

“Take the risk and you won’t be disappointed”

A Review of Heritage Lottery Fund Projects Involving Young People in the North East

January 2009



Undertaken by the Regional Youth Work Unit – North East, on behalf of the HLF North East Regional Office

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1 Executive Summary

Introduction

In 2008, the Heritage Lottery Fund (HLF) North East regional office commissioned the Regional Youth Work Unit North East to review the involvement of young people in Heritage Lottery Fund projects. Previously, young people have been involved in number of areas of HLF funding. However, the Young Roots programme (which ran nationally for three years) provided the main opportunity for youth projects to develop heritage projects. A significant development within the Young Roots programme was the requirement for projects to be led by young people.

Following a reduction in their funding, HLF North East is faced with being able to offer only limited opportunities for young people to become involved in Young Roots projects, and would therefore like to encourage greater involvement of young people in other areas of their grant giving. HLF North East intend to use the findings from this review to identify ways in which they can use existing experience and knowledge to ensure the participation of young people in heritage projects.

Aims of the Review

- To collect information on the relative successes and limitations of Heritage Lottery Fund projects in the North East involving young people
- To gather information on the relative impact of these projects in the North East
- From the information gathered, assess the reason why projects have ultimately succeeded or failed
- To draw lessons from the review of the HLF programme, which will inform future grant making programmes within HLF
- To explore and delineate issues specific to the region in relation to the HLF programme
- To identify factors that support sustainability in existing projects
- To provide recommendations as to how relevance and sustainability may be ensured in future HLF grant programmes

Methodology

The review collected data using the following methods:

- Collecting baseline information
- Developing a questionnaire and questions for focused interviews and group sessions
- Sending out an online questionnaire to HLF projects.
- Visiting identified HLF projects (minimum 5 projects)
- Interviews with staff
- Interviews with young people, both individually and in groups
- Data and information analysis
- Production of final report

Summary of findings

Thirteen projects took part in the review (out of sixteen who originally expressed an interest). Of these projects, there was a geographical spread across the NE region, with only Gateshead not represented. There was one project from each of South Tyneside, Newcastle, Teesside and Sunderland, two from Northumberland, three from North Tyneside and four from Durham. Three projects were from rural areas and two projects involved young people with disabilities. Of the thirteen projects, seven had received a Young Roots Grant, five had received a Your Heritage Grant and one had received a Heritage Grant.

Successes and limitations of HLF grants involving young people

- All participants were able to give examples of the success of their projects and felt that their projects had succeeded in their aims.
- The work had a positive impact, both on the organisations and the young people involved.
- The majority of projects taking part in the review said that young people involved had been able to develop new skills, practise existing skills and develop relationships.
- Central to the majority of projects was the development of practical skills which would be transferable to other aspects of the young people’s lives.
- The development of social skills was often cited as a positive by-product of young people’s involvement in a project.
- Activities in youth projects allowed young people to learn and practise skills which were transferable to everyday life.
- Young people, especially in the youth projects, gave many examples of being more confident in their learning skills as a result of their involvement in an HLF project.
- Many projects reflected that the way in which they engaged and motivated young people could be addressed, particularly in projects which had not involved young people from the outset.
- In the majority of cases, the organisations who participated in the review were happy with the role of HLF and their support. Participants particularly commented on how supportive the HLF had been in increasing the time allocated to their projects.
- The limitations of the projects were harder to determine. Participants often reflected on how the project could have been improved, rather than focussing on the limitations of grant allocation or criteria set by Heritage Lottery Fund.
- Some of the heritage organisations had no experience of working with young people and felt ill-equipped to deal with any issues which might arise. However, there was no evidence that these concerns were realised in the form of discipline problems or young people’s lack of commitment.
- In some cases, youth projects did not fully utilise the resources and expertise of their heritage partners.

The impact of young people involved in HLF projects

- The involvement of young people meant that projects needed to address new aspects of practice, legislation and methods of working.
- Youth workers felt that it was particularly important for young people to be involved from the beginning.
- Involvement in the project often served to extend young people’s horizons or raise their aspirations.

Lessons to inform future grant giving

- Overall, organisations were very positive about the Heritage Lottery Fund’s role in supporting successful projects. Many participants specifically mentioned the HLF’s willingness to extend funding periods when necessary and the advice and support from the Young Roots coordinator.
- One youth worker felt that, as the involvement of young people is a requirement of the funding, HLF needed to be aware of the dangers of tokenism and applicants merely ‘ticking the box’.
- Many participants were sceptical as to whether projects needed to be innovative: much experience and expertise was lost because projects had to be different or new. A successful project which young people had enjoyed would attract other young people in the future. Showcasing successful projects to other organisations could be effective.
- HLF should review their publicity material to ensure that it is accessible to young people including those with additional support needs
- Whilst it is desirable to involve young people from the very beginning of a project, in reality it is very difficult to maintain the interest of young people over a long period of time whilst projects negotiate, complete forms and wait for grant timetables.

Ensuring sustainability of projects

- HLF funded projects are time-limited and usually run for a maximum of three years. There is an expectation that there will be a level of sustainability, so that the project may continue in some form even after the HLF funding is discontinued. However, HLF-funded projects reviewed often did not continue once the funding had been exhausted, especially if the funding had been used to employ specific staff. When funding for wages ran out, the staff left and there was no one left to continue the work.
- All of the young people interviewed expressed the wish to be involved in similar projects in the future.
- The review has revealed much qualitative evidence about the enriching effect of participation on young people’s lives.
- The positive results of participation were enjoyed not only by the young people, but by the friends and families who supported them in their involvement.

Conclusions

This review of HLF-funded projects involving young people came to the following conclusions:

- Overall, HLF-funded projects involving young people have been successful. Agreed aims were met, objectives were achieved, and a large number of young people have had a very positive experience.
- Organisations have gained a range of knowledge and experience as a result of participation in these projects.
- Individuals have gained a range of transferable skills, knowledge and experience as a result of participation in these projects
- Bringing cultural and youth organisations together creates enormous learning opportunities, both for professionals and young people.
- Successful HLF-funded projects involving young people are the result of effective partnerships between the heritage and youth sector. However, there are still relatively weak links between the two sectors and this situation needs to change if the HLF grants programme is going to increase in effectiveness.
- Some youth organisations did not fully exploit the opportunities provided by the expertise and experience of heritage organisations. This was a missed opportunity.
- Some heritage organisations produced programmes in which the level of young people’s participation was limited. Heritage organisations could have increased young people’s participation if they had been more confident as to how this could be achieved. Heritage partners could have exploited more fully the expertise and experience of youth workers and partner youth organisations.
- Generally, youth organisations were able to achieve higher levels of participation through the use of experienced youth workers and inclusive methods, such as small group work.
- Projects which worked in schools, with larger numbers and less direct participation in decision-making, still produced sustainable, high quality outcomes. Schools identified that their pupils gained observable benefits from their contact with heritage organisation.
- There are obvious links between the types of project supported by the HLF grant programme and new Government initiatives for young people. These initiatives include: (in schools) the Five-Hour Cultural Offer and the National Curriculum, and (in youth organisations) positive activities within the 10 Year Youth Strategy.
- Young people’s participation in HLF-funded projects is generally very positive and produces very positive outcomes.



Recommendations

As an outcome of the Review, the following recommendations are made:

- The HLF regional team need to consider how it can allocate resources to support the participation of young people. The positive impact of the Young Roots coordinator demonstrates the value of a post within the HLF team which is dedicated to young people’s engagement. Ideally this would be a full-time post or a substantial part of an existing post. However, it is recognised that, with the current budget and resources, this will not be possible. Therefore, it is recommended that the regional HLF office consider training in youth participation for all current staff, so that there is a consistent approach across the grants programmes.
- In relation to young people’s participation, youth workers made the following recommendations
 - Take risks
 - Break down barriers
 - Don’t be too prescriptive
 - Link the project to young people’s interests
- HLF regional office could use their experience from their grants programme to support the relationship between youth organisations and heritage partners. Links need to be made between the networks which exist for youth and cultural sector. The information from the review could be used as a foundation for a cross-sectoral network of organisations and individuals.
- All the organisations which participated in the review were very keen to share their experiences and insights. It was suggested by a number of participants that the achievements of successful projects should be celebrated and the efforts of young people acknowledged. Both existing and new projects could benefit from collating resources from successful projects and producing a DVD with examples of good practice.
- HLF should allocated time and human resources to supporting heritage organisations in developing their participation work with young people. This support could be in the form of regional seminars, HLF-organised training courses or participation toolkits. The HLF office should also encourage heritage organisations to develop the necessary skills for effective youth engagement. These skills could be developed through training or gaining the support of local youth organisations.
- Consideration needs to be given to the application process if young people are going to be included throughout the development of potential bids. Application forms need to be accessible and young person friendly and HLF staff need to be approachable and willing to support young people through the application process, where appropriate.

- HLF should consider the involvement of young people in the grant-making process. There are a number of initiatives in the North East where young people have been trained as grant givers or assessors. The HLF regional office could make use of these existing initiatives and experienced young people.
- HLF should link their grant programmes to the new opportunities which are being created in schools in relation to cultural activities. The links to the National Curriculum, particularly the five-hour cultural offer, could prove particularly productive.
- There needs to be particular consideration given to applications from rural areas, where opportunities for young people to engage in positive activities are more limited.

THE REVIEW

2 Introduction

The Heritage Lottery Fund (HLF) North East regional office commissioned the Regional Youth Work Unit North East to review the involvement of young people in Heritage Lottery Fund projects. Previously, although young people have been involved in areas of HLF funding, the Young Roots programme (which ran nationally for three years) provided the main opportunity for youth projects to develop heritage projects. A significant development within the Young Roots programme was the requirement for projects to be led by young people.

Following a reduction in their funding, HLF North East is faced with being able to offer only limited opportunities for young people to become involved in Young Roots projects, and would therefore like to encourage greater involvement of young people in other areas of their grant giving. HLF North East intend to use the findings from this review to identify ways in which they can use existing experience and knowledge to ensure the participation of young people in heritage projects.

For the purpose of this review, HLF funded projects were identified which had involved young people. From these projects, a research sample was selected. Of the sixteen projects selected, thirteen eventually took part in the review. Seven of the projects received Young Roots funding, five had received a Your Heritage grant and one a Heritage Grant. Five of the projects were school based.

Young people’s learning from heritage projects links closely with government guidelines and strategy. In the case of schools, involvement in heritage projects links closely with all aspects of the National Curriculum, including literacy, numeracy and science. In addition, heritage projects relate closely to the new Five-hour Cultural Offer that Government is introducing in all schools. This Cultural Offer might encompass young people’s involvement in, for instance, architecture, galleries, libraries and museums. This review includes projects working in all these areas. In addition, schools are encouraged to provide young people with the opportunity to experience crafts, dance, film, music and theatre. All of these are activities provided by projects included in this review.

Government strategy also informs heritage projects carried out by youth organisations. Aiming High for Young People: a ten year Strategy for Positive Activities gives specific recommendations to increase young people’s involvement in a wide range of new informal educational opportunities. The strategy encourages the increased opportunity for disadvantaged young people “to take part in activities that develop their resilience in the social and emotional skills they need for life, and enjoy their leisure time” as well as “making a real contribution to society” (HM Treasury 2007). Youth projects are now expected to work with an increasingly broad range of partners, including the heritage sector, to provide these new opportunities.

Youth organisations offer a comprehensive range of informal educational activities and opportunities for young people. These activities can lead to similar outcomes to those experienced by young people taking part in heritage projects.

3 Background and Context

3.1 Heritage Lottery Fund

The Heritage Lottery Fund (HLF) was established in 1994 to distribute money raised by the National Lottery to support heritage projects across the United Kingdom. As the Young Roots Evaluation highlights, HLF funding supports all aspects of heritage, from small community activities to large capital projects, from archives to nature conservation to oral history.

The Heritage Lottery Fund has three strategic aims, which drive the work of all the strands of grant giving:

- Conserve the UK’s diverse heritage for present and future generations to experience and enjoy
- Enable more people, and a wider range of people, to take an active part in and make decisions about their own heritage
- Enable people to learn more about their own and others’ heritage

HLF continues to take a broad view of heritage, with a distinctive, integrated approach. The focus is on conserving, sustaining and sharing heritage (HLF’s 3rd Strategic Plan 2008-2013).

In Grant Information for Heritage Grants (information provided by HLF for potential projects), HLF’s aims are interpreted and presented as follows:

We have three aims, which relate to learning, conservation and participation. To receive a grant your project must;

- *Help people learn about their own and other peoples heritage.*

Your project must also do one or both of the following:

- *Conserve the UK’s diverse heritage for present and future generations to experience and enjoy.*
- *Help more people, and a wider range of people to take an active part in and make decisions about heritage.*

3.2 Regional Youth Work Unit NE

The Regional Youth Work Unit North East is an independent charity which promotes and supports the development of youth work in the North East of England. Established in 1989, the Unit works closely with local authority youth services, the voluntary youth sector, and a range of regional and national partners. In recent years, the Unit has developed extensive experience of working with a large number of organisations from across the cultural sector. The Unit has worked closely with the Heritage Lottery Fund to support the Young Roots programme, and there was a very successful and productive relationship between the Unit and the Young Roots coordinator in the region.

The Unit has substantial experience in youth participation, employing a full-time regional participation officer, coordinating a number of regional groups involving young people, and working with a range of regional and national partners. The aim of the Unit’s participation programme is to assist organisations in progressing effective and appropriate participation initiatives with young people. The Unit has developed an extensive portfolio of work in reviewing and assessing grants schemes and other initiatives aimed at young people.

The Regional Youth Work Unit was commissioned by the Heritage Lottery Fund to carry out this review following its involvement in supporting the HLF Regional Coordinator in her role of advising and supporting applicants for the HLF Young Roots programme.

3.3 Young People and Participation

HLF publications which publicise Young Roots and support grant applications include a range of advice as to how participation by young people may be encouraged.

The subject of young people and participation is well documented in youth work texts (Tisdall 2006 and Turner 2008). Young people’s participation takes place in a variety of ways. In some settings, young people are encouraged to develop increasingly independent skills. The use of participatory methods and increased involvement enables young people to participate at the highest level.

Levels of young people’s participation might be restricted for various reasons: time, funding, the requirements of a specific outcome, or the methods used by the practitioner facilitating the group. Youth work training specifically covers youth participation as a method of working in line with current government policies and strategies influencing informal education. Strategies and policies for working with young people (such as Every Child Matters, Transforming Youth Work and Aiming High for Young People) all highlight the importance of developing skills in active participation.



The following, taken from R Hart (1992), illustrates the stages of participation and gives examples of the degree of participation at each stage.

Participants have the idea, set-up project and invite staff to join with them in making decisions.	8. Participant initiated, shared decisions with adults
Participants have the initial idea and decide how the project is to be carried out. Staff are available but do not take charge.	7. Participant directed
Staff have the initial idea but participants are involved in every step of the planning and implementation: their views are considered and they are involved in taking the decisions.	6. Staff initiated, shared decisions with participants
The project is designed and run by staff but participants are consulted. They have a full understanding of the process and their opinions are taken seriously.	5. Consulted but informed
Staff decide on the project and participants volunteer for it. Staff respects their views.	4. Assigned but informed
Participants are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express.	3. Tokenism
Participants take part in an event but they do not understand the issue.	2. Decoration
Participants do or say what staff suggests they do, but have no real understanding of the issue, or have been asked what they think. Staff use some of their ideas but do not tell them what influence they have had on the final decision.	1. Manipulation

In Section 6.5, the degree of participation of young people in projects reviewed will be matched against the degrees of participation described above.

3.4 Heritage Lottery Fund Grants

Heritage Grants

The Heritage Grant is HLF’s main programme of grants over £50,000, for projects which relate to the national, regional or local heritage of the UK. Projects need to be time-limited and have specific aims, which can include capital expenditures and activity projects. Priority is given to not-for-profit organisations and partnerships. Development grants are available to support the planning and developing of a project, which can then be assessed for suitability to go to a second round. Applications of £5 million or more are decided upon as part of a competitive batch each year.

Your Heritage

The Your Heritage grants are covered by the same basic criteria as the Heritage Grants above, but are grants of between £3,000 and £50,000, and are normally expected to deliver within three years.

Young Roots

In 2001, in an attempt to address the under-representation of young people in HLF projects, the Young Roots programme was developed. Aimed at young people from 13 to 25 years old, it was supported by the National Youth Agency and piloted in Yorkshire and Humberside.

In 2002, Young Roots became a national programme, which ran for five years with an annual budget of £5 million. Young Roots was aimed at encouraging young people to explore their heritage. The programme gave grants of between £3,000 and £25,000. Young Roots was aimed at organisations working with young people in either the voluntary or statutory sector. It was also possible for heritage organisations to apply, if they were able to show that young people would play a lead role in determining the project. Applicants needed to work jointly with a partner organisation, and thus youth projects required a heritage partner and heritage organisations required a youth work partner.



Until 2007, Young Roots Coordinators offered heritage and youth organisations support with their applications, and assisted with issues that arose as the project developed. In particular, the coordinators helped organisations develop relationships with partner organisations. The Coordinators were employed by The National Youth Agency, seconded to the Heritage Lottery Fund and based within the regional HLF offices.

The Young Roots grant programme was under-subscribed in the North East. One of the Regional Coordinators, who was employed in the North East, felt there were two main reasons for this under subscription: first, that some youth workers and young people found heritage too obscure, and second, that organisations, particularly youth organisations, did not work hard enough to develop links with heritage organisations and utilise their expertise. The take-up of the Young Roots grants increased considerably once a Regional Co coordinator was appointed to encourage, support and advise the organisations applying for funds.

In April 2008, the decision was taken in the North East Region to integrate the experience gained from five years of Young Roots grants into the mainstream grants (i.e. Heritage Grants and Your Heritage), with a view to increasing the involvement of young people in these projects. Young Roots grants will remain a key means of issuing grants to young people’s projects in other areas of the UK. However, in the North East region, where funding levels have decreased, it was decided to encourage the inclusion of young people in the other grant opportunities, whilst still supporting a considerably reduced number of Young Roots grants. In the light of this development in the nature of grant giving in the North East, this review was commissioned. The findings and recommendations of this review will be used to inform future grant giving in all three heritage lottery grants.

4 Aims of the Review

- To collect information on the relative successes and limitations of Heritage Lottery Fund projects in the North East involving young people
- To gather information on the relative impact of these projects in the North East
- From the information gathered, assess the reason why projects have ultimately succeeded or failed
- To draw lessons from the review of the HLF programme, which will inform future grant making programmes within HLF
- To explore and delineate issues specific to the region in relation to the HLF programme
- To draw out themes from the HLF programme in the context of sustainability of grant giving
- To provide recommendations as to how relevance and sustainability may be ensured in future HLF grant programmes

5 Methodology

The review collected data using the following methods:

- **Collecting baseline information** from a range of material, including project background information, project evaluations and notes, and HLF literature. The information and publications used in the desk top research are referenced in the bibliography, under Section 5.
- **Developing a questionnaire and questions for focused interviews and group sessions** A first questionnaire (see Appendix 1) was designed for the purpose of interviewing paid and voluntary staff involved in heritage projects. A second questionnaire was produced for the purpose of interviewing young people.
- **Sending out an online questionnaire to HLF projects.** The questionnaires were adapted for online use and were emailed to six organisations. Four projects completed the questionnaire.
- **Visiting identified HLF projects (minimum 5 projects)** Four projects were visited. The fifth, due to staff illness, was unable to arrange a time for a visit.
- **Interviews with staff** Staff were interviewed during the four visits (see above). In addition, telephone interviews were carried out with staff and volunteers from five projects.
- **Interviews with young people, both individually and in groups.** Three groups of young people (nine young people in total) were interviewed. A further five young people completed the young people’s questionnaire individually. Three other organisations agreed to ask young people to complete questionnaires, but were unable to encourage the young people to fill them in.
- **Data and information analysis** was carried out using the data collected from interviews and desktop research.

- **Production of final report**, including recommendations for future HLF programmes. This report has been circulated to the HLF by the RYWU in draft form for changes to be made prior to the publication of the report for HLF internal use only.

5.1 Outline of Projects Reviewed

Name of organisation	Project title	Area / grant awarded	Involvement in review
Beamish Open Air Museum	Mining Memories	County Durham £47,000 Your Heritage	Online questionnaire
Bede's World	Aspire to Achieve	S .Tyneside £49,200 Your Heritage	2 visits - interview staff and young people
Durham University	Reimagining the slave ship Brookes	City of Durham £26,000 Your Heritage	Online questionnaire
Green Explorers	Our Ice Age Walls	County Durham £24,900 Young Roots	Visit interview adult volunteers and young people
Hartlepool Borough Council	Dig, Dive and Discover	Teesside £24,900 Young Roots	Visit interview staff
North Tyneside Council	Interpretation of the Waggonways	N Tyneside £100,000	Tel interview staff
North Tyneside Disability Forum	Signs of Change	N Tyneside £25,000 Young Roots	Tel interview staff
Northumberland County Council	Young Rangers Pilot	Northumberland £25,000 Young Roots	Tel interview staff
School Common Action Team	Life at the Frontier	Northumberland £50,000 Your Heritage	Online questionnaire
SDVT Banner Fund	Growing up in Seahams Mining Heritage	Durham £49,800 Your Heritage	Tel interview staff
Sunderland Training and Education Farm	Food and Farming History	Sunderland £24,700 Young Roots	Online questionnaire
YMCA Newcastle	50 years in the Making	Newcastle £25,000 Young Roots	Tel interview
YMCA North Shields	The History of Spanish City	N Tyneside £17,400 Young Roots	Visit, interview staff and young people

6 Review of Findings

Introduction

Using the methods outlined in Methodology Section 5, data has been collected and summarised to provide insight into the following areas:

- The successes and limitations of HLF grants involving young people
- The impact of involving young people in HLF grants
- Lessons to inform future grant giving
- Ensuring sustainability of projects.

Additional findings are documented in relation to the levels of participation of the young people involved (see above section 5.3 Young People and Participation).

Thirteen projects took part in the review (out of sixteen who originally expressed an interest). Of these projects, there was a geographical spread across the NE region, with only Gateshead not represented. There was one project from each of South Tyneside, Newcastle, Teesside and Sunderland, two from Northumberland, three from North Tyneside and four from Durham. Three projects were from rural areas and two projects involved young people with disabilities.

- Of the 13 projects, 7 had received a Young Roots Grant, 5 had received a Your Heritage Grant and 1 had received a Heritage Grant.
- 5 of the projects had been led by a youth project, 4 by a heritage organisation and 4 by a different type of organisation e.g. not for profit organisations or Durham University
- The funding for the projects ranged from £9,511 to £100,000
- The ages of the young people ranged from 7 years to 20 years
- Four of the projects worked exclusively in primary schools and attracted high numbers of participants (over 3,500 in total from the three projects working with primary schools). Another project worked with ages 7 to 18, but exclusively with schools. In these five projects, the young people had either a limited amount or no involvement in the day-to-day running of the programme.
- One project worked with groups across the age range 9 – 19 years.
- The participation of the young people was increased in those projects engaging older young people in smaller, informal groups.
- A total of 120 young people were involved in the 10 projects targeted at young people in the 13 plus age range.

6.1 *The Successes and Limitations of HLF Grants involving Young People*

All participants were able to give examples of the success of their projects and felt that their projects had succeeded in their aims. Other findings relating to the success of HLF funded work included:

“Take the risk and you won’t be disappointed”

- The majority of projects had produced a form of creative activity to display the work they had carried out: DVDs, performances, booklets and art work which has been shown and displayed to friends, family, other organisations, invited audiences and schools
- Through participation in the projects, young people developed practical, social and intellectual skills
- The work had a positive impact, both on the organisations and the young people involved

The limitations of the projects were harder to determine. Participants often reflected on how the project could have been improved, rather than focussing on the limitations of grant allocation or criteria set by Heritage Lottery Fund.

6.1.1 Successes Cited by Participants in the Review

Development of Creative Skills

The majority of projects taking part in the review said that young people involved had been able to develop new skills, practise existing skills and develop relationships. Examples of creative activities included: a song and dance performance, designing and producing murals, art installations in public places, making DVDs, making films, editing, writing, photography, exhibitions in museums, art galleries, libraries or theatres and story telling. These activities were sometimes one-offs, designed to engage and enthuse the young people. In other cases, creative activities were used to display the results of the project and the proof of the aims being achieved. They have left a rich legacy of resources which continue to be used in schools, libraries and youth projects.

“If you use creative art and specialist artists you can involve everyone and they all achieve something” Adult volunteer

Development of Practical Skills

Central to the majority of projects was the development of practical skills which would be transferable to other aspects of the young people’s lives. These practical skills included: gardening and growing food, cooking, using technical equipment, regeneration of public spaces, calligraphy, sword making, stone masonry and stone wall construction. Some of the skills used to produce source material, while others enabled young people to engage more deeply in their heritage.

“Technology was really important because it made communication easier and it made it possible for the deaf young people to be fully involved in the project” Youth worker



“Take the risk and you won’t be disappointed”

Development of Social Skills

The development of social skills was often cited as a positive by-product of young people’s involvement in a project.

Social skills developed included:

- communication skills from talking to adults
- Learning cooperation from working with peers
- confidence from working in a team
- self-esteem from being involved in something which families and friends could appreciate
- improved written communication skills
- confidence to undertake new opportunities

Young people’s social skills were developed through various methods of working, including:

- working with adults and older people
- working with other young people
- working as a team
- developing new networks and friendships
- encouraging commitment and responsibility
- developing new interests which could be shared with others
- becoming involved in volunteering

The young people involved in the school-based projects were able to visit new places, look at their communities in a wider context, and meet adults who showed enthusiasm and interest in their specialist areas. Activities in youth projects allowed young people to learn and practise skills which were transferable to everyday life. The motivation these young people have demonstrated indicates that involvement in similar projects in the future would have significant impact for them. For young people in rural areas, and for young people involved in the deaf project, new contacts and regular activities helped reduce isolation.

“We are a community of interest, which is very important, because in rural areas we are very isolated”
Adult volunteer

“New networks were opened up and they treated each other well, welcoming new people to the group” Youth worker

“I have personally witnessed the soft outcomes developing in the young people. You can see them using them in everyday life” Youth worker



Development of Intellectual Skills

Through researching relevant documents or information, young people often developed new learning skills. Academic components were often initially not popular with the young people, who preferred the more practical, hands-on experience. However, young people, especially in the youth projects, gave many examples of being more confident in their learning skills as a result of their involvement in an HLF project. Examples included:

- research skills using the internet, books and libraries
- being involved in training specific to their project
- researching relevant technology and using it in new ways
- developing oral history skills, including interviewing and recording people’s memories and opinions
- understanding and being involved in political debate
- using their experiences to develop new interests
- gaining awards or accreditation as a result of their involvement.

“We learnt about Beowulf and how the same issues affect our lives.” Young person

“I really enjoyed finding out new things.” Young person

“These were not academic young people but they achieved to a really high standard and were recognised for it.” Adult staff member

6.1.2 Limitations of HLF Projects Cited by Participants in the Review

Limitations of Lead Organisations

Most of the organisations reviewed gave examples of how they would improve the development of future projects. Many reflected that the way in which they engaged and motivated young people could be addressed, particularly in projects which had not involved young people from the outset. However, some limitations to the involvement of young people were not easily addressed. For instance:

- The pressures on young people caused by schoolwork and other activities had an effect on the continuity of projects
- Where schools were involved, activities mostly had to be held outside of school hours and in holidays, when it was difficult to gain the involvement of teachers
- The demands of the school curriculum often meant it was not possible for young people to be involved during term time.
- If other adults had to be involved, police clearance was needed
- Some projects had difficulty identifying young people who were interested or who had time to be involved
- In rural areas, young people’s involvement was restricted because of the distance to projects

“We are not a youth organisation so we found it hard to contact young people. We had not thought about their availability and had to do everything out of hours. It was hard work and time-consuming” Adult volunteer

A number of projects engaged the expertise of others, particularly in the development of creative activities. Whilst in the majority of cases this was very successful, sometimes these individuals or companies were not used to working with or listening to young people.

“The first film company were not very good at working with young people and we asked them to leave. It was hard, but a learning experience. We had to be really clear why we didn’t want them. We couldn’t just say we didn’t like them” Young person

Some of the heritage organisations had no experience of working with young people and felt ill-equipped to deal with any issues which might arise. However, there was no evidence that these concerns were realised in the form of discipline problems or young people’s lack of commitment.

“There were lots of us who had not worked with young people before. We were very wary and not sure how it would be.” Adult staff member

Time seemed to be the most difficult commodity, with eight projects needing to ask for extensions for their activities.

“I would put in for some paid time to get the project off the ground” Youth worker

The Regional Young Roots Coordinator believes that, in some cases, youth projects did not fully utilise the resources and expertise of their heritage partners. The Coordinator felt this was a missed opportunity and an issue that would need to be considered in future grants programmes.

Limitations of Heritage Lottery Fund Input

In the majority of cases, the organisations who participated in the review were happy with the role of HLF and their support. Participants particularly commented on how supportive the HLF had been in increasing the time allocated to their projects. However, some comments were made regarding the limitations of the HLF input including:

- organisations would have welcomed visits from HLF staff to enthuse the young people further and to reassure adults that they were developing the projects in an appropriate way
- Some projects felt that it would have been good to get all the projects involving young people together to share ideas and showcase their work
- There was no real recognition that it was necessary to visit projects out of school hours and to arrange meetings when young people could attend
- Some projects felt they could have had more help regarding accurately costing their project
- There should be more recognition of the management time spent on projects, and in other cases, the considerable time spent on the projects by volunteers

“We would have loved a visit and more practical support”. Adult volunteer

6.2 The Impact of Involving Young People in HLF Projects

Young people’s involvement in HLF projects had a significant impact for both organisations and individuals. Their involvement has created a range of issues to be considered in future.

Practical impact

On a practical level, the involvement of young people meant that projects needed to address new aspects of practice, legislation and methods of working, such as:

- The organisation of CRB checks and the time CRB checks can take was a major issue for some projects
- Others experienced difficulty engaging the young people in the initial stages and found this took more time than expected
- Youth workers who had led HLF projects felt that it was important for HLF to provide information and support to heritage organisations. This information would help heritage organisations understand how informal education engages young people and is responsive to their needs

“We have put forward a request for funding to meet some of our training needs”
Heritage staff

Impact on Methods Used

Involving young people has an impact on the methods used. If young people are to be involved in heritage projects, then attention must be paid to how this is done.

- Youth workers felt that it was particularly important for young people to be involved from the beginning.
- Specialist expertise should be used to enthuse the young people and to develop strong links between heritage organisations and youth projects.
- Those organisations not used to working with young people were sometimes intimidated by the challenge and had particular fears regarding discipline and behaviour. These fears may have had an impact on the methods used. Some projects felt it was safer simply to have young people taking part in pre set activities.
- Youth workers felt that the more the young people were involved in the planning and execution of the project, the more committed they would be and the more they would get from it.

The clear message from youth workers was:

- Take risks
- Break down barriers
- Don’t be too prescriptive
- Link the project to young people’s interests

“Take the risk and you won’t be disappointed”

The review found that involvement of specialists and experts in a variety of fields widened the horizons for young people and increased their interest. Examples of specialists and experts included: creative arts experts, academics, historic skills specialists and older people who shared their experiences. It was also suggested that youth projects could do more to develop young people’s enthusiasm for heritage issues.

“We must engage young people in heritage. It is not difficult, but we need specific skills”
Heritage staff

“Don’t set it all up in advance and expect them to follow” Youth worker

“Use your expertise to enthuse them. Build strong links between heritage and youth work. Work at it.” Adult volunteer

“Take the risk and you won’t be disappointed” Youth worker

“Don’t be too prescriptive. Link the projects to young people’s interests. Find the human story and link it to now.” Youth worker

“Use experts who like young people to increase the interest of young people” Youth worker

“I enjoyed talking to the old people. They did mad stuff the same as us” Young person

“We would like to use the information the project developed in other forms to involve more young people” Heritage staff



The impact on the future of organisations and young people

Some of the heritage projects taking part felt that participation in the projects had had a significant impact on their organisation, in that more young people now volunteered with them or were involved with their activities.

Involvement in the project often served to extend young people’s horizons or raise their aspirations. Common examples of the way in which interviewees felt that young people’s futures had been impacted were:

“Take the risk and you won’t be disappointed”

- The young people now understood and cared about their environment more
- They had an increased sense of pride in their community
- Their learning gained would be of use and interest to them in later life
- In the youth projects, some young people involved had developed an interest in the arts or further education

“individuals have extended their horizons through being involved”

Youth worker

“It has been good to get involved. It has led to other things. I am volunteering at the YMCA charity shop” Young person

“It was clear that the young people involved had really been inspired to find out more about slavery (both historic and contemporary) as a result of their experience.” Education staff

6.3 Lessons to Inform Future Grant Giving by Heritage Lottery Fund

Overall, organisations were very positive about the Heritage Lottery Fund’s role in supporting successful projects. Many participants specifically mentioned the HLF’s willingness to extend funding periods when necessary and the advice and support from the Young Roots coordinator.

The desk top research has shown a wide range of material designed specifically to attract new interest in the Young Roots programme. However, the projects interviewed did not feel that they had used this material to any great extent. Some felt that the language and layout of this material could be improved to make it more accessible to young people, and that information for new applicants needed to be revised. None of the projects referred to the evaluation material published by HLF and NYA, since the projects devised their own evaluation methods.

Other lessons included:

- One youth worker felt that, as the involvement of young people is a requirement of the funding, HLF needed to be aware of the dangers of tokenism and applicants merely ‘ticking the box’.
- Many participants were sceptical as to whether projects needed to be innovative: much experience and expertise was lost because projects had to be different or new. A successful project which young people have enjoyed will attract other young people in the future. Showcasing successful projects to other organisations could be effective
- Any publicity material should be accessible to all young people including those with learning difficulties, deafness etc
- Whilst it is desirable to involve young people from the very beginning of a project, in reality, it is very difficult to maintain the interest of young people over a long period of time, whilst projects negotiate, complete forms and wait for grant timetables

“Getting the young people to design and run the project proved too great an obstacle for us” Heritage staff

Supporting and Encouraging Projects

The interviewees felt that there were a number of ways in which HLF could support and encourage projects when making funding applications:

- HLF could make contact with specific organisations with the potential to engage young people in heritage projects
- HLF could make contact with smaller voluntary organisations which have shown a considerable capacity for developing successful heritage projects
- Youth projects should be given the confidence and support to apply
- Provide suggested partnership organisations – successful HLF-funded projects are often the result of a successful partnership between a heritage organisation and a youth organisation
- Rural areas should be given particular consideration
- Run workshops where projects and young people could find out about existing successful HLF funded work
- Funded projects could be given each other’s contact details so they could exchange ideas, progress and methods.

Using Existing Experience of Completed Projects

All the organisations which participated in the review were very keen to share their experiences and the insights gained from their project. It was suggested by a number of participants that the achievements of successful projects should be celebrated and the efforts of young people acknowledged. Both existing and new projects could benefit from collating resources from successful projects and producing a DVD with examples of good practice.

“We should celebrate the achievements of completed projects and acknowledge the efforts of young people.” Youth worker

“The Heritage Lottery Fund could highlight good practice and use it in other areas.”
Heritage staff

“They should use youth workers and get them involved more - think of ways to include them in developing heritage projects.” Heritage staff

6.4 Ensuring the Sustainability of Heritage Lottery Fund Projects

HLF funded projects are time-limited and usually running for a maximum of three years. There is an expectation that there will be a level of sustainability, so that the project may continue in some form even after the HLF funding is discontinued. However, in practice, HLF-funded projects often did not continue once the funding had been exhausted, especially if the funding had been used to employ specific staff. When funding for wages ran out, the staff left and there was no one left to continue the work. In other cases, volunteers were only able to run the HLF-funded work at the expense of competing priorities. When the funding ran out, inevitably, they refocused on other short-term funded projects with other groups of young people.

“Take the risk and you won’t be disappointed”

Nevertheless, many HLF-funded projects leave behind a legacy, one which is available to other young people and the wider community who were not involved in the original enterprise.

“The on-line resources will have a lasting outcome. We have also designed new learning packages which we will continue to offer to schools and community groups” Education staff

Often, young people who have been engaged in a heritage project will continue to pursue that interest after the HLF-funded activity has ended. They may also involve friends and family in that project.

“We know that some families have started to go to the places we took their children to” Heritage staff

All of the young people interviewed expressed the wish to be involved in similar projects in the future.

“If someone asked me if I wanted to do a similar thing again I wouldn’t turn it down for the world” Young person

Some young people involved continue to volunteer for heritage organisations after the project has ended. This mutually beneficial activity, when a successful precedent has been created, encourages other young people to become engaged in volunteering.

“The organisation has benefited from the young people’s involvement. They help all the time now” Heritage staff

The following examples of the sustainability of work were given:

- the general public have, and continue to, benefit from the work carried out by the young people, including:
 - increased use of public space
 - the installation of information boards
 - the development of guides and route maps
 - the opening of over 40km of reclaimed space
 - the introduction of walks and cycle days
- In other projects young people have been involved in long-lasting environmental improvements, including grassland management, beach surveying, pond management and bird boxes.
- A project for deaf young people is producing a film history of deaf people’s communication. This innovative project will not only be of interest to other deaf people, but it will be produced in a form which is accessible to them.

“It was good to have finished it and to have something to show for our work” Young person

“Take the risk and you won’t be disappointed”

“It feels good that they did it, it is fresh and young it represents them and their way of looking at things” Youth worker

The continuing benefits which participation offered to heritage organisations included:

- the continued involvement of young people in their projects
- press coverage of work carried out
- production of learning resources such as guides, artwork and reports
- development of web resources
- creation ideas which have led to sustainable liaisons with academic institution

A number of young people engaged in HLF-funded schemes have since progressed to further education, aided by the accreditation gain from their participation in the project.

It is beyond the scope of this review to measure the impact of participation in HLF-funded projects upon young people’s futures. However, this review has revealed much qualitative evidence about the enriching effect of participation on young people’s lives, including:

- Enhanced knowledge and enthusiasm about their heritage
- Pride in a high standard of completed work, work which is recognised by others
- Self-esteem enhanced by team work
- Enhanced social skills through development of relationships with new people

These positive results of participation were enjoyed not only by the young people, but by the friends and families who supported them in the process.

“The inclusion of parents and grandparents in celebration events was really important they could see what their children had achieved and were clearly proud of them” Adult volunteer

“I have had some unforgettable moments doing this project” Young person

6.5 Levels of Participation

Using R Hart’s Levels of Participation (see above section 5.3) it is possible to illustrate the degree of participation by young people and to enable an assessment of how young people may participate in Heritage projects in the future. Participation in the Heritage Lottery Fund projects reviewed, when taken from the levels discussed in section 5.3, ranges from level 3 to level 7. In most cases, projects moved between the levels - either as the project progressed, or because different stages of the project allowed lesser or greater degrees of participation. Participants in the interviews were able to distinguish for themselves the degrees of participation. In general, the younger the project’s participants, the less they participated in such a way as to determine the development or progress of the project.

The projects that were facilitated by youth workers, either paid or voluntary, showed the highest levels of participation.

Some interviewees who were not trained youth workers identified their own inexperience of young people and young people’s motivation as a barrier to the development of their project through people’s participation. Three of the projects reviewed were organised by volunteers who initially became involved through their interest in Heritage issues. These projects worked hard to involve young people, but were challenged in terms of time and their expertise of working with young people.

In some projects, young people with a disability were not able to participate as fully as they might have liked. Barriers to participation by young people with a disability included communication difficulties and transport problems in rural areas.

However, all the participants in this research felt that the young people participated in some way.

Level 3 participation (Participants are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express)

Example: primary school projects which invited young people to take part in evaluation but not in any other input



Level 4 participation (Staff decide on the project and participants volunteer for it. Staff respect their views)

Example: a photography project, where young people were given the opportunity to make suggestions about the detail of the project and decide which stages of the project they wanted to be involved in. However, the project was primarily based on the young people’s learning experience, so at some points during the project, they were expected principally to turn up and are prepared to be taught.

Level 5 participation (The project is designed and run by staff but participants are consulted. They have a full understanding of the process and their opinions are taken seriously.)

Example: young people designed the mural and the councillors who commissioned the mural didn’t like the design. Staff explained to the councillors that it was important to respect the young people’s wishes. Then the young people, working with the staff, changed some details of the mural, making it less formal. The young people did not have the final say in the overall project, but were able to have considerable input into the aspects with which they were involved.

Level 6 participation (Staff have the initial idea but participants are involved in every step of the planning and implementation: their views are considered and they are involved in taking the decisions)

Example: In a film making project, young people recruited film makers, then sacked them because they weren’t listening to them. They then hired different film makers. The young people were

“Take the risk and you won’t be disappointed”

involved in costings and in choosing venues and a buffet. They wrote the script and edited the footage. Their extensive involvement not only gave them a sense of ownership over the project, but it helped make the project fresh and innovative.

Level 7 participation (Participants have the initial idea and decide how the project is to be carried out. Staff are available but do not take charge.)

Example: Young people formed a committee aimed at running an anti-bullying project. The committee were involved in every stage of the project, including originating the idea, advertising, recruiting staff, consultation with other young people, and evaluating outcomes. The whole project was initiated, led, carried out and evaluated by young people.



7 Conclusions

This review of HLF-funded projects involving young people came to the following conclusions:

- Overall, HLF-funded projects involving young people have been successful. Agreed aims were met, objectives were achieved, and a large number of young people have had a very positive experience.
- Organisations have gained a range of knowledge and experience as a result of participation in these projects.
- Individuals have gained a range of transferable skills, knowledge and experience as a result of participation in these projects
- Bringing cultural and youth organisations together creates enormous learning opportunities, both for professionals and young people.
- Successful HLF-funded projects involving young people are the result of effective partnerships between the heritage and youth sector. However, there are still relatively weak links between the two sectors and this situation needs to change if the HLF grants programme is going to increase in effectiveness.
- Some youth organisations did not fully exploit the opportunities provided by the expertise and experience of heritage organisations. This was a missed opportunity.
- Some heritage organisations produced programmes in which the level of young people’s participation was limited. Heritage organisations could have increased young people’s participation if they had been more confident as to how this could be achieved. Heritage partners could have exploited more fully the expertise and experience of youth workers and partner youth organisations.
- Generally, youth organisations were able to achieve higher levels of participation through the use of experienced youth workers and inclusive methods, such as small group work.
- Projects which worked in schools, with larger numbers and less direct participation in decision-making, still produced sustainable, high quality outcomes. Schools identified that their pupils gained observable benefits from their contact with heritage organisation.
- There are obvious links between the types of project supported by the HLF grant programme and new Government initiatives for young people. These initiatives include: (in schools) the Five-Hour Cultural Offer and the National Curriculum, and (in youth organisations) positive activities within the 10 Year Youth Strategy.
- Young people’s participation in HLF-funded projects is generally very positive and produces very positive outcomes.

8 Recommendations

As an outcome of the Review, the following recommendations are made:

- The HLF regional team need to consider how it can allocate resources to support the participation of young people. The positive impact of the Young Roots coordinator demonstrates the value of a post within the HLF team which is dedicated to young people’s engagement. Ideally this would be a full-time post or a substantial part of an existing post. However, it is recognised that, with the current budget and resources, this will not be possible. Therefore, it is recommended that the regional HLF office consider training in youth participation for all current staff, so that there is a consistent approach across the grants programmes.
- In relation to young people’s participation, youth workers made the following recommendations
 - Take risks
 - Break down barriers
 - Don’t be too prescriptive
 - Link the project to young people’s interests
- HLF regional office could use their experience from their grants programme to support the relationship between youth organisations and heritage partners. Links need to be made between the networks which exist for youth and cultural sector. The information from the review could be used as a foundation for a cross-sectoral network of organisations and individuals.
- All the organisations which participated in the review were very keen to share their experiences and insights. It was suggested by a number of participants that the achievements of successful projects should be celebrated and the efforts of young people acknowledged. Both existing and new projects could benefit from collating resources from successful projects and producing a DVD with examples of good practice.
- HLF should allocated time and human resources to supporting heritage organisations in developing their participation work with young people. This support could be in the form of regional seminars, HLF-organised training courses or participation toolkits. The HLF office should also encourage heritage organisations to develop the necessary skills for effective youth engagement. These skills could be developed through training or gaining the support of local youth organisations.
- Consideration needs to be given to the application process if young people are going to be included throughout the development of potential bids. Application forms need to be accessible and young person friendly and HLF staff need to be approachable and willing to support young people through the application process, where appropriate.

- HLF should consider the involvement of young people in the grant-making process. There are a number of initiatives in the North East where young people have been trained as grant givers or assessors. The HLF regional office could make use of these existing initiatives and experienced young people.
- HLF should link their grant programmes to the new opportunities which are being created in schools in relation to cultural activities. The links to the National Curriculum, particularly the five-hour cultural offer, could prove particularly productive.
- There needs to be particular consideration given to applications from rural areas, where opportunities for young people to engage in positive activities are more limited.

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10 Case Studies

10.1 Case Study 1 - Dig, Dive and Discover

A partnership was formed between Hartlepool Adult and Community Services, Teesside Archaeology Department and The Hartlepool Sea Cadets to carry out the Dig, Dive and Discover project. The aim was to enhance young people’s awareness of Hartlepool’s maritime heritage and thereby to enrich the lives of young people and their community. A group of 14 sea cadets were recruited to take part in a project. They learned how to scuba dive, participate in maritime archaeology fieldwork, develop research skills and set up a website.

Of the 14 who participated, 13 completed the diving element to British Sub Aqua Club standard.

Six cadets attended a 2-day training weekend to develop skills in recording, conservation, dating and health and safety. Following this, 10 cadets attended a 4-day excavation of a shipwreck on the foreshore in Hartlepool. They excavated and recorded the remains of a wooden ship, exposing part of the keel and hull.

Nine cadets attended 6 sessions at the reference library where they explored books, the internet, admiralty charts, and original documents, such as newspaper reports of the shipwreck. They researched the stories of three ships built by local ship builder William Gray and Co.

Six cadets attended a one-day workshop at the local college to develop web design skills. Others created a display board of the project, which has been displayed in Hartlepool Library, at a maritime archaeology forum and at the Hartlepool History Society



The most challenging element of the project was the fact that it was youth led. Time was limited because of the cadets’ other commitments and because the staff involved were working on a largely voluntary basis. Timetables and programmes, therefore, had to be regularly revised. The young people had limited involvement in the decision-making of the overall project, but were able to influence the specific details.

“Take the risk and you won’t be disappointed”

Each cadet completed a file of their work on the project and this was submitted as evidence for ASDAN accreditation. They undertook written tests as part of the diving and archaeological training.

The partners involved in the project co-ordinated with each other to create an overview of the project. They utilised this overview to focus the programme on practical activities which would maximise the active engagement of the young people.

The staff and volunteers involved feel that the participants now have a greater understanding both of the importance of the sea to the development of Hartlepool, and of Hartlepool’s maritime heritage to the rest of the world. The young people saw that history is not confined to textbooks, but is rather an active process of enquiry, which utilises a range of skills and technology. They experienced firsthand the value of their own heritage. The work they did was appreciated by others and acknowledged by local media. The young people were mentioned in the end of year sea cadet’s awards and honoured for their achievement.

As well as gaining ASDAN accreditation, the cadets all have a year’s membership to the Nautical Archaeology Society and the British Sub Aqua Club.

The relationship between the Sea Cadets and the Diving Club will continue.

Adults involved in the project made the following comments:

- *“We are not a youth organisation, so we found it difficult at times”*
- *“We would have benefited from the skills of a youth worker, at least for advice”*
- *“These young people were not academic, but they achieved to a very high standard and were recognised it “*
- *“Lots of the adults involved were working with young people for the first time. We were very wary and not sure how it would be, but discipline wasn’t a problem because they had their cadet officer there all the time. I don’t think we’d have the experience to do it with other youth groups without a lot of support”*



10.2 Case Study 2 - Aspire to Achieve

Bede’s World received £49,000 from the Your Heritage fund to build on a pilot project aimed at re-engaging young people in learning and involving them in their local heritage. The funding has been used to employ a dedicated youth worker, who is based in the Bede’s World Museum. The worker liaises with 11 – 18 years olds who live in South Tyneside and belong to local youth projects.

The young people play an important role in determining the content of the programme, which includes blacksmithing, woodworking, filmmaking, photography, stone masonry and calligraphy. Through their involvement in these activities they are able to realise the importance of culture, identity and religion.

The youth worker feels that innovation and creativity are the key strengths of her work, which has involved over 1,500 young people. The programme has included arts and drama based projects, heritage and nature conservation, traditional heritage projects, exhibitions, digital projects and national and international links.

The specific piece of work studied for this review was the project “2449”, a film looking at knife crime. The film took some of its inspiration from the Anglo Saxon poem “Beowulf”. A group of 11 young men from Hebburn Detached Project took part in blacksmithing, archery and Anglo Saxon warfare, Anglo Saxon music, story telling, drama coaching, film making, sound recording, photography, workshops in Anglo Saxon language at Durham University and visiting Sutton Hoo, an Anglo Saxon burial ground in Suffolk.

In their work on “Beowulf”, the young people explored issues of friendship, loyalty, violence and responsibility. They took an active part at all levels of the project, ensuring that the project was developed in the way they intended, and that the adults involved listened to their views and worked with their ideas.

Participants in “2449” made the following comments:

- *“Projects like this should be available to all young people “* Young person
- *“Adults involved in projects like this should be approachable. They should ask for ideas and let the young people say what they think and listen to them”* Youth worker
- *“It is important that youth workers are employed in heritage organisations because they have the skills to involve young people and make sure they really do get the chance to participate”* Heritage organisation