, teachers' scheme of work, training manuals, and other learning resources on the 4 themes of the project, complementing the National Curriculum for Key Stages 1 – 4 on History, Geography, Arts, Music, English, values, design, poetry, and drama, has been produced; thus, providing much needed learning resources on the culture and heritage of others for a Global Learning Forum
- Digitalised and paper copies of Scheme of Work and teaching aids has been produced to ensure accessibility and continuity of the exploration, learning and of the heritage for future generation.
- Digitalised and paper copies of induction manual for teachers has been produced to ensure that teachers new to this cultural heritage are able to embrace and teach it.

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- Artworks illustrating some key activities of the project has been created; these has been displayed in venues were people can easily view and continue to enjoy heritage.
- **2** portraits of African Soldiers and Porters were produced illustrating the involvement and participation of non-European (particularly, African descents) in the Great War. These were 2 core themes of the project.
- A short drama on the life of Walter Tull (the first Black professional outfield football player and first Black Officer of African descent during WWI) was scripted in collaboration with the pupils of St Michael's Primary School, Maidstone.
- **1** book of remembrance was written in collaboration with acclaimed historians, lay people from Swale and Maidstone and young school children.
- **4** story boards with identified and vital information on the 4 key themes of the project were produced.
- **4** specially designed interactive computers with tailor made software to capture all activities of the project over the two-year period were developed.
- **10** DVDs documenting conferences, workshops and the celebratory aspect of the project were produced as a legacy to future generation.
- **2** commissioned poems to remember Africans in WWI were produced.
- A Book of poetry, 3 artworks and several learning resources has been produced and donated to participating schools and Libraries in the two Districts

Heritage will be identified and recorded.

This was achieved through a large body of electronic, downloadable educational materials and Schemes of Work for people and teachers, user-friendly worksheets designed by pupils from St. Michael's Junior School, Westlands Primary School, Fulston Manor Secondary and Diversity House Youth Club to share with other students/children. Aspects of these included texts and pictures of the different campaigns in Africa, and other themes of the project.

Exhibitions of the art, crafts and photography that were created by people participating in the project's activities and workshops were displayed in local museums and galleries, libraries, community centers and schools in Swale and Maidstone. This provided visually engaging and interesting explanations of the project that reached a wide number of people who had not had access to this cultural heritage. Videos of the interactive workshops and recorded family stories of involvement in WWI.

"My name is Rebecca, I am writing to thank you for bringing in your facilities and teaching us about the different roles and contributions of Africa and Africans in WWI. Also, for teaching us about different cultures and informing us about your culture. Your team helped us

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understand about things outside our life, it was very helpful; the project was extremely helpful and fun in helping us learn. The school has now put some of our works on display at 34 High Street". (Rebecca, 10 years)

OUTCOMES FOR PEOPLE

People will have developed skills:

- New competencies were gained in ICT, interviewing skills, designing of promotional materials, research, events management, minutes taking, using and interpreting archival materials, blogging, Twitting, facilitation and presentation, record keeping, etc.
- Improved self-awareness, confidence and positive identity by pupils in the participating schools and communities
- Encouraged friendships among pupils and people from different nationalities and race

People would have learnt about Heritage (weighted)

Workshops and activities delivered by the project ensured the learning and embedment of cultural heritage. Participants had the opportunity to develop background understanding of the involvement and contributions of Africa and Africans in WWI from an ethnocentric perspective. They handled archival materials, articles, and objects relating to Africa and Africans. For example- carvings, sculptures, clothes, musical objects and asked relevant questions. They documented and shared their experiences with their peers and others in their community. Also, the dedicated heritage website: www.heritage.diversityhouse.org.uk/ and interactive digital machines and display story boards also allow the local and wider community to independently learn about the history of Africa and their role in WWI, with school resources uploaded for wider and easy access.

88% of attendees on the historical trails and 82% of attendees to the research/archive's sessions agreed or strongly agreed that they had developed an increased knowledge and interest in something they knew nothing or little about.

Overall, 83% agreed or strongly agreed that they had learned things that made them change their mind about something.

Changed their Attitude or Behaviour

- Participants reported improved mutual understanding and sense of social cohesion, evidenced by the installment of an inclusive memorial stone for all those who fought globally in WWI at the Sittingbourne cenotaph
- Reduced racial tensions

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- Demonstrable positive attitudes and appreciation of the 'others' history was noticed
- Diversity House gained new competencies

Diversity House established new contacts whilst old relationships were strengthened

Had an Enjoyable Experience

Feedbacks collected at all workshops and events delivered indicated that participants appreciated and enjoyed the experiences offered by the project.

"Delighted to have attended Diversity House Breaking the Myths WWI and Africa conference – fascinating day! Great speakers! (Anglia Tours)

"Thanks to Diversity House. The presentation is on commemoration policy for African servicemen between the wars (John Siblon)"

"What a great day! Thanks to Diversity House for bringing people together. Britain and Africa uniting to remember without recrimination "(GWAA)

People will have Volunteered Time

- 4261 volunteered in one or more activities. However, a total of 289 different people volunteered in all the 376 activities in the 2 years of the project
- They gave 27500:13 people hours to the project
- Their added value when monetized was £206,250.97 (calculated using National Living Wage = £7.50);
- The total length of records kept and managed by the volunteers was 2256:04

OUTCOMES FOR COMMUNITIES

More and a Wider Range of People will have Engaged with Heritage (Weighted)

Through the various activities, the project beneficiaries both direct/indirect, existing residents, largely from the mainstream working-class backgrounds, and new residents, particularly African Diasporas, as well as youth and school groups were proactively targeted; ensuring more people and a wide range of people engaged with heritage, particularly the narratives of WWI. Initial interest in the project largely came from the resident African Diaspora for the four core themes of the project to proffer the

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ethnocentric perspectives of the WWI, which hitherto had left out Africans in its narratives.

overall 17666 diverse people engaged and participated in the project.

Your Local Area/Community will be a Better Place to Live, Work or Visit

People from the diverse backgrounds in Swale and Maidstone communities benefited from better mutual understanding of involvement of their forebears in the war; communities enjoyed an improved sense of social cohesion and reduction in racial tension (particularly with the Brexit tensions) because of shared experiences in educational events, outings and workshops, and volunteering together. Engaging in the activities of the project contributed to an improved environment of tolerance and respect for cultural identities and diversity in schools in Swale and Maidstone. African Diasporas informed that they included in the commemoration of the centenary of WWI because of the initiation of the project. Also, they felt more secure in their cultural identity and had a better sense of belonging to Districts.

Your Organisation will be more Resilient

Because of the project, Diversity House developed better research skills which strengthened the Charity's ability to apply for research grants and funding for poorly researched BME issues that lack data. New contacts were made for Diversity House and the profile of the organisation was raised because of bringing positive experiences to diverse groups in Swale and Maidstone during the project's execution. Ties with institutions collaborating in the project were strengthened and led to improved opportunities to work together as project partners on future projects and expertise and skills were shared. Diversity House benefited from having attracted new volunteers equipped with skills from training during the project.

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UNEXPECTED OUTCOMES/CHANGES

The project resulted in some unexpected outcomes.

1. The project in the first instance, equipped Black and Ethnic Minorities with the knowledge, confidence and skills to – engage and participate, learn and visit cultural and heritage places. This is a key achievement as a report by the Arts Council England (2016) highlighted the significantly low percentage of BME people visiting cultural and heritage places in the UK.
2. Kent County Council opens its doors and welcomed Diversity House to hold two major conferences in its Council Chambers. No other group or organisation in the whole of Kent delivering WWI project gained access to this facility.
3. Swale Borough Council quickly followed suit by throwing its Council Chamber open for Diversity House to hold community study days, seminars and conferences there.
4. Diversity House received small pots of funding from both KCC and SBC to supplement that received from HLF, ensuring that additional activities were delivered, and new equipment procured for the project.
5. Staff and pupils of St Michael's C.E. Primary School Maidstone were taking on a two days battlefield trip to Somme.
6. Pupils gained knowledge of social justice and activism, which led them to lobby and campaign for Lt Walter Tull (the first Black British Army Officer in WWI) to be awarded a medal for his gallantry.
7. Both the MP of Maidstone – Mrs. Helen Grant and the Rt Honourable The Earl Howe PC (Minister of State in the House of Lords) wrote to the pupils and Diversity House commending the passion for social justice and for learning about the essential contributions of peoples of many nationalities to victory in WWI.
8. A whole-school focus day was held at Fulston Manor Secondary School.
9. New partnerships and collaborations were developed with organisations such as CWGC, The National Archives, GWAA, Black Cultural Archives, Imperial War Museum, The Royal British Legion (Sittingbourne and Milton Branch), ensuring that the project's activities were widely disseminated by these networks of collaborators and partners.
10. Diversity House gained credibility through its WWI delivery and were frequently cited in social media and conferences by other historians of WWI.
11. For the first time, on **Remembrance Day 2016**, Diversity House was asked to lay a wreath for the Commonwealth and Dominions and this has been happening since after then.
12. The CEO of Diversity House was invited to attend a WWI 'Thank You' reception by the Heads of Governments of the Commonwealth at the High Commission of Cyprus.

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13. The CEO of Diversity House was invited to the prestigious – The Royal British Legion national event – **“Women at War 100 years”**, which took place at the National Arboretum
14. The CEO of Diversity House was invited to attend the ‘National Service of Thanksgiving: Westminster Abbey on **11 November 2018**
15. Diversity House was selected out of many WWI projects nationally, to present its Breaking the Myths: First World War and Africa’s project at a national event being held by the Voices of Peace and War (AHRC/HLF First World War Engagement Centers: connecting academic and public histories of the First World War and its legacy) in Birmingham on **22 and 23 March 2019**.
16. Diversity House was invited and joined Swale Borough Council at the Remembrance Service at Ypres, Belgium (a town that the Sittingbourne in Swale is twinned with).
17. Diversity House was invited by the WWI Committee of SBC to contribute to discussions on how a tangible WWI inclusive legacy can be built in the Borough. Following Diversity House contribution, an inclusive memorial stone remembering people and animals all over the world who partook in the Great War was erected at the Sittingbourne Cenotaph. SBC went a step further by asking Diversity House to host the reception for the unveiling of the Cenotaph on **28 October 2018**
18. The project which was meant to be delivered in two districts of Kent (Swale and Maidstone) went further afield with conference held at The Royal Overseas League, London on **24th October 2018**.
19. **2** books were published
20. **2** poems commissioned

OPENED DOOR FOR BROADER GLOBAL LEARNING

The project has broadened the mindset of direct beneficiaries towards issues of diversity, social justice, global learning and activism. They are now more willing to embrace the differences in their schools and in the wider communities.

“The project helped us to get the children now so that they can be part of Global community who are much broader minded as they learn about other people and their cultures/way of life, history and identity. This is useful in terms of migration and current immigration issues. I believe that the project gave us a strong base for all our further work in terms of Global Learning. For example, after the drama performances for pupils in the school, we went ahead to perform the Walter Tull play to parents and people from the community who came into the school to watch the children perform the play. Also, we encouraged parents to tell their own family histories of WWI and some of the children came to school with write ups of their family members involvement in WWI and they shared these stories with their

colleagues. Our Children now understands that one's history is part of his/her identity.” (Ms. Mercer – Yr. 5 Teacher)

Writers, producers and negotiators – Catching Them Young

When we introduced the idea of script writing, drama, and negotiating, some teachers were reluctant to push it forward as they felt that the young people may not be able to do engage properly. However, as we introduced this as part of the project, they young people were so excited to participate, and they ended up writing a play on Walter Tull and performing it for their parents and other community members. Also, the young people were able to engage in a debate on the Berlin conference – the partitioning and scramble for Africa. The project offered a huge opportunity for young people to engage in PSHE topics and they were enriched by this.

Figure 58. The casts of Walter Tull play





SECTION 3

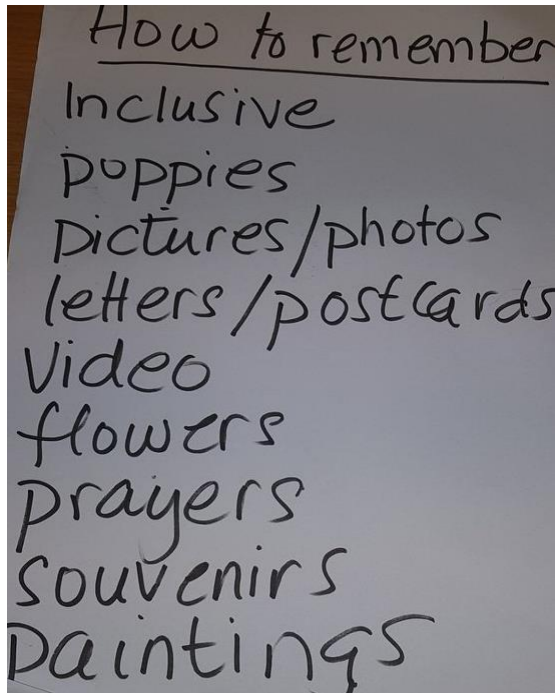
REVIEW

SUMMARY OF LESSONS LEARNT

FUTURE WORK

REVIEW

One of the core questions asked during consultations with communities and schools was how we should remember African in the WWI. The clip below are some responses received from people of all ages, nationalities and beliefs on how Africans should be remembered.



Specific suggestions from Fulston Manor Secondary Schools students:

I think we should have a day every month/ year to remember Africans in the war
I think we should have a traditional African memorial
I think we should post the names of all those who died on social media
A song
A blog about what happened
A special show to remember them
Memorial benches
Gardens with flowers
Video clips
Names on stones
A special Remembrance Day

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Breaking the Myths: First World War and Africa took into consideration the articulated views of both the young and adults regarding how to remember Africa and Africans in WWI. This can be evidenced by the activities of the project and its legacies (tangible and intangible) such as:



A Special Remembrance Day was held on 28th October 2018



A Civic Reception was held to commemorate those who gave their lives in WWI



Poetry, songs, plays and dance were performed in Swale, Maidstone and London



Videography and photography were used to document the involvement and contributions of Africans in WWI



Blogs, web page, SoundCloud, Instagram, YouTube were created with accounts of Africa and Africans in WWI

Breaking the Myths: First World War and Africa did not only focus on the four core themes of the project but was a focal point for other activities looking also at diversity, social inclusion and exclusion during the WWI. It was also an opportunity to discuss about fundamental British Values, migration, globalization and the importance of being culturally proficient.

Young people have also taken part in activities which have enabled them to study their own locality, family histories of involvement in WWI, visits to local Cenotaphs, CWGC sites, Archives, museums, libraries, Cathedral, battlefield tours, etc.

Young Africa children took the opportunity to visit Brixton market to see varieties of African foods. Some of these children had never been to a market place before or been to London. Therefore, the project gave them the opportunity to be aware of some of their culture and identity.

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More locally we have made use of Kent County Council and Swale Borough Council Chambers. For the young people gaining entrance into such magnificent buildings was another highlight to their experiences. They were able to explore the building and spoke to some staff there.

The remembrance event at St. Michael's Junior School saw parents and members of the public coming into the school to take part in celebratory activities and view outputs from the project.

The Project has left Swale and Maidstone (particularly, the participating schools) a better place to work, live by and visit and local people are now more aware of the involvement and contributions of Africa and Africans to the Great War and the aftermaths of the war as it relates to current conflicts and migration issues. The project acted as a catalyst for new and improved relationships with various organisations, community groups, and schools in the localities and beyond, hence Diversity House is confident that its future is more protected through the creation and development of links with the community and gained new competencies.

There was very little 'wastage' on this Project. The project team facilitated history walks and talks, visits, community focus days, Church services; Civic Reception, etc., and delivered the workshops and events on the four themes of the project.

Collaboration

This project was highly collaborative and promoted partnership working. Each partner brought their expertise to the table to ensure quality activities. The project team are indebted to these numerous partners and hope for continued relationships with them.

Relevance of the Project

Understanding that the relevance of a project relates largely to its design and concerns the extent to which its stated objectives correctly address the identified problems and needs of the main beneficiaries and other stakeholders. The project was designed considering expressed needs of the beneficiaries, specifically African Diasporas. It aims, outputs and outcomes as presented in the logical model reflects the need for the project.

Value Added by the Project and for Whom?

The fundamental assumption of the project is that by operationalising the project using both participatory and intergenerational approaches, there would be a buy-in and ownership by the main beneficiaries and other stakeholders. Consequently, the quality of cultural

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awareness, understanding, community engagement and community cohesion could be improved.

Discussions with participants confirmed that the main value added by the project was its capacity of bringing people of all ages from both the community and schools together to explore, discuss and share ideas regarding the inclusive nature of WWI and particularly, the contributions of the empires to the war. It created the awareness that Britain has always been a multicultural nation with people from diverse cultures and heritage contributing to the nation. The length of the project ensured that lessons learnt were embedded in the schools.

Diversity House through this project acted as a conduit by bringing different stakeholders together who hitherto may never have had the opportunity to collaborate. As a result, participants gained improved awareness of the global nature of the Great War and roles played by not just the African soldiers but the carriers too and the contributions of ordinary African people. Apart from teaching the ethnocentric aspect of WWI, the project was an opportunity to highlight the importance of social justice, non-discriminatory practice, cultural understanding and acceptance. To a large extent this was guaranteed by the participatory and intergenerational approaches of the project in which community members of all ages went into schools to facilitate the activities of the project.

“It is really interesting in that the project came from or is generated from the community rather than the school to the community. It therefore helped both the community and the school to build a relationship. The timing of the project is very good as it coincided with the centenary of WWI and when the nation is talking about Brexit and emotions were high.

Diversity House brought with it links and acted as a conduit for the school to meet and work with different organisations such as – voluntary organisations, Swale Borough Council, Kent County Council, Great War in Africa Association, Anglia Tours, the National Archives, CWGC, and many others.

“The hard work of Diversity House made it possible for the school to tap into all these extra resources and links, therefore making it easy for things to happen that “we” (school) don’t have capacity to do on our own.” (Fulston Manor Secondary School Staff)

In addition, over 95% of the participants emphasised their appreciation for this project’s focus on participation and proactive engagement of both young and old, community members, local authority, local businesses, and schools, through weeks of inductions, soft launch and pre-briefings both at the community and school level prior to the commencement of the project, stakeholders gained better understanding and awareness of the four core themes of the project. Also, teachers from the participating schools gained a better understanding of

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the remit of the project making it easier for them to work collaboratively with Diversity House project team and partners to achieve the stated objectives.

".... The idea of pre-briefing staff about the project is important and went a long way to ensuring its success". (Head of School, St. Michael's Junior School)

"I believe that the time spent in inductions and series of preparations through meetings held with teachers from the various schools made it easy for us to deliver the project without any hitch. The teachers' understanding of WWI from an ethnocentric perspective was improved and they also understood the importance of delivering the project in Swale" (Diversity House)

The project's capacity to engage with a broad range of stakeholders, including voluntary organisations, schools, local authority, local businesses, Museums and Galleries, Historians and individuals is to a large extent attributable to the participatory and intergenerational approaches. This was highlighted in how the various project activities were delivered to enrich each school's curriculum. For instance, a Historian specialising specifically in WWI and Africa devoted her time over the two years period to hold workshops in the benefitting schools and in community venues. This Historian accompanied one of the schools to a battlefield tour of France and enriched the lessons on the battles at the Western Front by adding the perspectives of the African campaigns. Also, she assisted the Anglia Tours Guards to explain the involvement of South Africans at the Deville Wood battle.

"The goals and aims were clearly set out from the start and met a number of curriculum areas for the school including history, Arts, crafts, Geography, English, numeracy, Fundamental British Values, Local Study, Food Technology," (Yr. 5 Teacher of a participating school)

However, evidence also shows that the approaches were without challenges and whilst they added value to the project's process through the promotion of common understanding and respect for each generation's unique experiences through open dialogue as well as bringing together many experts thereby broadening the scope and deepened discussions, the project team experienced some difficulties in the implementation. These included: working with those beneficiaries with learning difficulties or mental health to ensure that they participated in a realistic way, exercising their voice and power but not satisfying the agenda of their support workers or teachers; time and resource consumption; adequate time needed to sensitise and training all involved; difficulties in data collection both quantitative and qualitative.

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Nevertheless, it was felt that overall the project's approaches and methodologies contributed to consolidating DH staff and teachers' capacity to better understand how to implement an intergenerational and community participatory action research project on cultural heritage. Also, it led to increased opportunities for community and school interaction.

In terms of the project's capacity to put "Breaking the Myths: First World War and Africa's" Theory of Change in practice, progress was made in bringing communities, families and organisations to schools for activities, helping to improve community and school relationships. Also, this helped participating schools to gain some demographic insights of the communities where their pupils come from. However, more needs to be done to mobilise different stakeholders and particularly, African diasporas for effective engagement and participation in the community level (that is, to engage more with activities happening outside the school).

MAIN BENEFICIARIES' REVIEW

"The project was definitely relevant to us as at the beginning of the project the school curriculum was changed. The topics and activities linked to the new curriculum 2014 and falls within topics like –

- Our place in a global society
 - Big push on fundamental British Values; and
 - Government efforts to help address national issues of migration/immigration
- "It provided good opportunity for us as a school to participate in celebrating an inclusive centenary of WWI. Also, it has helped social cohesion and with a growing diverse community" (St Michael's School).

The teachers were excited to work on the project, collaborating with Diversity House because of the good preparation before the project started. It made them comfortable and they could relate to the vision and intended outcomes of the project. The pupils were from the onset open, interested about the project and they gained knowledge, becoming expert on the project subject.

As every other thing, relationship must be built and that's what we did with Diversity House. Also, certain criteria have made it easy to build and maintain good relationship with each during the project and these were:

- Cost of the project was borne by Diversity House which made it happen;
- A journey to fit Diversity House expectations around school limitation. This was achieved through both parties reaching compromises.
- We (school) were very hot on protocols (risk management, signing in, approvals, and permissions) and Diversity House's compliances with these were very reassuring."

Legacy: Long-term benefits of the project: Breaking the Myths: First World War and Africa has left a legacy of young experts through an immersion in the Walter Tull play, the

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scramble and partitioning of Africa history and debate, battlefield tours, museum visits, etc., have gained massive/wider experience of the culture. These young experts are now teaching their peers.

Reinforce Fundamental British Values: one key benefits from the project is that it clearly reinforced the fundamental British values. As you can see from our poster which depicts British Value Statement. Due to the project, we have clear evidence of FBV and we have understood it clear than others and thus able to implement them faster than otherwise.

The project helped us to get the children now so that they can be part of Global community who are much broader minded as they learn about other people and their cultures/way of life and history. This is useful in terms of migration and current immigration issues. I believe that the project gave us a strong base for all our further work in terms of Global Learning.

Sustainability –

- I believe that the project is sustainable due to the resources that have been produced during its course.
- Our teaching staff knowledge of cultural issues has increased, which means that they can continue to teach about it.
- Debates and campaigning are other aspects of the project that are sustainable.
- Visits to quality places will continue such as Museums and Galleries.

TOP TIPS FOR DELIVERING CULTURAL HERITAGE PROJECT

SUMMARY OF LESSONS LEARN

The lessons learnt in the process of implementing this project may be summed up as follows:

- Project focus- be sure of what you want to do and achieve;
- How did you identify the need – needs assessment conducted using mixed methods will ensure that activities implemented will lead to the collection of robust data;
- What change(s) do you want to make- have a theory of change and a logic model;
- Let the community take the lead in the project. Engage potential beneficiaries very early in the project to ascertain need and solution(s) (use problem and solution tree); engage beneficiaries as steering committee members and in other roles within the project, ensuring their buy-in and thereby sustainability and add value to the project;
- Have a clear project plan with milestones and include time for regular monitoring and evaluation – proper process documentation will ensure that you do not struggle when trying to write your end of project report;
- Project topic should not be narrow thereby polarising some sections of the community – use participatory and global approaches;
- Remember HLF outcomes when planning your activities; ensure that you have the right tools for measuring your outcomes;
- Make sure to collaborate and build partnerships with other organisations.
- If the project is to be delivered in schools, brief the project team very early in the planning phase on school values and rules as this will make for easier project implementation. Also, understanding rules and protocols



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which may impact on the way a project is delivered in schools as against in the community is very important for the success of the project;

- Pre-briefing staff about a project is important as it leads to clarification of goals and how they would be achieved;
- Diversity House from the onset had clear expectations of what is needed for workshops and this helped the project to be successful;
- School needs a project manager with time to assist, organise and communicate with others. A named person with some capacity is important; and
- Project should be x-curricular (ness), not add on but should be complementary, enriching the curriculum.

FUTURE WORK

Diversity House, collaborators and the beneficiaries are looking forward to working together again. The themes of this project were sensitively handled which led to the stakeholder asking what next. Series of meeting have been held, examining what should be delivered and who by.

Appendix 1

Press Release announcing the receipt of funding from HLF

Diversity House wins Heritage Lottery Fund support

Sittingbourne, 27, October 2016

Diversity House has received £95,300 from the Heritage Lottery Fund (HLF) for an exciting project, “Breaking the Myths: First World War and Africa”, in Sittingbourne and Maidstone area. World War One was a global conflict and has an important and lasting global legacy. However, many of the commemorations fail to acknowledge the contributions, experiences and trauma of Non-European Countries. This project aims to address this exclusion by highlighting the involvement of African people and the conflict played out within Africa.

Thanks to National Lottery players, Diversity House will engage with 1090 younger members of the Swale and Maidstone communities by working with several schools and youth clubs. Participation of the wider adults will be created via a project exhibition that will appear at participating Swale Libraries, a permanent home for which has been negotiated at Maidstone Xross-PolyNation Art Gallery, HRGS.

On this occasion, **Mrs Christine Locke, CEO, Diversity House said:** “We are thrilled to have received the support of the Heritage Lottery Fund and are confident the project will be able to teach people on how to accommodate and adapt their attitudes and behaviours in relation to other people’s heritage, particularly that of the Africans. They will understand and appreciate that the Africans ‘then and now’ have a stake in Britain. This will improve and reduce racial tensions which started boiling over in the wake of Britain’s exit from the European Union.”

Stuart McLeod, Head of Heritage Lottery Fund South East, said: “The impact of the First World War was far reaching, touching and shaping every corner of the UK and beyond. The Heritage Lottery Fund has already invested more than £82million in projects – large and small – that are marking this global Centenary; with our new small grants programme, we are enabling even more communities like those involved in Breaking the Myths to explore the continuing legacy of this conflict and help local young people in particular to broaden their understanding of how it has shaped our modern world”.

Helen Grant MP, Maidstone and The Weald, said: “I am delighted to support Diversity House’s ‘Africa and World War One’ project, particularly as former Minister responsible for the WW1 Centenary commemorations. This is precisely the kind of initiative the Government is looking for to highlight the contributions made by African communities in that terrible

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conflict. It will inform our younger generations of the sacrifice made by the many who fought so bravely, and I look forward to seeing the project come to fruition.”

Gordon Henderson MP, Sittingbourne and Sheppey Constituency, said: “I congratulate Diversity House on winning this grant from the Heritage Lottery Fund and wish them well with their project. During this time when we are remembering the sacrifice made by so many people during the First World War, it is important that we acknowledge the role played by people from many Commonwealth countries, including African countries. It is also important that young people understand the significance of the Great War and the debt we owe to those people of many races and colours who died fighting for Britain. This project will help get that message over.”

About Diversity House

Diversity House was formally opened on the 16th of May 2007 with an office in Phoenix House, Central Avenue, Sittingbourne. A charitable organisation providing both community and prison-based services for diverse communities across Kent. The charity aims to promote community integration, re-integration, social inclusion and cohesion within the Swale and Kent communities.

About the Heritage Lottery Fund

Thanks to National Lottery players, we invest money to help people across the UK explore, enjoy and protect the heritage they care about - from the archaeology under our feet to the historic parks and buildings we love, from precious memories and collections to rare wildlife. www.hlf.org.uk @heritagelottery @HLFSouthEast

For further information, images and interviews, please contact
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Appendix 2 – Press Release on the launching of the project

‘BREAKING THE MYTHS’ LAUNCHING EVENT – PRESS RELEASE

On the 20th January, the heritage lottery- funded project ‘Breaking the Myths’ was launched in Kent. The project will raise awareness of the African contribution to the First World War, which is almost entirely unknown or otherwise obscured in the public consciousness and commemoration activities.

Created and implemented by the local charity Diversity House, ‘Breaking the Myths’ will run an array of educational, community and commemoration activities to shine a light on Africans in WW1 and dispel the myth that the war was only fought by white Europeans. This has the aim of improving the attitudes and behaviours towards Africans living in Britain today.

Helen Grant MP, Maidstone and The Weald, said: ***“I am delighted to support Diversity House’s ‘Africa and World War One’ project, particularly as former Minister responsible for the WW1 Centenary commemorations. This is precisely the kind of initiative the Government is looking for to highlight the contributions made by African communities in that terrible conflict. It will inform our younger generations of the sacrifice made by the many who fought so bravely, and I look forward to seeing the project come to fruition.”***

The launch event, held at Kent County Council in Maidstone, included a line-up of eminent speakers and African performers. And with a topic which cuts across generations as well as cultures, the launch attracted a hugely diverse audience, ranging from members of the British Royal Legion, police, army veterans, policy makers, school children, and of course members of the public.

There were speeches from members of the government, lectures from distinguished historians in Africa and WW1, Q&A sessions, as well as music, poetry and dance acts from the continent. This was not only a recognition of Africa’s past, it was also a celebration of African culture.

The poetry by Neema Kambona and Chief Ayo Oyebade was particularly poignant. The CEO of Diversity House, Christine Locke, asked Oyebade to turn the historic speech given by Isaac Williams Wauchope into a poem. The speech was given during the tragic sinking of the SS Mendi in WW1, which killed 607 black South Africans. ‘Let us die like brothers.’ Chief Ayo Oyebade read, ***“Be quiet and calm, my countrymen. What is happening now is what you came to do...you are going to die, but that is what you came to do. Brothers, we are drilling the death drill. I, a Xhosa, say you are my brothers...Swazis, Pondos, Basotho...so let us die like brothers. We are the sons of Africa. Raise your war-cries, brothers, for though they made us leave our assegais in the kraal, our voices are left with our bodies.”***

Disastrous events like this involving Africans during WW1 remain unmentioned in many commemoration services and are still largely unknown in the public conscience. The issue may be unknown in the public sphere, but it is certainly known in academia. The experts on the issue, Professor David Killingray from Goldsmiths University, Anne Samson and Marika Sherwood, played a vital role in the launch by informing the public with their extensive knowledge on Africa and WW1.

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The importance of the projects aims was recognised by the Mayor of Maidstone, Cllr Derek Butler, when in his speech he said, ***'It is true, that I was not aware of the involvement of Africans in the First World War or that Africa was an arena for the War and I am sure by far and away the majority of people living in the United Kingdom would not be aware of this either.'*** He went on, arguing that ***'all people and nationalities that would have fought and sacrificed their lives for the cause in the First World War should be remembered and commemorated.'***

The public silence in commemoration is a blow not just to the Africans whose sacrifice for Britain during WW1 is still unpaid – it also has negative consequences for Africans living in the diaspora, and the country today. If they knew of the contribution their forebears made to the peaceful Britain we have today, then modern day Africans could surely walk taller with the knowledge that they too have a stake in Britain.

Diversity House CEO, Christine Locke, hopes that 'Breaking the Myths' will also improve community integration of ethnic minorities, particularly that of Africans. In the wake of Brexit, racial tensions have boiled over in the areas of Swale and Maidstone. It is hoped that knowledge of the African contribution to WW1 will open new platforms for understanding and unity, as Cllr Mike Whiting stressed in his speech:

'Through projects like this, our children, and I think a good many adults, will learn for the first time this important part of African and British history, which adds to the long list of things that unite our joint-heritage and helps our mutual understanding of the positives for British society today.'

Through networking at the 'Breaking the Myths' launch, Diversity House has now begun collaborating with the Royal British Legion, the Commonwealth War Graves Commission, the National Archives, and schools in the Swale and Maidstone areas to incorporate WW1 into the school curriculum and implement a plethora of community projects that will stimulate public thinking and awareness of Africa in WW1.

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Appendix 3. Lists of Workshops held at St. Michael's Junior Primary School

Date	Start time	End time	Work area	Sub-work areas	Summary		
	04/01/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Creative workshop	
	11/01/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Creative workshop	
	16/01/2017	10:00	14:00	Breaking the Myth - First World War and Africa	School Workshops,	WWI School Assembly at Westlands Primary School, Sittingbourne	
	27/02/2017	09:00	14:00	Breaking the Myth - First World War and Africa	School Workshops,	Remembrance and WWI Goodwin class and Brenchley class Year 5, 2017	
	06/03/2017	09:00	14:00	Breaking the Myth - First World War and Africa	School Workshops,	Remembrance and WWI Blythe year 3 and Townsend year 3/4 2017	
	13/03/2017	09:00	11:30	Breaking the Myth - First World War and Africa	School Workshops,	Remembrance & WW1 Hazlitt Class year 5 Lesson one	
	20/03/2017	09:00	14:30	Breaking the Myth - First World	School Workshops,	Introductory Workshop: Scramble for Africa- Berlin Conference	

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				War and Africa			
	27/03/2017	09:00	14:00	Breaking the Myth - First World War and Africa	School Workshops,	WW1 Causes & African Map. Blythe Class and Townsend	
	24/04/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Africa & Assembly WW1- Remembrance. Activity- 3D Map design & Map reading.	
	03/05/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Global nature of WWI	
	03/05/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,		
	03/05/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Crystal Class (Yr. 5) WWI workshop	
	11/05/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Fulston Manor Focus Day on World War One in Africa	
	11/05/2017	09:00	15:00	Breaking the Myth - First World War and Africa	Volunteering, School Workshops,	Questions from Fulston Manor	
	19/06/2017	09:00	15:00	Breaking the Myth - First World	School Workshops,	World War One - 1914-1918: illness and Medicine	

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				War and Africa			
	26/06/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	World War One - 1914 - 1918: Illnesses and Diseases	
	03/07/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	WWI Archival Research	
	10/07/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	WWI Archival Research	
	17/07/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	WWI Archival Research	
	18/09/2017	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Revisiting WWI in Africa	
	20/09/2017	09:00	14:45	Breaking the Myth - First World War and Africa	School Workshops,	Pre-workshop for Micro-nations of war	
	15/01/2018	09:00	14:00	Breaking the Myth - First World War and Africa	School Workshops,	St Michaels-teaching day	
	15/01/2018	09:00	15:00	Breaking the Myth - First World	School Workshops,	South Africa and World War One	

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				War and Africa			
	22/01/2018	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Review of Lesson on WWI	
	29/01/2018	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Recruitment & experiences of South Africans in WWI	
	19/02/2018	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Battle of Deville Wood	
	26/02/2018	09:00	13:00	Breaking the Myth - First World War and Africa	School Workshops,	Walter Tull	
	05/03/2018	09:00	13:00	Breaking the Myth - First World War and Africa	School Workshops,	Walter Tull's Army Years	
	19/03/2018	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops, Collaboration,	Give Walter Tull His Medal	
	24/03/2018	10:00	12:00	Breaking the Myth - First World War and Africa	School Workshops,	Campaign Letter to Helen Grant MP	
	26/03/2018	09:00	15:00	Breaking the Myth - First World	School Workshops, collaboration,	Commonwealth Day 2018	

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				War and Africa			
	16/04/2018	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Script Writing - Walter Tull	
	23/04/2018	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Script Writing - Walter Tull	
	30/04/2018	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops,	Script Writing - Walter Tull	
	23/05/2018	13:10	15:10	Breaking the Myth - First World War and Africa	School Workshops,	Auditioning and rehearsals - Walter Tull	
	29/05/2018	10:03	11:03	Breaking the Myth - First World War and Africa	Research & Planning, School Workshops,	St. Michael's event	
	04/06/2018	09:00	14:00	Breaking the Myth - First World War and Africa	School Workshops,	Auditioning and rehearsals - Walter Tull	
	11/06/2018	09:00	15:00	Breaking the Myth - First World War and Africa	Events, School Workshops, Project Exhibitions,	Performance of Walter Tull play	
	13/06/2018	09:00	15:00	Breaking the Myth - First World	Volunteering, School Workshops,	Review Workshop	

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				War and Africa	Project Exhibitions,		
	18/06/2018	09:00	15:00	Breaking the Myth - First World War and Africa	School Workshops, Project Exhibitions,	Suffrage & Exhibition	
	25/06/2018	08:30	16:00	Breaking the Myth - First World War and Africa	Volunteering, School Workshops, Project Exhibitions,	Celebration & Closure	
	23/07/2018	11:00	14:00	Breaking the Myth - First World War and Africa	Events, Volunteering, School Workshops, Project Exhibitions, collaboration,	Tull100 Award	
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