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## Independent Evaluation Report 2024

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Independent Evaluator

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*FOREWORD*

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The continual destruction of rock-cut carvings by natural erosion and deliberate acts of vandalism is a global problem. With the enthusiastic engagement of so many individuals and institutions across Türkiye, and with financial support and added expertise of the Cultural Protections Fund, the *Carved in Stone* project made important progress towards tackling this endemic threat to global heritage.

The evaluation process has re-engaged us with old friends from the initial *Carved in Stone* training programme, as well as new groups who have picked up and run with the RTI technology and the model of Active Learning educational interventions that *Carved in Stone* piloted. It has been humbling to read the deep enthusiasm and value attached to the skills and resources that trainees acquired, sometimes in surprising and enlightening ways, revealed by this evaluation process.

It is to be hoped that, with this evaluation data from Türkiye behind us, we can now work to support other regions to address the technological, educational and cultural challenges conserving this particularly vulnerable form of heritage requires.

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*Carved in Stone Project Director*

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# 1. Executive Summary

## i. Background

The *Carved in Stone* project was directed by Dr Alan M. Greaves (University of Liverpool) and funded by the British Council's Cultural Protection Fund (CPF). He worked with local partners across Türkiye to deliver a programme of training and education that aimed to reduce looting and vandalism of rock-carved inscriptions and monuments. The project involved thousands of participants, recorded dozens of sites, and resulted in the development of an innovative new, lightweight approach to digital recording of rock carvings in the field: Virtual Reflectance Transformation Imaging (V-RTI).

## ii. Evaluation

This is an independent evaluation carried out by George E. Downs that seeks to assess the extent to which the *Carved in Stone* project aligns with the heritage, society, and economy outcomes of the Cultural Protection Fund. It is also necessary to give a clear voice to the project's participants, including those trained in RTI, teachers in communities across Türkiye, tourists, and other stakeholders.

## iii. Key Findings

The evaluation has helped to identify key learnings for future projects to build upon the impacts of the Carved in Stone project. The development of both the new Virtual RTI workflow (which combines photogrammetry with RTI) and the successful piloting of the Active Learning pedagogic model for heritage education are significant outcomes that have followed on from the *Carved in Stone* project and the evaluation evidence strongly suggests that they have potential to be applied more widely across Türkiye and the wider region as part of cultural heritage protection projects.

## iv. Recommendations

Future projects would benefit from the creation of regional centres of excellence for RTI, including new Virtual RTI training, and peer networks to provide on-going technological support and advice. RTI is visually appealing and integrating the method into visitor experiences such as in 'Arkeoparks' and heritage trails can increase community engagement with heritage and create sustainable tourism offerings, even in small or remote communities. A coherent package of pedagogical resources based on heritage education using Active Learning in primary schools has the potential to enhance heritage protection but also build community cohesion within diverse communities.

## 2. Overview of *Carved in Stone*

### i. Project Objectives

In order to tackle the widespread destruction of rock-carved inscriptions and reliefs in isolated locations across rural Türkiye, the *Carved in Stone* project adopted a dual approach: firstly, to train local heritage stakeholders in the low-cost Reflectance Transformation Imaging (RTI) digital recording technique and, secondly, to train local school teachers in learning methods to raise children's awareness of the damage caused by vandalism and looting of such sites and how to report it.

### ii. Theory of Change

Ancient rock carvings can be found in many villages across Türkiye, but natural erosion and human actions, such as vandalism, theft, quarrying and building development, means they are at risk. Looting of these and other sites has also been associated with the international black market, but they cannot be removed to museums for safe keeping. Their remote, inaccessible locations hamper recording with 3D laser scanning (3DL). The project team believed that RTI is a more lightweight recording method than 3DL and requires less expensive equipment.

### iii. What is RTI?

Reflectance Transformation Imaging (RTI) works by using digital photos to compile an interactive digital image of an artefact. It highlights fine surface details, making eroded or damaged inscriptions easier to see (**Fig.1**).



**Fig. 1:** An eroded relief and Greek inscription carved in bedrock from Konya Province, before and after RTI imaging. Image courtesy of Yiğit Erbil, Hacettepe Universtiy.



#### iv. RTI Training

Training allows researchers to overcome difficulties in using the technique under field conditions. RTI training was delivered via universities (both public and private), research institutes and museums across Türkiye. These hosted ten RTI awareness-raising events, delivered to 350 people. Of these, 50 people then went on to complete a further two-day intensive training programme to record field monuments using RTI (**Figs 2 and 3**).



**Fig. 2:** *Intensive RTI field training on site at Phaselis*

Events and trainings were delivered in English and Turkish with dedicated training manuals and follow-up technical support. During the project c. 50 rock-cut monuments were recorded across eight provinces, including three affected by the war in Syria (Hatay, Kilis, Gaziantep).



**Fig. 3:** *Intensive RTI processing training at the Phaselis Research Centre*

v. Community Heritage Education

For the teacher training, the project worked in partnership with an educational NGO based in Fethiye to pilot training materials with 150 teachers and 40 community volunteers and evaluate and refine the educational resources for dissemination nationally (Fig.4).



Fig 4: Teacher training session and certification.

20 games were developed that used the pedagogical principle of Active Learning to guide children to form their own conclusions about the consequences of vandalism and theft from archaeological sites, followed by teacher-led discussions about what can be done about it (Figs 5 and 6).

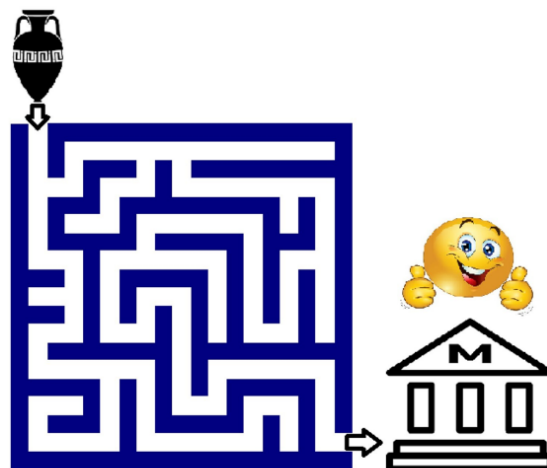


Fig. 5: Example of pedagogical game produced by the project. Here the usual 'treasure hunt' trope of a children's maze game is inverted so they are rewarded for taking the artefact they've found to a museum. No language knowledge is assumed and the game subtly embeds values of cultural heritage protection without being didactic.



**Fig. 6:** Children engaging with pedagogical games in a class delivered by a trained teacher.

## vi. Previous Evaluation

In a previous evaluation of the project, data was collected from the RTI awareness raising events (c. 350 respondents), intensive training programme (c. 50 participants) and teacher/volunteer training (c. 190 trainees). The results were collated and published in a single evaluation report.<sup>1</sup>

The report provided an overview of the project's short-term impact with the evaluation methodology being overwhelmingly quantitative in nature. The report presented its findings in a statistical format that measured the extent to which the primary aims of the project had been achieved. Participants' voices were restricted by the closed question 'multiple choice' format and free text was limited to a 'further comments' section. This previous evaluation was carried out by the project team itself.

Responses regarding the RTI Awareness-Raising Events showed attendees gained an understanding of the RTI technology and its uses for research and conservation. Respondents appreciated the engaging presentation, demonstrations of worked examples, the fact that Greaves delivered them in Turkish, and the enormous potential of the RTI technology. However, they commented that RTI should be more widely known and used within the archaeological community.

Those who undertook the Intensive RTI Training Programmes commented positively on teaching quality, learning materials and practical skills acquired (which used real artefacts on sites and in museums). However, in practice, many participants found the complex photographic set-up needed for RTI harder than the simpler computer-based processing of the captured images.

Teachers appreciated the simplicity of the Active Learning games, thought the heritage education it gave children was important, and found the training and materials to be very engaging. However, in this previous evaluation they reported feeling less confident in their ability to teach heritage subjects, even after training.

<sup>1</sup> <https://www.liverpool.ac.uk/media/livacuk/archaeology-classics-and-egyptology/research-projects/CPF,Carved,in,Stone,Evaluation,Report.pdf>



### 3. Evaluation Overview

#### i. Rationale for Evaluation

The results of the previous evaluation raised several interesting questions that cannot be answered adequately by a simple quantitative methodology. These questions include: “What is preventing the wider adoption of RTI?”; “Which part of RTI did you find difficult to repeat after the training course?”, and “What support do you need to feel more confident talking about heritage with your classes?”.

Appointing a researcher who was independent of the original project team allowed respondents to be more open and honest about the obstacles that prevent the wider use of this community-based recording and education dual strategy.

The development of both the V-RTI workflow and the ALPHA pedagogic model are significant outcomes from the *Carved in Stone* project and are likely to prove fruitful for national initiatives in other regions affected by conflict and, increasingly, extreme climate events. Therefore, an honest, independent, and detailed evaluation could establish whether or not such future projects practical, effective and viable beyond Türkiye.

#### ii. Evaluation Objectives

This evaluation intends to identify the extent to which the medium-term impacts of the *Carved in Stone* project align with the heritage, society, and economy outcomes of the Cultural Protection Fund (CPF) as set out by the British Council and the Department for Culture, Media and Sport. Particular consideration is given to participants and communities that have been affected by ongoing developments near the Turkish-Syrian border and wider refugee settlement.

In terms of the RTI training, the evaluation assesses the extent to which at-risk heritage is better prepared for potential threats, and if and how local organisations and communities have increased capacity and/or resilience to care for and protect heritage. It also seeks to evaluate whether people have developed new skills (including, but not restricted to, RTI), potentially leading to increased professional opportunities, and if and how this may have contributed to economic diversification.

In terms of evaluating changes in teaching practices, it seeks to establish whether schools and their staff were taking a more active role in raising awareness of the importance of safeguarding at-risk cultural heritage (a mandatory outcome of the CPF), and whether there has been increased social cohesion and a sense of well-being amongst teachers and children.

Finally, the evaluation intends to identify how longer-term impacts may raise awareness of the importance of safeguarding at-risk heritage amongst tourists visiting archaeological sites featured in the project. Furthermore, a key objective throughout is to assess the extent to which there has been an increased understanding and valuing of heritage by local communities and if a diversified profile of people is engaging with heritage.

### iii. Expected Implications

Since the end of the project, some trainees have informed the team that they went on to use RTI in their own projects, but a significant number did not and it would be valuable to know the reasons why this is and to collate examples of good practice from early adopters. After delivering the training and seeing the limitations of the standard RTI methodology, the research team developed a new RTI workflow that replaced the need for complex photographic set-ups using only simple handheld digital photography, even mobile phones.<sup>2</sup> The team believes that the new Virtual-RTI (V-RTI) workflow has huge potential significance for RTI's wider roll-out and adoption. It is useful to speak to participants of the previous training programmes to see what they think of V-RTI and if they would be interested in re-skilling to the new workflow.

Some participants have informed the team that they have got together to form a company offering RTI services. The recent boom in heritage consultancies providing services such as geophysics and drone surveys is a remarkable feature of the Turkish heritage industry and understanding the needs of that sector, including the potential for RTI to help grow these small independent businesses, is very valuable.

The teacher training element of the project is being rolled out to teachers working in areas of social and economic deprivation, in rural schools, and with refugees as the 'ALPHA' project (Active Learning Protects Heritage and Archaeology) supported by the British Institute at Ankara.<sup>3</sup> A recent article<sup>4</sup> by the project team argues that Active Learning can strengthen community cohesion within ethnically and religiously diverse communities, including those with refugee families. Anecdotally, teachers in refugee camps on the Syrian border have told the team how Syrian children refer to heritage from their homeland and make use of virtual museums when school outings cannot leave the camps. The team has also heard of an affluent private school partnering with a socially deprived village school where there is an archaeological site to organise joint heritage-themed events.

Finally, the Governor of Muğla province is supporting the construction of a new 'Arkeopark' and digital heritage trail that builds on the *Carved in Stone* RTI field trials.<sup>2</sup> This will regenerate a deprived neighbourhood in Fethiye and provides a unique opportunity to evaluate the role that RTI and community heritage education can play in transforming communities and local economies and supplying robust data to support similar initiatives elsewhere.

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<sup>2</sup> Greaves et al. 2020

<sup>3</sup> <https://biaa.ac.uk/research/alpha/>

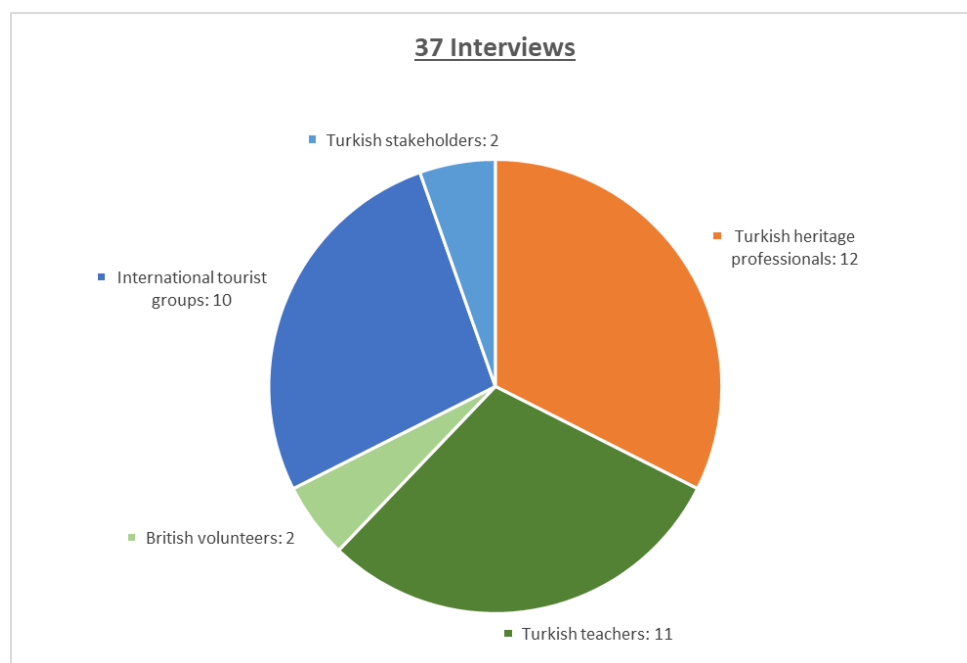
<sup>4</sup> Greaves et al. 2022

#### iv. Evaluation Methodology

Evaluation followed a qualitative methodology, in the form of recorded anonymous semi-structured interviews following a common interview schedule. This had the advantage of not restricting responses to the preconceptions of the evaluator. The methodology placed a fundamental emphasis on the experiences of each individual interviewee, and constructed independent narratives of the projects medium-term impacts. *Carved in Stone* explicitly aimed to provide training to professional groups, such as teachers, heritage professionals and archaeologists, many of whom work with large numbers of the public on a regular basis. Therefore, this evaluation considered the extent to which knowledge and practices subsequently cascaded to a greater number of people.

The interviews were conducted with three primary groups of people who were directly or indirectly affected by the medium-term impacts of the project. Before the evaluation commenced, it was agreed that 10 active respondents, of each of the three primary groups, was considered a viable number to adequately represent a cross-section of each group. Each group is directly or indirectly engaged in activities that affect the safeguarding of at-risk cultural heritage (this is a mandatory outcome of the CPF). The three groups reflected different aspects of the CPF's heritage, society and economic diversification aims. The common interview schedule of open questions was supplemented by questions specific to each group. The evaluation consisted of 37 interviews.

- **GROUP 1:** Those working in academia, heritage consultancies, and research institutes. These workers engaged with the project through RTI awareness-raising sessions and/or the intensive RTI training. There were 12 participants in this group.
- **GROUP 2:** Teaching staff in schools and community volunteers that participated in *Carved in Stone* and/or ALPHA project. There were 11 Turkish teachers and 2 British volunteers.
- **GROUP 3:** Tourists and stakeholders who have an interest in a heritage attraction featured in the project. Due to safety concerns affecting international tourism and the opportunity to evaluate the Fethiye 'Arkeopark' proposal, this took place in Muğla province. There were 10 international tourist groups and two Turkish stakeholders.



**Fig. 7:** Proportion of the participant groups in this evaluation.

## 4. Evaluation Results

### i. Risks to Cultural Heritage

There was consensus of an inclusive definition of Türkiye’s national cultural heritage, including from prehistoric, Greco-Roman and Ottoman periods (many but not all included Turkish Republican culture). Most commented that intangible and tangible heritage should be equally valued and in some cases was intertwined.

The main risks to cultural heritage in Türkiye that were raised focused on human risks, particularly looting and vandalism, unfettered commercial development, and uninformed restoration projects. In the border provinces, participants were particularly concerned about risks related to conflict such as the distinct priorities of the security organisations. Some participants also raised their concerns over a more globalised digital world that created an environment for young people to become more easily detached from local tangible and intangible heritage. Most participants also raised natural disasters, particularly earthquakes, as a risk to tangible heritage but also to undigitised heritage-related archives and documentation. Opinions and anecdotes on the recent devastating earthquake in February 2023 were particularly compelling.

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*“I have been in the field for 10 years in surveys and we always see vandalism, [...]. Not just in the cities, but in the territories also. So, digitising these monuments also is very important.”*

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There were differing, though sometimes overlapping, views about what can be done to overcome the risks to cultural heritage in Türkiye. Many participants suggested that the enforcement and sentencing related to looting and vandalism should be stronger, particularly against the more organised criminal groups, although some believed that the appeal of criminal activity was widespread.

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*“We don’t have serious penalties for that. I think that’s the most important reason. They feel free to do it. They just spend a night in the jail.”*

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Many participants suggested that education was the most important factor in protecting cultural heritage, with some emphasising the intertwined appreciation of both tangible and intangible heritage. However, some participants suggested that many of those engaged in looting and vandalism were educated and knowledgeable about cultural heritage.

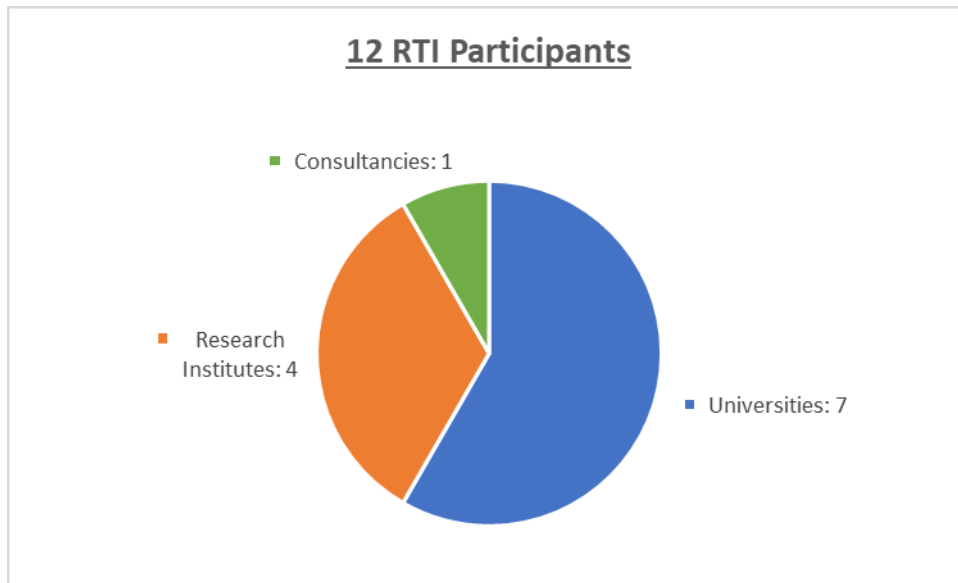
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*“If you teach from primary school onwards, they will have a good level of motivation to protect them. In a certain region [...], if they know that certain kinds of artefacts are part of their historical background, they can attach artefacts into their cultures.”*

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## ii. RTI Training



**Fig. 8:** Organisation type of the RTI participants at date of evaluation.

Most professionals believed that over the last five years they had changed the way they think heritage assets should be recorded or managed due to efforts to raise awareness of digital archaeological methods. Some of these mentioned the *Carved in Stone* project specifically as significant in their change of thinking.

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*“Most inscriptions are eroded due to the natural conditions. [...] These kinds of technological advances and methodologies make a really great contribution, and I am trying to spread them in Türkiye, as far as I can achieve that.”*

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Some professionals commented on the several RTIs they had created since the training, with two participants estimating around 100 RTIs created each.

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*“Two scholars tried RTI. They emailed me and needed some assistance. They were documenting in the field some rock carvings and published them in their research. So that was great for me, as I saw that they were applying the method.”*

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Many professionals emphasised how RTI forms one of the new digital tools that they can recommend to colleagues and also now use themselves, including in one case as a commercial consultancy.

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*“Departments in the near future will integrate these methodologies in their lessons and procedures. This will happen in the next ten years, maximum. Because they will see them as a necessity for results.”*

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Some professionals at multiple universities have noted how RTI now forms part of the content delivered to undergraduate and postgraduate students.

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*“I know a professor who wants to establish a department called Digital Archaeology. They called us to take some information about these methodologies for their study programmes. So, I think this will increase. In Türkiye, if you want to spread something, you need an example.”*

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Many professionals suggested that the physical illumination aspect in particular, but also the photography skills needed, were notable barriers to frequent and sustained use of the RTI method. Unlike most others, one participant suggested that the ability to easily learn and practice the processing on the software was a barrier to use. Most professionals concurred that an RTI method that allowed for much simpler and less specialised photographic aspect in the field would greatly increase frequent and sustained use. The Virtual RTI workflow was therefore warmly received.



**Fig.9.** On-site RTI training in the ancient city of Phaselis

### iii. Community Heritage Education

Most teachers emphasised how they and their pupils enjoyed the educational resources and boosted confidence in having classroom discussions about cultural heritage. Some teachers adapted the resources, including creating their own, and recommended their use to other teachers.

One teacher trained by both the *Carved in Stone* and ALPHA projects uploaded adapted versions of the resources on to the national resource database for the state-run BİLSEM schools (Science and Art Education Centres). These resources are now part of an orientation file that teachers nationally can use at the start of term.<sup>5</sup>

One teacher suggested that the resources would have broader appeal if branding or other bureaucratic features were kept to a minimum. Some teachers stated that a small number of the resources did not work too well in their classes, particularly those that included historical or archaeological terminology.

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*“There were 18 students in one class, one of them was Bulgarian, one was Azerbaijani, and the rest were Turkish. The children generally had lots of fun, but they had a difficulty in knowledge-based games. At first, they weren’t into the games, but once playing they then got interested and had fun.”*

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One teacher in a province on the Turkish-Syrian border, whose school was significantly damaged in the earthquake of February 2023, said that they went back into the school to retrieve the resources. This is because they believed the resources would be vital in supporting social cohesion in the wake of the earthquake.

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*“Following the earthquake, they informed me that the school was going to be demolished. Just recently, I went into the school to get my files, including the project games. So, it’s important for me to continue using the games.”*

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One teacher described how their class was evenly gendered and had 13 Turkish pupils and 13 Syrian pupils, 10 of whom spoke Arabic. After engaging with the resources and exploring their common Islamic heritage, the children prayed together on a school trip to an Ottoman era graveyard. The teacher believed this would not have happened before/without the resources. This school was in a deprived inner-city community with high levels of crime and other social issues.

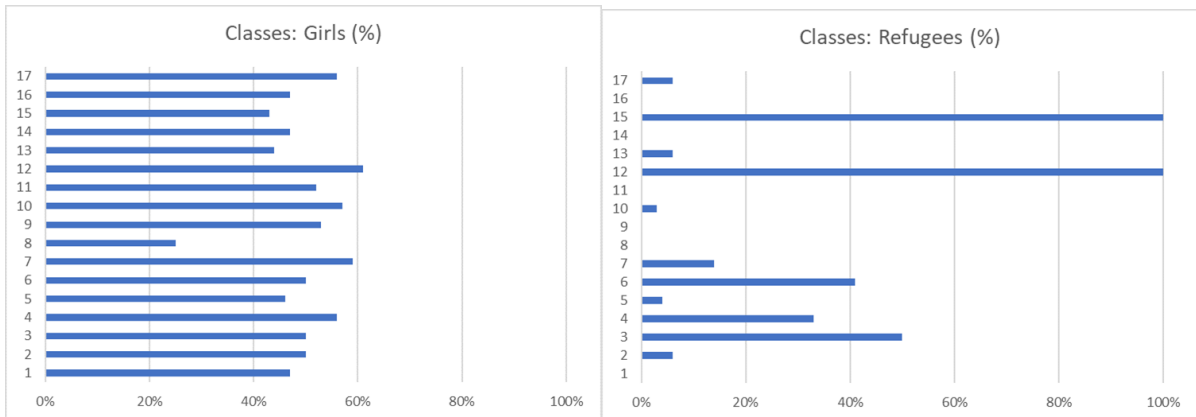
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*“In my school there are traveller, Afghan, Syrian, and Turkish pupils. In my class, there are 13 Turkish, 13 Syrian. There was a huge language barrier. During the*

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<sup>5</sup> <https://www.bilsemonline.com/bilsem-bilim-ve-sanat-egitim-merkezleri>

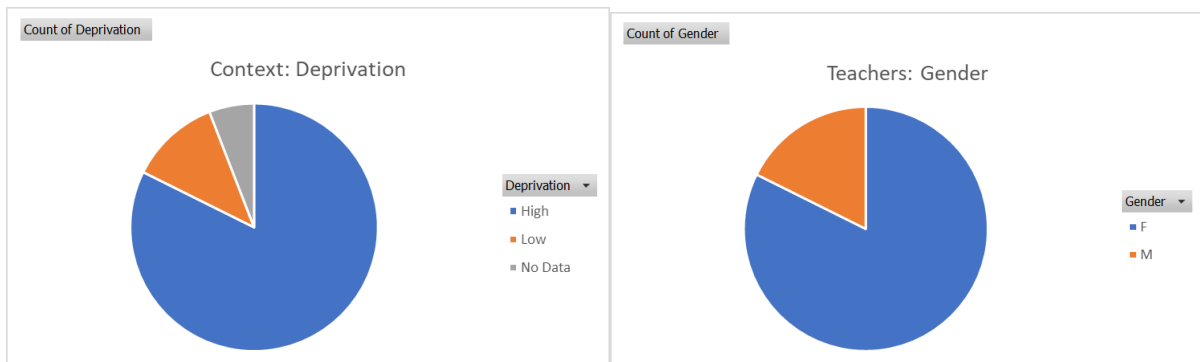
*games, they played with each other, they shared their knowledge with each other. The games allowed them to bond and overcome the language barrier.”*



**Fig. 10:** Diversity in the classes of the teachers who participated in the evaluation.

One teacher described how their class was almost evenly gendered and had 17 Turkish pupils and 1 Syrian pupil, who spoke Arabic. After engaging with the resources together and researching heritage sites from different cultural traditions, greater mutual respect was observed between the Turkish pupils and the Syrian pupil (e.g., lending a pencil). This school was in a deprived suburban community with high levels of unemployment and other social issues. The teacher had more than five years’ experience in teaching.

*“My class has 1 Syrian pupil. Before the games, there were integration problems, for example, no one was sharing pencils with them. During the games, they started working together and sharing together. They were really happy.”*



**Fig. 11:** Diversity of teachers and schools who participated in the project.

One volunteer described how their youth group was predominantly made up of children from mixed and immigrant family backgrounds, including Turkish, British, and Russian. After engaging with the resources, the children were inspired to attend the local museum as a group and had conversations with their parents about, many of whom also visited as a result.



#### iv. Heritage Tourism

Many of the tourists chose to travel to Türkiye because of its cultural heritage. However, some were surprised by the abundance and richness of cultural heritage in and around the destination. Both stakeholders greatly emphasised the centrality of cultural heritage, particularly the heritage assets featured in the *Carved in Stone* project, in the daily social and economic life of the destination.

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*“We are very pleased to support the partnership between local and foreign people who are studying and promoting our local cultural heritage.”*

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Most tourists and one stakeholder commented that they wished there was more information about the heritage attraction that featured in the *Carved in Stone* project, including details of the latest archaeological research and inclusion of illustrations. Many were particularly keen for RTI to be included in the visitor experience and believed it would attract more visitors in the future.

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*“It would be nice to be able to access information about the site in a shortened form with highlights, using a QR code. You wouldn’t know about the inscriptions otherwise. Maybe even a VR on your phone. That would be lovely.”*

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Both stakeholders were enthusiastic for the ‘Arkeopark’ and heritage trail proposal that would incorporate RTI and seeks to enhance the visitor experience of the multi-period cultural heritage in the immediate vicinity of the aforementioned heritage attraction.

Most tourists thought it was important that visits to the heritage attraction, which featured in the *Carved in Stone* project, benefited local residents, through localised income for businesses. Both stakeholders stressed the importance of this and subsequent efforts for wider economic diversification in the immediate vicinity of the aforementioned heritage attraction.



**Fig12:** Fethiye Arkeopark proposal, Kesikkapi

## v. Conclusions of Objectives

Evidence from the interviews with the Turkish heritage professionals suggests that some at-risk cultural heritage is now better managed and prepared for the potential threats mentioned above, particularly the natural and human threats in the Turkish provinces on the Syrian border. Some organisations, including universities and research institutes, now have an increased capacity to protect the cultural heritage in a digital format through RTI. As a result of the project, most heritage professionals have developed skills, including the RTI method but also general photography and software processing. In many cases this has led to increased research and professional opportunities. Many professionals believe that this will be part of the digital diversification of the heritage sector.

Evidence from the interviews with the teachers and volunteers suggest that in most cases the teaching practices and educational resources changed the way that participants think about and raised awareness of the importance of safeguarding at-risk cultural heritage (a mandatory outcome of the CPF) amongst both teachers and children. As a result of the project, in many cases a more diverse profile of children are engaging with cultural heritage (especially in terms of ethnolinguistic background as described above, but also gender and disability). Some of the teachers had classes largely made up of children with learning difficulties. Other teachers work in deprived communities and with children from refugee families. As a result, there was an increased understanding and valuing of cultural heritage by diverse local communities, through the impact of pupils on their parents as mentioned above. In some cases, attested above, there was clear evidence of increased social cohesion and sense of well-being among pupils.

Evidence from the interviews with the international tourists and Turkish stakeholders suggests that the enhancement of the visitor experience of the cultural heritage, which featured in *the Carved in Stone* project, including the incorporation of RTI, has the potential to significantly raise awareness of the importance of safeguarding at-risk cultural heritage amongst both visitors and local residents. The stakeholders were particularly optimistic of the potential to increase the understanding and valuing of cultural heritage by local communities, particularly by diversifying the profile of people who engage in cultural heritage.

## vi. Sustainability and Future Endeavours

The evaluation project has helped to identify key learnings for future projects to build upon the impacts of the Carved in Stone project. The development of both the V-RTI workflow and the ALPHA pedagogic model are significant outcomes from the Carved in Stone project and the evaluation evidence strongly suggests that they have the potential for fruitful national initiatives in other regions affected by conflict and, increasingly, extreme climate events. Further work should establish whether or not such future projects would be practical, effective and viable beyond Türkiye.

## 5. Recommendations

- Support the creation of regional centres of excellence for the promotion and dissemination of RTI, with trained Turkish researchers as the point of contact for the sector in each region.
- Develop a training programme for Virtual RTI in collaboration with Turkish partners, which can then be sustained and expanded by regional centres of excellence for RTI.
- Compile the pedagogical resources for Turkish primary schools into a package for schools in diverse communities to promote social cohesion and the protection of local heritage.
- Integrate RTI into the visitor experience at project-related archaeological sites, including the Fethiye 'Arkeopark' and digital heritage trail proposal, as part of sustainable tourism.

## 6. Project Publications

Greaves, A. M., Duffy, S., Peterson, J. R., Tekoglu, R., & Hirt, A. (2020). Carved in stone: Field trials of Virtual Reflectance Transformation Imaging (V-RTI) in Classical Telmessos (Fethiye), SW Turkey. *Journal of Field Archaeology*, 45(7), 542-555. doi:10.1080/00934690.2020.1804135

Greaves, A. M., Öz, A., Yegen, G., Apaydin, V., & Gilby, C. (2023). Heritage education and active learning: Developing community and promoting diversity in Turkey. *Journal of Community Archaeology & Heritage*, 10(2), 144-161. doi:10.1080/20518196.2023.2176087

GREAVES, A., ÖZ TOPRAK, A., & YEGEN, G. (n.d.). Miras Eğitimi ve Aktif Öğrenme: Türkiye de Toplumun Geliştirilmesi ve Çeşitliliğin Teşvik Edilmesi. *Mediterranean Journal of Humanities*. doi:10.13114/mjh.2023.598

## 7. Acknowledgements

We are indebted to our Turkish partners Hacettepe University, the Mediterranean Civilisations Research Institute at Akdeniz University, and the FETAV NGO in Fethiye. The British Institute at Ankara also provided funding for a follow-on education project arising from this work (the 'ALPHA' project) and we are grateful for their continuing support for our work. Above all, we are grateful to all the trainees who gave engaged with our work and especially those who gave their time so generously to help with this evaluation report.

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*About the Author:*

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George E. Downs has a BA in International Relations, MA in Archaeology and is a PhD candidate in Archaeology (all at the University of Liverpool), working on a thesis regarding archaeological heritage tourism in Türkiye. Since 2019, Downs has worked as a Parliamentary Research Officer with a focus on public education, heritage, and culture. Downs has also worked in commercial archaeology in the UK and in the heritage tourism sector as a commercial overseas representative in Greece.