



HISTORIC ENVIRONMENT  
ADVISORY COUNCIL  
*for* SCOTLAND

**Report and recommendations  
on strategies for engaging  
young adults in the  
historic environment**

Presented to Michael Russell, MSP  
Minister for Culture, External Affairs and the Constitution

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## EXECUTIVE SUMMARY

This report is submitted by HEACS, the Historic Environment Advisory Council for Scotland, which was established in 2003 to provide Scottish Ministers with strategic advice on issues affecting the historic environment.

In its second term HEACS was asked by Scottish Ministers: ‘What strategies could be developed for attracting young adults to get engaged in protecting, conserving, understanding and enjoying the historic environment?’

Young adults have been defined for the purposes of this report as those aged between 16 and 24 inclusive.

Research was commissioned from Applejuice Consultants in 2008 to identify case studies, from the UK, Europe and North America, of good practice and successful outcomes in engaging young adults in the historic environment, with a view to assessing which approaches might be most applicable in Scotland. The case studies report should be read in conjunction with this report and has also been submitted to the Minister.

The wording of the task set for HEACS implies that young adults are insufficiently engaged in the historic environment. HEACS sought to test this assumption by gathering baseline data on young adults’ involvement. This proved surprisingly difficult. The lack of data is a problem in itself, and there is also a lack of consistency in the data that has been collected. There is a need to improve baseline data in order to monitor trends and evaluate the impact of policies, strategies and initiatives. A number of recommendations are made to address this issue.

In Scotland we have an annual cohort of 50-55,000 young Scots making a total of about 450,000 within the 16-24 age range (inclusive) at any one time. Young adults

therefore form a significant proportion of the population of Scotland.

### Engaging young adults – why it matters

HEACS believes there are cogent reasons why the sector should treat young adults as a special category and invest in their involvement. Increasing the involvement of young adults would bring social and economic benefits, and contribute to the achievement of a number of National Performance Framework objectives, especially over the longer term.

Implementing strategies to increase engagement will enlarge the social and economic contribution Scotland’s young adults can make as confident, responsible, well informed citizens who will ensure the future of our past. They can help raise awareness of Scotland’s history, culture and identity among the younger generation. They can support the acquisition of knowledge and skills, resulting in qualified and committed young people who will contribute to Scotland’s prosperity and well-being through their activities.

The potential of projects in Scotland’s historic environment to engage young adults at risk of exclusion was emphasised to HEACS by all the youth work and environmental organisations interviewed.

The historic environment sector would benefit from adopting a more proactive approach to young adults. The benefits would include strengthening and broadening career and volunteer recruitment across the sector; and developing a more positive presence, less dominated by a conservative establishment image.

## Suggested strategies

### **Focus on the needs and interests of young adults**

A lot happens between the ages of 16 and 24. In terms of the life cycle, a young adult can be simultaneously, or in quick succession, dependent child, student, employee, parent and carer. Any strategies need to enable flexible approaches and opportunities for personal and career development.

Evidence from organisations working with young people indicated unequivocally that successful projects involving young adults were active, focussed on their interests, and absorbed their culture and language. Participation in fieldwork and hands-on experience were effective incentives at all levels, as were projects that harness the enthusiasm and confidence of young people in using new technology for information, networking and enjoyment. Organisations should ensure that engagement is worthwhile, inspiring and, above all, fun.

Successful projects adopted a sensitive approach to young adults, and facilitated their involvement rather than seeking to impose a high level of control. They tended to focus on the work or activity rather than the context. Identifying with conservation values was viewed as a consequence of successful engagement, rather than as a motive for getting involved. Sustained engagement may be relatively unimportant as a criterion of success compared with the young adult's growth in skills, knowledge and attitude during the project.

### **Raise the capacity of the historic environment sector**

There is a significant issue around the capacity of the historic environment sector to instigate, participate in and/or lead initiatives to engage young adults in activities relating to the historic environment. Many historic environment organisations express a desire to work more

with young adults but lack the capacity and experience. Raising awareness in the sector of how to work effectively with young adults is an obvious need. Conversely, there is evidence of young adults being engaged effectively by some of the smallest, most local and least well-resourced organisations.

There has been limited liaison between historic environment organisations and bodies which work with disadvantaged young adults to develop social skills and self-esteem leading to qualifications and employment; this is an area of considerable potential.

Most voluntary organisations in the sector are dependent upon project funding and volunteer effort. There is a need for consistency of funding to ensure that initiatives can be sustained and delivered successfully.

Historic Scotland should encourage and support a range of providers in the sector to develop educational and training opportunities for hands-on fieldwork and practical experience for young adults.

### **Value the historic environment in secondary education**

Most educational visits to heritage sites currently involve children under the age of 12. It is vital that opportunities for visits and projects using the historic environment should continue through secondary school, especially for those from disadvantaged backgrounds. There are some practical disincentives, and HEACS heard that many teachers lack support and the confidence and expertise to deliver extramural learning. However, the evidence also suggested that secondary teachers who had experienced school visits to historic sites valued them for providing memorable learning experiences and for enabling creative, cross-disciplinary work. The perceived value of such visits extended far beyond the 'history trip', to engaging with issues such as community and conflict, identity and sustainability, economics and design.

HEACS believes that trainee and established teachers need more support and better access to training and continuing professional development in use of the historic environment. Skills in leading field trips and using historic sites and artefacts should be a standard part of teacher training in Scotland, and should be widely available as part of teachers' continuing professional development.

The interdisciplinarity of the Curriculum for Excellence offers a great opportunity for the heritage sector to counter the prevalent pigeon-holing of the historic environment as 'history' in schools. The new curriculum encourages holistic projects. A wide range of historic sites and places could provide the basis for cross-disciplinary study, new skills and e-learning encompassing history, geography, social and environmental studies, art, craft, design and technology.

The introduction of a compulsory Scottish component within the Higher History syllabus from 2010 is also a positive incentive for schools to make use of local and national heritage sites and collections.

Learning and Teaching Scotland (LTS) is best placed to provide support and continuing professional development to assist teachers in developing and organising heritage-related cross-disciplinary work and associated out-of-school activities.

HEACS welcomes the establishment by LTS of the Heritage Education Forum. The Forum has considerable potential to foster capacity building and partnership, both within the sector and between the sector and education providers. In order to make best use of the opportunities, however, the Heritage Education Forum requires additional resources and support. Consideration should be given to strengthening the Forum by the appointment of a Development Officer and/or Administrator to increase its capacity to develop and disseminate good practice and improve communication with the wider sector.

Another welcome development is 'Glow', the national schools intranet, also under the auspices of LTS, which offers a further means to develop teaching resources and materials based on the historic environment.

HEACS welcomes the increasing availability of historic environment and heritage material on-line, for example, through the Scottish Cultural Resources Access Network (SCRAN). Given the important role that buildings and places can play in education, the new Building Connections website, a 'major resource on the built environment for schools, pupils and their teachers' hosted by The Lighthouse, is also a positive development.

Historic Scotland has produced an excellent range of educational material, mostly based around properties in state care. HEACS believes this approach needs to be extended to embrace the wider historic environment.

HEACS congratulates bodies in the voluntary sector, such as Archaeology Scotland, which are already providing resources and factsheets for teachers and pupils. Overall, however, the sector could usefully adopt a more proactive approach to producing e-learning materials and encouraging school visits.

### **Improve collaboration with further and higher education**

The young adults most actively engaged in the sector are students undertaking further and higher education courses directly related to the historic environment, such as archaeology, architecture and history of art, or construction and craft skills such as masonry and joinery.

Post-school education has changed enormously, however, and there are fewer opportunities for students to undertake hands-on work. There has been a marked decline in expeditions and fieldwork, with fewer opportunities to attend summer schools or gain experience as volunteers.

Modular and part-time courses can be used effectively to develop skills. Such courses may also be a stepping stone to qualifications and employment opportunities for young adults on lower incomes or seeking part-time work.

HEACS believes there is scope for better collaboration and more productive working between further and higher education providers and the historic environment sector, particularly in the area of providing more opportunities for students to obtain hands-on experience.

### **Increase skills training and job experience opportunities**

The historic environment offers great scope for internships or supported traineeships for young people, as well as enhanced job opportunities. More apprenticeships, better training opportunities nearer to home, up-skilling courses for young tradesmen with modern construction skills, and a clear career path widely disseminated, would all offer significant opportunities for young adults.

There is a strong case, particularly in the present economic climate, for supporting the expansion of training and work opportunities that can both engage young adults, improve the condition of Scotland's traditional buildings, and increase the already considerable contribution to Scotland's economy from the diverse historic environment sector.

This area offers considerable potential should the Government establish a form of national job experience scheme to help cope with the current economic downturn and its particular effects on young adults. Investment of this nature would have a direct benefit to Scotland by helping develop skills which would have a long-term value both to the historic environment and the young adults themselves.

HEACS recommends that Historic Scotland and the wider sector should be proactive in identifying training and job opportunities

for young adults in the historic environment, including an expansion of training through more apprenticeships and internships.

### **Develop young adults as volunteers**

There is considerable scope for expanding volunteering opportunities for young adults in the historic environment in Scotland. One limiting factor has been the lack of volunteer manager and coordinator posts within the sector. The provision of financial support for such posts, in conjunction with volunteer projects and partnerships, would be an extremely cost-effective means of increasing opportunities for young adults to engage in the historic environment. HEACS recommends that Historic Scotland should be tasked to work with Volunteer Development Scotland and the historic environment sector to develop and deliver a volunteer manager and coordinator training programme.

There is encouragement in some schools, colleges, universities and companies for young adults to undertake voluntary work in their community. There is also potential for young volunteers to go on short-term specialist courses in caring for the historic environment with a view to evaluating options for future employment. Consideration could be given to developing these more widely. The historic environment has many older volunteers and is also an area of considerable potential for intergenerational working.

The pilot 'v-project' on involving youth volunteers in the historic environment sector in England, run by English Heritage and the National Trust, is of considerable significance and provides valuable pointers. The pilot achieved its target of involving 1200 young adults in the historic environment over a two-year period. The Scottish Government's National Youth Work Strategy and associated policies and plans could be enhanced by explicit consideration of the volunteering opportunities in the historic environment in Scotland. HEACS recommends that

Historic Scotland should establish a short-life working group, with Volunteer Development Scotland, YouthLink and others, to review the Government's youth volunteering policies and strategies and identify their relevance and potential for the historic environment.

From the evidence presented to HEACS by The Prince's Trust and Fairbridge in Scotland, it is clear the historic environment could also offer opportunities for engagement by disadvantaged young adults. HEACS recommends that Historic Scotland and the historic environment infrastructure bodies should foster partnerships between voluntary agencies working with disadvantaged young people and historic environment organisations, with seminars and training days provided as a first step.

### **Map and communicate educational and career opportunities**

The evidence presented to HEACS repeatedly emphasised the poor visibility of training opportunities and related career paths in the historic environment. Historic Scotland should consider developing a web-based portal, a 'one-stop shop', to provide information about educational, volunteering and career opportunities in the historic environment. This would include further education and higher education courses, volunteering opportunities, and opportunities for continuing professional development for teachers and heritage staff.

Students, teachers, careers advisers and Skills Development Scotland also need access to up-to-date and consistent information about the full range of career paths in heritage and the historic environment. HEACS recommends that Historic Scotland approach Skills Development Scotland to undertake a mapping exercise for careers in heritage and the historic environment.

### **Engage locally: the role of local authorities**

Local authorities have significant responsibilities for the historic environment and face the challenge of raising public awareness and involvement. Local authorities provide opportunities for young adults to engage with the historic environment in a number of ways, but it can be difficult for the public to find out about such activities.

Local authorities are working to build engagement with young adults into the planning process; this should include the historic environment. The advent of community planning offers an important opportunity for more community engagement with and increasing access to the historic environment, including by young adults – often a target group in community plans. It has to be admitted that the sector's efforts to engage with community planning have been, at best, patchy so far. HEACS has identified a need for guidance and case studies for local communities, community planning partners and historic environment organisations on how to engage with the community planning process, including how to involve young adults.

## **Recommendations**

### **Focus on the needs and interests of young adults**

Organisations, including Historic Scotland, should create innovative opportunities for young adults to try out a range of activities relating to the historic environment, for example, through the means of 'taster days'.  
[para 61]

### **Raise the capacity of the historic environment sector**

Historic Scotland should encourage and support a range of providers in the sector to develop educational and training opportunities for hands-on fieldwork and practical experience for young adults. [67]

Historic Scotland should invite proposals for pilot projects aimed at engaging young adults in hands-on conservation, research and interpretation activities, preferably in partnership with schools, youth work organisations and other voluntary sector agencies. [67]

### **Value the historic environment in secondary education**

Learning and Teaching Scotland and the Heritage Education Forum, working with Historic Scotland and teacher training providers, should develop teacher training modules demonstrating the value of using fieldwork and visits to historic places as part of the Curriculum for Excellence, together with practical guidance. [78]

Learning and Teaching Scotland should appoint an officer(s) to increase the capacity and effectiveness of the Heritage Education Forum, in order to make best use of the opportunities provided by Glow and other developments. [80]

Consideration should be given by Historic Scotland as to what other means it might employ to encourage educational projects involving the wider historic environment. Examples might be grants directed at educational projects, annual awards for schools and pupils, and additional training provision. [81]

More resources should be made available, for example, through Learning and Teaching Scotland, Historic Scotland and/or the Heritage Lottery Fund, to support smaller historic environment organisations to develop their educational capacity. [84]

### **Improve collaboration with further and higher education**

Historic environment organisations and further and higher education institutions should be encouraged to work collaboratively and share good practice to enable students to obtain more hands-on experience. [90]

### **Increase skills training and job experience opportunities**

Historic Scotland and the wider sector should be proactive in identifying training and job opportunities for young adults in the historic environment, including an expansion of training through more apprenticeships and internships. This recommendation will be especially important should the Government establish a national job experience scheme to help tackle unemployment among young adults during the current economic downturn. [96]

### **Develop young adults as volunteers**

HEACS recommends that Historic Scotland should establish a short-life working group, with Volunteer Development Scotland, YouthLink and others as appropriate, to review the Government's youth volunteering policies and strategies and identify their relevance and potential for the historic environment. [100]

Historic Scotland should be tasked to work with Volunteer Development Scotland and the historic environment sector to develop and deliver a volunteer manager and coordinator training programme. [103]

Historic Scotland and the historic environment infrastructure bodies should foster partnerships between voluntary agencies working with disadvantaged young people and historic environment organisations, with seminars and training days provided as a first step. [107]

### **Map and communicate educational and career opportunities**

Historic Scotland should consider developing a dedicated web-based portal to provide information about educational, volunteering and career opportunities in the historic environment. [108]

Historic Scotland should approach Skills Development Scotland to undertake a mapping exercise for the full range of career paths in heritage and the historic environment, perhaps along the lines of the Government-funded 'Path is Green' web option. [109]

### **Engage locally: the role of local authorities**

CoSLA and Historic Scotland should prepare guidance and case studies for local communities, community planning partners and historic environment organisations on how to engage with the community planning process, including how to involve young adults, and how the historic environment can benefit other sections of the community. [110]

### **Improve the information base on young adults' engagement**

In collecting information, VisitScotland should ask heritage organisations and visitor attractions to record primary and secondary school visits separately. [37]

Future surveys of Children's Participation in Culture and Sport should include a question about visits to historic and archaeological sites as part of school activities. [37]

Heritage organisations should introduce the 16-24 age band as an age classification in visitor surveys. [39]

The Scottish Historic Environment Audit should be tasked with measuring the resources (financial and human) currently available for education and community outreach in the historic environment. [40]

Future research by the Scottish Government, VisitScotland, Historic Scotland or the wider historic environment sector, should aim to gather consistent age-specific data. [41]

# INTRODUCTION

1. This report is submitted by HEACS, the Historic Environment Advisory Council for Scotland, which was established in 2003 to provide Scottish Ministers with strategic advice on issues affecting the historic environment.
2. In its second term HEACS was asked by the Scottish Ministers: ‘What strategies could be developed for attracting young adults to get engaged in protecting, conserving, understanding and enjoying the historic environment?’
3. Young adults have been defined for the purposes of this report as those aged between 16 and 24 inclusive.
4. There is evidence of strong public awareness that the historic environment plays an important part in our lives and that all children should have opportunities to find out about the historic environment.<sup>1</sup> Research has also indicated that three of the most important factors affecting subsequent adult engagement with the historic environment are: educational attainment; being taken to a site as a child; and volunteering in the historic environment.<sup>2</sup>
5. The historic environment is an umbrella term defined as any or all of the structures and places in Scotland of historical, archaeological or architectural interest or importance.<sup>3</sup> Our environment, whether rural or urban, on land or underwater, has a historical dimension that contributes to its quality and character. This is most obvious in our tangible built heritage of ancient monuments, archaeological sites and landscapes, historic buildings, townscapes, parks, gardens and designed landscapes, marine heritage, and other remains resulting from human activity of all periods.<sup>4</sup>
6. The historic environment encompasses the context or setting of these features and the patterns of past use in landscapes and within the soil, and in the towns, villages and streets. It also has less tangible aspects recognised as the historical, artistic, literary, linguistic and scenic associations of landscapes. These various elements contribute fundamentally to our sense of place and cultural identity. Contents and moveable objects are regarded as inextricably part of the tangible aspects of the historic environment.

## Policy context

7. Government policy in all parts of the UK has for some years supported programmes to develop the skills and aspirations of young adults, enhance employability and reintegrate disaffected young people into mainstream society. Major capital and revenue grant funds, such as the National Lottery, have made it clear through their application criteria and evaluation processes that cultural organisations could and should contribute to the achievement of socio-economic goals, notably in the area of social inclusion. This latter is usually taken as benefiting those from lower socio-economic groups, those with special needs, and those in minority ethnic and cultural groups.

<sup>1</sup> *Power of Place*, p4, English Heritage, 2000; Scotland’s Historic Environment Audit (SHEA), vol 1, p123, Historic Scotland, 2008

<sup>2</sup> *Taking Part: Annual Report 2005/6*, DCMS: [www.culture.gov.uk/reference\\_library/publications](http://www.culture.gov.uk/reference_library/publications)

<sup>3</sup> Public Appointments & Public Bodies etc (Scotland) Act 2003, 16(3)

<sup>4</sup> *Scottish Historic Environment Policy* (SHEP), p5, Historic Scotland, 2008

8. Similarly, increased participation by these under-represented groups has been included in the performance targets of nationally funded cultural organisations. However, young adults have not been a particular target group whose participation has been routinely monitored. Some recent reports conducted at national level have considered involvement by young adults, but individual organisations have tended not to measure this, except as part of specific funding opportunities, such as the Heritage Lottery Fund's Young Roots programme, and the Scottish Government's Determined to Succeed initiative, for which only young people were eligible.
9. The Scottish Government's over-arching policy for the historic environment is articulated in Scottish Historic Environment Policy (SHEP). Implementing strategies to engage young adults contributes to all three of its key outcomes:
- care, protection and enhancement of the historic environment;
  - increased public appreciation and enjoyment; and
  - harnessing the historic environment as a social, economic and cultural asset.
10. The Scottish Government's National Performance Framework<sup>5</sup> targets a series of national outcomes. The issues and recommendations in this report are relevant to the following outcomes:
- our young people are successful learners, confident individuals, effective contributors and responsible citizens;
  - we have improved the life chances for children, young people and families at risk;
  - we realise our full economic potential with more and better employment opportunities for our people;
  - we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others;
  - we value and enjoy our built and natural environment and protect it and enhance it for future generations;
  - we live in well designed, sustainable places where we are able to access the amenities and services we need; and
  - we take pride in a strong, fair and inclusive national identity.
11. The specific objectives within the National Performance Framework to which the recommendations of this report can contribute are as follows:
- increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (higher education, further education, employment or training);
  - improve the state of Scotland's historic buildings, monuments and environment;
  - increase the proportion of adults making one or more visits to the outdoors every week; and
  - improve people's perceptions, attitudes and awareness of Scotland's reputation.

<sup>5</sup> National Performance Framework: [www.scotland.gov.uk/Publications/2007/11/13092240/9](http://www.scotland.gov.uk/Publications/2007/11/13092240/9)

## THE INQUIRY PROCESS

12. A Working Group was established (Appendix 1) and a scoping study proposing definitions and remits was agreed by Council.
13. Baseline data on the current involvement of young adults was sought through literature and web-based research (Appendix 2), and from the Scottish Historic Environment Audit (SHEA).
14. Primary evidence was obtained through questionnaires to groups active in the historic environment and, especially, face-to-face interviews with a wide range of organisations (Appendix 1). In addition to local authorities and historic environment organisations, bodies consulted included trusts working with young people, especially those at risk of exclusion. Evidence of young adults' engagement was also sought from environmental and other cultural organisations, notably the natural environment sector and museums.
15. The benefits of working in the historic environment were considered in a Scottish Government and local authority structural and policy context, drawing on the National Performance Framework and on the heritage and cultural strategies of local authorities.
16. Working Group members also participated in several workshops, conferences and other relevant events (see Appendix 1).
17. Research was commissioned from Applejuice Consultants in 2008 to identify case studies, from the UK, Europe and North America, of good practice and successful outcomes in engaging young people in the historic environment, with a view to assessing which approaches might be most applicable in Scotland.<sup>6</sup> The Applejuice report has also been submitted to Scottish Ministers and should be read in conjunction with this report. The case studies are referred to here by case study number and project name (for example, CS1: Achill Archaeological Field School), but are not described in detail. The quotations used in this report are drawn from participants in the case studies.

<sup>6</sup> *Engaging Young Adults in the Historic Environment: Case Studies*, Applejuice, 2008: [www.heacs.org.uk/documents.htm](http://www.heacs.org.uk/documents.htm)

## BACKGROUND

### Terms and remit defined

18. Young adults are defined as those aged between 16 and 24 inclusive, thus encompassing young adults:
  - in full time education;
  - in higher education or training;
  - in work; and
  - those not in education, training or work.
19. The wording of the task set for HEACS implies that young adults are insufficiently engaged in the historic environment. HEACS therefore sought to test this assumption by gathering baseline data on young adults' involvement – as visitors to heritage sites, members of heritage organisations, employees, volunteers, trainees and students in subjects related to the historic environment.
20. Comparative data was sought from the natural environment and museums sectors since these share many characteristics with the historic environment sector, for example:
  - the guardianship of national assets;
  - a concern with long-term sustainability;
  - a mix of large and small public and voluntary sector organisations involved in advocacy, conservation and widening access;
  - reliance on a mix of public and private funding; and
  - a high level of volunteering at all levels, reflecting public support for the values and objectives of the sector.
21. Understanding and enjoyment of cultural activities can develop at any age. However, the formative role of school, family and socio-economic factors, and level of education achieved, in shaping attitudes to and encouraging subsequent participation in cultural activity have all been identified as important in adulthood.<sup>7</sup> The Working Group remit has therefore included consideration of:
  - opportunities and support for in- and out-of-school activities;
  - teacher training and continuing professional development opportunities;
  - further and higher education courses involving the historic environment;
  - employment opportunities; and
  - incentives and disincentives to engagement.
22. Protecting and conserving the historic environment takes place at professional and voluntary levels. Vocational qualifications, apprenticeships and higher education may be paths to employment in building conservation, specialist crafts, horticulture, archaeological services, architecture, planning, site interpretation and tourism, heritage and environmental management, academia and teaching. Volunteers play a vital role in conservation of the natural and historic environment. Many organisations in the historic environment sector are charities and trusts heavily dependent upon volunteers. Membership of such organisations provides moral and financial support for conservation, while voluntary, often hands-on, activity underpins the efforts of trusts, local amenity groups, local authorities and community councils to conserve, interpret and find new uses for important local sites and buildings. The Working Group remit has therefore included consideration of:
  - career paths, employment, and training opportunities;
  - volunteering opportunities for young adults; and
  - attitudes and capacity in the historic environment sector.

<sup>7</sup> *Taking Part: Annual National Survey of Culture, Leisure and Sport*, DCMS (5 years of data): [www.culture.gov.uk/reference\\_library/publications](http://www.culture.gov.uk/reference_library/publications)

## BASELINE DATA

### Young Scots

23. In Scotland we have an annual cohort of 50-55,000 young Scots making a total of about 450,000 within the 16-24 age range (inclusive) at any one time.<sup>8</sup> In 2005-06, more than half of these entered further or higher education, but 11-12% had not entered further education, training or work in the autumn after leaving school.

### Education

24. From a survey conducted by VisitScotland, a minimum 239,193 school pupils visited historic sites in 2006.<sup>9</sup> These figures, however, are not broken down between primary and secondary groups. There is some data, including comparative material from the museums sector, which indicates that visits by primary school children far outnumber secondary school visits.<sup>10</sup> Unfortunately, the recent Scottish Government report, *Children's Participation in Culture and Sport*,<sup>11</sup> focusing on Scottish secondary school children aged 11-15, does not provide any data on visits to historical and archaeological sites during school time.
25. The Higher Education Statistics Agency data cited by SHEA<sup>12</sup> lists 11,575 students studying courses related to the historic environment in 2004/05. This represents some 7.3% of the 158,345 students at all levels in receipt of Scottish Funding Council (SFC) funding

in 2006/7. Material related to the historic environment forms an intrinsic part of a broad range of degrees across the traditional disciplinary fields. The number quoted, however, is a very approximate figure, and appears to under-represent higher education student engagement with aspects of the historic environment on several levels.

### Membership of historic environment organisations

26. There is a widespread perception, backed up by surveys and membership statistics, that interest in the historic environment is strongest among people in their middle and later years. Young adults do not appear to make up a significant proportion of the membership of larger heritage organisations. Altogether, some 5,950 (1.9%) of the National Trust for Scotland's 306,000 members, are aged 16-24.<sup>13</sup> However, the study commissioned by HEACS from Volunteer Development Scotland (VDS), *Volunteering and the Historic Environment*, suggested that young adults engage more readily as members and volunteers in local groups and re-enactment societies.<sup>14</sup>

### Volunteering

27. The VDS volunteering study provided a very impressive indication of young adults' engagement in the historic environment. The study showed that 23%

<sup>8</sup> General Register Office for Scotland: [www.gro-scotland.gov.uk/index.html](http://www.gro-scotland.gov.uk/index.html)

<sup>9</sup> Based on responses from half (172) of the attractions surveyed: [www.visitscotland.org/research](http://www.visitscotland.org/research)

<sup>10</sup> For example, nursery and primary groups form 41% of the total of 72,266 educational visits to Historic Scotland sites; while 28% (20,474) are from secondary schools, colleges and youth organisations combined.

<sup>11</sup> *Children's Participation in Culture and Sport*, Scottish Government, 2008: [www.scotland.gov.uk/publications/2008/08/12161748/13](http://www.scotland.gov.uk/publications/2008/08/12161748/13)

<sup>12</sup> *Scottish Historic Environment Audit* (SHEA), vol 1, p37, Historic Scotland, 2008. This figure includes courses in architecture, building, landscape design, planning, history and archaeology. The term 'historic environment' is not used of a specific higher education discipline.

<sup>13</sup> Historic Scotland holds age data on 13.5% (12,210) of its members: 0.5% are under 22 and 4.2% under 31.

<sup>14</sup> *Volunteering and the Historic Environment*, VDS, 2008: [www.heacs.org.uk/documents.htm](http://www.heacs.org.uk/documents.htm)

of the over 13,000 volunteers active in the historic environment were in the 16-24 age range, as opposed to 18% in natural environment organisations. This included a wide range of organisations, though young people tended to be engaged in particular activities: undertaking research and recording, education/training, or practical work.<sup>15</sup> This level of engagement should be set against the fact that around 56% of young adults undertake some form of voluntary work according to recent research findings. Particularly strong motivators for this age group include making things better, helping others and learning new skills.<sup>16</sup>

### Attendance at historic environment sites and events

28. Few heritage organisations in Scotland collect any separable hard data on the level of attendance or event participation by 16-24 year olds. For example, a 2002 visitor survey by Historic Scotland revealed that 16-34 year olds made up 41% visitors to Edinburgh Castle, and 24% of visitors across 19 properties surveyed, but this rather broad age-range is unhelpful in the present context.
29. The Scottish Government report, *Children's Participation in Culture and Sport*, which focuses on children aged 11-15, indicated that more than half the young people surveyed (54%) had been to an historical or archaeological site, other than as a part of a school trip, in the last 12 months, the vast majority visiting with family or friends. However, 38% had made no visits and this increased to 45% of 14-year old girls and boys. These findings echo the analysis in the Culture and Sport Module of the *Scottish*

*Household Survey 2007*, which included 16-24 year olds as a category. This showed that 16-24 year olds visit historic sites (in a widely drawn definition that includes visiting 'a city or town for its historic interest') less frequently than any age group, apart from those over 75.<sup>17</sup> When asked the reasons for not visiting historic or archaeological sites, younger age groups tended to say it had never occurred to them. This picture is mirrored by the findings of the DCMS *Taking Part* surveys, suggesting this is a UK-wide trend. However, there is also evidence to suggest that younger people choose to access the historic environment in ways not recorded in these surveys, notably through the internet.

### Education and community engagement

30. More effective engagement of young adults in general is an aspiration of the Government's Single Outcome Agreements with local authorities and Community Planning Partnerships, and is leading to initiatives such as Highland Council's recent appointment of a Youth Convenor to encourage the participation of young people in the planning process. This sits well with the evidence presented to HEACS and in the VDS volunteering study that young adults engage more readily at local level. The historic environment is an area of obvious potential for education, lifelong learning and community engagement for all age groups.
31. Further research is required to establish the level of resources currently available to support outreach and community engagement in the historic environment.

<sup>15</sup> *Volunteering and the Historic Environment*, pp43-44: fig 17, VDS, 2008. Across the whole sector the proportion of volunteers to employed staff may rival that of the Scottish museums sector, where 53% are volunteers: *A Collective Insight: Scotland's National Audit*, section 5, Scottish Museums Council, 2002: [www.museumsgalleryscotland.org.uk/publications/publication/42/national-audit-full-report](http://www.museumsgalleryscotland.org.uk/publications/publication/42/national-audit-full-report)

<sup>16</sup> *Young People Help Out*, p4, Table 2, Institute for Volunteering Research, 2007: [www.ivr.org.uk/researchbulletins](http://www.ivr.org.uk/researchbulletins)

<sup>17</sup> *People and Culture in Scotland: Results from the Scottish Household Survey Culture and Sport Module 2007*, Scottish Government, 2008: [www.scotland.gov.uk/publications/2008/11/24104710/0](http://www.scotland.gov.uk/publications/2008/11/24104710/0)

However, the indications are that the sums are very modest and largely restricted to short-term, grant-dependent projects. Few heritage organisations outside the National Trust for Scotland and Historic Scotland have core-funded Education Officers, Outreach or Community Liaison posts, or any core funding for sustained educational and outreach activity.<sup>18</sup> This limits their capacity to develop participation by harder-to-reach audiences.

### Skills training and employment

32. In 2007, The National Heritage Training Group (NHTG) carried out a skills needs analysis of the built heritage sector in Scotland.<sup>19</sup> From a sample of 354 contractors and sole traders, 970 young adults were engaged as apprentices. More than half of these were engaged by the three largest firms in the survey. The NHTG study showed both that there is a shortage of skills in the built heritage construction sector, and that a high proportion of employers in the sector do not engage apprentices.
33. The ECOTEC study, *Economic Impact of the Historic Environment in Scotland*, commissioned by HEACS and submitted to Scottish Ministers in March 2009, revealed that the historic environment directly supports approximately

41,000 FTE employees, and indirectly, in excess of 60,000 employees in Scotland.<sup>20</sup> Employment in the historic environment mainly takes place in the core heritage organisations, the built heritage construction sector, and tourism. However, while young adults are employed in all three of these areas, age-specific employment data is not generally available.

34. As an example, in November 2007 Historic Scotland employed 103 staff aged 16 to 25, about 10% of the Agency's staff. Of those recruited in the age-group 16 to 25, most tended to be at the lower end of the grading scale and were engaged in administrative work. In common with other government departments, Historic Scotland has an ageing workforce: in general there are issues around the recruitment of young adults to the public sector.
35. The impact of the economic downturn on employment in the historic environment has not been considered, although it may be assumed that the historic environment will not be immune to its effects, notably in the built heritage construction sector and tourism.

<sup>18</sup> Scotland's museums employ about 117 education officers: *A Collective Insight*, p76. Historic Scotland has recently increased its education staff and now has 5 education officers and 4 Local Learning Officers.

<sup>19</sup> *Traditional Building Craft Skills: Assessing the Need, Meeting the Challenge*, National Heritage Training Group, 2007

<sup>20</sup> *Economic Impact of the Historic Environment in Scotland*, ECOTEC, 2008: [www.heacs.org.uk/documents/htm](http://www.heacs.org.uk/documents/htm)

## THE NEED TO IMPROVE INFORMATION

36. The lack of data relating to the involvement of young adults in the historic environment is a problem in itself. Moreover, what little data there is makes scant reference to socio-economic background or cultural or ethnic diversity.
37. The lack of a break-down in figures between primary and secondary school visits is a significant omission. The collection of data on school visits is patchy outside the major historic environment bodies and local authority funded sites. **In collecting information, VisitScotland should ask heritage organisations and visitor attractions to record and report primary and secondary school visits separately. Future surveys of Children's Participation in Culture and Sport should also include a question about visits to historic and archaeological sites as part of school activities.**
38. There is no single set of baseline data on student numbers, levels of funding, trends in recruitment and student profile in this field for higher education provision in Scotland at either undergraduate or postgraduate level. Moreover, the eligible course definitions are narrow and do not reflect the increasing interdisciplinarity and flexible structure of modern degree courses. It is recognised, however, that the figures quoted by SHEA are comparable to those quoted for England in *Heritage Counts*. It is also recognised that Scotland's historic environment is an important asset in attracting students from elsewhere in the UK and further afield. It would be helpful to have a more accurate assessment of the annual graduate output of students with historic environment knowledge and skills.
39. Attendance by young adults at historic environment sites and events is particularly difficult to assess as there is a marked lack of uniformity in the age classifications used in heritage and museum site visitor surveys.<sup>21</sup> Trends may be deduced but there is no standardised data for statistical comparison. **HEACS recommends that, wherever possible, heritage organisations should introduce the 16-24 age band as an age classification in visitor surveys.**
40. There is no reliable data either on the number of organisations in the sector committed to community engagement, training and education as part of their objectives, or on the resources allocated to such activities. This will include departments in local authorities which have a responsibility for the historic environment, beyond the legislative, planning and regulatory aspects of heritage conservation. As a first step, **HEACS recommends that the Scottish Historic Environment Audit be tasked with measuring the resources (financial and human) currently available for education and community outreach in the historic environment.**
41. **HEACS recommends that future research by the Scottish Government, VisitScotland, Historic Scotland or the wider historic environment sector, should aim to gather consistent age-specific data.** For example, in its report on the economic impact of the historic environment in Scotland, HEACS recommended that any future research on employment in the sector should include the gathering of age-specific data for work in the historic environment.<sup>22</sup>

<sup>21</sup> Many 'lump' together all visitors under 35. At Culloeden visitor centre, a 2006 survey used 18-34; a 2002 survey by Historic Scotland revealed that 16-34 year olds made up 41% of visitors to Edinburgh Castle, and 24% of visitors across 19 properties surveyed. The HLF's Young Roots programme evaluation focussed on 13-20 or 13-25 year olds; Highland Council defines young people as 12-25; a 2006 Tayside museums survey used 18-29.

<sup>22</sup> *Report and Recommendations on the Economic Impact of the Historic Environment in Scotland*, HEACS, 2009: [www.heacs.org.uk/documents.htm](http://www.heacs.org.uk/documents.htm)

## ENGAGING YOUNG ADULTS – WHY IT MATTERS

42. The baseline data, limited though it is, suggests that young people are engaged in the historic environment, but there is the potential for much greater involvement. The study by Applejuice Consultants included a number of case studies which demonstrate active participation by young adults in the historic environment in a variety of ways.<sup>23</sup>

*“I learnt a lot of things from this trip. I learnt about lime, stone and learnt about carving stones. I would love to get a job here!”*

Young adult not in education,  
training or employment,  
Aberdeen Trades Project

43. At the outset, it should be acknowledged that, for young adults, engagement in the historic environment will not necessarily be a priority. Organisations should thus ensure that engagement is worthwhile, inspiring and, above all, enjoyable.

Enjoyable early experiences of the historic environment were viewed as extremely important for interest and engagement in later life. At the same time, it should be recognised that different segments within the 16-24 age group will have different motivations and require different approaches.

44. While there are young adults who have the opportunity for and are committed to involvement in the historic environment, there are also under-represented groups who face real or perceived barriers to engagement. The DCMS *Taking Part*

*Surveys* stated that among those young adults who had not visited a heritage site, more than 50% said that it was because they were not interested (as opposed, for instance, to having insufficient time) or that it had not occurred to them to make such a visit, suggesting a degree of indifference or passive antipathy greater than in any other age group.<sup>24</sup>

45. Similarly, in the Scottish Government study carried out by IPSOS Mori, *Children’s Participation in Culture and Sport*, 2008, young people said they had not been to an historic site or museum because of lack of interest and having other things to do. They also raised concerns about the perceived cost and about feeling out-of-place in such an environment. Lower household income appears to be closely linked with non-visiting. Young people who live in the most deprived areas of Scotland, and/or in households where no parents work, are significantly less likely to have visited an historic site (51% and 46% respectively).

46. It is the view of HEACS that there are a number of cogent reasons why the sector should treat young adults as a special category and invest in their involvement. It is not sufficient for organisations to concentrate their resources on children in primary and secondary education in the hope and expectation that they will ‘return’ in later life. Indeed, there is a need for further research into this assumption, particularly to explore the extent to which this apparent pattern is true of all social groups and other areas of voluntary activity.

<sup>23</sup> *Engaging Young Adults in the Historic Environment: Case Studies*, Applejuice, 2008: [www.heacs.org.uk/documents.htm](http://www.heacs.org.uk/documents.htm)

<sup>24</sup> *Taking Part*, 2005-6: 44% said they were not interested; 10% said it had not occurred to them.

47. The engagement of young adults in the historic environment can help create a sense of belonging and ownership, particularly at the local level. It can generate a longer term commitment to sustaining and improving the environment; it can support community cohesion and safety; and can contribute significantly to the quality of life of all citizens.

48. It can help raise awareness of Scotland's history, culture and identity among the younger generation. It can support the acquisition of knowledge and skills, resulting in qualified and committed young people who will contribute to Scotland's prosperity and well-being through their activities, both inside and outside work.

49. There is a strong case, particularly in the present economic climate, for supporting the expansion of training and work opportunities that can engage young adults, improve the condition of Scotland's traditional buildings, and increase the already considerable contribution to Scotland's economy from the diverse historic environment sector.

50. Implementing strategies at national and local level to engender engagement will enlarge the social and economic contribution Scotland's young adults can make as future ambassadors for the nation, and as confident, responsible, well informed citizens who will ensure the future of our past.

51. The potential of projects in Scotland's historic environment to engage young adults at risk of exclusion was emphasised to HEACS by all the youth work and environmental organisations interviewed. The latter organisations all cited their positive experience of working with Project Scotland volunteers, and of seeing disaffected young adults

*"I have picked up skills and experience from taking part, like organising a community event and working as part of a group where you have to listen to other people's ideas and negotiate."*

Young adult volunteer committee member,  
Jaywick Martello Tower

motivated by their participation in award schemes such as the John Muir and Princes Trust awards (see CS4: Dig Hungate, York).

52. The historic environment sector would also benefit from adopting a more proactive approach to young adults. The benefits would include raising the capacity and profile of individual groups; strengthening and broadening career and volunteer recruitment across the whole sector; enabling succession planning; and developing a more positive media presence, less dominated by 'fogeysm' and a conservative establishment image.

53. Investment in increasing the involvement of young adults would bring many social and economic benefits, and contribute to the achievement of a number of National Performance Framework objectives, especially over the longer term.

*"The volunteers learn lots of new skills - both practical and social, make new friends and have lots of fun! It's a great opportunity for teenagers to gain independence away from home and school in a friendly, safe environment. It also educates them about conservation and what the NTS is and does."*

NTS Trailblazer camp leader

## SUGGESTED STRATEGIES

### Focus on the needs and interests of young adults

54. All the major players in the sector, as well as many smaller bodies, aim to raise awareness of and extend engagement with the historic environment. Family audiences have long been a principal audience for most heritage and museum venues. However, the majority of these have not had young adults among their priority audiences or members. To address this will require organisations to reconsider their priorities. In the first place organisations will need to appreciate and understand the needs and interests of young adults.
55. A lot happens between the ages of 16 and 24. In terms of the life cycle, a young adult can be simultaneously, or in quick succession, dependent child, student, employee, parent and carer. Between 16 and 18, s/he still falls under the provisions of child protection legislation. S/he can be living at home or moving at frequent intervals, completely independent or in need of support, successfully navigating the system or alienated and at risk of exclusion. In a heritage context a 16-year old volunteer will require support and supervision, whereas a 24-year old may be qualified or experienced, able to support and manage the work of others.
56. Any strategies need to enable flexible approaches and opportunities for personal and career development. Sustained engagement may be relatively unimportant or even misleading as a criterion of success compared with the young adult's growth in skills, knowledge and attitude during the project.
57. Evidence provided to HEACS suggested that there is a perception that young adults are a hard-to-reach group. Certainly it would appear that sustained effort, well directed resources, inter-agency cooperation, training and thorough evaluation will be needed to achieve lasting benefits and win the trust and support of young adults, especially of those already feeling disenfranchised. Success will also involve some cultural shifts – a greater openness to different values and new partnerships from parts of the historic environment sector. It must be acknowledged that the sector has an image problem, being seen by many as dominated by older people from a relatively narrow socio-economic spectrum.
58. Evidence from organisations working with young people, and the Heritage Lottery Fund (HLF) evaluation of its Young Roots Programme, indicated unequivocally that successful projects involving young adults were active, focussed on their interests, and absorbed their culture and language.<sup>25</sup> Participation in fieldwork and hands-on experience were effective incentives at all levels, as were projects that harnessed the enthusiasm and confidence of young people in using new technology for information, networking and enjoyment.
59. Successful projects adopted a sensitive approach to young adults, and facilitated their involvement rather than seeking to impose a high level of control. They tended to focus on the work or activity rather than the context. In some instances, they enabled the young adults to define 'heritage' for themselves. Young

<sup>25</sup> Research found that 21% of HLF-funded projects had successfully engaged young adults, and a significant proportion involved disadvantaged young people (these included both cultural and natural heritage projects): *The Social Impact of Heritage Lottery Funded Projects*, HLF, 2006, 2007 and 2008; *Learning from Young Roots: Evaluation of the Young Roots Grant Programme*, HLF, 2005: [www.hlf.org.uk](http://www.hlf.org.uk)

adults were consulted and acknowledged as equal partners and nascent leaders, and the projects were often led by young adults who were themselves former project participants or volunteers. They did not seek to replicate classroom experience on site, nor did they adopt as their primary focus the values and priorities of the host/partner institution. Organisations reported that appreciation of the historic or natural environment arose from successful engagement. Indeed, identifying with conservation values was viewed as a consequence of successful engagement, rather than as a motive for getting involved.

60. While a number of projects to refurbish historic buildings have had young people as end users, rarely have young adults been involved in the project planning, and few such projects have successfully involved young people in their management (see CS7: Open Youth Venue, Norwich). Such an approach would help to foster young people's appreciation and understanding of the historic environment as the setting and backdrop for their lives.
61. HEACS recommends that organisations, including Historic Scotland, should create innovative opportunities for young adults to try out a range of activities relating to the historic environment, for example, through the means of 'taster days'.

### Raise the capacity of the historic environment sector

62. Many historic environment organisations express a desire to work more with young adults but lack the capacity and experience. They admit frankly that they have no experience of working

with young adults, or, their efforts to do so having failed, that they concentrate their efforts on school and family activities geared to a younger age group.<sup>26</sup> However, there is evidence from *Volunteering and the Historic Environment* of young adults being engaged effectively by some of the smallest, most local and least well-resourced organisations.<sup>27</sup>

63. There has been limited liaison between historic environment organisations and bodies who work with disadvantaged young adults to develop social skills and self-esteem leading to qualifications and employment, such as Fairbridge in Scotland and The Prince's Trust. These bodies can act as a portal to opportunities, both for young people and employers. There are now a number of youth awards and qualifications available, ranging from those which validate levels of skill and work achieved to those which recognise voluntary work by young adults.<sup>28</sup> This historic environment experience contrasts with the natural environment sector, where collaborations are much more common and mutually valued, with real training, skills and qualification outcomes for young adults.
64. Raising awareness in the sector of how to work effectively with young adults is an obvious need. Dialogue and partnership between those working specifically with young people and heritage, environmental and museum organisations, could be very effective in bringing complementary skills and needs together and in overcoming capacity deficits, as happened in the collaboration between HLF Young Roots Coordinators and Youthlink. The sector could also benefit from dialogue with those in local authorities who are involved in promoting community engagement in the planning process.<sup>29</sup>

<sup>26</sup> For example, a survey by the Architectural Heritage Society for Scotland (AHSS) at four outreach events in 2007 found that only 3% of 300 respondents were aged 16-24.

<sup>27</sup> *Volunteering and the Historic Environment*, pp43-44: figs17-18, pp63-64, VDS, 2008

<sup>28</sup> *Amazing Things: A Guide to Youth Awards in Scotland*, Scottish Government, 2008

<sup>29</sup> See also paras 30 and 111.

65. Continuing professional development courses, seminars and remote learning material would further enable capacity building through skills development and sharing good practice.
66. Most voluntary organisations in the sector are dependent upon project funding and volunteer effort. There is a need for consistency of funding to ensure that initiatives can be sustained and delivered successfully. Even Doors Open Day, a highly successful national programme with a high media profile, is run largely by local regional coordinators, some of whom are volunteers. It is also dependent upon local authority grant aid and subject to fluctuations in annual funding which limits potential and actual involvement of young adults.
67. **Historic Scotland should encourage and support a range of providers in the sector to develop educational and training opportunities for hands-on fieldwork and practical experience for young adults. Historic Scotland should invite proposals for pilot projects aimed at engaging young adults in hands-on conservation, research and interpretation activities, preferably in partnership with schools, youth work organisations and other voluntary sector agencies.**
68. Most educational visits to heritage sites involve children under the age of 12, either with schools or as part of family visits. Secondary school visits are rarer, and place young people from socio-economically disadvantaged backgrounds at still greater disadvantage since research indicates they are also unlikely to visit with carers and family.<sup>30</sup> HEACS concludes that where these disincentives and disadvantages exist, it is all the more vital that the opportunity for visits and projects using the historic environment should continue through secondary school.
69. The pressure on secondary schools to deliver to targets, over-crowded timetables, and the range of regulatory requirements in child protection and risk assessment, are disincentives to out-of-school activity. Some schools viewed cultural or heritage activity outside school as lacking value or broader curriculum relevance.
70. The evidence presented to HEACS suggested that secondary teachers who had experienced school visits to heritage sites valued them for providing students with memorable learning experiences and for enabling creative, cross-disciplinary work. The perceived value of such visits extended far beyond the ‘history trip’, to engaging with issues such as community and conflict, identity and sustainability, economics and design. They were also effective in developing skills and self esteem among some students who did not perform so well in the classroom.
71. HEACS also heard that many teachers lack both senior level support and the confidence and expertise to deliver extramural learning. Techniques for using the historic environment, running visits and using artefacts are not integral to teacher training, leaving teachers to develop such skills on-the-job. Opportunities for this type of in-service training were perceived as having reduced rather than increased in recent years. Young people in secondary education are unlikely to be inspired and engage with the historic environment if their teachers also lack experience of engagement, and are not supported to deepen their knowledge and skills.

## Value the historic environment in secondary education

68. Most educational visits to heritage sites involve children under the age of 12, either with schools or as part of family visits. Secondary school visits are rarer, and place young people from socio-economically disadvantaged backgrounds at still greater disadvantage since research indicates they are also unlikely to visit with carers and family.<sup>30</sup> HEACS concludes that where these

<sup>30</sup> *Children's Participation in Culture and Sport*, section 2.11, p11, Scottish Government, 2008

Trainee teachers in England are offered placements in heritage organisations, funded by English Heritage and DCMS. HEACS believes that skills in leading field trips and using historic sites and artefacts should be a standard part of teacher training in Scotland too, at undergraduate and post-graduate diploma levels, and should be widely available as part of teachers' continuing professional development. HEACS welcomes the efforts Historic Scotland is making in this area, but believes more could be done by a range of organisations.

72. After a period during which curriculum pressures and attainment targets led to a widely recognised decline in outdoor activities, fieldwork learning and opportunities for visits, the Curriculum for Excellence is perceived as offering numerous opportunities for the historic environment, because of its emphasis on cross-curricular learning links with the local community and skills for lifelong learning and work. This will at least reach 12-15 year-olds, even if those over 15 face exam and qualification pressures.
73. The interdisciplinarity of the Curriculum for Excellence is seen by heritage and educational interests as offering a great opportunity for the heritage sector to counter the prevalent pigeon-holing of the historic environment as 'history' in schools. The new curriculum encourages holistic projects, so that historic sites ranging from a local building which has seen several changes of use, to a landmark heritage site such as Stirling Castle, or a rural setting reflecting changing patterns of settlement and cultivation, could equally provide the basis for cross-disciplinary study, new skills and e-learning encompassing history, geography, social and environmental studies, art, craft, design and technology.
74. The introduction of a compulsory Scottish component within the Higher History syllabus from 2010 is also a positive incentive for schools, museums and heritage organisations to make use of local and national heritage sites and collections and will have a direct impact on several thousand 16-18 year olds annually.
75. Learning and Teaching Scotland (LTS) is the main organisation for the development and support of the Scottish curriculum. A non-departmental public body, its role is to provide advice, support, resources and staff development to enhance the quality of learning and teaching in Scotland.
76. LTS sponsors the Heritage Education Forum (HEF) which aims to share information and best practice; establish active partnerships across the heritage sector; ensure more effective use of resources for all learners; and promote the value of and increase access to heritage learning. HEF brings together representatives from the national cultural organisations: the National Museums, National Archives, National Galleries and National Libraries of Scotland. The historic environment is represented by Historic Scotland, the Royal Commission on the Ancient and Historical Monuments of Scotland (RCAHMS), the National Trust for Scotland and Archaeology Scotland. Non-national museums and organisations are represented through the national

*“Hard work but the best job I’ve ever done. It made me think this job is another option for my career”.*

Construction Advantage Student at the  
Scottish Lime Centre, Carnegie  
College

bodies and thematic sub-groupings such as the Group for Education in Museums (GEMS) and Engage, the art gallery education association.

77. These organisations, LTS and HEF, are best placed to provide support and continuing professional development to assist teachers in developing and organising heritage-related cross-disciplinary fieldwork and associated out-of-classroom activities.
78. While recognising the progress that has been made, HEACS believes that trainee and established teachers need more support and better access to training and continuing professional development in use of the historic environment. **HEACS recommends that LTS and HEF, working with Historic Scotland and teacher training providers, should develop training modules demonstrating the value of using fieldwork and visits to historic places as part of the Curriculum for Excellence, together with practical guidance. These might include appropriate pre- and in-service training, e-learning, improved access to in-service courses, and dissemination of examples of good practice.**
79. Another welcome development is ‘Glow’, the national schools intranet, under the auspices of LTS, which offers a further means to develop teaching resources and materials based on the historic environment. Hitherto its primary focus has been on objects rather than buildings and places. However, the recent establishment of a Heritage Education Forum Glow Group offers a great opportunity for the heritage sector to bring cultural and natural heritage into the classroom through web-conferencing; to interact directly with teachers; and to promote historic environment resources and education programmes.
80. The Heritage Education Forum has considerable potential to foster capacity building and partnership, both within the sector and between the sector and education providers. In order to make best use of the opportunities, however, the Heritage Education Forum requires additional resources and support. Consideration should be given to strengthening the Forum by the appointment of a Development Officer and/or Administrator to increase its capacity to develop and disseminate good practice and improve communication with the wider sector. There is also the potential to involve more partners in the Forum, for example, the local authorities and further and higher education providers. The need for a national infrastructure body for the historic environment has been highlighted by HEACS elsewhere, but an important role for such a body would be to represent the sector on the Heritage Education Forum, as GEMS does for the museums sector. **HEACS recommends that LTS should appoint an officer(s) to increase the capacity and effectiveness of the Heritage Education Forum, in order to make best use of the opportunities provided by Glow and other developments.**
81. Historic Scotland has recently produced an excellent range of themed and site-specific printed and on-line resource material for teachers and group leaders, as part of its new *Investigating* series, based around the properties in state care. **Consideration should be given by Historic Scotland to what other means it might employ to encourage educational projects involving the wider historic environment. Examples might be grants directed at educational projects, an annual award and additional training provision.**

82. Given the important role that buildings and places can play in education, HEACS would draw attention to the development of a major new on-line resource in England, Engaging Places, managed by English Heritage and the Commission for Architecture and the Built Environment (CABE), to champion teaching and learning through the whole of the built environment. It has been designed to help deliver the new curriculum. Engaging Places is working with the Qualifications and Curriculum Authority, to bring together a network for teachers and learning providers to look at how buildings and places can help to make the curriculum real and relevant. In Scotland the closest comparison is the new Building Connections website, billed as ‘a major resource on the built environment for schools, pupils and their teachers’. This is hosted by The Lighthouse, Scotland’s Centre for Architecture, Design and the City, and funded by the Government’s Architecture and Place Division. As it develops, the Building Connections website will need to embrace fully that the built environment comprises both historic and contemporary buildings and the spaces between them, and make better links to other historic environment resources.
83. The increasing availability of historic environment and heritage material on-line, for example, through RCAHMS and the Scottish Cultural Resources Access Network (SCRAN), is a positive development. On-line design resources, such as Learning Bites, have harnessed the universal recognition and engagement people have with their immediate working surroundings. The Lighthouse has also initiated projects which enable school pupils to work with local architects to design their own spaces.
84. HEACS congratulates bodies in the historic environment voluntary sector, such as Archaeology Scotland, which have prioritised education and are already providing resources and factsheets for teachers and pupils. Overall, however, the sector could usefully adopt a more proactive approach to producing e-learning materials and encouraging school visits, for example, by working more closely with Museums Galleries Scotland which has a strong track record in helping build the capacity of museums and galleries in education.<sup>31</sup> **HEACS recommends that more resources should be made available, for example, through LTS, Historic Scotland and/or the Heritage Lottery Fund, to support smaller historic environment organisations to develop their educational capacity.**
85. The involvement of creative artists – designers, architects, writers, musicians, actors – can be very effective in fostering enthusiasm and harnessing the creative energies of young adults (see, for example, CS6: Jaywick Martello Tower, Essex). For example, the ‘Poet in the Past’ project linked the Scottish Poetry Library with historic sites and architecture through a national poetry competition. Historic Scotland runs a successful annual photography competition for historic monuments and places. Some popular and more unusual musical events which appeal to young adults have taken place at sites from Edinburgh Castle to the Ring of Brodgar, Orkney.
86. While out-of-school activities including fieldwork visits have declined, there are a number of positive developments in the area of education. The new Curriculum, better access to teaching resources, especially on-line, and a more proactive approach by historic environment organisations to education offer much

<sup>31</sup> *Lasting Impressions*, Scottish Museums Council, 2003

to build upon. Increased resources for educational initiatives would ensure that better advantage was taken of the opportunities.

### Improve collaboration with further and higher education

87. The young adults most actively engaged in the sector, normally as volunteers or on short-term attachments, are students undertaking further and higher education courses directly related to the historic environment, such as archaeology, architecture and history of art, or construction and craft skills such as masonry and joinery (CS1: Achill Archaeological Field School, Ireland; CS4: Dig Hungate, York). Highly motivated by the prospect of a career in the sector and relatively highly skilled, their attachments or volunteer projects are arranged either through their course tutors or independently. Few in number, typically no more than one or two per organisation or site, they require relatively low levels of supervision, thus falling within the capacity of host organisations while adding value to them.<sup>32</sup>
88. Post-school education has changed enormously and is continuing to change at a very rapid pace, as colleges and universities seek to accommodate a range of often conflicting demands on teachers and students. As a result of the reduction in contact hours (classes, lectures, seminars and tutorials), there are fewer opportunities for students and teachers to undertake hands-on work. There has been a marked decline in expeditions and fieldwork. Since so many students are of necessity also in part-time employment, there are pressures on course hours and student time. Students have fewer opportunities to attend summer schools at affordable rates, or gain experience as volunteers, for example on archaeological digs, most of which are now run by commercial archaeological companies rather than university departments.
89. Modular and part-time courses can be used very effectively to develop skills. Such courses may also be a stepping stone to qualifications and employment opportunities for young adults on lower incomes or seeking part-time work (CS10: Scottish Tour Guides Association, Modular Guide Training).
90. Closer working between museums, galleries, historic environment organisations, and further and higher education institutions could enable students to obtain more hands-on experience. This might be, for example, along the lines of the opportunities provided each summer by Hunterian studentships at the University of Glasgow,<sup>33</sup> and by re-establishing an archaeological field school in Scotland (see CS1: Achill Archaeological Field School, Ireland). Again, a national infrastructure body for the historic environment would be well-placed to facilitate CPD training days, host web-based self-help resources and provide practical support to innovative partnerships. **HEACS recommends that historic environment organisations and further and higher education institutions should be encouraged to work collaboratively and share good practice to enable students to obtain more hands-on experience.**

<sup>32</sup> Heritage organisations currently engage best with young adults in higher education. A typical response to the HEACS' consultation was: 'the majority of young adults with whom we work are in formal learning (through schools, colleges and universities)' (National Museums Scotland).

<sup>33</sup> Hunterian studentships offer some Glasgow undergraduates, across a range of disciplines, summer employment undertaking practical projects. Occasionally external bodies also sponsor or commission projects benefiting both the organisation and student.

## Increase skills training and job experience opportunities

91. Several recent projects, some supported by the HLF Young Roots programme and the Scottish Executive's Determined to Succeed programme, have demonstrated how conservation, development and visitor guiding projects in the heritage and historic environment sectors can help young adults develop skills for employment (see also CS5: Frank Lloyd Wright Preservation Trust, USA; CS10: Scottish Tour Guides Association, Modular Guide Training; CS11: Southwark Young Pilgrims, London).
92. Employment opportunities in skilled trades were covered by the HEACS report on traditional materials and craft skills.<sup>34</sup> The National Heritage Training Group (NHTG) subsequently carried out a skills needs analysis of the built heritage sector in Scotland.<sup>35</sup> The NHTG audit suggested that the historic built environment has skills shortages and skills gaps amounting to some 4,700 FTE jobs, and that in the longer term a further 8,700 skilled craftsmen are required. In addressing issues of skills shortages and skills gaps both HEACS and NHTG suggest that a crucial factor in meeting these supply needs is to stimulate demand, especially in terms of care and maintenance of historic properties.
93. There has also been concern that a high proportion of employers in the sector do not engage apprentices and that almost all college training relates to modern construction, leaving a limited number of training places for those wishing to work in the historic built environment.
94. The Scottish Government has reacted positively to the recommendations relating to stimulating demand of both of these reports, and to other associated issues. A number of important commitments have been made, many of which feature in Historic Scotland's *Corporate Plan 2008-2011*.
95. More apprenticeships, better training opportunities nearer to home, up-skilling courses for young tradesmen who currently have only modern construction skills, and a clear career path widely disseminated, would all offer significant opportunities for young adults. Publicly funded restoration projects provide the opportunity to take on apprentices and can also help foster awareness of stone masonry and other traditional skills as a career (CS9: Scottish Lime Centre Trust, Penicuik House Project). It is essential that funding bodies and contractors providing trainee and apprenticeship placements are able to provide continuity of good quality work. Funding bodies should bear this in mind when allocating financial support.
96. The historic environment offers great scope for internship or supported traineeships for young people, as well as enhanced job opportunities. This area offers considerable potential should the Government establish a form of national job experience scheme to help cope with the current economic downturn and its particular effects on young adults.<sup>36</sup> Investment of this nature would have a direct benefit to Scotland by helping develop skills which would have a long-term value both to the historic environment and the young adults themselves (CS14: Young

<sup>34</sup> *Report and Recommendations on the Availability of Adequate and Appropriate Traditional Materials and Professional and Craft Skills to Meet the Needs of the Built Heritage*, HEACS, 2006: [www.heacs.org.uk/documents.htm](http://www.heacs.org.uk/documents.htm)

<sup>35</sup> *Traditional Building Craft Skills, Assessing the Needs: Meeting the Challenge*, NHTG, 2007

<sup>36</sup> As suggested at the 2008 conference, Action on Skills Training and Education for the Historic Environment, organised by ICOMOS-UK and The Prince's Foundation.

Canada Works provides an example of a current government-funded placement programme). Such traineeships could be linked to the attainment of an SVQ at levels 2 and/or 3 in various skills. **HEACS recommends that Historic Scotland and the wider sector should be proactive in identifying training and job opportunities for young adults in the historic environment, including an expansion of training through more apprenticeships and internships. This recommendation will be especially important should the Government establish a scheme to help tackle unemployment amongst young adults during the current economic downturn.**

## Develop young adults as volunteers

97. The VDS study, *Volunteering and the Historic Environment*, provides evidence of a high level of volunteering by young adults: HEACS is aware, for instance, of the work of the National Trust for Scotland (CS12: Trailblazers and Thistle Camps). On the other hand, this should be set against evidence, both from the volunteering study and in written evidence to HEACS, that there are many historic environment organisations which have never worked with young adults. Some organisations, such as Historic Scotland and the Institute for Archaeologists, have not hitherto sought or welcomed volunteers, largely as a result of their preoccupation with maintaining professional standards.

98. The pilot ‘v-project’ on involving youth volunteers in the historic environment sector in England, run by English Heritage and the National Trust, is of considerable significance and provides valuable pointers. Heritage is one of the v-funding streams in this Government-financed initiative to increase youth

volunteering in England. The pilot project achieved its target of involving 1200 young adults in the historic environment over a two-year period. Successes of the project included: the development of partnerships with bodies within and outwith the historic environment sector; new training methods were developed to assist in working with young adults; and the achievement of ‘intergenerational’ projects.

99. Key findings from the project included:

- different age groups within the 16-25 group required different approaches and have different reasons for volunteering:
  - the 16-19 group preferred ‘taster sessions’ as the way into volunteering, and their main reasons for volunteering were: fun; variety; being with friends; and meeting new friends; whereas
  - the 20-25 group wanted longer term or even full-time volunteering for: gaining transferable skills; and leading to future employment opportunities;
- new methods of marketing and promoting volunteering opportunities were required as existing approaches were not reaching the younger audience, and portrayed the historic environment sector as old-fashioned and not relevant to young people;
- investment in volunteer management and coordination was required, as was training;
- intergenerational projects added value to both age groups; and
- where possible it was beneficial to give young adults the necessary support and skills to set up the projects themselves, or at least to be involved in their setting up and management.

100. The Scottish Government's National Youth Work Strategy and associated policies and plans,<sup>37</sup> and their contribution to strategic objectives, could be enhanced by explicit consideration of the volunteering opportunities in the historic environment. This could lead to a widening of life chances for young adult volunteers through education and skills development, and encourage responsible citizenship. A heritage theme as part of this national programme could help to bring synergy to existing initiatives, and foster networking and new partnerships. Such a programme could also feed into the Government's strategy on Planning for a Scotland with an Ageing Population. This led to the establishment in 2007 of the Scottish Centre for Intergenerational Practice, which aims to develop new opportunities for intergenerational volunteering and working in Scotland's communities.<sup>38</sup> The historic environment has many older volunteers and is an area of considerable potential for intergenerational working. As a first step, **HEACS recommends that Historic Scotland should establish a short-life working group, with VDS, YouthLink and others as appropriate, to review the Government's youth volunteering policies and strategies and to identify their relevance and potential for the historic environment.**
101. The value of focussing on the needs and interests of young adults has already been discussed. Encouraging young volunteers, particularly from under-represented groups, requires organisations to look at issues from the young adults' perspective. If more young adults are to be encouraged to volunteer, the historic environment sector should promote itself not only as a welcoming, interesting and rewarding area in which to volunteer, but should also articulate the wider public benefits of volunteering.
102. There is general recognition of the importance of volunteer managers and co-ordinators in enabling organisations to work effectively with all volunteers, including young adults. The evidence presented to HEACS was that such co-ordinators are able to mediate effectively between a host institution and young people, helping reduce culture gaps, shape projects, and build and sustain relationships. The experience of the natural heritage sector has been that some of the best managers are drawn from the ranks of young adult volunteers.<sup>39</sup>
103. The provision of financial support for volunteer manager and coordinator posts in the historic environment sector, in conjunction with volunteer projects and partnerships, would be an extremely cost-effective means of increasing opportunities for young adults. Such posts would contribute to the capacity, flexibility and sustainability of the historic environment sector and would provide progression for younger volunteers. The following recommendation is not age-specific, but young adults should be one of the target audiences for this initiative. **HEACS recommends that Historic Scotland should be tasked to work with VDS and the historic environment sector to develop and deliver a volunteer manager and coordinator training programme.**

<sup>37</sup> Scottish Government, *Moving Forward: A National Youth Work Strategy*, 2007: [www.scotland.gov.uk/publications/2007/03/08113759/0](http://www.scotland.gov.uk/publications/2007/03/08113759/0); Scottish Government, *Volunteering in the Youth Work Sector: An Action Plan*, 2007: [www.scotland.gov.uk/publications/2007/11/26110321/0](http://www.scotland.gov.uk/publications/2007/11/26110321/0); Scottish Government, *Valuing Young People: Principles and Connections to Support Young People Achieve their Potential*, 2009: [www.youthlink.co.uk/webs/245/file/Valuing%20Young%20People.pdf](http://www.youthlink.co.uk/webs/245/file/Valuing%20Young%20People.pdf)

<sup>38</sup> *All Our Futures: Planning for a Scotland with an Ageing Population*, Scottish Government, 2007: [www.scotland.gov.uk/publications/2007/03/08143924/0](http://www.scotland.gov.uk/publications/2007/03/08143924/0); [www.scotcip.org.uk](http://www.scotcip.org.uk)

<sup>39</sup> A few bodies in the historic environment sector also have volunteer coordinators who were formerly young adult volunteers, for example: the UK-wide Cathedral Camps; the National Trust for Scotland; and some Young Archaeologists' Clubs run by Archaeology Scotland.

104. Routes should be identified whereby the range of existing voluntary sector initiatives, such as Doors Open Days and Scottish Archaeology Month, should be promoted specifically to young adults to strengthen the visibility and identity of the historic environment among younger people and encourage their engagement.
105. There is encouragement in some schools, colleges and companies for young adults to undertake voluntary work in their community.<sup>40</sup> Consideration could be given to developing this more widely, especially among senior pupils, with a greater focus on identifying suitable historic environment projects.
106. There is potential for young volunteers to go on short-term specialist courses in caring for the historic environment with a view to evaluating options for future employment, such as those provided by the Scottish Lime Centre Trust and the Scottish Traditional Skills Training Centre at Fyvie Castle (CS3: Cathedral Camps; CS9: Scottish Lime Centre Trust). However, in the same way that many sole trading contractors find it difficult to fund apprentices, many of the historic environment voluntary bodies are small, with limited budgets to support such investment.
107. Attention should also be drawn to the work of groups such as Fairbridge in Scotland and The Prince's Trust, which work extensively with young adults at risk of exclusion. From the evidence presented to HEACS, it is clear that the historic environment could also offer opportunities for engagement by these groups. Historic Scotland, for example, has recently begun to work with Quarriers Stopover Service, which provides supported accommodation for young homeless people, arranging visits and activities at Stirling and Edinburgh

Castles. HEACS recommends that Historic Scotland and the historic environment infrastructure bodies should foster partnerships between voluntary agencies working with disadvantaged young people and historic environment organisations, with seminars and training days provided as a first step. These would build mutual understanding and should lead to increased opportunities for young adults at risk of exclusion to engage with the historic environment.

### Map and communicate educational and career opportunities

108. Evidence from face-to-face interviews and questionnaires repeatedly emphasised the poor visibility of training opportunities and related career paths in the historic environment. Understanding of the nature and scope of the sector was weak and the available information appeared to be fragmented and inadequate. A web-based map of career, training and volunteering opportunities with case studies would do much to clarify the identity and raise the profile of the sector to young people. **Historic Scotland should consider developing a web-based portal, a 'one-stop shop', to provide information about educational, volunteering and career opportunities in the historic environment. This would include further education and higher education courses, volunteering opportunities, and opportunities for continuing professional development for teachers and heritage staff.**
109. Students, teachers, careers advisers and Skills Development Scotland should have access to up-to-date and consistent information about the full range of career paths in heritage and the historic

<sup>40</sup> Historic Scotland supports The Prince's Trust in this way, with staff joining Prince's Trust Teams over 20 days and working with a group of disadvantaged 16-25 year olds.

environment. Mapping career paths in the heritage sector along the lines of the Government-funded ‘Path is Green’ web option (developed by Skills Development Scotland for renewables and ‘green’ careers) would raise students’ awareness of the range of training and job options available, as well as conveying the full meaning and value of the historic environment sector to students and their advisers. **HEACS recommends that Historic Scotland approach Skills Development Scotland to undertake a mapping exercise for careers in heritage and the historic environment.**

## Engage locally: the role of local authorities

110. Local authorities have significant responsibilities for the historic environment and face the challenge of raising public awareness and involvement. Local authorities provide opportunities for young adults to engage with the historic environment in a number of different ways: for instance, through museums, heritage trails, ranger services, and special events such as Scottish Archaeology Month. The experience of the Working Group, however, was that it can be difficult for the public to find out about such activities. Within some local authorities there appears to be a lack of ‘joined-up’ working between responsible departments, and consequently, weaknesses in communication about the historic environment.
111. Under the 2007 Concordat between local authorities and the Scottish Government, more responsibility is delegated to local authorities for priority

*“I never went outdoors much before, but now I go hillwalking with my Conservation Volunteers group all the time. It’s opened up my eyes and changed my perspective.”*

NTS Thistle Camp volunteer

setting and service delivery.<sup>41</sup> Similarly, the new Planning Act requires more local community involvement in planning decisions affecting the shape and physical character of their communities.<sup>42</sup> Local authorities are working to build engagement with young adults into the planning process; this should include the historic environment. The advent of community planning offers an important opportunity for more community engagement with and increasing access to the historic environment, including by young adults – often a target group in community plans. It has to be admitted that the sector’s efforts to engage with community planning have been, at best, patchy so far. Some community plans (Orkney and Midlothian, for example) take good account of the contribution of the historic environment, but most do not. **HEACS recommends that CoSLA and Historic Scotland should prepare guidance and case studies for local communities, community planning partners and historic environment organisations on how to engage with the Community Planning process, including how to involve young adults, and how the historic environment can benefit other sections of the community.**

<sup>41</sup> *Concordat between the Scottish Government and local government*, Scottish Government, 2007: [www.scotland.gov.uk/resource/doc/923/0054147.pdf](http://www.scotland.gov.uk/resource/doc/923/0054147.pdf)

<sup>42</sup> Planning etc (Scotland) Act 2006

## CONCLUSIONS

112. Young adults clearly do engage in the historic environment – more than was anticipated at the outset of this study – but the current level of engagement is relatively modest. It is also disproportionately weighted towards those in further and higher education, although they also often lack opportunities for hands-on work and fieldwork experience. Volunteering opportunities for young adults, notwithstanding the excellent initiatives of the National Trust for Scotland, are principally in small, local heritage bodies, archaeology societies and re-enactment groups.
113. There are a number of significant but surmountable obstacles to greater engagement by more young adults, including those at risk of exclusion. HEACS has identified some strategies and initiatives which could enlarge awareness and opportunity and engender a higher level of engagement, which would be valuable to the young adults themselves, to the historic environment, and to Scotland as a whole.
114. There is a strong case, particularly in the present economic climate, for supporting training and work opportunities that can both engage young adults, and increase the contribution to Scotland's economy from the diverse historic environment sector. The research and case study material cited in this report amply demonstrate the many other social and economic benefits, and National Performance Framework objectives, which investment in engaging young adults would repay over the longer term.
115. The recommendations in this report are aimed at engaging young adults in the historic environment by:
- extending opportunities to young Scots to engage in the historic environment, through formal education, training and career opportunities;
  - improving communication about training and volunteering opportunities, careers and job prospects in the historic environment;
  - building capacity in the historic environment sector, especially in the areas of training, and volunteer management and coordination;
  - fostering partnerships between historic environment organisations, local authorities and voluntary sector bodies working with young adults, including those at risk of exclusion; and
  - improving baseline data and ensuring effective monitoring and evaluation of initiatives aimed at engaging young adults in the historic environment.
116. Overall HEACS has identified that one of the critical deficiencies in delivering many of these recommendations is the lack of a national infrastructure body for the historic environment. HEACS has examined this issue elsewhere and made the case for a bespoke national infrastructure body.<sup>43</sup> Here it is only necessary to stress that facilitating training, encouraging the engagement of people of all ages, and promoting the historic environment, would be important tasks for such a body, as well as the more traditional role of safeguarding the historic environment itself.

<sup>43</sup> *Report and Recommendations on the Infrastructure of the Historic Environment*, HEACS, 2008: [www.heacs.org.uk/documents.htm](http://www.heacs.org.uk/documents.htm)

## RECOMMENDATIONS

### Focus on the needs and interests of young adults

Organisations, including Historic Scotland, should create innovative opportunities for young adults to try out a range of activities relating to the historic environment, for example, through the means of ‘taster days’. [para 61]

### Raise the capacity of the historic environment sector

Historic Scotland should encourage and support a range of providers in the sector to develop educational and training opportunities for hands-on fieldwork and practical experience for young adults. [67]

Historic Scotland should invite proposals for pilot projects aimed at engaging young adults in hands-on conservation, research and interpretation activities, preferably in partnership with schools, youth work organisations and other voluntary sector agencies. [67]

### Value the historic environment in secondary education

Learning and Teaching Scotland and the Heritage Education Forum, working with Historic Scotland and teacher training providers, should develop teacher training modules demonstrating the value of using fieldwork and visits to historic places as part of the Curriculum for Excellence, together with practical guidance. [78]

Learning and Teaching Scotland should appoint an officer(s) to increase the capacity and effectiveness of the Heritage Education

Forum, in order to make best use of the opportunities provided by Glow and other developments. [80]

Consideration should be given by Historic Scotland as to what other means it might employ to encourage educational projects involving the wider historic environment. Examples might be grants directed at educational projects, annual awards for schools and pupils, and additional training provision. [81]

More resources should be made available, for example, through Learning and Teaching Scotland, Historic Scotland and/or the Heritage Lottery Fund, to support smaller historic environment organisations to develop their educational capacity. [84]

### Improve collaboration with further and higher education

Historic environment organisations and further and higher education institutions should be encouraged to work collaboratively and share good practice to enable students to obtain more hands-on experience. [90]

### Increase skills training and job experience opportunities

Historic Scotland and the wider sector should be proactive in identifying training and job opportunities for young adults in the historic environment, including an expansion of training through more apprenticeships and internships. This recommendation will be especially important should the Government establish a national job experience scheme to help tackle unemployment among young adults during the current economic downturn. [96]

## Develop young adults as volunteers

HEACS recommends that Historic Scotland should establish a short-life working group, with Volunteer Development Scotland, YouthLink and others as appropriate, to review the Government's youth volunteering policies and strategies and identify their relevance and potential for the historic environment. [100]

Historic Scotland should be tasked to work with Volunteer Development Scotland and the historic environment sector to develop and deliver a volunteer manager and coordinator training programme. [103]

Historic Scotland and the historic environment infrastructure bodies should foster partnerships between voluntary agencies working with disadvantaged young people and historic environment organisations, with seminars and training days provided as a first step. [107]

## Map and communicate educational and career opportunities

Historic Scotland should consider developing a dedicated web-based portal to provide information about educational, volunteering and career opportunities in the historic environment. [108]

HEACS recommends that Historic Scotland should approach Skills Development Scotland to undertake a mapping exercise for the full range of career paths in heritage and the historic environment, perhaps along the lines of the Government-funded 'Path is Green' web option. [109]

## Engage locally: the role of local authorities

CoSLA and Historic Scotland should prepare guidance and case studies for local communities, community planning partners and historic environment organisations on how to engage with the Community Planning process, including how to involve young adults, and how the historic environment can benefit other sections of the community. [110]

## Improve the information base on young adults' engagement

In collecting information, VisitScotland should ask heritage organisations and visitor attractions to record primary and secondary school visits separately. [37]

Future surveys of Children's Participation in Culture and Sport should include a question about visits to historic and archaeological sites as part of school activities. [37]

Heritage organisations should introduce the 16-24 age band as an age classification in visitor surveys. [39]

The Scottish Historic Environment Audit should be tasked with measuring the resources (financial and human) currently available for education and community outreach in the historic environment. [40]

Future research by the Scottish Government, VisitScotland, Historic Scotland or the wider historic environment sector, should aim to gather consistent age-specific data. [41]

## APPENDIX 1

### Working Group membership

Evelyn Silber (Chair)  
 Ross Noble  
 Richard Oram  
 Ian Johnson (2006-7)  
 Colin Martin (2007-8)

Working Group members attended the following conferences, meetings and training courses related to young adults:

March 2007 *Building Up Connections Conference* - The Lighthouse

April 2008 *Action on Skills Training and Education for the Historic Environment*, The Prince's Foundation, London, organised by ICOMOS UK

May 2008 *Introduction to the Curriculum for Excellence* – Museums and Galleries Scotland

July 2008 *Open Minds: Engaging Young People* – Museums Association

November 2008 *Scotland's Rural Past: First Annual Conference* – RCAHMS

January 2009 *Heritage Workshop: Involving Youth Volunteers* (seminar on pilot 'v'-Projects) – English Heritage and the National Trust, Swindon

National Heritage Training Group meetings

### The following organisations gave evidence to Working Group meetings:

British Trust for Conservation Volunteers  
 Fairbridge in Scotland  
 The Green Team  
 Historic Scotland  
 Learning and Teaching Scotland  
 National Trust for Scotland  
 The Prince's Trust  
 Scottish Association of Teachers of History  
 Scottish Natural Heritage  
 Skills Development Scotland  
 University of Stirling, Department of Education  
 Volunteer Development Scotland

### The following organisations responded to the request for written evidence:

Aberdeen City Council (City Archaeology Unit)  
 Archaeological Heritage Services Ltd  
 Archaeology Scotland  
 Architectural Heritage Society of Scotland  
 Association of Building Preservation Trusts  
 Garden History Society  
 Highland Folk Museum  
 National Museums Scotland  
 National Trust for Scotland  
 Royal Commission on the Ancient and Historical Monuments of Scotland  
 Saltire Society  
 Scottish Redundant Churches Trust  
 Scottish Lime Centre Trust  
 Scottish Stone Liaison Group  
 Scottish Vernacular Buildings Working Group

## APPENDIX 2: REFERENCES

### Select list of websites accessed

Archaeology Scotland  
 Architectural Heritage Society of Scotland  
 Built Environment Forum Scotland  
 Department of Culture, Media and Sport  
 Engage  
 English Heritage  
 Fairbridge in Scotland  
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 Glasgow City Council  
 Heritage Education Forum  
 Heritage Link  
 Heritage Lottery Fund  
 Highland Council  
 Historic Scotland  
 Institute of Field Archaeology  
 Learning and Teaching Scotland  
 Museums Association  
 Museums Galleries Scotland  
 National Museums of Scotland  
 National Trust for Scotland  
 Perth & Kinross Council  
 The Lighthouse  
 The Prince's Trust  
 Royal Commission on the Ancient and  
 Historical Monuments of Scotland  
 Scottish Centre for Intergenerational Practice  
 Scottish Coastal Archaeology and the Problem  
 of Erosion  
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 Scottish Civic Trust

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