

Who came:

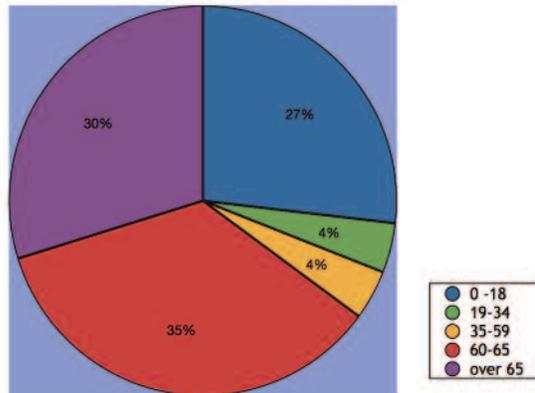
The 6 projects of the Stop, Look and Listen programme ran courses designed to allow people of all ages and abilities to study their local heritage. Class and outdoor-based training was offered, and covered research, survey, written and graphic media. Each of the projects produced tangible results in the form of displays and binders of the project findings.

The courses were attended by 498 people, some of whom went on more than one SLL course.

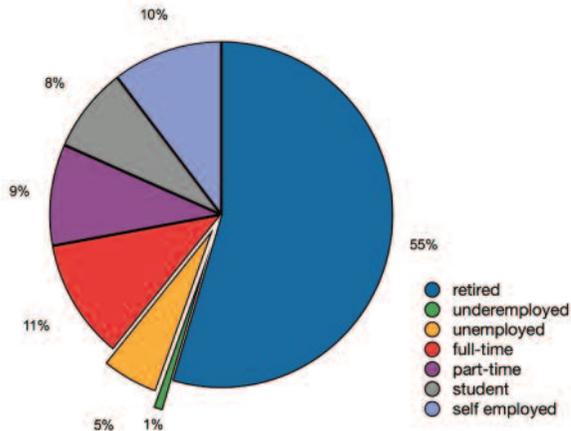
Of these:

- * 55% were female, 45% male
- * 15% considered themselves to be low paid
- * 5% had childcare responsibilities
- * 7% considered themselves to have a disability
- * 7% noted that they rely on public transport

Age distribution of individual participants on SLL courses



Employment characteristics of individual participants on SLL courses



Mission:

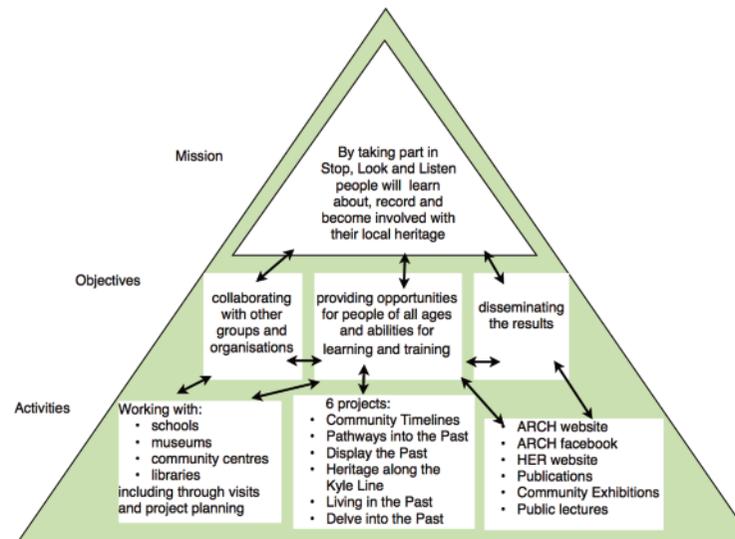
To advance education, community development, heritage and culture by working with individuals, local groups and organisations in the Highlands of Scotland, through encouraging people to learn about, record, and become involved in their heritage.

Values

All people should have the opportunity to learn about and enjoy their heritage, no matter what their age, ability or place of origin.

Everyone has the potential to engage with and preserve their local heritage.

Our heritage projects build positive communities, by working with, and in, the communities that are the focus of our courses.



Objectives

To inspire all ages and abilities to learn together about their local heritage.

To work in partnership with other groups and organisations, fostering a co-operative approach to Highland heritage.

To raise awareness of, record and preserve our heritage, by publishing the results in a variety of formats, trying to reach as many people as possible.



Social account summary for Stop, Look and Listen project 2010-2013

The ARCH Stop, Look and Listen (SLL) project was set up to inspire all ages and abilities to learn together about and record their local heritage in an enjoyable and sociable way.

The six SLL projects were:

Community Timelines was held in eight communities. Participants learnt about their local heritage by researching sites, buildings and finds and creating a public exhibition.

Pathways into the Past investigated a possible ancient routeway from Tarradale on the Black Isle to Tain in Easter Ross. The courses complemented work by the North of Scotland Archaeological Society.

Delve into the Past focussed on all the skills required for the excavation of an enigmatic mound at Foulis, near Evanton, which lies on the route investigated by Pathways into the Past.

Heritage along the Kyle Line studied the Dingwall to Kyle of Lochalsh rail line and offered classes in village halls and on the train.

Display the Past gave participants hands on experience in the practical aspects of work in a museum, including the cataloguing and care of museum objects and creating an exhibition from the museum collection.

Living in the Past was a joint project with Scotland's Rural Past and worked with Tore Primary school and the Inverness and Ross and Cromarty Young Archaeologists Clubs exploring a derelict croft and other sites.



Some achievements of Stop, Look and Listen

The attendance figures and comments consistently show a high level of satisfaction with SLL courses. The ability of the tutors to inspire and inform, whilst providing a relaxed learning environment is frequently commented on in evaluation forms, and has encouraged people with no background in heritage or archaeological learning to feel that they can come and join us.

Social and health benefits

The evaluation comments show the valuable social benefits of the courses in providing a sense of community. The health benefits are also important, with the courses providing opportunities for healthy activity and overcoming isolation.

Average figures for SLL outcomes

Participants said that they were:

1. Enjoying archaeology and having fun - 96%
2. Gaining a greater knowledge and understanding of their local heritage - 95%
3. Acquiring new skills - 87%
4. Surprised at achievement and wanting to do more - 82%
5. Feeling more part of the community and enjoying improved social interaction and working together - 85%

Heritage benefits

The courses had important heritage benefits, as shown by the 139 new entries, 402 updates, 771 photographs, and 61 reports submitted to heritage databases.

Courses accessible by Public transport

This was a high priority for SLL and 7% of individuals commented that they rely on public transport. We know that in all courses some people walked or took public transport, but ARCH will continue to explore ways in which to encourage more people to do this.

Collaborative working has been hugely important in the success of SLL's activities, whether through organisations helping with publicity and encouraging others to come along, or landowners allowing us onto their ground for field and survey work.

The support of local heritage organisations and local and national museums and archives have been an invaluable asset. They provided background materials and allowed people to see original artefacts. This approach has been a success and will be developed further in the future.

The Stop, Look and Listen project resulted in new books, displays and heritage records



Outputs included:

More than 800 supporters of ARCH, receiving newsletters and email updates

ARCH website - 82,000 page views

Facebook site with 168 followers

Promotional articles in local newspapers and community newsletters

Local and Scottish radio broadcasts

2 excavation blogs

3 books - Community Timelines, Pathways into the Past and Delve into the Past- over 750 copies. These are available from all Highland Libraries and Museums and can be ordered through the ARCH office

2 Delve into the Past excavation reports

1 best practice manual for Community Archaeology excavation

22 displays shown in 49 locations. Two of these are now on permanent display

14 binders in 29 locations

2 museum exhibitions

1 leaflet

1 MP3 commentary

1 powerpoint presentation on Living in the Past

1 display of artwork created during Living in the Past

139 new heritage records and 402 updates including 771 photographs and 61 reports

Lessons learnt from the Stop, Look and Listen project



Course design

Some courses will continue to be available in small chunks, to encourage along people that find a minimum of 6 weeks too much of an initial commitment. Classes will be run at different times of day in order to allow people with differing commitments to attend.

We will run some day-long courses to appeal to people who are unable to commit over a number of weeks. These can also be more easily provided over a wider geographic area. We will hold further events in the format of our successful family festival, which proved to be a good way of attracting a younger age group.

Ongoing support for groups

Many groups wanted to continue their study after the course had finished, but in most cases this was found to be difficult without ARCH support. This suggests that there might be a role for ARCH in providing some follow up events once a course is finished and in providing some backup support to groups from a distance.

School involvement

School talks and activities have been well-received, but if ARCH is to increase uptake, there will have to be extra staff time to enable personal contact to be made with teachers.

Childcare

ARCH will continue to look at new ways to encourage parents to participate, and so we will undertake consultation with parents in order to see what would work better.

In conclusion

The student centred approach works well and participants are engaged and enthusiastic about their local heritage. SLL has shown that people can learn about and record their heritage in a cost-effective, fun and lasting manner. ARCH will continue to use this approach in future projects.