



“Heritage is something that defines you”

Heritage Hunters

END OF PROJECT REPORT

Jane Miller
& Elaine Kerridge

May 2019

A decorative graphic consisting of a horizontal dashed green line on the left, which then curves upwards and to the right. Along this line are several small arrows pointing in the direction of the curve. The arrows are colored purple and orange. The text 'Thank you to the funders' is positioned above the curve.

Thank you to the funders

The National Lottery Heritage Lottery Fund
Martin Connell Trust
The Hugh Fraser Foundation

Thank you to all of the children and young people across Scotland who participated in the 'Heritage Hunters' project and shared what heritage means to them.

Thank you to the following youth and heritage partners for supporting us with this project:

Miller Primary, Glasgow
Valley Primary School, Kirkcaldy
South Queensferry Girlguiding
1st Troqueer Boys Brigade
Edinburgh Young Carers
The Citadel Youth Centre
Dumfries Museum
Museums and Galleries Edinburgh
Young Archaeologists Club (Dunfermline)
The Institute for Heritage and Sustainable Human Development (INHERIT)

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Executive summary

In 2018-19 Children in Scotland was funded by the National Lottery Heritage Fund, the Martin Connell Trust and the Hugh Fraser Foundation to deliver the national Heritage Hunters project. The project aimed to:

- Provide opportunities for children and young people to access heritage, especially those who may experience barriers to doing so
- Improve children and young people's participation and engagement with heritage, including their direct experience with heritage and their role in decision-making in this sector
- Develop relationships: children and young people and heritage partners to learn from each other
- Support staff within heritage settings to develop and refine their skills, allowing them to develop their own participative approaches to meaningfully engage with children and young people.

The focus of the project was on children and young people's views of living in Scotland using their local heritage as a medium for expression and brought a rich dimension to the interpretation of heritage: *What does Scotland's local and national cultural heritage mean to me?*

Heritage Hunters was a children and young people-led project. Empowering children and young people to share their voices and experiences was a key part of the project. The project involved working with children and young people in a child-centred, creative and participative way, supported by the use of different media. Children in Scotland developed workshops in collaboration with heritage and youth partners, based on what children and young people were interested in. Each project was unique and the approach and methods used depended on the interests and needs of the groups.

Across the range of different activities, a total of 243 children and young people participated. We worked most closely with 140 children and young people on six different projects, involving a range of youth and heritage partners.

To help build capacity within the heritage sector we designed and carried out three sessions on '*Listening to Children and Young People: Exploring Meaningful Participation*' within two different museum settings with 51 participants in attendance.

The project culminated in a final celebration and knowledge exchange event which brought together all the projects from across Scotland. More than 100 children, young people and professionals attended the event. The event was co-designed and co-delivered by young people.

To build capacity beyond the lifetime of this project Children in Scotland has developed an online resource to help make the most of the shared learning from this work. The online resource is available on the Children in Scotland website.

The children and young people involved in the project were able to reflect and share their opinions and experiences on their participation in heritage. This can be understood under the following headings:

- Feeling heard
- Co-operative working
- Increased confidence
- Relationship building



Children and young people were also able to explore their attitude towards knowledge and understanding of heritage through this project and shared their personal thoughts very clearly. They were also able to identify themes that are important to them, including:

- Family and friends
- Spaces and the environment
- Play and hobbies
- Technology

Project partners also shared their opinions and experiences in a variety of ways under the following headings:

- Listening to children and young people
- Partnership opportunities
- Persisting barriers
- Impact on children and young people

Through the project activities and evaluation processes key findings have led Children in Scotland to make a number of key recommendations for the heritage sector related to funding, staff training, exhibition planning and how both the heritage and youth sectors can support the engagement of young people with heritage. Recommendations have also been made for the education and youth organisations sectors and for the Scottish Government.

These recommendations can be used to help enhance the heritage sector and the way heritage is interpreted and engaged with in Scotland. We would encourage these recommendations to be considered and applied to all sectors in order to widen the participation of children and young people in all aspects of their lives.

**Jane Miller
& Elaine Kerridge**

May 2019

Children In Scotland



Giving all children in Scotland an equal chance to flourish is at the heart of everything we do. By bringing together a network of people working with and for children, alongside children and young people themselves, we offer a broad, balanced and independent voice. We create solutions, provide support and develop positive change across all areas affecting children in Scotland. We do this by listening, gathering evidence, and applying and sharing our learning, while always working to uphold children's rights. Our range of knowledge and expertise means we can provide trusted support on issues as diverse as the people we work with and the varied lives of children and families in Scotland.

Our approach

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) states that children have the right to have a say and be taken seriously in all decisions which affect them.

The UN Committee on the Rights of the Child describes participation as: *'...ongoing processes, which include information sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such process.* In line with this, Children in Scotland's participation and engagement work seeks to engage children and young people in meaningful, ongoing dialogue and to enable them to have effective and fulfilling participation, thus ensuring that their voices influence the decisions and practices of policymakers and practitioners.

This approach was core to the Heritage Hunters project. Through this project children have had the opportunity to use their voices to shape the direction of the work each step of the way. Additionally, they have shared what they have learned and their thoughts with the local community through sharing events, activity days, by contributing to museum exhibitions and as part of a national celebration event. Four of the projects received a bronze and one a silver Heritage Hero Award from Archaeology Scotland.

Our project was also underpinned by Article 31 of the UNCRC which states that children have the right to participate freely in cultural life and the arts. As a result, ALL children and young people should be able to participate in cultural activities. The project concentrated on working with groups who often experience barriers to accessing heritage opportunities.

Project background



In the Year of Young People 2018, Children in Scotland undertook an extensive piece of work to bring together children and young people and heritage partners across Scotland with the aim of broadening children's participation in heritage settings, our Heritage Hunters project.

Participation was one of the six central themes of the Year of Young People and reflected its aim: to provide young people a platform to have their views heard and acted upon. Heritage Hunters supported children and young people's understanding of culture and heritage and encouraged their future engagement with heritage.

The aims of the project were:

- Provide opportunities for children and young people to access heritage, especially those who may experience barriers to heritage.
- Develop relationships: children and young people and heritage partners to learn from each other.
- Improve children and young people's participation and engagement with heritage, including their direct experience with heritage and their role in decision-making in this sector.

The project additionally aimed to support staff within heritage settings to develop and refine their skills, allowing them to develop their own participative approaches to meaningfully engage with children and young people. This was to include developing participative approaches influenced by what children said works for them. One result would be for heritage partners to have developed new partnerships and ways of working to support future work beyond the lifetime of this project.

Children in Scotland thanks the funders who made this extensive and successful project possible. Thank you to The National Lottery Heritage Fund and the National Lottery players, Martin Connell Trust and The Hugh Fraser Foundation.

Participants

Across the range of different activities which formed part of the Heritage Hunters project a total of 243 children and young people participated. The project worked closely with 140 children and young people on six different projects involving a range of youth and heritage partners. A flexible approach allowed work within both formal and informal settings.

A wide range of groups of children and young people were involved, ranging in age from 5-23, with a range of experiences, many of whom might not have the opportunity to engage with the heritage sector. This included children and young people living in areas of high deprivation, with a range of additional support needs and from ethnically diverse backgrounds.

See table below for more information:

Location	School & Youth Partners	Heritage Partners	Numbers	Age Range
Kirkcaldy	Valley Primary School	Young Archaeologists Club (YAC)	30	9 to 10
Dumfries	1st Troqueer Boys Brigade	Dumfries Museum	30	5 to 11
South Queensferry	South Queensferry Girlguides	Young Archaeologists Club (YAC)	30	10 to 13
Glasgow (Castlemilk)	Miller Primary School	The Institute for Heritage and Sustainable Human Development (INHERIT)	30	8 to 9
Edinburgh	Edinburgh Young Carers	Museums & Galleries Edinburgh	15	12 to 15
Edinburgh (Leith)	Citadel Young Mums Group	Museums & Galleries Edinburgh	5	19 to 23

Methodology



The Heritage Hunters project involved working with children and young people in a child-centred, creative and participative way, supported by the use of different media. Children in Scotland developed workshops in collaboration with heritage and youth partners, based on what children and young people were interested in. Each project was unique and the approach and methods used depended on the interests and needs of the groups. (For more information on the specific methods used for each project please see individual case studies.)

Children in Scotland worked with the heritage partners to deliver between six and 10 sessions with each group. The number of sessions was dependent upon the demands of the identified work. The timeframe for each project differed and ranged from weekly session to sessions which took place over a period of six months.

The initial session for each of the projects followed a similar structure involving an introduction to the concept of heritage. The groups participated in a physical vote to discover which types of things (food, music, materials and objects) could be considered as heritage. Children and young people then started by thinking of examples of heritage in the world, UK, Scotland and in their local area. This activity was to capture their baseline understanding and knowledge of heritage. The final section of the session involved object handling this involved using: museum handling boxes, archaeological finds and personal items of heritage provided by Children in Scotland members of staff.

The subsequent sessions were adapted to meet the needs and interests of the groups. A wide variety of methods of engagement were used with the children and young people including: object handling; model making; investigation and research; photo tours; treasure chest activities; vox pops; archaeological digs; dig box training; plays and role play; poster making and letter writing; physical voting; creating characters together and story writing.

A much more focused approach was used when working with the Citadel Young Mums group; this was due to the structure of the group and the limited timeframe available to work with them. The mums expressed an interest in exploring the experience of being a mum. As a result, they explored the experience of what it was like to be a mum in the past and worked with a writer to produce a book around their experiences for their own children.

A children and young people led approach

Central to Children in Scotland's approach was that Heritage Hunters must be a children and young people-led project. The participants were involved in selecting the area of heritage they focused on, the output of the project and were able to make choices at every session.

Empowering children and young people to share their voices and experiences was a key part of the project. It is important that children and young people had an active rather than passive relationship with heritage. The project compliments other work to ensure that young people are able to shape heritage including: Heritage Blueprint¹.

The groups involved were able to share what they had discovered and their thoughts with others. Half of the groups chose to undertake activities which allowed them to act as facilitators to other groups including: younger children; parents and carers and the wider community.

"I think it's good. You get to learn about your history and where you were born. I went to this school and I never got to do anything like that" **(Parent)**



Archaeological exploration at the Heritage Hub celebration event
Copyright Ceranna Photography 2019

¹ https://www.youngscot.net/wp-content/uploads/2017/10/YS_HB_Report_2017_online.pdf

Sharing participative approaches

To help build capacity within the heritage sector, Children in Scotland participation staff designed and carried out three sessions on ‘Listening to Children and Young People: Exploring Meaningful Participation’. Sessions took place within two different museum settings with 51 participants in attendance.

Participants came from both youth and heritage settings. However, the vast majority came from the heritage sector. Attendees included: sessional staff, front of house staff, collection trainees, curatorial staff, care of collections staff and outreach and access team members. Participants came from the following settings: Museums & Galleries Edinburgh, Dumfries Museum, Savings Bank Museum and The Devils Porridge Museum. Participants from youth settings included the Young Archaeologists Club, Girlguiding and Oasis Youth Centre in Dumfries.

The structure of each session provided a brief introduction to children's rights and the current policy context surrounding children's rights, an introduction to Children in Scotland's Principles and Guidelines and an overview of participative methodologies to support engagement.

Positive feedback was received on all sessions with participants welcoming the opportunity to learn from one another and focus their work around considering children's rights.

“It was interesting to meet people who were looking at heritage from a different perspective and worked with children in different ways from me. It also validated my approach in my work and gave me some legislation and facts that support what I do.” **(Practitioner)**

Celebration event

The project culminated in a final celebration and knowledge exchange event which brought together all of the projects from across Scotland. We were pleased to welcome professionals from a range of heritage sector organisations, including Gary Love, Head of Corporate Services at Historic Environment Scotland.

The event itself was co-designed by an advisory group of young people from South Queensferry Girlguides with input from Edinburgh Young Carers and Miller Primary School. More than 100 children, young people and professionals attended the event.

The young people carefully considered how to make the event feel welcoming and inclusive for everyone with a particular focus on children and young people. The group thought carefully about how the space should look and feel, the food and drink, the guests that were invited to the event and the shape of the programme for the day.

The event itself was co-delivered by young people. The co-chair was a child, children led icebreaker activities and presented on their project. The event provided an opportunity to meet other children and young people across Scotland and to find out more about heritage.

The main hall presentations were complemented by a market place session, where attendees could experience the different project hubs. The Hubs allowed the groups to creatively share what they had discovered, how they went about the process, what they enjoyed and what they found challenging.



Miller Primary pupils doing the icebreaker during Hosting Heritage at the Hub event
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Online resource

To build capacity beyond the lifetime of this project Children in Scotland has developed an online resource to help make the most of the shared learning from this project. The purpose of the resource is to support practitioners to carry out child and young person led heritage projects. The online resource (available on the Children in Scotland website) is reflective of the process undertook to deliver Heritage Hunters and outlines Children in Scotland's rights-based approach to meaningful participation and engagement with children and young people. In addition to sharing project learning the resource signposts other youth-led initiatives and resources to support participation.



Heritage Hunters: Supporting Child-led Heritage



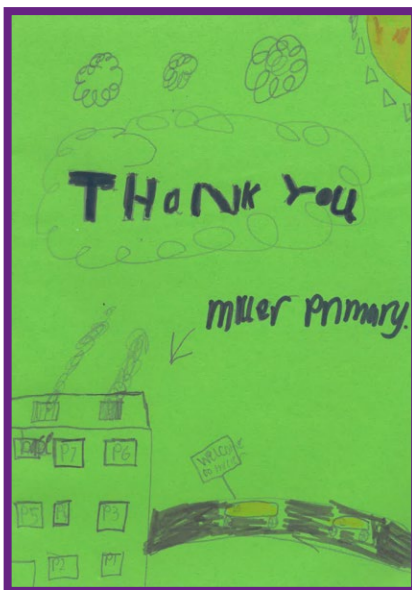
Evaluation methodology

To create a lasting and sustainable approach to embedding young people's engagement with heritage opportunities we need to understand the impact the Heritage Hunters project had on all participants and partners. This learning has been through the participative activities through-out the project and more specifically through Children in Scotland's evaluation work.

Standardised evaluation questions and methods were used with children and young people across five of the different projects. Methods used included: dot voting, written comments, drawings and individual perspectives. A slightly different approach was adopted when working with the Citadel Young Mums group because of the focused nature of their project.

"I like how you've used stickers so no one knows what you've put"
(Young person)

Baseline survey information was collected from both youth and heritage partners to find out participants knowledge, understanding, skills and current practice in relation to engaging with children and young people. The survey was used to help shape the training and approaches adopted by Children in Scotland staff.



'Thank you cards from 'Team Tenements' at Miller Primary'



Nothing about us without us - children and young people's participation in heritage



The aims of the Heritage Hunters project included:

- Provide opportunities for children and young people to access heritage, especially those who may experience barriers to heritage.
- Develop relationships: children and young people and heritage partners to learn from each other.
- Improve children and young people's participation and engagement with heritage, including their direct experience with heritage and their role in decision-making in this sector.

These aims have definitely been achieved.

Of the children who took part in the evaluation 75% responded that they enjoyed taking part in the Heritage Hunters project and enjoyed accessing and learning about heritage.

Their opinions on developing relationships and their participation can be understood under the following headings.

Feeling heard

Heritage Hunters was underpinned by a child rights approach as outlined in the UNCRC. As a result, one of the central aims of the project was to promote children and young people's rights within heritage and education settings.

One finding from the evaluation process revealed that 78% of children and young people felt that their stories and opinions were listened to as part of the Heritage Hunters project.

"I have learned that... using your voice for opinion is a good thing"

(Young person)

"I was able to share my opinions and it was considered"

(Young person)


Co-operative working

Co-operative working was built into the methodologies and was supported by the school and youth partners. One of the most enjoyable parts of the Heritage Hunters project, as identified by the children and young people, was being able to work together as a group and with their friends.

"The most enjoyable part was working in teams"

"seeing my pals"

"Socialize"



A significant outcome of the project was that children felt they had improved their ability to work with different groups of people. Children spoke about how they were able to co-operate and negotiate with children who they would not normally have the opportunity to work with. They were able to identify that at times group working can be challenging but also discussed how they were able to overcome difficulties.

“I have learned that team work isn’t just working with your friends and chat it’s working together even with the people you don’t like.”

“People need to work together to find stuff out”

This was also identified by one of the project partners:

“How well the children we worked with took responsibility when communicating to others”

Increased confidence

Increased levels of confidence as a result of participation in the Heritage Hunters project were witnessed. For example, half of the groups facilitated activities with younger children, peers and people from the community. For many, this was identified as one of their favourite parts of the project.

“The most enjoyable part was when we were showing the P2’s what we were learning”

This was most apparent at the final celebration and knowledge exchange event. This event was confidently co-designed and co-led by children and children and young people and young people were the lead at each of their different stalls. At the stalls children were able to talk about their project as well as lead and facilitate activities with children and adults.

Relationship building

Experience from the Heritage Hunters project has shown that making a lasting difference and developing relationships takes time, particularly with groups who do not often have the opportunity to participate in these types of opportunities. Additionally, it takes time to understand the young people’s needs, interests and ways of working. Through this project children expressed their enjoyment at working with new people, this included both heritage partners and Children in Scotland staff:

**"I just wish you could come and teach us more about the heritage project.
But I understand you have other things to do. Just remember be yourself!"**

"The most enjoyable part was working with you"

As part of the legacy of this project, it is hoped that these partnerships and relationships will continue and that children will have the chance to shape the future delivery of heritage opportunities.

Further key areas of learning from the children and young people include:

- Exploring heritage
- Heritage is personal
- Areas important to young people

Please see Appendix 1 for further details.



Heritage at the Hub celebration event
Copyright Ceranna Photography 2019

Above:
Heritage at the Hub celebration event
Copyright Ceranna Photography 2019



Hearing from project partners

Heritage Hunters would not have been a successful project without the commitment and enthusiasm of all the partners involved, including practitioners and volunteers from the heritage, education and youth organisation sectors. Children in Scotland staff are very grateful to have worked with all of the partners and are pleased to have developed such positive relationships.

Key learning from practitioners and volunteers involved (gathered in a variety of ways, including an evaluation survey) can be considered under the following headings.

Listening to Children & Young People

"I learned a lot about taking the time to truly listen to children and promoting pupil voice. The class also loved working with you both and got a lot out of the project. I'm sure they will remember this project for a long time to come."
(Practitioner)

All of the participants who responded to the final evaluation survey indicated that they felt more confident in using the voices of children and young people to shape the development of their work.

"I have observed first-hand how powerful this can be"

"Without a doubt. Working with children helps identify key priorities"

"I learned a lot about taking the time to truly listen to children and promoting pupil voice."

Participants expressed that they were able to use the voices and experiences of children and young people to shape future priorities and the focus for areas of work.

Partnership Opportunities

Establishing strong partnerships can be identified as a key finding from the Heritage Hunters project. Some of the heritage partners expressed that they had established new relationships with both local youth groups and heritage organisations.

"links made with Young Archaeologists Club, Children in Scotland and working on getting our display in the museum or local library"

"We have developed much stronger links with the First Troqueer Boys Brigade and Girls Association and hope that we will work with them again in the future"

Persisting Barriers

Survey participants identified persisting barriers for involving children and young people in heritage opportunities. Barriers can range from time constraints, management restructures, staff capacity and perceptions surrounding heritage.

For example, one participant noted that a barrier to heritage for young people is: "Lack of confidence. Not aware heritage is for them"

As a result, the heritage sector needs to work hard to ensure that they are helping to make heritage feel inclusive for all audiences including children and young people. Buy-in is required at all levels and needs to go beyond those working directly with children and young people for this to be realised. Funding and resources are required to help support and complement this activity.

Impact on Children and Young People

Project partners observed that the children and young people benefited from being involved in the Heritage Hunters project. In particular, the project allowed participants to engage with heritage:

"Good to give the young people a sense of belonging and that they don't exist in isolation. They are from somewhere and someone!"

"The whole project was stimulating and exciting for the children and gave them a real life look at heritage in action"

"I am sure that participating in this project is something that many of the young people will not forget and I hope they will continue to be interested in heritage in the future"



'Heritage Brigade' at the Heritage Hub celebration event
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Key learning and recommendations

Heritage Hunters has been a project rich in learning for all participants. Bringing together a range of partners with children and young people has given Children in Scotland an insight into current successes and challenges with young people's participation in the heritage sector.

The following points are key areas of learning specifically related to the heritage sector. Children in Scotland has made recommendations related to each area and heritage in Scotland more widely.

Barriers to museums

Learning from this project has revealed that there are still barriers to young people feeling represented, welcomed, engaged and included within museum environments.

We heard from heritage partners that the age group between 14 to 21 is specifically less likely to engage with the museum sector than other age groups. It has been highlighted by some of our heritage partners that museums adopt more of a family learning-based approach. Activities and events are not geared towards older young people.

We found there is still a disconnect between wider understanding of heritage and public perception within the museum context. Heritage is about ideas, identity, faith, beliefs and attitudes towards places and spaces. As young people told us **"Heritage is all around us even in the smallest of areas"** and **"it means 'what is important to me'"**. As a result, museums should reflect this in both their collections & spaces. There must be a balance between maintaining and preserving our heritage and it being alive and being a relevant and interactive experience for all.

One of the challenges of this project was to overcome young people's perception that heritage and museums are spaces that are not open or welcoming to them. However, this project saw a change in these views. The young people shared their thoughts at the end of the project and said **"It's not as boring as you think!"** **"it is not just bones and stuff"**, and that actually **"Heritage is cool"**.

Both groups of children and young people enjoyed their experience within the museum context: **"I enjoyed the Museum visits"** (young person from Dumfries project); **"It's cool to see behind the scenes of a museum"** (young person from Edinburgh project).



Edinburgh Young Carers at Edinburgh Museums Collection Centre

Recommendations:

- Adults have a responsibility to support young people's understanding and engagement with heritage and change these perceptions, especially those working in the sector who show their commitment to it and care so passionately about it.
- Museums should work collaboratively with young people to design events and activities that will attract young people to engage with heritage opportunities.



Child and young person led approach

Adopting a child and young person-led approach revealed that participants thrived when they felt included and worked collaboratively. This was especially significant when they facilitated activities with younger age groups, peer groups and the community. Children in Scotland staff observed that supporting young people to take the lead helped them to engage more with heritage and created a sense of control. The majority of the children and young people we worked with identified sharing their knowledge and facilitating activities as their favourite part of being involved in the project.

“The most enjoyable part was when we worked with the P2's it was fun, I love it” **(Young person)**

Additionally, two of the groups were involved in designing exhibitions which ranged from selecting objects to accompany exhibitions to designing and co-curating their own exhibition. Co-curating the exhibition helped young people to feel a sense of ownership over their heritage – something reflected in the exhibition title they chose ‘Young Carers in Charge’ and in their feedback **“I liked deciding what to do- how the room looked (Exhibition layout)”**.

Recommendation:

- We recommend that museums allocate time within their programme to ensure that they have space and flexibility for exhibitions to be co-curated with the help of schools or youth groups.

Building capacity within the heritage sector

There is increasing awareness and commitment within the heritage sector that children and young people are key partners who need to be engaged with more. The project revealed that whilst there are passionate and enthusiastic practitioners willing to engage with children and young people they often do not have access to training on how to gather and use the views and experiences of children and young people to shape the direction of their work.

The Heritage Hunters project worked with heritage and youth organisations to help support staff members to feel more supported in engaging with children and young people. This was achieved through working closely together to develop participative methods as part of the delivery phases of the project and through sharing Children in Scotland's approach to meaningful participation and engagement with children and young people. Working in partnership provided all partners the opportunity to share knowledge and skills and learn from each other.



Valley Primary visiting Kirkcaldy Museums and Art Gallery



Children in Scotland participation staff delivered three sessions within two museum settings and involved a range of different professionals from across the school, youth and heritage sectors. One session also formed part of the induction programme for sessional museum staff, highlighting the commitment of that heritage partner to embedding this into their practice.

Staff expressed that they would like to improve their engagement by:

“Working with groups more collaboratively”

“To understand conservation through their eyes to make it more relevant”

“Tips to be more effective on my engagement”

The sessions were a chance to bring together different professionals and explore ways they could work together in the future. Attendees included organisations that hadn't been involved in the projects. As a result, this gave them the opportunity to make cross-sector partnerships and start to explore ways they would like to work together.

- Staff within the museum and wider heritage sector should receive training on how to support the participation and engagement of children and young people. Training should extend beyond staff working in the Learning and Engagement to those in Curation and Collections to ensure that children and young people are embedded throughout the museum.
- Youth and heritage organisations should explore working in partnership to develop local youth heritage forums. Forums would bring together heritage, schools and youth organisations as well as children and young people to identify new partnerships and opportunities for skills sharing.

Children in Scotland would also like to make more general recommendations for the heritage sector, based on the learning from all partners in the Heritage Hunters project, especially the young people.

- We recommend that heritage organisations work with young people to identify areas of interest and importance and use these as a link into heritage.
- Young people we worked with highlighted concerns around the environment and world politics. We believe that museums and heritage organisations should reflect the issues that are of importance to young people today within their exhibitions and outputs. Relatable exhibitions or outputs would help to encourage young to engage with heritage.
- We recommend that local heritage organisations explore more partnership opportunities with schools and youth groups to help expose children and young people to local heritage opportunities.
- Museums should work collaboratively with young people to design events and activities that will attract young people to engage with heritage opportunities.
- Technology and communication were identified as important things for children and young people and as such these should be reflected within heritage organisations.
- Heritage organisations should explore how they can incorporate cost-effective solutions to incorporating technology and communication to support their methods of engagement with children and young people.



- We recommend that museums allocate time within their programme to ensure that they have space and flexibility for exhibitions to be co-curated with the help of schools or youth groups.
- Staff within the museum and wider heritage sector should receive training on how to support the participation and engagement of children and young people. Training should extend beyond staff working in Learning and Engagement to those in Curation and Collections.
- Youth and heritage organisations should explore working in partnership to develop local youth heritage forums. Forums would bring together heritage, schools and youth organisations as well as children and young people to identify new partnerships and opportunities for skills sharing.

There is also learning for education and youth organisation sectors:

- Schools and youth groups should explore undertaking a child or youth-led heritage project focused within the setting itself.
- Schools should explore opportunities to connect with the Heritage Education Forum to support pupils to participate in heritage opportunities offered by national cultural organisations.

Finally, Children in Scotland would like to make recommendations to the Scottish Government:

- Resource and funding are required in order to help support heritage organisations embed the voices of children and young people throughout their structures.

Conclusion

At its heart, Heritage Hunters was about supporting the participation of children and young people and embedding their voices and experiences within the sphere of heritage.

Central to the project was the child and young person-led approach, that young people felt that they had choice, ownership and were treated with mutual respect. The project itself was also underpinned by collaboration, relationship-building and partnership working.

Children and young people expressed that heritage was something very personal. They recognised that everyone's interpretation of heritage will be different, based on their lives and experiences. As a result, heritage organisations need to work collaboratively with young people to discover what is important to them as a way of connecting them with heritage. Heritage itself can act as a medium of expression for ideas, identity, faith, beliefs and attitudes towards places and spaces.

Key findings from the Heritage Hunters project have led us to make a number of recommendations on how both the heritage and youth sectors can support the engagement of young people with heritage. Key recommendations are related to funding, staff training, exhibition planning.

The recommendations can be used to help enhance the heritage sector and the way heritage is interpreted in Scotland. We would encourage these recommendations to be considered and applied to all sectors in order to widen the participation of children and young people in all aspects of their lives.



Above:
Archaeological exploration at the
Heritage Hub celebration event
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Heritage wishing tree at the Heritage
Hub celebration event
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Appendix 1

Findings: children and young people

What does Scotland's local and national cultural heritage mean to me?

The focus of the project was on children and young people's views of living in Scotland using their local heritage as a medium for expression and brought a rich dimension to the interpretation of heritage.

Exploring heritage

The term 'heritage' can be problematic when working with children and young people as it primarily denotes ideas of "old stuff" and items that have been inherited. Originally the groups we worked with did not initially associate heritage with wider concepts of ideas, identity, faith, beliefs and attitudes towards places and spaces. However, as the projects evolved their understanding and interpretation of heritage started to develop.

At first children found 'heritage' to be quite confusing and difficult to explain:

"Heritage is basically something that everyone has but is kind of hard to explain"

Young people found it easier to think of examples of heritage as a way of exploring and understanding the concept. Children and young people started by thinking of examples of heritage in the world, UK, Scotland and in their local area.

Broad themes identified by young people included: historic monuments & buildings, places, money, food, sport, farming, animals, artefacts, music, plants, technology, religion, writers. The young people that we worked with found it hard to separate elements of heritage as they felt they were often interlinked and tied up together. As a result, young people expressed that heritage is all encompassing.

"Heritage means everything"

"It can be anything!"

Heritage is personal

The young people expressed that heritage was something very personal and they recognised that people's interpretation of heritage will be different, based on their lives and experiences. Heritage was perceived as anything which young people attach significant meaning to and were often describe as **"things that are special"**.

"Everyone's heritage is different"

"Heritage means you have something that means a lot to you"

"Heritage are things to you that are special to you as a person"



Some of the young people we worked with associated heritage as having a strong link to personal identity.

“Heritage is something that defines you”

“It means my life”

Additionally, the young people we worked with connected heritage with their families. For example, the young people who worked in collaboration with museums selected objects for display which had stories or memories linked with family members. Some of the items reminded people of times they had played together, presents to make up for disappointments or loved ones who were no longer around.

Things that are important to children and young people

Key themes emerged when working with the children and young people. The groups we worked with were encouraged to think about heritage as something that links the past to the present and the future. As the concept of heritage is all encompassing it can act as a medium for children and young people to share what's important to them today. Key themes by the groups we identified included: family and friends; spaces and the environment and play, hobbies and technology.

Family and friends

Family and close relationships came up as a strong theme throughout the project for the young people we worked with.

“Heritage means family”

“Heritage means love”

Children we worked with were encouraged to reflect on the past and think about things that were important to tell people in the future. Key themes identified included **“feeling safe”** & **“feeling loved”** and family were identified as key sources of support.

“It is important for children to be cared for and have love”

“It's important for children to have money for clothes, shelter, games, food and to be kept warm”

We heard that home was an important place where young people felt safe. Related to safety, one of the groups we worked with expressed concern about world politics and future international safety. This discussion linked to our exploration of World War 1. The children we worked with expressed concern that the future would involve more world wars and terrorism.

Spaces and the environment

Investigation of local sources of heritage formed a central part of the projects. Young people were able to identify a range of different sources of heritage within their individual areas. The groups we worked with had the opportunity to explore local heritage sites that they had not previously visited including: the People's Palace, Kirkcaldy Galleries, Dumfries Museums, the People's Story, Museum of Edinburgh and the National Museums Collection Centre.

Additionally, they were able to recognise that their schools and groups were sources of heritage themselves. For some of the young people this experience helped them to perceive their local area differently:

"I thought Kirkcaldy was a boring old town but now I know there is so much more."

"I learned that heritage is where we're from!"

"(I learned) that the guides started almost 100 years ago"

Young people expressed concern about the treatment of their local area. For example, during a child-led tour of one of the schools, young people highlighted the issue of vandalism including broken windows, daubed paint and other damage to the outdoor fitness trail.



Research and Investigation at Kirkcaldy Museums and Art Gallery

Having space to play was identified by another group as something that was important to young people. As part of their investigation phase children wanted to find out if there were spaces for their grandparents to play.

One of the groups we worked with expressed concern about the environment and expressed concern about what the world would be like in the future. Young people were concerned about pollution and the use of plastics.

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Play, Hobbies & Technology

Play and having time to have fun and enjoy activities was of importance to most of the groups we worked with. Being able to play was identified as something that helped the young people we worked with to feel happy.

“Me and my friends we play in the woods and climb trees”

“My house- because I can play!”

Young people identified a range of different hobbies including: football, gymnastics, swimming, horse riding and cycling. Some of the young people working with Museums & Galleries Edinburgh selected objects from the Museum's Collection Centre because of their links to sport including football and gymnastics.

Young people also identified gaming and technology as things that were important to them. Young people were interested to discover what life was like when technology wasn't as advanced as it is today. For example, one of the groups was interested in the ways that people found out information before the internet.

Both groups that worked in partnership with the museums made suggestions about what they should collect to represent what is important to young people today. Suggestions included: smart phones, games consoles, photos, Minecraft and YouTube videos.



South Queensferry
Girlguides

South Queensferry
Girlguides
beachcombing



Case Study

'Edinburgh Young Carers in Charge'

Overview: Museums and Galleries Edinburgh worked collaboratively with around 15 young people aged between (9-16) on co-curating an exhibition. As part of the project the group was able to visit the following heritage sites: Museum of Edinburgh, The People's Story and Museum. The group designed an exhibition launch at The People's Story to celebrate the opening of their exhibition with family and friends.

Methods: There was a range of different ways of working including: object handling and cleaning, tours of the collection centre, creating vox pops, poster activities and drawing and a chance to evaluate an exhibition.

Process: The group selected objects that were special to them to be displayed as part of their exhibition. Additionally, they chose objects from the Museum's Collection Centre linked to themes that were important to them.

Highlights: Gaining a fresh and honest perspective from the young people and hearing about how heritage can become more appealing to young people.

Key Learning: It takes time to develop working relationships, establish roles and understand the young people's learning needs and interests. Extending the time for this project would benefit the young people as they would potentially have the opportunity to design their own exhibits.

"The group has been fun because I got to try new things"

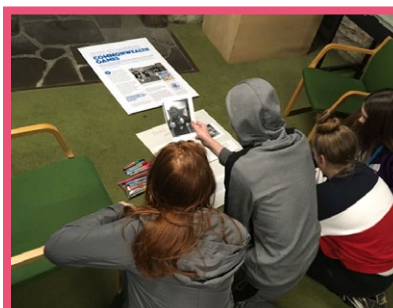
Young Carers in Charge Exhibition Engagement ring, c.1920s

This belonged to my great gran. It is made of gold with a fire opal in the centre and small diamonds around the sides. My ring is at least 90 years old.

My great gran had to pawn her original engagement ring for money to buy food for her kids. Once my gran found this out she saved up her money for months to buy her a new one because she felt terrible for being the reason she pawned it.

Why is the object important to you?

"It just reminds me of my family heritage and that things weren't always the way they are now"



Top: Edinburgh Young Carers designing their exhibition



Right: Edinburgh Young Carers at the People's Story

Case Study 'Team Tenements', Glasgow

Overview: Institute for Heritage and Sustainable Human Development (INHERIT) worked with 30 Primary 6s from Miller Primary in Castlemilk, Glasgow. The pupils worked to investigate local heritage around the theme of the 'Big Flit' and designed and shared their findings through an interactive exhibition with the Primary 2 class. As part of their investigation the class visited the People's Palace.

Methods: A variety of methods were used with the group including: mapping, walk around talk about boards, poster making, and logo design.

Process: The children we worked with took on the role of investigators to explore what life was like during the 1950s and '60s when people moved from Glasgow City Centre to Castlemilk. The children compared what they found out with life today. The children started by exploring maps and then identifying research questions linked to things and places that help them to feel happy, healthy and safe. The group visited the People's Palace and this inspired them to plan their own exhibition. The group identified that they wanted to carry out fun and interactive activities similar to those at the People's Palace. The class facilitated their exhibition with 20 of the Primary 2 class. Interactive exhibition activities included: voting, matching games, playing music, dancing, dressing up, street games, taste testing and object handling.

Highlights: The highlight of the project was the group delivering and facilitating their exhibition with the Primary 2 class. The hope is that the project will create a legacy allowing other classes in the school to take a lead on their own heritage projects.

Key Learning: One of the challenges experienced when working with heritage partners who work on a voluntary basis is that they may pull out of the process due to other time commitments. As a result, we had to change heritage partner and adapt our planning to accommodate.

"The most enjoyable part was when we showed the P2s what we were learning"



Miller Primary at 'The Steamie' at the People's Palace

Miller Primary Visiting the People's Palace

