

Newsletter  
August 2021



## Endless Potential



**KOÇ  
UNIVERSITY**

### Public Archaeology and the Time Travel Method at KOC University Situated in Istanbul, Turkey

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Endless Potential- Public Archaeology  
and Time Travel KOC University,  
Turkey

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The Department of Archaeology and History of Arts at Koç University offers the upper undergraduate and graduate seminar *Public Archaeology* once every two years. **This is the only university in Turkey where the subject of public archaeology is treated academically.** A medium-sized cohort of students receives training on the methodologies of archaeology which relate and connect with the public. The Spring 2021 semester took place on-line, away from the university's campus with no opportunities to benefit from on-site experiences which have traditionally defined this course and made academic training in Turkey rather special. On the other hand, remote education allowed us to connect with public archaeology practitioners around the world in a rather unprecedented way.



**The Time Travel method was shared with the class by Ebbe Westergren and Hakan Adanır.** Following are some reflections by the students about the course and the Time Travel method.  
*Dr. Alessandra Ricci, course instructor*

*“Its **integrated structure with the community** helps to increase consciousness in society. Thus, I believe that Public Archaeology has a vital role in preserving cultural heritage too. It retains and empowers heritage to enrich our history. That is why we as archaeology and art history students have a big responsibility to keep and maintain our cultural heritage through Public Archaeology.”* (Hasret Kılıçoğlu, BA, 4th year)

*“The Public Archeology course enabled me to learn in detail that archaeological research should be designed and managed with **bottom-up approaches** by bringing all related parties involved in a democratic context”.* (Devrim Sönmez, PhD, 2nd year)

*“**Public Archaeology course has an endless potential** in broadening outlook and fitting archaeology into the framework of the contemporary world, **increasing its relevance to the present**. On a personal level, public archaeology has directed me in my current research which focuses on heritage education.”* (Yelyzaveta Nesterova, MA, 3rd year)

The presentation on the Time Travel applied heritage method, given by Dr. Ebbe Westergren and Hakan Adanır on April 22, 2021 has reinforced some of the topics forming core of the Public Archaeology course and provided students with valuable insights

contributing to the projects students are working on in the scope of the course:

*“I think the "Time Travel Project" is a significant tool in reaching a consensus between the parties. In this context, my objective is to apply this medium for reaching a consensus by raising awareness about the damages of treasure hunting in the region where I am working on a site management plan. I am sure this will enable empathy for locals and their appropriation of the site.”* (Fatma Kalkan, PhD, 2nd year)

*“Among all those valuable ideas, the Time Travel method was particularly special as an engaging and fun way of **bringing people together for a better learning environment**. I will definitely consider designing several Time Travel activities for my cultural route project in order to rediscover Bodrum collectively.”* (Ekin Berk Polat, BA, 4th year)

*“The Time Travel applied heritage method provides a new insight on participatory approach in heritage practice demonstrating the possibility of **constructing dialogue and “living” heritage in diversity and unity** of its multiple perspectives.”* **Yelyzaveta Nesterova, MA, 3rd year**

# Annual General Meeting, 14 countries

**The Annual General Meeting took place on 17<sup>th</sup> March** , with an attendance of 38 participants representing 14 countries. 2021 is the transitional phase in addressing the revised constitutional mandate.

A turning point in 2020 experienced globally has been the COVID19 pandemic. This continues to affect programmes with restrictions on international travel and programmes, including the postponement of the international conference.

On a positive note, the adoption of the constitution in 2020 was a significant achievement. Refer to the Annual Report on [www.bridgingages.com](http://www.bridgingages.com)

Members overwhelmingly adopted the **Strategic and Action Plan below:**

## **International Board level:**

1. Emphasis on networking, cooperation, partnership, (social) inspiration, and mentorship between the Bridging Ages countries.
2. Develop methodological material for use in the countries.
3. Remain active in communication, social media, newsletters, website etc.
4. Engage the board and, if possible other members, in working groups to delegate responsibilities.
5. Be sensitive to the contemporary issues in society, trends in heritage and to the needs and opportunities of the Bridging Ages countries.
6. If possible, with countries working together, organize trainings on the Time Travel method, on various levels, including academic.
7. Develop the administrative and practical work of the board and the secretariat.
8. Fundraising

## **Individual Country level:**

1. Implement and promote the Time Travel method locally, regionally, and nationally.
2. Consolidate the Time Travel method and the regional/ national Bridging Ages organization to build a stronger network within the country/ region. Relate to the international network?

3. Organize capacity building and trainings on the Time Travel method.
4. Partner with schools, museums, universities, and NGOs.
5. Establish viable fundraising methods.

## **Bridging Ages Board**

President, Gulshera Khan, South Africa

Vice President, Tina Lindström, Sweden

Board members: Monica Mattbäck, Finland

Scott Green, USA

Steven Labarakwe, Kenya

Douglas Muwonge, Uganda

Agrita Ozola, Latvia

Pille Rohtla, Estonia

Hakan Adanir, Turkey

Honorary President: Ebbe Westergren

## **President's office:**

This office is responsible for management and overarching guidance of Bridging Age's developmental focus as an entity. Her office is based at Port Shepstone Twinning Association, South Africa.

## **Administrative Office:**

The administrative office is based in Kalmar County Museum, Sweden, as well as with the Vice President of Bridging Ages. Detailed report by Vice Chairperson Tina Lindström follows.

We welcome your inputs, ideas and suggestions. Please share your programmes and management of Time Travel and Applied heritage programmes at your institution.

*I am Because We Are!*

*Gulshera Khan- President*

# Kalmar County Museum, Sweden



**Adam Norman, Pia-Lena Björnlund, Tina Lindström  
and Gabriella Johansson**

**The educational department** is one of the six departments at the museum, is. Here, 11 people from different backgrounds, historians, archaeologists, a journalist and educators, all work together. The unit includes a costume studio with sewing workshop and a large wardrobe of historic clothes.

**Bridging Ages' administration** belongs to the educational department and we are comprised of four people who are currently working with Bridging Ages:

**Gabriella Johansson** is administrative secretary and sits in on all board and operational meetings. She writes protocols and is responsible for member service and the website. **Pia-Lena Björnlund** assists with layouts to Newsletters and Pioneer Bulletins. **Adam Norman** monitors international contacts, writes applications and holds seminars, while I, **Tina Lindström**, am Vice President of Bridging Ages. Together we are a good team and do our best to make the Bridging Ages' administration work to support and strengthen the international organization.

Hello,

Bridging Ages' office is located at Kalmar County Museum, in Kalmar, on Sweden's southeast coast. Kalmar is a medium-sized Swedish city of about 70,000 inhabitants.

Let me give you a quick introduction to the museum: We have almost 100 employees. It is a cultural history museum that works with cultural heritage and cultural environments in our region. The region has 12 municipalities. The museum serves and is available to all municipalities.

I have worked at Kalmar County Museum since 1996. Here, I have carried out many Time Travels and have been involved in **several international projects**.

## **Beginning of Time Travels**

**Collaborations** started in Finland followed by the U.S.A (Minnesota and New Mexico), then Estonia as well as several projects and trips to South Africa. We also did work in Poland, Lithuania, Turkey, Italy, Germany, and Kenya for several years. All these trips and projects have been both educational and fun.

The best part is all of you who participated. You've always made me feel welcome and appreciated. Nowadays, there is less travel. Mostly because of the pandemic but also, in recent years, I work as head of the pedagogical department which takes up most of my time. As such I don't have the same opportunities to work operationally and with projects.

Thank you all for fun and rewarding collaborations and long live Bridging Ages!!!

**Tina Lindström  
Vice President – Bridging Ages**

# Time Travel and Human Rights Seminar



## Sweden

In April 2021 Kalmar County Museum, with presenters from Bridging Ages International, hosted a **seminar at the Swedish Forum for Human Rights**. This conference is the biggest meeting the Swedish human rights-sector holds each year with about 5000 visitors. Among the organizers are NGO's, universities, and faith-based organizations with a common focus on international development work. During the conference a variety of seminars, exhibitions and lectures makes up the content. There is a different theme every year.

### Conference Theme- 2021

For 2021 the theme of the conference was **"Human rights – A matter of where you live?"** and Kalmar county museum wrote a proposal with the aim of emphasising the role of local heritage a method for strengthening the work on human rights. The proposed seminar had the title ***"This place has meaning: Heritage as a method for changing communities"*** and was accepted by the Human Rights forum. During the seminar, a small introduction on the Time Travel method was presented along with three different cases that all gave different perspectives on how the Time Travel Method was used.

The first case was presented by **Tina Lindström**, Kalmar County Museum, and was based on a Time Travel to 1945, and the arrival of Jewish **refugees** after the second world war. In the scenario people had gathered in Kalmar to prepare for the coming of the refugees. The discussions focused on the feelings and questions that the new situation created, feelings of guilt and solidarity along with questions on diversity. How can we take care of the refugees in a good way and how can we live side by side?



## South Africa

The second case was presented by **Gulshera Khan**, President of Bridging Ages. After a short introduction on the development in South Africa since 1994, the scenario was presented.

This case was the **forced removals** that took place in Gamalakhe Township in 1968 and the story of one resident, Smangele Memela. The Time Travel was used to create a discussion about human rights with learners. It also powerfully helped restore dignity and respect to the victims and allowed their voices to be heard.



## Kenya

The last case was presented by **Dr Mildred Ayere**, Maseno University and President of Bridging Ages Kenya. In this case the Time Travel Scenario was focussed on the topic of **Gender-Based violence**. The scenario was created in cooperation with the students at Maseno University to help them act and raise their voices against GBV. The scenario was based on a situation of domestic violence, where the participants were all able to discuss and decide how to deal with the perpetrator. The key questions focused on the roots of GBV and how heritage and traditions contribute to the continuation of this violence.

After the presentations, the participants in the seminar had questions on how follow-ups and results are applied from different time travels, both at individual level and community level. There was also a discussion on the practical cooperation with different civil society organisations. To summarize, the Time Travel Method was seen as something very interesting, and our great panel of presenters demonstrated a wide variety of ways the Time Travel Method is applied, and local heritage is utilized, to positively change communities.

**Adam Norman- Kalmar County Museum**

# Webinar on Migration and Challenging Topics in Time Travels



**Kalmar County Museum** is the lead partner for the Interreg South Baltic funded project “**CROSSROADS**” that takes place 2019-2021. During this project the Time Travel Method is introduced for partners in Lithuania, Poland, and Germany. As a part of the adaption to the Covid-19 situation, some of the trainings were held online. In March, Kalmar County Museum hosted a web seminar for the partners in CROSSROADS to share new perspectives and broaden the understanding of how Time Travels are used. **The overall theme of CROSSROADS is migration** and the partners needed examples showing how to address sensitive issues., These topics became relevant in planning the webinar.

The members in the Bridging Ages Network have a lot of experience in conducting Time Travels globally. With the help of Bridging Ages International, four different presenters were invited to this seminar.

**Annina Ylikoski and Victoria Nylund** from the Regional Council of Ostrobothnia, Finland each presented a case study. The first was on a new digital Time Travel where Arvid, a young man from Finland, migrates to the U.S.A. in 1903. The participant needs to learn facts and answer questions to enable Arvid to safely travel across the Atlantic Ocean.

**The second session from Finland** was a program targeted toward newly arrived immigrants in Finland, where letter writing was a crucial part of the Time Travel experience. The scenario was set on the home front during the Second World War, and the letters that the

participants wrote during the Time Travel formed a bridge between now and then.

**The third session was hosted by Dr. Mildred Ayere** from Maseno University, Kenya, in which a Time Travel to the post-election violence of 2007 was presented. The very recent history and the acts of violence gave good examples on how the Time Travel Method can be used in healing and reconciliation processes after a violent event.

**In the fourth and last session Scott Green** from the Bridging Ages International Board, gave an extensive overview of how Time Travels have been used to gain a better understanding of immigration and racism in the U.S and Canada throughout history and in present time. Many parts of the North American history are connected to immigration from different parts of the world and the Time Travel Method has been used to show how this affected society in

the past and how it still negatively resonates in the contemporary culture.

With the digital leap that Covid-19 has forced us to make, networking has become easier. By using the broad and deep knowledge and experience that is available in the Bridging Ages network, we can reach further in better

understanding how Time Travels can be used and even expanding the very limits of our understanding of the methodology.

**Adam Norman**  
**Kalmar County**  
**Museum**

## Discourse of Childhood and Time Travel on Deportations

### Latvia

The Annual Summer Seminar for museum educators was held at Alūksne Museum in Latvia, on August 23-24, 2021, in cooperation with the Promotional Society of Museology in Baltics and Latvian University. The main theme was connected to the discourse of childhood.

The theoretical part of the seminar was led by a professor from the Latvian University, Dr. Iveta Ķestere, who encouraged participants to use a variety of research methods when they develop their ideas and work on content for new programs.

### Seminar Participants



Participants at the seminar developed themes related to the discourse of the childhood, like: Child and Politics, Child and Society, Child and Institution, Child and Didactics, Actors and Personality, in active group work. Using digitalized objects from their own museums they created and presented five stories of childhood.

One group presented a story about children who did not have a normal childhood because of various circumstances, for example, political. The theme of *Uneventful childhood* was developed also during the practical part of the Summer Seminar.

One of the hosts – Alūksne Museum – presented an educational program titled: *The Five Life Stories*. They call it a theatrical and educational performance but its participatory approach, key questions, role play elements, structure likens it to the Time Travel method.

### Programme Goals

This program promotes the understanding of the deportations carried out by the Soviet authorities in the Baltics in 1941 and 1949 and the life of deported people in exile. It emphasizes the consequences of deportations

and the importance of preservation of the national identity. *The Five Life Stories* was created by Alūksne Museum in cooperation with a local students theatre group and supported by State Culture Capital Foundation in Latvia. **The program is created for students.**



**Registration of deportees**



**Role of Museum Educators**

Museum educators like students were involved in finding out the life stories of five deported children who were displaced from Latvia to Siberia.

Under the strict supervision of the Soviet Army soldier, participants must find the missing pages in the diaries of the repressed children, understand the court sentence in Russian, find the encrypted text and read it in a mirror, analyse the photo materials and look for answers to confusing questions.

The tragedy of the deportations is exacerbated by inconvenient operating conditions, unavailability of materials, contradictory and unconditional demands, non-compliance that was punished during the deportations. During the time of action, museum educators found that the created environment, even if it is only an ordinary school hall, promotes emotional empathy. It also supports each participant's personal experience and appreciation of the tragedy of the deportations carried out by the Soviet authorities.



**Participants of the performance** learned to see, discover and analyse causation in historical processes and to use them to explain social processes. They explored the changes that took place during the deportations and made conclusions on how these changes are related to the current political situation in Latvia and in the world. They analysed the factors influencing changes, learned to cooperate, used various material sources, recognized and offered solutions to situations where people's physical and emotional safety is threatened, and discussed the moral and ethical aspects of the value of life. They acquired skills to demonstrate behaviour that shows respect and personal responsibility for one's own and other people's safety and well-being in ambiguous situations.

**Reading of encrypted texts written by deported people**

By getting acquainted with the rich cultural heritage and museums, including the educational program, museum educators were encouraged to develop research skills as well as

look for new approaches and new methods, with the Time Travel method serving as a prime example.

**Agrita Ozola and Jolanta Baldiņa**

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