



Young People and Archaeology

A Report by the
Council for British Archaeology

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1. Executive Summary

This research was carried out in order to ascertain the possibilities for a more strategic and sector-wide role for the Council for British Archaeology in youth engagement in archaeology, and to assess the role of the Young Archaeologists' Club within its work. The research also sought to determine the extent and nature of current provision in the heritage sector and beyond for young people in archaeology, and to place this in a broader context. The key findings are summarised below.

The CBA already does much to support young people to engage with archaeology, especially through its respected and well-recognised Young Archaeologists' Club. The CBA recognises that much is also done by various other organisations within the heritage sector.

The research undertaken for this report indicates that more could be done to engage young people in archaeology, and has identified various barriers to this, including:

- the perceptions of archaeology among young people themselves;
- funding and capacity among organisations working with young people;
- perceptions of health and safety concerns, including child protection;
- lack of training for adults in the archaeology sector in how to work with young people;
- attitudes in the archaeology sector towards working with young people.

This report lists a series of recommendations for the CBA to consider in its future approach to supporting young people in archaeology, covering both its own work and how it could support work by others. These can be summarised as:

- ensuring that the wishes and opinions of young people are central to its youth engagement;
- improving the CBA's advocacy role for young people in the archaeology sector;
- making it easier for young people to find out how to participate in archaeology, and to do so;
- developing its youth facilitation role for heritage organisations and non-heritage youth organisations;
- carrying out further, specifically targeted research following up on this report;
- developing a more strategic approach to youth engagement across the organisation, based on a clear vision of benefiting young people.

2. Introduction

2.1 Background

The Council for British Archaeology (CBA) is an educational charity working throughout the UK to involve people in archaeology and to promote the appreciation and care of the historic environment for the benefit of present and future generations. Its remit covers people of all ages and backgrounds. It has fulfilled its purpose for young people through its Young Archaeologists' Club (YAC). This is recognised nationally and internationally for its provision of activities and routes into participation in archaeology for young people across the UK. YAC is currently the primary medium through which the CBA engages with young people, although there is potential, based on the findings of this report, to move forward with a more integrated approach to supporting young people across all the activities in which the CBA engages.

2.2 Project Rationale

YAC is by no means the sole provider of activities and facilities for young people to engage with archaeology in the UK; many museum and heritage services provide resources and activities for young people. This may take the form of support for formal educational visits, for example linked to the National Curriculum in England and Wales or the Curriculum for Excellence in Scotland. National organisations such as English Heritage, Historic Scotland, Cadw, the National Trust and the National Trust for Scotland provide a range of activities for young people connected to formal and informal education, often connected to specific sites and themes. Other organisations, such as museums, historic houses and civic trusts see young people as a key audience. The development of initiatives such as regular activity sessions held at museums like The Geffrye in London and Bede's World in South Tyneside, are examples of a concern for longer-term provision of activities, often for repeat users (rather than one-off visitors).

Strategic approaches to the provision of heritage involvement for young people have also been taken across organisations, including the Heritage Lottery Fund's Young Roots programme and the (now defunct) Museums Libraries and Archives Council (MLA) Youth Engagement Framework. There are also national initiatives in education and youth work which cover heritage and archaeology. These include Learning Outside the Classroom, Engaging Places, Creative Minds and Find Your Talent, among many others

There are, however, archaeology organisations that currently have no, or only limited, contact with young people, including many voluntary groups that focus on adult education activities and older members, as well as heritage or museum initiatives that consciously do not engage with young people as a primary target audience, for example the Museums Association Effective Collections initiative.

Outside the heritage world, there are various organisations that provide activities for young people, for example the Scouts and the Guides, specialist organisations such as sports clubs and teams, as well as youth services provided by local authorities.

The CBA needs to consider how best to support and develop YAC for the future, and whether to embed support for young people into its wider activities. It needs to do this in relation to the provision of archaeological opportunities for young people by other organisations. The CBA has a leading and facilitating role in UK archaeology. In order for the CBA to move forward with its strategic aims, it is important to gather information relating to best practice in young person provision, but also to demonstrate where and how YAC has a unique position in the heritage, voluntary and youth sectors as the only national association for young people in archaeology and having a wide-ranging expertise in all aspects of youth engagement

with heritage. To develop its leading role, the CBA needs to know more about how other organisations make their decisions on whether to engage with young people.

This report is a first attempt to provide an evidence base for current provision and perceived needs for young people engaging in archaeology across the heritage sector and beyond. Its findings form the basis for discussion within the CBA about how to develop its provision for young people, and for further research that may be needed in specific areas of working with a youth audience. This report is intended to be of use also to the wider heritage sector.

Due to the time limitations on this scoping project, it was not possible to carry out an exhaustive survey of all stakeholders involved with young person provision in archaeology and beyond, which ranges from young people themselves, through young and adult volunteers, through to the organisations providing (or not providing) young person support and facilities. The methodology consisted primarily of desk-based study, taking in a literature review and website survey and supplemented by a short programme of more targeted research into selected examples representing a range of organisations and experiences. This phase of the research took the form of a structured sample of interviews with selected individuals, both face-to-face and via telephone, and a small number of focus groups with young people of varying ages.

3. Research Aims and Objectives

The aim of this research is to identify opportunities, and explore the broader context, for the CBA and the sector to develop its provision and support for engaging young people in archaeology.

Specific research objectives that support this aim are to identify:

1. the nature and extent of current provision for young people in archaeology;
2. young people's perceptions of archaeology and how they wish to engage with it;
3. actual or perceived barriers that prevent archaeological organisations engaging with young people;
4. where the CBA could improve youth engagement in archaeology, either directly through its own work or through its leading and facilitation role in the archaeology sector;
5. where further research is needed to support Objective 4.

4. Definitions

4.1 Young Person

The definition of a young person varies among organisations. The Young Archaeologists' Club caters for young people between the ages of 8 and 16. For the purposes of this report, a young person is anyone under the age of 18.

4.2 Archaeology

Archaeology is the study of the material remains and environmental effects of human behaviour: evidence which can range from buried cities to microscopic organisms and covers all periods from the origins of humans millions of years ago to the remains of the 21st century. It is an active process of investigation of the material remains of the past. These remains can occur in all situations. Walking down the high street of a town is to walk through a historic landscape, and to study how it has developed over time is as much part of archaeology as excavating a buried prehistoric site. Engaging young people in archaeology is to help them pursue such an active investigation of their historic environment in all its forms.

4.3 Heritage

Archaeologists' activities are often connected with a wider set of activities related to what has come down to us from earlier generations. The word 'heritage' is often used to describe this wider context within which archaeologists work. Work with young people may engage them with heritage activity rather than archaeology in the strict sense of the word. This report is concerned with the specific field of archaeological engagement (taking archaeology in its broadest terms) of young people by heritage organisations.

5. Methodology

The report's aims and objectives were targeted through the following methodologies.

5.1 Literature review and previous research

A review was carried out of relevant literature relating to the research aims as identified above. This included research reports, internal CBA reports and surveys (eg survey data from YAC volunteers and results from the 2010 Community Archaeology research report), academic literature, popular literature, and other sources.

Working with young people is an accepted academic discipline with its own undergraduate degrees and higher education literature (Harrison and Wise 2005). Work with young people in archaeology has only a limited academic presence. The main publications in the field have been through the CBA or by a limited number of individuals active in the field of archaeological education. Key recent works would include Henson *et al* (2004; 2006) and Corbishley (2012), building on earlier publications such as Cracknell and Corbishley (1986), Stone and Mackenzie (1990), and Henson (2000). More theoretical or ethical perspectives can be found in Henson (2004; 2009).

Within schools, while archaeology can be used to support any curriculum subject, it is largely used by history teachers, and there is an abundant academic literature on the teaching of history, some of which recognises a role for archaeology (eg Cooper 2012). An understanding of the nature of history teaching in schools can be had through Ofsted subject reports (Ofsted 2007; 2011), and research commissioned by the former Qualifications and Curriculum Development Agency (Haydn 2005). These highlight both the successes of history, but also the problems faced in delivering high-quality, worthwhile and exciting learning. Several weaknesses in history teaching are those that can be addressed very successfully using archaeology, such as the teaching of interpretations of the past and the nature of historical evidence. These reports also highlight the perceptions of history among young people, and these are not always positive, with history often seen as too academic (and therefore too hard), irrelevant to today's world, and just 'boring'.

There has been a great deal of work during the last ten years to identify notions of value in relation to cultural heritage (Holden 2004; Economics for the Environment Consultancy 2005; Clark 2006; Pearson 2011). There is also a great deal of research in the related notion of the benefits of heritage and culture, including a major study sponsored by the Department for Culture, Media and Sport (eg EPPI-Centre & Matrix Knowledge 2010; O'Brien 2010). Recent work has been usefully summarised by the Heritage Lottery Fund (Maer and Fawcett 2011). Much of this work has tried to identify large-scale or aggregate benefits of heritage for society or communities. Identifying individual benefits and especially benefits for young people, has been rare (see Simpson and Williams 2008 and Simpson 2009 for a critical look at the benefits of community archaeology). The former Museums, Libraries and Archives Council explored ways of evaluating the benefits of young people engaging

with heritage and developed the Generic Learning Outcomes (Wilkinson 2006) which have been used within the museum sector. These identify benefits under five headings: knowledge and understanding; skills; attitudes and values; enjoyment inspiration and creativity; and activity, behaviour and progression. What young people are taught is only part of the story; the effects of their engagement with heritage on their developing personalities is just as important.

Outside the museum sector, English Heritage commissioned a research project to assess how teenagers in a range of different settings (for example, urban/rural, and different socio-economic backgrounds) value the built historic environment (Bradley *et al* 2011). Recommendations produced by the final report included greater use of local historic buildings by schools, that English Heritage should target schools more, that there should be more resources for teachers, and that a repeat of research was needed as there was a knock-on effect of benefits for participating pupils. This was especially the case in deprived areas where there was found to be less regard for historic buildings prior to participating in the project. Interestingly, the ethnicity of participating young people was found to be much less of a factor in their level of engagement.

Other research has indicated that not all young people will respond positively to contact with cultural and heritage institutions such as museums, particularly if taken there as part of a school visit. Haydn (2011, 34) has observed that:

Occasionally, some museum educators forget that not all learners share their love of museums and fascination with the past. Pupils do not necessarily feel privileged to be in their museum and do not necessarily respect or understand their work.

However, as demonstrated already by YAC, opportunities through school should not be the only ways in which young people can access heritage. Family learning opportunities, and other activities encouraging cross-generational interaction, have long been regarded as positive. The inter-generational aspect of community archaeology fieldwork as part of Dig Manchester in particular has been praised for encouraging greater community cohesion and even reducing levels of vandalism:

I am certain that this is because, as one person wrote on our community comments board in answer to the question "What does this site and Dig mean to you?" wrote simply "ours". I know exactly what they mean. Community Cohesion? Now I understand it.

(Murphy 2014, 89)

The significance of involving families together has also been identified by the National Trust, which has recently developed a family volunteering programme:

Our family volunteering programme came about because we received a growing number of calls from families wanting to get involved in a different way – spending time together and helping out doing something useful.

(Morris 2011, 11)

Acknowledging that this is a fairly new direction in volunteer management, the National Trust have had to pilot new strategies for engaging families of volunteers, but have found success in this for both the organisation and the participants (Morris 2011, 11).

5.2 Survey of guidance for engaging young people in archaeology

A survey was carried out of a sample of online sources and resources regarding young person provision, in line with the Aims and Objectives above. This included primarily sources from

within the UK, such as museum and heritage education resources, and non-heritage sites such as for Scouts and Guides, but also took in international examples where these proved relevant or provided useful examples. The survey also looked at specific funded projects. Of particular interest are the codes of practice and guidance that different organisations offer for best practice in engaging with young people, where these are available.

The National Youth Agency makes available on its website a useful resource list for supporting voluntary action by young people. There is also a wealth of guidance on working with young people provided by national organisations and charities, such as the Big Lottery Fund and Save the Children. The Department for Culture, Media and Sport produced guidance on expanding audiences for culture which included children as one of its key audience groups (DCMS 2007).

Good advice on health and safety and child protection can be had from the Health and Safety Executive and the NSPCC.

UNICEF has produced a 100-page resource guide on how to support youth participation in project work and decision making (UNICEF 2006). In the UK, the National Youth Agency has produced a standards framework for youth participation (Badham and Wade 2010). Guidance on youth participation is provided by Participation Works, an association of seven major organisations – the British Youth Council, Children’s Rights Alliance for England, KIDS, National Council for Voluntary Youth Services, National Youth Agency, NCB and Save the Children UK (<http://www.participationworks.org.uk/resources>). Targeted guidance is also available on ways of working with young people, often from specific local services, agencies or charities (eg Unite Participation 2008). The Museums, Libraries and Archives Council published guidance on creating youth forums (Adler 2009). Examples of youth participation in heritage include youth panels in various museums. Example of panels covering older young people would be the British Museum’s panel, BMuse, set up in 2009 for 16–19 year-olds, and the Museum of London’s panel, Junction, set up in 2010 for 16–21 year-olds. Some panels reach down into younger ages, for example, Yak Yak at the Tullie House Museum in Carlisle, which caters for 14–19 year-olds. The Riverside Museum in Glasgow has two panels: the Teen Panel for 12–15 year-olds and the Junior Panel for 7–11 year-olds.

What the above studies and guidance have in common is a belief that young people need to be treated seriously, as partners in the activities they participate in, and that there should be a focus on the benefits of such activity for the young people themselves. The activities that are provided for them should respond to their needs and aspirations.

One area where young people are well served is in support for those who work with young people in education. There is a great deal of support for teachers in delivering good history education. The Young Archaeologists’ Club has activity ideas for its branch leaders which would be eminently suitable for use by teachers and others. The Times Educational Supplement has online resources for teachers (<http://www.tes.co.uk/teaching-resources/>), while the Hamilton Trust provides resources for primary teachers (<http://www.hamilton-trust.org.uk>). The Schools History Project also offers resources for teachers (<http://www.schoolshistoryproject.org.uk>), which include the use of archaeology. The Historical Association has long published two journals for teachers: *Teaching History* for secondary teachers and *Primary History* for those teaching Key Stages 1 and 2. It also provides online resources for its members (<http://www.history.org.uk/>). One whole issue of *Primary History* was even devoted to the teaching of archaeology (*Primary History* 51, 2009). Specific guidance for teachers on using archaeology or the historic environment was produced by the CBA from 1977 to 1989 and by English Heritage through its *Teachers Guides* series from 1992 to 1996. Sadly, both sets are no longer readily available. Further online resources for teachers, especially produced by museums, are available on the My Learning website (<http://www.mylearning.org>) and through Culture24 (<http://www.culture24.org.uk/teachers>). Wessex Archaeology

is one of the few archaeological organisations to have downloadable resources for schools on its website (<http://www.wessexarch.co.uk/heritage-learning/education>). Advice on how to include archaeology in teaching has been published by Howell (1994), Curtis (1996), Henson (1997), Green (1998), Pearson (2001), and Forrest and Wheldrake (2011). More specific guidance on links with archaeology include those by Planel (1996), Copeland (2002), Corbishley *et al* (2008) and Henson (2008).

5.3 Survey of online and digital resources for young people

A selection of online and digital resources for young people to engage actively with archaeology was looked at.

A key section of this part of the research was carried out by Dr Leslie Johansen from the YAC team, and looked specifically at guidance available relating to young people and e-safety. Her findings are included in Appendix 5.

The Young Archaeologists' Club has ideas for activities for young people, as well as a good selection of links to other online resources available (<http://www.yac-uk.org>). *Past Explorers* (<http://www.pastexplorers.org.uk/>) is the website for children of the Portable Antiquities Scheme. *Hunt the Ancestor* is an interactive website for young people produced for the BBC, which involves the user in making decisions about an excavation (http://www.bbc.co.uk/history/ancient/archaeology/launch_gms_hunt_ancestor.shtml). Other interactive webpages for young people can be found on the *Hands on History* section of the BBC website. The British Museum has its *Young Explorers* website for young people (http://www.britishmuseum.org/explore/young_explorers1.aspx).

Computer and video games offer an engagement with the past and archaeology that appeals to some sections of the youth audience. Adventure games set in the past are popular, such as the *Civilization* series begun in 1991, a strategy game in which the player builds an ancient empire. *Jewel Quest Mysteries* is a puzzle game, developed in 2004, where players uncover artefacts from various ancient cultures. Games featuring archaeologists are, however, rare. The most well-known is the *Tomb Raider* interactive game series, which began in 1996, starring the 'archaeologist' Lara Croft. This has spawned various feature films, comic books and novels. The original game was developed for young males aged 15 to 26 (Mikula 2003, 80). A similar adventurer searching for ancient remains or treasures is Nathan Drake, featured in the *Uncharted* series from 2007 onwards. The archetype for these characters is of course Indiana Jones, developed from feature films into a successful video games series from 1987. What these gaming experiences offer is a caricature of archaeology and of the past. The idea of bringing archaeological skills into games is still rare. For example, the *World of Warcraft Cataclysm* allows players to acquire skills, one of which is archaeology. Educational games based on archaeology are few. *Roman Town*, produced in 2010, is one, which allows the player to excavate a Roman site using archaeological methods.

Resources such as these were noted as background research for this report. It was not possible with the time and resources available to incorporate experience of these into the surveys and interviews with young people and providers, but would be a fruitful avenue for future research.

5.4 Interviews

Over 50 individuals were interviewed, face-to-face, by telephone or by email (Appendix 1). Some 24 face-to-face or telephone interviews took place with a sample of different types of heritage or youth organisations to examine practice across a spectrum of different providers, and a small number of youth leaders at one non-archaeological youth group. Selected CBA

and YAC staff had an input into the questions to be asked. This resulted in a lengthy selection of questions and in some cases extremely lengthy interviews, but at least ensured that an extensive range of themes was covered.

Further interviews were sought with a range of individuals from different organisations, for example art galleries and the Scouts, as well as from a wider range of geographic locations. However, due to time constraints on the project, and a number of non-responses, this was not possible. However, a sample of ten YAC Volunteers was interviewed face-to-face or contacted by email, to add to this particular dataset. The results of the YAC Volunteers survey can be found in Appendix 2.

In addition to the interviews, the participants in the CBA's Community Archaeology Bursaries Project were asked a series of questions via email to capture their experiences and opinions. The intention was to include both the trainees themselves and also their mentors and line managers to collect a spectrum of experiences in community archaeology, and to gauge the extent to which working with young people has featured in their experiences to date. Eight of the nine trainees responded, but none of the mentors or line managers, although one of the mentors consented to being interviewed (Connelly, see Appendix 1).

CBA staff were also consulted through a selection of questions sent out via email. Nine members of staff provided responses.

5.5 Focus Groups

A small number of focus groups involving young people were arranged. This was in order to ascertain from young people themselves what strengths and weaknesses they see in current provision, and to identify what sort of engagement options they may want to see in the future. Two focus groups were carried out in two Primary schools in Northamptonshire in November 2011, with different age groups and different socio-economic and other diversity backgrounds. The schools were selected through networks known to members of the Project Team due to time constraints, but a more extensively resourced research project would take focus groups from a wider sample. A further focus group with older young people was carried out at Haxby Youth Club in York. The structure for the Primary school focus groups can be seen in Appendix 3, and a modified version of this was used for the Haxby Youth Club focus group. A focus group was attempted at Bede's World, but as only one young person was available, an unstructured interview was carried out instead. In all cases apart from with Bede's World a questionnaire survey was also carried out in advance of the visits, which gathered data from a wider range of young people. Details of this questionnaire are in Appendix 3.

5.6 Online Survey

In addition to the interviews and focus groups, further data was gathered through an online survey connected to the project. The survey was devised using the online questionnaire software of SurveyMonkey®. This comprised primarily of qualitative questions, with a small amount of quantitative material connected to details about the respondents including age, occupation and whether they currently worked with young people as part of their paid work or as a volunteer. The questionnaire was publicised through CBA networks including the email discussion lists such as Britarch and Community Archaeology, and on the CBA website and social media pages. It was also posted to the Group for Education in Museums (GEM) forum and to the YAC Leaders email network. Hence the majority of respondents to this particular survey had a background in archaeology, although the GEM list is utilised by a wide range of providers with no archaeological background. The survey was open from

11 August 2011 to 14 November 2011. The questions asked and results are presented in Appendix 4. A total of 196 people responded, with 53% of these aged between 26 and 45. In terms of occupation, at least 41% were working in archaeology or museums. A total of 68% worked with young people either professionally or as a volunteer (9% currently or in the past with YAC).

6. Analysis

Involving young people in archaeology must be seen within the wider context of the life of young people in society today. Archaeology is merely one among a range of activities they can engage with. Young people have their own needs and demands which extend beyond the concerns of archaeologists. The modern context for working with young people has been shaped by the UN Convention on the Rights of the Child, ratified by the United Kingdom in 1991. This convention stipulates that children, defined as all those under the age of 18, should be treated with respect as individuals, and have their views on matters that affect them taken seriously. The UK now has a Youth Parliament, first elected in 2000, supported by the British Youth Council. Non-governmental responses could be exemplified by the Carnegie Trust's Empowering Young People programme of 1996–2007 which gave £2 million to more than 130 projects aimed at increasing young people's participation in decision making (Carnegie UK Trust 2008).

The philosophy that society must take young people seriously and provide for their developmental needs underlies the existence of many national and local children's charities. However, the world of heritage, and of archaeology, seems yet to engage fully with the modern conception of young people's participation in society. The guidance produced by the Big Lottery Fund (2010) on involving young people in community projects makes explicit mention of the UN Convention and sets out clearly the benefits of participation for young people themselves. On the other hand, an equivalent document of the Heritage Lottery Fund (2009) has no mention of the Convention and refers to the benefits for heritage of involving young people, with only very general reference to possible benefits for the young people themselves. In statements about professional archaeology and its outreach or archaeological involvement in the planning process, one searches in vain for mentions of young people (eg ALGAO 2011; Southport Group 2011). While museums are highly active in education, only a minority of archaeological units or local authority archaeology services have specialist education or outreach staff. It seems that the UK has yet to go as far as some countries where there is a more proactive approach to involving young people in 'adult' concerns in heritage management (eg UNESCO/ICCROM 2006).

There have been various initiatives funded or begun by government in recent years which have sought to widen the participation of young people in educationally or socially beneficial activities. Examples would include Creative Minds, Find Your Talent, Learning Outside the Classroom, and Engaging Places. The Henley Report to government on cultural education received a positive response from ministers, which included the setting up of the Heritage Schools Programme, run by English Heritage.

A major change in government policy emphasis since 2010 has been the attempt to define a more active citizenship, with people engaged in socially beneficial and voluntary activities under the headline banners of the 'Big Society' and localism. The heritage sector has understood very well that it already meets many of the objectives of the Big Society through its existing community engagement work. Research carried out for *Heritage Counts* in 2011 showed that 89% of the Heritage Alliance members who responded thought that the Big Society was relevant to their activities. Heritage organisations clearly feel they have something to offer to the rest of society. On the other hand, archaeology seems largely

unaware of these wider possibilities, even though there have been some specific projects at a local level working with a range of target groups, such as young offenders. A search of the website of the National Council for Voluntary Youth Services for the term 'archaeology' returns the message 'your search yielded no results'.

In spite of various government initiatives, society's attitudes to young people in the UK have been criticised. A UNICEF report of 2007 placed the UK at the bottom of a list of 21 advanced countries for children's well-being. The report concluded that children growing up in the UK were the most unhappy in the industrialised world. Part of the discontent of young people is directed at how they are portrayed in the media. A study in 2007 for *Young People Now* magazine found that 77% of national media coverage of young people is negative or unfavourable, rising to 88% in broadcast media (Chandiramani 2007). A report by young people themselves (Clark *et al* 2009) likewise found negative media portrayal of young people to have damaging effects on young people themselves and adults' attitudes towards them. We might wish to consider how far society's attitudes towards young people influence the views of archaeologists towards working with young audiences.

How far are young people represented in the socially beneficial activities of archaeology and are they expected to be full partners with adults in achieving the goals of archaeological organisations? Or is archaeology still stuck with the mindset which emphasises archaeology as something to be delivered to young people as an educational package rather than involving them *in* archaeological activity, as exemplified by a recent publication of guidance on field survey which includes talking to schools or youth groups (delivery rather than participation) under 'inspiring the community' (RCAHMS 2011, 74). The adult context for engagement in archaeology is well understood to include active participation in archaeology, largely through volunteering in various forms. However, participation is also seen as including the more passive consumption of the past through visiting heritage attractions. If archaeology is the active process of investigating and managing the physical remains of the past then simply visiting sites cannot be regarded as archaeological (as opposed to heritage) participation. Engaging adults through local society activity has a long history, supported more recently by the profession through the new area of community archaeology. However, most archaeology society members tend to be retired or of older working age (Thomas 2010, 23). Involvement of young people in archaeological activity is usually through the Young Archaeologists' Club, school or specific activities for their age range. Older young people may sometimes gain access to training excavations alongside adults. One fruitful source of funding for working with young people is the Young Roots programme of the Heritage Lottery Fund: a simple search on the HLF website under the work *archaeology* yields a list of 328 funded projects in the Young Roots database.

There seem to be common problems in widening the participation of young people in cultural or heritage activities. These include fragmentation of opportunities being offered, poor flow of information about what is being offered, and lack of response to young people's varied needs. For example, an evaluation of the early phase of Find Your Talent (SQW Consulting 2009) found that:

There are clear market failures to cultural provision and participation for children and young people. The current cultural offer is fragmented and poorly co-ordinated, making it hard for users to gain access, especially for those that are hard to reach.

The evaluation also found that older teenage boys were low participators, and that schools play a powerful role in socialising young people into acceptance of cultural activities, as well as helping to deliver information about what is on offer.

The role of schools is well understood in archaeology, and the CBA has spent a lot of effort influencing national developments in the curriculum. Archaeology is well represented in the

work of the Schools History Project, and in programmes like the World Heritage Education Programme.

There are clear questions to be asked in the light of the national context about the nature and extent of current provision for young people in archaeology, perceptions of involving young people in archaeology, identifying barriers to this participation, and the role that the CBA can play in increasing youth participation in the discipline. These will be explored in sections 6.1 to 6.4 below.

6.1 The nature and extent of current provision for young people in archaeology

6.1.1 Provision by the CBA for young people in archaeology

Archaeological provision for young people by the CBA is currently mainly focused through the work of the Young Archaeologists' Club (YAC). YAC is the only UK-wide organisation working specifically with young people interested in archaeology. It has a structure, outlined below, that allows for long-term, sustained relationship building with young people. This structure has parallels with much larger youth organisations outside of the heritage sector, such as the Scouts and Guides, but has far less resource to sustain it. It has the ability not only to spark an interest but also to maintain, develop and grow that interest in a way that short-term projects or one-off taster events cannot always achieve. It can be the answer to 'what can I do next?' and 'how can I get involved?', the questions most often asked by those participating in time-limited activities.

YAC, through its wide range of work, helps create future advocates and long-term stewards for heritage and archaeology in local communities across the UK, facilitating and empowering young people to have their say. A recent 'YAC alumni' survey, looking at the impacts YAC has had, shows that many alumni are still actively engaging with archaeology and the historic environment in later life. This reflects the findings of other research showing that childhood experience of engaging in all types of culture is positively associated with engaging in culture as an adult (CASE: The Culture and Sport Evidence Programme, Understanding the drivers of engagement in culture and sport, summary report, July 2010).

There are two parts to the Young Archaeologists' Club:

YAC UK, a UK-wide membership package open to those up to the age of 17 with the key components of:

Young Archaeologist magazine (quarterly) which raises awareness amongst young people of key issues within archaeology and heritage. It provides a means for young people to have their say on items such as climate change and also to communicate what interests or concerns them.

a YAC Pass giving free or discounted entry to independent heritage sites across the UK, thus allowing members and their families to build a rich knowledge of both local and UK-wide heritage in an affordable manner. The number of organisations involved with the YAC Pass is an indication of the wide range of support YAC has across and beyond the heritage sector.

YAC Branches, a UK-wide network of volunteer-led, community-based youth groups which:

work with a diverse range of young people with many different needs, abilities and backgrounds;

enable cross-generational working, peer-to-peer learning, and create links between archaeological and heritage professionals and the communities within which they work;

provide a regular programme of hands-on activities and training, which includes discovering how to care for their historic environment and access to excavation experience wherever possible. Branch programmes are varied and diverse giving young people access to many unique opportunities;

exist because of the hard work and dedication of c 600 adult volunteers who give c 37,000 hours of their time every year. Volunteers range from 16 to 80+ years of age, with a stronger than average representation in the 20–30 age range. Some 72% of YAC's volunteers are not employed within archaeology or heritage and YAC provides them with an outlet to harness their own enthusiasm and interest in the subject to inspire others.

The CBA provides YAC volunteers with specific training, including child protection and First Aid, as standard, a dedicated email support network, and telephone support including an out-of-hours emergency contact service. The Leaders' Area of the YAC website sets out guidance for best practice in child protection, health and safety, insurance cover, and session management.

Young people attending YAC branches do not currently have to be members of YAC-UK and not all YAC-UK members are members of local branches. YAC-UK has nearly 2000 memberships (including 'children in the family' and other multiple member categories). There are currently 63 active YAC Branches, providing 7000 engagement opportunities for young people each year. Branch membership is only open to those over 8 years old due to legislative differences that exist for those under eight. There are options for people aged 17 or over to maintain YAC-UK membership as 'interested adults', to join the CBA as a student member, or to become a YAC volunteer.

YAC also produces online resources aimed at young people and YAC Branches and these resources are often used, or linked to, by other organisations such as the eLibrary run by The National STEM Centre. The current YAC website features 'Fun and Games', 'YAC Attack' and links to online resources and games for young people (via side menu bar on homepage, <http://www.yac-uk.org>).

The wider CBA 'community', specifically most of the CBA Regional Groups in England, were found to have at least some links with YAC Branches in their local areas (CBA 2010, 3).

6.1.2 Provision for young people by other heritage organisations

Many heritage services for young people focus on formal education delivery, in the form of school visits and teaching resources, often connected to the curriculum. These included, as well as on-site visits (in the case of museums), loans boxes (for example CAT Kits developed by Canterbury Archaeological Trust), downloadable teacher packs, and visits by staff to schools to talk or run sessions (for example York Archaeological Trust's 'meet the archaeologist' sessions). The opportunity to interact with a professional archaeologist was noted by some organisations as a positive feature, and reflects feedback from young people consulted in the focus groups that access to an authentic archaeologist was viewed as important.

Informal provision was slightly less common, and often connected to specific funding streams (for example in the case of National Museums Liverpool). Staff at Bede's World noted that their Youth Outreach provision was originally project-funded, but that the Youth Outreach Officer was later made a part of core staff due to the recognition that this sort of work was significant. Other non-curricular provision often focused either on younger ages (for example encouraging families with toddlers to visit, in the case of the City Art Centre in Edinburgh), or on teenagers and younger adults. This frequently took the form of providing work experience and other volunteering opportunities, which seemed a typical activity for nearly all respondents and relates to young people exploring potential future careers such as archaeology and other heritage-related work.

The CBA's recent research into the nature and scale of community archaeology identified that there are some very positive examples of engaging with young people, for example as demonstrated through the theme of the 2009 Marsh Archaeology award, which was to recognise and promote high-quality and engaging education work carried out in the UK with people under the age of 18 (Thomas 2010, 46). However, beyond the work of YAC, it was more unusual for community archaeology projects that were run by the communities themselves (ie volunteer-led rather than delivered as part of an outreach project by a paid archaeologist or heritage organisation) to carry out any work with young people (Thomas 2010, 60).

Some of the most innovative activities to involve young people in the broader cultural sector were achieved in settings where young person involvement in decision-making for projects was encouraged. This is actively encouraged by programmes such as the HLF's funding stream Young Roots (<http://www.hlf.org.uk/howtoapply/programmes/pages/youngroots.aspx>), which has as one of its criteria for funding that projects must 'allow young people to lead and take part in creative and engaging activities'. The majority of responses to a recent HLF consultation on its funding streams and priorities indicated that the Young Roots programme was seen as positive and if anything should be increased in terms of the size of grants available, although it was also suggested that greater guidance for running projects with different groups of young people, as well as greater awareness for the scheme as a whole, should be provided (Opinion Leader 2011, 4–5).

A number of projects and initiatives exist that already engage young people actively in the decision-making process, for example the Creative Consultants project in Manchester (<http://www.manchestergalleries.org/supporting-us/get-involved/creative-consultants>). The use of youth panels to help decide governance, policy and other significant areas of an organisation's work is less unusual outside the cultural heritage sector. For example, the Northern Ireland Commissioner for Children and Young People engages the services of a Youth Panel to inform decision-making, including decisions about staff within the Commission (<http://www.niccy.org/NICCYYouthPanel>). The potential application of this model is also reflected in the response of one of the participants in the online survey, suggesting that:

I think only young people themselves can say what kind of engagement they need. Young people should be meaningfully engaged in every aspect of the archaeological heritage sector – especially right at the top in policy and practice decision making. Young people will be more open to engagement if they are involved in decision making about what forms of engagement should be provided for other young people. Archaeology has amazing potential as a subject to engage young people out of mainstream education as it offers an opportunity to learn outside of the classroom in a practical way. It would be fantastic to see a UK Youth CBA, the young people on the council could advise the CBA on their engagement policies and help to design programmes.

It is clear that young people within YAC Branches have at least some say in the activities that their Branch will do over a year, but there is clearly potential for participation at a higher level than this.

There is another interesting model that may be relevant to the CBA, in supporting older young people who may be considering a career in archaeology or related disciplines. The CBA could learn from the work of the Social Mobility Foundation (SMF <http://www.socialmobility.org.uk>). The SMF, an educational charity, was established 'to support high-achieving young people from low-income backgrounds into the top universities and professions'. As well as comprehensive information about its objectives, its website also includes guidance for young people and for teachers and potential mentors, including information on safety procedures and good practice. The SMF focuses on the so-called 'top professions' such as accountancy, law, engineering and business. However, given recent research into the backgrounds of

entrants into archaeology (eg Doeser *et al*, 2012), any means to diversify the backgrounds of young people entering archaeology, for example attracting a greater range of socio-economic and ethnic backgrounds, would be useful.

The SMF was praised as a good practice model in The Hughes Report (Hughes 2011, 9), being a means of encouraging young people to raise their expectations and career aspirations. This report also highlighted the importance of encouraging young people from diverse backgrounds to consider different career paths, for example through increasing opportunities for work experience from the age of 14 onwards (Hughes 2011, 21).

Commonly, a website of a specific organisation will offer a range of online facilities, such as volunteering opportunities or career advice for younger adults. One example of this would be the Hampshire and Wight Trust for Maritime Archaeology (HWTMA), which offers work experience opportunities (<http://www.hwtma.org.uk/workexperience>). The CBA could potentially develop an online resource to make it easier for young people to find work experience and other opportunities nationally, with the CBA acting as a central hub. However, this would take time to develop, and may need additional resources in order both to develop and subsequently maintain it, which would have to come either through a specific grant or be linked with a wider project.

Around half of the external organisations interviewed reported that some of their volunteers were young people themselves, most commonly joining the organisation for a specific project or as a work experience placement. In many cases these volunteers went through the same procedures as other volunteers (for example induction and health and safety information), but in a few cases extra precautions were mentioned in the sense of ensuring that these younger volunteers were never put in a position of risk, such as being left alone with only one adult, or left to work in isolation. Volunteers younger than 14 are rare.

6.1.3 Support for adults working with young people in archaeology

There are various categories of adult who work with young people in archaeology:

YAC volunteers

YAC volunteers are one obvious category of adults working with children who are in receipt of support. Analysis of the YAC volunteer database containing the c 600 current YAC volunteers has indicated that as many as 72% of YAC volunteers do not work within the heritage sector at present. Volunteers surveyed said that important features of YAC were the central support and access to the Branch network, local links to resources from local organisations supportive of YAC, and the range of experience and contacts brought to the Branch by its volunteers. As well as support from YAC HQ, YAC's own annual report of Branch activities notes that some 87% of responding Branches received support of various kinds from organisations outside of the CBA, for example local museums and other local authority services, archaeological contractors or archaeological societies: 'The greatest forms of support are through free or subsidised room hire, access to resources, access to IT equipment, storage space and one-off sessions' (Terry 2011, 2).

While local support for Branches is considerable and essential, most Branches have said in this and previous research that they would find it difficult to continue to operate if they had to rely only on local networks and had to do without CBA support (Terry 2011, 3). All respondents affirmed the importance of having a volunteer vetting process, with just two indicating that this could be carried out relatively easily through other channels if the CBA was unable to provide this service any longer.

Volunteers in other organisations

YAC is not the only heritage organisation which makes use of volunteers for youth work. Most organisations surveyed indicated that they had at least one volunteer co-ordinator or manager in post to help manage and support their volunteers. In one instance, there had previously been a volunteer co-ordinator in post, but this position had disappeared when funding was reduced. In a small minority of cases, volunteers were managed on an *ad hoc* basis by specific departments and teams or individuals, depending on where in the organisation they were volunteering.

On the occasions where volunteers were working with young people, they were slightly more likely to be younger than the 'average' volunteers at an organisation, for example university students or those leaving college (hence often 'young people') themselves. However, older volunteers, for example retired people, also interacted with young people on some occasions, and so it is not possible to conclude from this sample of interviews that younger people are necessarily always more drawn to working with young people.

Online archaeology resources for adults working with young people

In terms of online resources for working with young people, many heritage organisations, like the HWTMA, also offer downloads for schools (<http://www.hwtma.org.uk/websites-downloads-for-schools>) among their other resources (such as CPD opportunities, details of possible activity visits and information on past outreach projects). Usually these resources are targeted at teachers and curriculum links (eg Bede's World Teacher information packs – <http://www.bedesworld.co.uk/information-pack>, or the National Portrait Gallery's Teachers' Notes – <http://www.npg.org.uk/learning/digital/teachers-notes.php>), but other adults interacting with young people, for example through family activities, are also often catered for, as in the case of the National Trust (eg <http://www.nationaltrust.org.uk/visit/families/family-activities>, which includes activity suggestions for use during visits to National Trust sites and properties, but also suggestions of activities to do at home). However, certainly for organisations with a visitor attraction element, such as museums and galleries, support for teachers specifically seems the most common, especially in making connections to the National Curriculum. Such support is welcomed by teachers, especially if it is user-friendly and not too difficult to locate, as demonstrated by the feedback from the two schoolteachers interviewed in Northamptonshire. However, a survey, interviews or focus groups of a wider sample of teachers would be useful for verifying this perceived need and understanding how such resources were actually used.

YAC's own resources fall partly into this category, with a wide range of suggestions for activities to carry out on the YAC-UK website (eg <http://www.yac-uk.org/leaders/ideas> for activity suggestions for YAC Branch Leaders and Volunteers, but also used by others). Comparable web sections include the BBC Learning website, which includes resources for use by both teachers (eg <http://www.bbc.co.uk/schools/teachers>) and parents (eg <http://www.bbc.co.uk/schools/parents>). Interestingly, the BBC Hands on History website contains links to activities as well, but several of these are in fact credited as originally being YAC activities that have been appropriated and 'branded' as BBC activities. That the BBC approached the CBA for advice on suitable activities to include on their website perhaps reinforces the perceived position of both the CBA and YAC by at least some external organisations.

A further category of resource comprises information and advice for adults working with young people, such as guidance on keeping young people safe from harm, and information concerning how to get involved (for example as a volunteer). Some organisations that rely on voluntary action to reach their objectives, such as the Scouts (<http://scouts.org.uk/supportresources/search/?cat=562>), and the Social Mobility Foundation (<http://www.socialmobility.org.uk/get-involved/professionals/ways-to-get-involved>) include information

for existing and prospective volunteers, including how much of their time they will be committing as volunteers and details about disclosure processes. Similarly, Girlguiding UK (http://www.girlguiding.org.uk/get_involved/volunteer.aspx) offers a downloadable leaflet ('What's your perfect role?') which covers the range of ways in which people can volunteer with the Guides, Rainbows and Brownies, including information about the Disclosure process. YAC provides similar information for prospective Branch volunteers (<http://www.yac-uk.org/faq/branchvolunteer>), and is upfront about the time taken to establish new Branches, stating that this will take a minimum of six months from initial enquiry to first YAC Branch meeting (<http://www.yac-uk.org/faq/newbranch>).

A feature found on several of the websites viewed outside the heritage sector was a section for parents, usually covering what the organisation or scheme does, and offering advice for helping their own children to become involved. This was found to be less common on websites connected to heritage venues and organisations, and where information is available, this mostly takes the form of family visit or activity information (eg British Museum – http://www.britishmuseum.org/learning/families_and_children.aspx)

Some organisations do not appear to have designated areas for parents to access information specific to their needs or enquiries, although in YAC's case some of this information is available but not in a specific 'parents/guardians' area. As a similar membership organisation connected to a specific discipline, the Young Zoologists' Club (<http://www.museum.zoo.cam.ac.uk/young.zoologists.club>) also does not feature information for parents, while Rockwatch, the youth membership branch of the Geologists' Association, does have an online parental guide (http://www.rockwatch.org.uk/parental_guide.html).

6.1.4 Conclusions

The nature of current provision for young people to engage in archaeology is highly varied. Long-term, informal (out of school) provision for young people is available through YAC. Elsewhere, provision is mostly focused on supporting young people in formal education. Informal provision is patchy and often project-funded and therefore short-term. However, there are some innovative approaches to working with young people that deserve wider consideration, such as mentoring young people and involving them directly in decision-making.

Work with young people relies heavily on volunteers, and there is a great deal of support for these. However, the patchiness of both funding and local organisational engagement with young people means that considerable, co-ordinated national support for volunteers is often needed. Heritage organisations were less likely to provide support for parents in helping their children engage with the archaeology than in other areas of youth activity.

Non-heritage organisations working with young people could be useful partners for reaching new audiences for archaeology, and of advice and expertise in how to engage with young people from a range of backgrounds.

6.2 Young people's perceptions of archaeology and how they wish to engage with it

The results of the focus group interviews with young people produced a range of responses that showed how archaeology was seen by them as a subject. What follows in 6.2.1 and 6.2.2 is the record of their statements about archaeology.

6.2.1 Perceptions of archaeology

Focus group responses show that young people perceive archaeology to cover a wide range of activities. Young people stated that archaeologists explore, going to places around the

world, and explain the past. They do this through research, by finding things, especially by digging, but also by cleaning and organising what they find. Archaeologists work in groups to find out what happened in the past by asking questions such as what, how and why. They are interested in where they find things and where they come from. They often have to face legal issues, but also have fun. They will try and use ancient technology, and will also leave time capsules for the future. Archaeology was also associated with science by many of the young people interviewed.

Archaeologists were recognised as using various tools: brushes, computers, metal detectors, satellites, shovels, spades and trowels.

The periods that archaeologists study were seen by participants as including not only the deep past such as Cave Man Times and prehistory, the Bronze Age, ancient Egypt, ancient Rome and the Celts but also later periods covering the Saxons, Vikings, Normans, and more recent times such as the Tudor and Victorian periods. Although 'ancient' was one of the commonest words used by the focus groups, recent history was equally identified as covered by archaeology. Archaeology was clearly associated with history by young people.

Young people identified a wide range of things that archaeologists would find. They categorised these finds as ancient, buried things, historical, muddy, old and real. Sites that archaeologists found included buildings, castles and forts, caves and mines, pyramids and Stonehenge. Burials and human remains were felt to be a common find by archaeologists. Ditches, dumps, planes and shipwrecks would also be found. Artefacts that archaeologists find include beads, bones and teeth, cave paintings, chariots, clothing, coins, documents, flint arrowheads, footprints, metal objects, musical instruments, pottery. They find objects associated with warfare: bullets and musket balls, bombs, weapons, helmets. Finds particularly identified as treasure included gold, silver, diamonds, jewellery such as rings, brooches and torcs.

Participants felt that, as well as finding things, archaeologists also find out about households and how people lived, as well as aspects of past life such as disease (eg plague).

Young people do confuse archaeology with geology, and have archaeologists apparently discovering fossils (especially dinosaur bones), rocks and crystals, volcanoes and which animals ate other animals.

6.2.2 Ways of engaging with archaeology

During the focus groups young people said they felt they could find archaeological information in museums, on site panels, on posters and on TV, and expect archaeological finds to be made underground (including under new houses) and underwater (citing the *Mary Rose* and the *Titanic*). Haxby Youth Club members suggested that good ways to inform young people about archaeological activities would be through leaflets (for example available through school), and taster days and sessions in archaeology at schools or youth clubs. Pupils from one school said that they would find out about archaeological activities to try through newspapers and magazines, while pupils from another school would do so through magazines, books and the Internet.

There seem to be some common features of activities that upper primary age children enjoy doing: fitness/physical activity, imagination/creativity, learning/finding out, self-improvement, choice/decision making, being with friends, and having fun. Less enjoyable and off-putting were activities that involved too much talking, arguments or violence, or one person taking over and doing everything that made people feel alone or left out.

The most favoured archaeological activities to be mentioned in the school focus groups were practical, participating in actual archaeology (especially excavation), visits/trips (including

to museums), activities that related to all periods in time (not just one period), contact with artefacts, and games. They also wanted information/advice for members, for example connected to what equipment or books to get, and, significantly, they had to have access (face-to-face or virtual) to a real archaeologist. The issue of authenticity (working with a trained archaeologist rather than a schoolteacher for example) was echoed in analysis of the online survey (see Section 5.5).

While not providing direct responses from young people themselves, YAC Branch leaders have a wealth of experience from which they can draw out what appeals best to young people, with day trips, experimental archaeology, and hands-on, active sessions being the most successful. These experiences are often constrained or defined by local settings, for example Branches in London find that mudlarking on the Thames is a popular and more easily arranged alternative to excavation or fieldwalking. The success of activities was closely related to their involvement in active rather than passive learning, to them being distinctively different to school, and to having levels of interaction appropriate to their age. All YAC leaders acknowledge the importance of excavation, due to this being a key expectation by young people of what archaeologists do.

YAC leaders understood that young people wanted to be listened to and have a voice in what their activities would be. They also wanted the activities to be fun (echoed in the focus groups with young people), and responded best to leaders who obviously had great enthusiasm. Young people themselves understood the need for safety but felt this should not lead to overly strict constraints on activities or behaviour. Leaders can easily identify what makes an effective leader whom young people will engage with, for example:

Honesty and sincerity. You need to enjoy your time with young people, to value their contributions, to marvel at their engagement, and to lead very much where their enthusiasms follow. You also need clear boundaries with regard to conduct, behaviour and expectations, and share a clear group message about what these expectations are. You need to be a little mad, a role model, a pacifier, a peacemaker, someone who has a go, someone who doesn't care how silly they may look, someone who demonstrates those qualities we most ardently seek to instil in our young people.

Equally, it is clear what will disengage young people. Less-successful YAC sessions include lecture-style sessions and sessions run by providers with little experience of tailoring their activities to younger audiences:

Anything with too much listening and sitting still! We have to make sure outside providers know this. Also if students want to try out activities (some of our museum students do) they are not necessarily trained in working with young people, so we have to advise them as much as possible. Concentration levels are not always high and again – it's not school!

The importance of activities being closely related to archaeology was highlighted. One YAC leader cited drawing as an unsuccessful activity, perhaps because young people have not joined a YAC Branch with the expectation that they would do what might be perceived as a non-archaeological activity.

Young people in the focus groups had mixed feelings as to whether archaeology clubs should be connected to school as an after-school club, but there was a consensus that there should be a charge to join and participate in any such club.

6.2.3 Conclusions

Young people have realistic perceptions of what archaeology is, and of what archaeologists do. They feel that archaeology has a scientific basis or approach. However, there is an emphasis on excavation as the major archaeological activity, and still confusion over the

relationship between archaeology and palaeontology. Dinosaurs and fossils are seen by many as being within the boundaries of archaeology.

They are especially keen on taking part in practical activities and having contact with real finds, real archaeological processes, and real archaeologists. Archaeology is seen as a fun, group activity where they learn new things and develop new skills, without feeling they are being consciously 'taught'. Listening to talks was low on the list of fun activities. Young people expected that a club would have a membership fee.

6.3 Actual or perceived barriers that prevent engagement with young people

6.3.1 Barriers among young people

Perceptions of archaeology among young people are not always positive. Several young people in the focus groups stated that they would not be interested in archaeology as they did not like anything connected to history due to the way they were taught history at school. This echoes a strand of the Hayden Report into history, commissioned by the Qualifications and Curriculum Authority, in which pupils who had opted not to study history at GCSE (approximately two-thirds of 14 year olds) put forward the view of history being boring and irrelevant as factors in their decision (Haydn 2005, 2, 5).

A barrier identified by a number of YAC leaders, and in some of the responses from the online survey, was that of poorer socio-economic background and financial constraints for currently disengaged young people (also reflected in the findings of Bradley *et al* 2011):

... I am unsure how many children from poorer backgrounds we will get due to financial restraints.

There is both a financial and cultural barrier to be overcome. Families are busy with diverse activities for children eating into diminished budgets ... at present, my experience leads me to believe that at my branch we have mostly children from affluent, middle-class backgrounds. Reaching the disenfranchised is difficult.

YAC leaders also identified the role of supportive parents in guiding their child's engagement with archaeology, and that YAC had a role in helping parents to provide that support.

6.3.2 Barriers among adults

Among the major barriers, or perceived barriers, discussed by respondents were lack of funding and capacity, health and safety (including child protection), lack of training in working with young people, attitudes to working with young people, and availability of excavation experience.

Only a small number of respondents did not see any particular barriers to engaging young people. Most respondents identified funding and financial constraints as barriers to engagement. These included pressures on current funding, as well as the loss of previous projects such as the cessation of the 'Find your Talent' project (<http://www.findyourtalent.org>) in 'pathway' (pilot) areas such as Liverpool and Tower Hamlets, which ended before it had run its course. Another barrier identified by a number of respondents was internal capacity (ie more could be done if there were more dedicated staff in post), while a lack of physical space in which to carry out activities and events is also an issue in some cases. YAC Branch leaders were especially concerned about funding (including the anticipated reduction in local government support for such activities), and the challenges around finding

and keeping sufficient numbers of volunteers. Lack of funding, often linked to transport costs, can affect the kinds of activities offered by Branches, for example day trips. Capacity is not only dependent on funding however, as the time required for planning something new, or the limitations of their location (for example urban/densely populated or rural and remote) are also barriers to offering specific activities.

Health and Safety is cited as a barrier, though York Archaeological Trust recognised that this did not need to be the case if appropriate risk assessments and careful planning were applied, especially in the case of getting involved with excavation. Likewise, child protection is often thought to be a barrier to working with young people, and the research shows there is clearly some confusion as to when and why a Disclosure check would be required.

It seems to be less common for community-led archaeology projects to include young people because of the perceived barrier posed by Disclosure processes and other child safety issues, as well as, in some cases, simply a lack of desire to work with young people as part of their activities, eg the Edinburgh Archaeological Field Society (EAFS) or the Community Landscape and Archaeology Survey Project (CLASP), Northamptonshire.

In the case of some voluntary groups, while interaction with young people did occur, for example during open days or through organised school visits to their projects, this was not a priority for them. While some volunteers, for example retired schoolteachers in CLASP and a former YAC Branch Leader within EAFS, were seen as having the experience and inclination to work with young people, for the majority of members, all contributing as volunteers, the opportunity to work with young people was not a driver for their joining an archaeological society in the first place. In the case of EAFS in particular, the level of responsibility associated with working with young people (for example health and safety considerations and vetting of members) was seen as prohibitive. Both groups acknowledged that they were happy to engage young people if a 'responsible' adult such as a schoolteacher or guardian accompanied the young person or people, hence taking away some of the perceived pressures of working with them.

Several respondents reported that generally no training was offered to staff in working with young people, either externally or internally provided, but that they based their work on experience, often from previous work prior to current appointments. Other organisations offered their own internal training on how to work with young people, for example shadowing and being assessed by existing staff for new personnel, so as to learn how to carry out sessions in the preferred way of the organisation. A number of external training opportunities were highlighted by other organisations as useful, for example those sessions provided by umbrella bodies such as the Arts Council, as well as under specific project initiatives such as Find your Talent (now defunct, and see above). Themes that stood out as being noted by respondents as particularly useful included how to deal with young people disclosing difficult information such as evidence of abuse, and how to respond to young people arriving at their organisations (museums for example) at unusual times, which might suggest, for example, that they were playing truant from school.

CBA staff members consulted thought that communication skills training in the sector needed to be addressed to ensure young people got a good experience that left them wanting more. There were lots of demands on young people's time and archaeology needed to stand out and be easy to access. This would involve engaging with parents and teachers as well as young people.

Another barrier commonly identified was that young people often perceive cultural and heritage institutions as being 'not for them'. Interestingly, one respondent suggested that this could be seen from the other side: that some young people may be interested in heritage and the arts, but believe that they would be unwelcome at sites, museums or galleries.

Another respondent suggested that within their (large) organisation, the staff themselves had negative views of young people (particularly teenagers in an informal setting), or were generally apprehensive about working with them. This was seen as an internal barrier to enabling wider engagement with young people.

This was backed up by some of the online survey responses, which also mentioned archaeologists themselves as the main barrier, either due to their attitudes to young people (5 responses) or their lack of experience or training for working with young people (5 responses). For example:

Reluctance of heritage bodies to commit money to facilitating engagement with young people. Reluctance of heritage bodies to employ specialists to work with young people. All this leads to a lack of opportunities for young people. The heritage sector does not sell itself to young people and can be perceived as out of touch. Excavation is seldom done except in mitigation for development and a commercial excavation is not set up for young people to be involved. To build in provision for engagement whether through interpretation or participation would increase the costs of the job for the developer contracting the work.

And:

Time, money, health & safety. Also elitist attitudes – accepting that young people connect with the past in modern ways does not necessarily equate to dumbing down ...

Failure at times to take into account potential disabilities when planning activities was also cited by one respondent as an occasional issue.

6.3.3 Conclusions

Archaeology's association with history and with heritage was not always an advantage. Many young people see both of these as dull, dry subjects, and are either put off history by how it is taught at school or by associating heritage with age. If young people were interested in archaeology then they may be unaware of the opportunities, or have limited financial means, to take part in it. Not all young people have knowledgeable or supportive parents.

Among adults, the major perceived barriers are lack of funding and capacity in heritage organisations to work with young people, and concerns over the risks and bureaucracy involved in health and safety, including child protection. There is also recognition that many adults lack training in working with young people, and that some adults even have negative attitudes to such work. The widespread lack of excavation or other 'real-world' archaeological experience also makes it hard to offer young people what they want in archaeology.

6.4 Where the CBA could support youth engagement directly or through others

6.4.1 Supporting young people through YAC-UK and the YAC Branches

Only a very few respondents had no idea of what the CBA already did – either because they were from outside of the heritage sector and had not heard of the CBA or YAC, or because, in the case of EAFS, they were based in Scotland and had more interaction with Archaeology Scotland than with the CBA. It was noted by the respondent from EAFS that the CBA might not always be perceived as relevant in the Scottish context due to the presence of Archaeology Scotland, while other Scottish respondents noted the advantages of the CBA as a UK-wide organisation able to give a wider perspective and network.

When asked to describe what they knew about YAC, all respondents that had heard of YAC described features relating to the YAC Branches, such as regular meetings and hands-on sessions. A small number of respondents referred to the *Young Archaeologist* magazine, but the YAC Pass and the existence of YAC-UK as a separate membership to that of local YAC Branches did not come up at all. Those that had not heard of YAC were asked to describe what they would expect of a Young Archaeologists' Club, and the emphasis was on hands-on opportunities, especially connected to archaeological sites.

When asked to discuss strengths of YAC, themes that came up related to the Branches, such as regionality (described by one respondent as different 'flavours' depending on the geographical locations, and the skills and interests of the Branch Leaders). The hands-on nature of YAC sessions was again mentioned frequently. When asked about YAC-UK's key selling points, the YAC volunteers identified the magazine and website as a useful resource, with only one mentioning the YAC Pass. One leader identified the two-tier membership as potentially confusing and difficult to sell. They also said that having regional/national events for members may be worth thinking about, and that YAC-UK should think about catering for older young people more, providing funding incentives and greater partnership work (for example with schools, other youth activity providers or museums).

The two schoolteachers consulted as part of the research were also keen on the idea of an archaeological after-school club, and indicated that with many schools there was the potential to secure internal funding to support such activities. Hence, this could, and perhaps should, be investigated as a potential activity for the CBA and YAC in the future, maybe as a pilot model in one area at first, with the potential to roll out nationally, possibly in partnership with local archaeologists and organisations, should it prove successful.

Respondents from a non-engaged youth group felt that a good website would have plenty of pictures, information about their local area, and have engaging/interactive features such as games. When asked about the *Young Archaeologist* magazine they liked the activities, reader features (eg letters) and the overall layout but would like less text, more maps showing locations, more pictures, and more information about how to get involved in archaeology. This feedback is useful if the CBA decides to re-model *Young Archaeologist* in the future, and reflects comments from the young people at the schools visited in Northamptonshire that there is too much text, not enough images generally, and that there should be posters and/or free gifts with each edition.

A few respondents were aware of the financial challenges facing the CBA and YAC, and consequently, observations were made that while funding may be a particular threat at present, the loss of YAC would be unfortunate. Others, particularly outside of the heritage sector, suggested opportunities to market YAC outside the sector should be pursued. Even within the sector, it was suggested that there was an opportunity to promote YAC and its activities more widely.

A number of comparable club formats to YAC were explored, including the Young Zoologists' Club (<http://www.museum.zoo.cam.ac.uk/young.zoologists.club>), Durham Archaeology Explorers (<http://www.dur.ac.uk/fulling.mill/events/durham-archaeology-club>), Wildlife Explorers and Phoenix clubs at the RSPB (<http://www.rspb.org.uk/supporting/join/youth.aspx>), and Young Quilters (<http://www.quiltersguild.org.uk/index.php?page=19>) – a junior wing of the Quilters' Guild of the British Isles. In the cases of Young Zoologists' Club and Young Quilters, membership was open nationally (free for the zoologists, £5 for the quilters), although the provision varied. The Young Zoologists' Club was based in Cambridge (with the majority of its membership consisting of young people resident in the East of England). Young Quilters was perhaps most comparable to YAC, since a network of volunteers across different regions are relied upon to provide activities. These vetted centrally by the Quilters' Guild and receive training and guidance from a central officer.

Some of these organisations either had different clubs, or produced different content, for different age ranges. The Young Zoologists' Club provides separate newsletters to younger and older members, and there is also a Facebook group for older members. Interestingly, it was noted by one respondent from the RSPB that simply changing the Young Explorers' Club name to Wildlife Explorers seemed automatically to increase membership numbers by removing a language and perceptions barrier, although there was some controversy from members in doing this.

Durham Archaeology Explorers identifies its aim as: 'to engage with children aged 7–11 years to inspire a lifelong interest in, and respect for, archaeology and the people of the past' (<http://www.dur.ac.uk/fulling.mill/events/durham-archaeology-club>). It focuses on a narrower age range than some of the other clubs, and was set up within the museums service to satisfy a perceived demand for an archaeological activity club for young people in the surrounding area. There is a YAC Branch in Newcastle, but this is over-subscribed with a waiting list to join. It was perceived as quicker and easier to set up an independent group rather than set up a YAC Branch.

Anecdotally, a number of respondents reported having YAC Branch members that were home-schooled. This may demonstrate the value of groups such as YAC as educational opportunities for young people in alternative educational systems.

6.4.2 Supporting young people through the CBA generally

In addition to YAC, the Festival of Archaeology was noted as a key tool for engagement due to the scope to put on events as part of the fortnight that attracted all age ranges, most notably family events. However, another respondent noted that, from a museum perspective, it may seem that contact from the CBA only comes at the time of the year when Festival events are being sought, with very little contact at other times of the year.

Encouragingly, all the CBA staff that responded recognised the importance, for both the CBA and for archaeology more widely, of engaging with young people. They are aware of opportunities to support young people outside of YAC, especially through the Festival of Archaeology, CBA student membership, and careers advice. However, YAC was viewed as the primary tool for young person engagement. This can lead to YAC being seen as something separate to the rest of the CBA, and the possibility that YAC's experience and expertise could be missed within the wider work of the organisation.

Many respondents' views highlighted the need for more hands-on opportunities provided or brokered by the CBA, as well as finding ways to diversify the CBA's membership, perhaps through rethinking the concept of 'membership' all together. Given that respondents from the Youth Club, and the older young person at Bede's World in particular, indicated that one-off opportunities for engagement would be attractive as an addition to sustained membership or repeated activities, this may be a further direction in which to take young person-focused activities provided by the CBA and YAC.

6.4.3 Supporting others working with young people

YAC volunteers identified training in working with young people facing specific challenges, for example through living in care or being identified as having Special Educational Needs (SEN), as particularly interesting and helpful. Branches appreciated in particular support during periods when they were struggling to recruit enough volunteers. The YAC Volunteers consulted for this report also identified a number of both practical and pastoral levels of support from YAC HQ. Two respondents noted that having central support to deal with

very difficult situations was greatly appreciated. Other significant areas of support identified included taking YAC Volunteers through the Disclosure process and the provision of insurance and First Aid training.

The responses of YAC leaders revealed the diversity of the Branches and their differing needs, including factors such as access to other support mechanisms, need for resources for activities, and proximity to appropriate venues and locations for activities (eg museum visits or excavation opportunities). Hence, for support to continue in its present form by YAC HQ to the Branches, the diverse needs of current Branches, as well as the potential diverse needs of future Branches, needs to be taken into account.

Some respondents identified opportunities for the CBA in using its YAC expertise to support others. One respondent suggested that training sessions for museum professionals regarding activities around archaeology for young people would be useful. This would fulfil a need for continued professional development, and also increase the range of activities that museums could offer for young people, especially when tying in with events such as the Festival of Archaeology. A number of non-archaeological respondents also suggested that online resources for ideas for activities and sessions, along with succinct introductory information about archaeology, would be useful and enable them to deliver more archaeologically themed activities and sessions. That YAC does provide activity suggestions on its website already, perhaps suggests that a degree of awareness-raising about existing resources is also advisable. This also reflects responses from the schoolteachers that were consulted in Northamptonshire: ie that resources for teaching would be useful. The teachers noted that many in their profession did not have much time to research and devise sessions from scratch due to existing pressures on their workload, and so lesson plans and similar teaching resources that were ready to use were considered particularly desirable. These resources would also have to be available from known and recognised sources of materials and advice that teachers already made use of such as the TES or Primary Resources websites, as well as from the YAC website.

During the visit to the youth club, one of the more senior youth workers offered her personal opinions about archaeology as an activity for engaging young people. She observed that in her own peer group she had not done anything or known anything about archaeology when she was younger. In addition, as a current youth worker, she felt that she and colleagues would not feel confident to do sessions on archaeology. Her perception was that archaeology is quite posh and hard work, but that she and her colleagues would be interested in packs, training, and/or resources to do sessions. One-off sessions could work for their particular club. On a pre-planning visit another senior youth worker had expressed the view that to encourage youth groups to engage with archaeology, approaches should be made to bigger organisations within youth work (such as County Council Youth Services). These could then advise on, encourage, promote and facilitate the roll out of any training or resource packs which were seen as essential for a topic such as archaeology.

A number of themes emerged from the online survey as to what ways would be effective for reducing barriers between young people and archaeology. The most common theme was to increase available funding for youth engagement activities. Responses suggesting other solutions were more evenly spread:

- Treating young people as 'thinking individuals'
- Making sure that teachers are more involved
- Ensuring access to real/authentic archaeology/archaeologists
- Raising awareness of the scope/range of archaeology
- More school outreach
- Advocacy training to make archaeologists more aware of youth engagement
- Support for career development for archaeologists

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- Include/consult parents
 - Stronger links to the curriculum/changes to the curriculum
 - 'Mentoring' volunteers
 - Create better incentives for young people
 - Overcome 'uncool' reputation
 - Create better incentives or raise awareness about existing incentives for the archaeology/heritage sector to work with young people
 - Train teachers
 - More out of classroom opportunities
 - Use YAC's expertise
 - Increase publicity and raise profile both within and outside the heritage sector
 - Partnership work
 - Events

Some of the themes, for example that of authenticity and giving young people a chance to say what they would like to do, are reflected strongly in the findings of the focus group work.

6.4.4 Conclusions

The CBA could clearly do more to support young people's engagement with archaeology. YAC is often equated simply with the Branch network, leaving YAC UK to be poorly understood beyond offering a magazine and a website. There is scope for developing greater partnerships between YAC and other organisations and getting YAC more widely known outside the heritage sector. There is also scope for exploring the possibility of using YAC's expertise to support after-school clubs. There is also a clear feeling that supporting young people should be more at the forefront of the CBA's general activities, rather than simply left to YAC. In addition, the CBA could help to overcome some of the barriers to young people's participation in archaeology through brokering or acting as advocate for greater funding for youth work within the discipline.

YAC does have considerable expertise in working with young people and provides a great deal of support for others. This could be more widely shared within the sector and the availability of what it already provides (such as resources and advice on its website) could be more widely marketed for other organisations and for schools. Working with general youth organisations and services would be one way forward. Overcoming negative perceptions of archaeology, especially among teenagers, would be an important role for the CBA and YAC.

6.5 Where further research is needed to support 6.4

The research for this report has been preliminary and indicative rather than exhaustive and representative due to the constraints on the time available for the research. YAC carries out regular research among its members and volunteers and this should continue. There is a need for further research to be carried out by the CBA which is sufficiently resourced with time and materials. Particular avenues of research could include:

- conducting further focus groups with different ages of young people at a selection of locations across the UK representing a range of urban/rural settings, learning abilities, socio-economic conditions and nationalities;
- conducting further research with a greater range of heritage organisations, schools and teachers, and youth workers from outside the heritage sector;
- investigating the nature of work experience for those under 18 and how it needs to be supported to ensure positive outcomes for young people;
- bench-marking best practice in youth engagement outside the heritage sector, to

- identify what lessons the sector can learn;
- investigating whether the CBA could and should provide training in working with young people to the wider heritage sector;
- finding out what support exists for archaeology in schools, and the desirability and practicality of providing this;
- the issue of the A level in Archaeology and its potential impact for encouraging higher education study of the discipline;
- the feasibility of encouraging non-heritage youth organisations to offer archaeological activities.

7. Recommendations

The following recommendations are made in light of the above research. Each should be assessed for its priority and effectiveness in helping to remove the known barriers to young people's engagement with archaeology, which are:

- young people's perceptions of the subject;
- young people's socio-economic backgrounds;
- the funding and capacity of organisations to work with young people;
- perceptions by organisations and adults of health and safety (including child protection) issues;
- lack of training for adults in working with young people;
- adults' attitudes to working with young people.

In order to facilitate better engagement of young people with archaeology, the CBA should:

- consider how to maximise the effectiveness of YAC for young people;
- ensure that young people's ideas are central to YAC's work and development;
- ensure that YAC provides engagement opportunities which are fun, practical, authentic and social, and which give young people the chance to develop new skills and knowledge;
- find ways to help young people to find out about and access archaeology throughout the UK;
- investigate how far young people can be engaged with all areas of the CBA's work;
- advocate for young people throughout the heritage sector;
- investigate the feasibility of providing training to archaeologists in working with young people;
- celebrate and promote good practice in youth engagement, from within and without the archaeology sector;
- support Festival of Archaeology event organisers to engage young people.

7.1 Next steps

- The CBA should develop a simple vision which should be the driving force behind all its work in youth engagement.
- The CBA should incorporate a youth voice into its strategic planning and governance in order to ensure that the views and needs of young people are meaningfully addressed in future activity.
- The CBA should take a strategic decision on which areas of youth engagement are its priorities for action and attracting funding within a phased approach to implementing this report's recommendations.
- Separate funding should be sought for discrete elements of youth support research and implementation from among this report's recommendations in line with its agreed priorities.
- All actions taken should be accompanied by formative and summative evaluation in order to enhance and improve the opportunities offered for young people.

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APPENDIX 1: PEOPLE INTERVIEWED

(See section 5.4 of the report)

Organisation Type	Target	Interviewee(s) and Date
Voluntary group with limited young person engagement	Edinburgh Archaeological Field Society (EAFS)	Alan Calder (Chair), 8/9/11
Archaeological charity with community engagement remit including young person engagement	Archaeology Scotland	Phil Richardson (Adopt-a-Monument Officer), 8/9/11
Art gallery with education service (cultural but not archaeological heritage)	City Art Centre, Edinburgh	Diana Morton (Learning and Access Curator), 9/9/11
Heritage professional connected to archaeology but with limited or no remit regarding young person engagement	Treasure Trove Unit, National Museums Scotland	Stuart Campbell (Head of Treasure Trove), 18/9/11
Museum with education service (cultural but not archaeological heritage)	National Museums Liverpool	Helen MacBryde (Communities Learning Manager), 23/9/11
Organisation with no central strategic youth provision at present	Civic Voice	Ian Harvey (Co-ordinator), 23/9/11
Museum (small independent)	Bede's World	Pearl Saddington (Youth Outreach Officer), Claire Douthwaite (Education Team Leader), 27/9/11
YAC Branch (voluntary YAC Branch Leaders)	Cambridge YAC	Hayley Robertson and Helen Fowler (YAC Branch Leaders), 29/9/11
Museum (part of larger service – more than one museum in the service)	FitzWilliam Museum, Cambridge (part of University of Cambridge museums)	Julia Tozer (Head of Education), 30/9/11
Young persons' club (national), non-archaeological	Young Zoologists' Club (based at University Museum of Zoology, Cambridge)	Roz Wade (Education and Outreach Officer), 29/9/11
National youth membership organisation	RSPB Sandwell Valley Nature Reserve (vis-à-vis Wildlife Explorers and Phoenix)	Lee Copplestone (Site Manager), 17/10/11
Heritage site (independent for-profit commercial business)	Cheddar Caves and Longleat (same company)	Hugh Cornwell (Showcaves Director), 18/10/11
Archaeological Service with educational remit/ Community Archaeology Training Placement line manager/mentor	York Archaeological Trust	Peter Connelly (Director, Hungate Excavation), 18/10/11
Community Archaeology Project specifically including youth provision	ARCH (Highlands)	Cathy Maclver (Project Officer), 19/10/11
Heritage site (independent charitable trust)	Creswell Crags	Maria Smith (Learning Officer – Collections), 20/10/11

(continued)

Appendix 1: People Interviewed (continued)

Organisation Type	Target	Interviewee(s) and Date
YAC Branch (voluntary YAC Branch Leaders)	Worcestershire YAC	Deborah Overton (YAC Branch Leader), 22/10/11
Archaeological club for young people (non-YAC)	Durham Archaeology eXplorers (DAX), Fulling Mill Museum, Durham	Kirsty McCarrison (Learning Assistant), 3/11/11
Schoolteachers	Selected schools in Northamptonshire (not named by request of teachers and parents)	Two Primary Schoolteachers, 29/11/11
Voluntary Group in archaeology	Community Landscape and Archaeology Survey Project (CLASP), Northamptonshire	Steve Young (Archaeological Director), 30/11/11
Smaller museum/CBA Regional Group Committee member/Prospective YAC Branch Leader	Wellingborough Museum/CBA South Midlands	Ian Nunney (Museum Archaeologist), 30/11/11
Archaeological Service with educational remit	Canterbury Archaeological Trust	Marion Green (CAT Education Officer), 8/12/11
Independent Youth Club (non-archaeological)	Haxby Youth Group, York	Various youth leaders, 22/02/12

APPENDIX 2: SURVEY OF YAC VOLUNTEERS

(See section 5.4 of the report)

As part of the research project it was considered vital to gather data from those who already engage with the existing YAC framework as volunteers to get their views on the strengths and weaknesses of YAC Branches as they currently operate, views on activities for young people, perceptions of YAC UK, and experiences of working with young people elsewhere. Seven YAC Branch Leaders were emailed questions on these themes, and a further three Leaders and Assistant Leaders (two from the Cambridge Branch and one from the Worcestershire Branch respectively) were interviewed verbally. The results are analysed below, and where appropriate cross-referenced with YAC Census data and other sources.

Volunteering with YAC

How long have you been a YAC Volunteer? Responses to this question varied and were not necessarily reflective of the entire volunteer network since it was only a small sample. However, statistics from the YAC volunteer database indicate that, while some people volunteer for a relatively short period of time (six months is the minimum), others volunteer for great lengths of time; certain individuals have given at least seventeen years of service. The average period of volunteering varies depending on the level of time commitment, but the average length of service is seven years.

What was it that attracted you to volunteering with YAC? Responses were varied, and included, for some of the respondents, that they had become involved through work (especially if working for a Local Authority or similar). Others observed that they wanted to work as a volunteer in archaeology and/or with young people, for example:

I enjoy working with young people. I think it is important to support young people's interests and I am in the position to support those interested in archaeology. I also think it is important to 'give back' enabling young people to benefit from my experience. I wanted to apply some of the things I'd learnt in science communication to archaeology.

Two others also identified their roles as parents with children interested in archaeology as a driver for volunteering, for example:

An interest in archaeology, working in adult education, my children were interested in joining a YAC.

Do you have any archaeological training, or do you work within the heritage sector as part of your paid work? All of the respondents in the sample had archaeological training and/or worked as an archaeologist, apart from one whose training in the discipline came from YAC and other community archaeology initiatives such as Scotland's Rural Past, although even this respondent worked within the heritage sector. Beyond this it is known that for some Branches, archaeology students can form a significant part of their Volunteer capacity (for example the Newcastle Branch which is hosted by Newcastle University). Analysis of the YAC volunteer database containing the c 600 current YAC volunteers has indicated that as many as 72% of YAC volunteers do not work within the heritage sector at present, so the sample reflected in this report would appear to be skewed in the favour of heritage professionals further than is actually the case across the current YAC volunteer community.

Have you undertaken any specific training not organised by YAC/CBA to work with young people?

Please give details about what this was, including where/when it was provided and who provided it. Respondents demonstrated a range of training, for example through their paid work, through undergoing teacher training, or through workshops put on by other organisations (such as HWTMA in the case of the Southampton YAC). Two more respondents had worked with young people when younger themselves (eg through involvement with the Brownies). However, a reasonable number had not received training in working with young people, even when young person engagement was a requirement of their paid work, for example working as a Community Archaeologist. One respondent indicated that their YAC Branch had organised its own training:

Our YAC also fund-raised and paid for navigation training and outdoor first aid for children (a bespoke course). We try to do as much as possible outdoors, and thought that this would be useful for leaders.

Please describe any aspects of that training that were particularly useful. There were not many examples given here, although training on working with young people facing particular challenges, for example through living in care or due to being identified as having Special Educational Needs (SEN) were seen as particularly interesting and helpful.

Please describe any aspects of that training that were not particularly useful. There were virtually no responses to this question, although it was noted by one respondent that the distance to travel to attend some YAC training events in the past was seen as prohibitive – even though the cost of travel to most YAC training events has been in the past covered by YAC HQ, while a couple of other responses regarding learning through experience reflected a similar point raised by one of the CATPs (see Section 6.4.3).

Do you think it is important for the heritage sector to work with young people? Perhaps not surprisingly, all respondents replied in the affirmative that it was important for the heritage sector to work with young people. Two illustrative examples are:

Absolutely; there is a natural fascination with the world that can be harnessed in the young, and nurtured into a life-long love of their past. They are so receptive at a young age to fresh ideas and thinking, that engaging them with their past is so incredibly valuable when planting the seed for future professionals in, and custodians of, our collective history. We live in an age obsessed with the new and the hip and the next big thing; when children discover some of the amazing things that have gone before, they want to know about where they have come from, and not just where they are going.

Yes. I think it is an investment for the future. If we are going to thrive as a sector we need continuing public support and ‘getting them young’ is important. I suspect also that many heritage professionals start with YAC.

What is your perception of your particular YAC Branch, and of the wider YAC Branch network?

Do you have much contact with volunteers at other YAC Branches? Responses were split between some contact with other Branches within local proximity, and absolutely no contact at all. Only one respondent mentioned the national YAC email discussion list, saying that she had barely any time even to read the emails that came through from other Branches. One identified the usefulness of the (currently postponed) Leader events:

Only through leader events. Contacts made there have been very useful. I have worked with other leaders and recently visited a branch in Edinburgh.

In response to a later question, but relevant here, another YAC Branch Leader remarked:

I do not keep up with other YACs as much now there are no organised training/social events.

From your point of view, what are the key strengths and unique features of YAC Branches (yours and/or others)? Three key themes emerged from this question: the significance of having YAC HQ support and the network; local links to resources from local organisations supportive of YAC; and the range of experience and contacts brought to the Branch by its volunteers. For example:

Our branch is able to use the facilities of Southampton City Council Archaeology Unit. We have a wide range of volunteers with people working in archaeology, education & elsewhere.

And:

Key strengths include living in an area with a lot of preserved heritage that is easily accessible, having a pool of leaders so that it isn't the same ones, having leaders with different skills (eg one is extremely good with craft activities, one is very good at excavation, a couple are very good at building shelters etc). I am experienced in standing up and leading groups. We also get specialists to come when we can to do special sessions.

From your point of view, what are the key challenges facing YAC Branches (yours and/or others)? Almost exclusively, responses to this question were concerned with issues of funding (including the anticipated reduction in local government support for such activities), and the challenges around finding and keeping sufficient numbers of volunteers.

Does your Branch have support from organisations other than YAC? If so, please describe the support and how this helps the Branch. Most respondents indicated support from external organisations other than YAC (CBA), most commonly through provision of venues or opportunities to visit specific places, such as active excavations. This reflected YAC Annual Return findings, in which 87% of responding Branches indicated that they received some form of external support (Terry 2011, 2), which found that:

The greatest forms of support are through free or subsidised room hire, access to resources, access to IT equipment, storage space and one-off sessions.

Are there any organisations you have approached for support who have declined to help? If so, what were the reasons given? No instances of declinations were reported from the sample of Branches consulted.

Has your Branch ever applied for a grant, sought out donations or carried out fundraising activities? Please describe. If you haven't, why is this? The majority of responses had not sought funding as yet, although three reported funding in the past through National Lottery grants (such as Awards for All), and two respondents reported that their Local Authority supported the YAC Branch financially, for example through provision of paid staff who worked on the YAC Branch as part of their wider role.

From the range of support, volunteer checking, advice, resources, training and guidance available to YAC Branches, what do you find most useful? The YAC Annual Returns survey indicated that Branches appreciated in particular support during periods when they were struggling to recruit enough volunteers. The YAC Volunteers consulted for this report also identified a number of both practical and pastoral levels of support from YAC HQ. Two respondents in particular noted that having central support to deal with very difficult situations was greatly appreciated, for example:

We have experienced more than our fair share of challenges. When a member died the National HQ was brilliant at co-ordinating support and guidance. It is very helpful to also have leaders checked and insurance/CRB costs and admin covered.

Other significant areas of support identified included taking YAC Volunteers through the Disclosure process and the provision of insurance and First Aid training. However, differences were also identified depending on the context of the Branch. For example, one respondent found the activities on the YAC website very useful, while it was felt that the Disclosure process could be carried out locally through other channels if necessary. Another respondent's comments said the opposite – they had never consulted the YAC website for suggested activities, but stated that Disclosure support was essential.

From the range of support, volunteer checking, advice, resources, training and guidance available to YAC Branches, what do you find least useful? A number of respondents said that the resources were not particularly useful to them personally, while others were insistent that such resources were essential support, for example in the case of the Cambridge YAC. A Scotland-based YAC Branch Leader identified that the loans boxes developed by Archaeology Scotland as part of their support for YAC Branches were of no use due to the Branch's location in the Highlands, and hence too far from Archaeology Scotland's offices in East Lothian to make any loans arrangement practicable.

To what degree is your Branch reliant on the support of the CBA to continue operating? Please explain. Four respondents suggested that their Branches could perhaps survive without CBA support, with three of these more confident than the fourth about this as a feasible model. Even in these cases respondents suggested it would prove more challenging than at present. The rest indicated that support from the CBA centrally was essential. For example:

I feel that after so many years we are functioning well. However, without the central funding, the admin support for first aid, the CRB checking, the insurance etc it would make our group almost unviable. I recently pondered a move away, and although the assistant leaders are brilliant there was a lack of people willing to take on the responsibility level as it is. If running a branch involves so much more, as outlined above, I think you would find it very hard to find anyone willing to take on the role as a volunteer, let alone with the time and expertise to administer the branch in a way that maintained the standards of safety, child protection and good practice.

How important is it to you to have access to a volunteer vetting process? Are there any other areas you particularly want/need? All respondents affirmed the importance of having a volunteer vetting process, with just two indicating that this could be carried out relatively easily through other channels if the CBA was unable to provide this service any longer.

What types of sessions and activities do you think work particularly well? The respondents identified day trips, experimental archaeology and hands-on, active sessions as the most successful. These are often constrained or defined by local settings:

Day trips. Activities that involve making things, either arts/crafts or experimental archaeology (eg flintknapping). Obviously the most popular sessions tend to be digging based, but this is hard to achieve. Particularly for us being based in London! Mudlarking on the Thames is a popular alternative. We have had comments from one set of parents about what other branches do – fieldwalking etc, again these are really difficult for us as a London branch.

Why do you think that these types of sessions/activities are so successful?

Responses were quite similar to this question, and dealt with the fact that such sessions were more engaging than passive sessions, and that it was distinctively different to school:

Children are more engaged when the activity is practical. It is easier to differentiate as well, engaging learners of all ages.

They engage the members and aren't overly reminiscent of school!

Are there any types of sessions/activities that don't work as well? Why do you think this is? The majority of responses to this questions identified lecture-style sessions and sessions run by providers with little experience of tailoring their activities to younger audiences as the least successful activities:

Anything with too much listening and sitting still! We have to make sure outside providers know this. Also if students want to try out activities (some of our museum students do) they are not necessarily trained in working with young people, so we have to advise them as much as possible. Concentration levels are not always high and again – it's not school!

One respondent also identified drawing as an unsuccessful activity; perhaps because young people have not joined a YAC Branch with the expectation that they would do what might be perceived as a non-archaeological activity:

Usually we have a Big Draw meeting but many YAs don't like drawing.

Are there any sorts of sessions you'd like to do but haven't? Please explain. Some of the respondents felt that they had sufficient capacity to offer a suitable range of activities, whereas others identified the time required for planning something new, or the limitations of their location (for example urban/densely populated or rural and remote) as barriers to offering specific activities, as well as funding:

Fieldwalking (location, location, location), more day trips (funding) or a weekend away (insurance and funding is daunting!).

More visits to museums and places, but with the cost of transport now, we can't go on many.

Do you find older members want different things from younger members? Please explain. Responses to this were mixed, and clearly depended on the nature of the activities offered:

They do. It's often difficult motivating both age groups with the same activity but we manage with carefully deployed leaders.

Inevitably the younger members have a rather shorter attention span. We generally try to work as a single group but sometimes find that we've lost the attention of some of the members.

Oh yes! Like all YACs we struggle at times having activities for the wide age range. Older ones like playing with computers and often have a more extended attention span. On the other hand, it isn't cool to be a member of the YAC it seems, once they hit puberty.

Do you think that excavation is an important activity to do? Please explain. All respondents acknowledged the importance of excavation, due to this being a key expectation by young people of what archaeologists do.

How easy do you find it to provide members with actual excavation experience? Responses to this reflected the individual circumstances of the YAC Branches, and it was clear that where appropriate contacts existed, for example with local archaeological contractors,

this was easier to organise.

Are young people involved in planning your activities or programme? Please explain. All respondents reported that YAC Branch members were asked for their feedback, although in some cases this only happened once per year but was taken on board for planning the following year of activities. One respondent reported that the young people in their Branch, while consulted from time to time, were often reluctant to suggest activities themselves but seemed happy with what was offered.

Are there any resources or advice that you have come across that you have found particularly helpful in assisting your work with young people, or giving you ideas for working with them in the future? Please describe, including the nature of the resource (eg website, book, organisation, training session). Four respondents specifically mentioned the resources provided by YAC such as the Leaders' Handbook and the online resources, while other named resources included *Horrible Histories* and organisations local to a specific Branch such as the Thames Explorer Trust, Inverness Museum and Leicestershire Museums Service.

Barriers to engaging with young people

Do you perceive any particular barriers to engaging with young people currently?

Two respondents offered at this stage that they did not perceive any barriers to engaging with young people.

If so, what are the natures of these barriers (eg H&S, financial, resources, lack of interest from young people, lack of training etc) Health and safety, time pressures on volunteers and also training were identified by some respondents as potential issues. However, another barrier identified by a number of respondents, and reminiscent of some of the responses from the online survey, was that of poorer socio-economic background and financial constraints for currently disengaged young people (also reflected in the findings of Bradley *et al* 2011):

No, but I am unsure how many children from poorer backgrounds we will get due to financial restraints.

There is both a financial and cultural barrier to be overcome. Families are busy, with diverse activities for children eating into diminished budgets. I also believe that at present, my experience leads me to believe that at my branch we have mostly children from affluent, middle-class backgrounds. Reaching the disenfranchised is difficult.

Failure at times to take into account potential disabilities when planning activities was also cited by one respondent as an occasional issue.

Have you had any particularly negative experiences with working with young people that you can remember? What was it about the experience(s) that made it so negative? Most respondents reported not having had a negative experience. However, two responses dealt with encountering disruptive behaviour among young people (for example in particular schools), and the associated frustrations of not feeling that they had managed to engage the young people.

Anecdotally, a number of respondents reported having YAC Branch members that were home-schooled. This may demonstrate the value of groups such as YAC as educational opportunities for young people in alternative educational systems. However, the effects of home-schooling also needed to be taken into account by Branch Leaders and Assistants in their interactions with the young people, particularly if their educational experiences meant that they were not used to the etiquettes associated with working and learning in a larger group.

What would make work with young people easier for you to carry out? These responses dealt mostly with pressures of insufficient funding and time to develop activities.

YAC UK and CBA

Do you know how many members in your Branch are also YAC UK members?

Many respondents were not entirely sure of the ratios, and only two respondents seemed to have numbers of YAC UK members comprising half or more of their total Branch membership. This reflects findings across the whole YAC Branch network, which indicate that just 25% of Branch members are also YAC UK members (Terry 2011, 2).

What do you think are key strengths about YAC UK membership as it currently operates (from what you know about it)? Most respondents identified the magazine and website as a useful resource, with only one mentioning the YAC Pass. One respondent for example, noted in relationship to the Branches:

It gives groups like ours an online presence and published form that we simply couldn't replicate, alongside the fundamental support with CRB, child protection, first aid training and basic resourcing.

However, a few other respondents were less positive about YAC UK:

To be frank, from the children's point of view, I don't think there are that many benefits.

Do you think there are any ways in which YAC UK membership could be improved?

Better marketing, as well as a reorganisation of the current system were identified by many respondents:

Until we looked into it we didn't know much about the YAC. When we talk to interested adults and parents they have never hear of it. Could it be better advertised? The leaflet we give out is not very inspiring or child friendly. It could be advertised though schools maybe?

Probably. Two-tier [ie Branch and YAC UK] membership is potentially confusing and difficult to sell but I'm not sure what better structure to suggest. Having regional/national events for members may be worth thinking about. A regional structure to bring local branches together (without being too bureaucratic) may be worth thinking about.

Are there any other ways, in your opinion, in which the CBA might seek to engage with more young people?

The responses to this were varied, covering themes such as catering for older young people more, providing funding incentives and greater partnership work (for example with schools, other youth activity providers or museums). A selection of responses are shown below:

Working with the 16–18 age group. Many young people come into archaeology degrees not knowing who CBA are.

It might be helpful to attend youth events (if there are such things) or go to museum education days (during holidays and the like) and try to attract more custom that way. You could also go into schools in large areas, who in my experience are always willing to have a guest speaking in for an assembly, to talk about archaeology, what they think it is and how they can get involved.

Probably the generation post-YAC but before local Arch Socs look attractive (being generally relatively elderly) needs to be better addressed.

Grants for projects. Competitions to stimulate investigation (some of the YAC ones have been more successful than others in the past).

Other work with young people

Do you have any experience of working with young people in a different context to YAC, for example through work or through other volunteering experience?

If yes, can you describe this work? All of the respondents had experience of working with young people other than with YAC, and this experience was widely spaced in different capacities, such as through teaching in a school, working with Brownies or Guides, as part of their work as a heritage professional, or as a parent, to name a few examples.

Can you describe any details in this work relating to keeping young people safe from harm, including disclosure processes?

The responses to this revealed experiences comparable to the disclosure processes instigated by YAC (for example through Woodcraft Folk as an umbrella organisation). One respondent also mentioned risk assessments, and there did not seem to be any instances where disclosure processes were not used.

Can you think of any other examples of young person engagement that you have come across that you think works particularly well, or that you think is particularly impressive?

This question elicited fewer responses than other questions. However three examples from the email respondents are featured below:

I have heard a lot about the sexual health sector working with young people through a friend. There is a lot of work going into making the activities and projects more democratic, with more choice and ownership from young people. They chose what they do and are given the budget to allocate. It sounds interesting, I would like to get our young people more involved in running our club so that they feel more ownership.

It is important to reward positive behaviour to discourage negative behaviour, I use raffle tickets a lot and give ticket to children on task and doing the right thing which we draw out for a small prize. This type of reward system works well and is easy to operate.

School workshops are good at captivating an audience.

In general what do you think are the key things to provide to volunteers that are working with young people?

All the responses to this question dealt with issues around support and advice, assistance with administration or paperwork, and training. For example:

Support and training (probably mostly 'Sitting by Nelly' training on the job) and not dropping people into the deep end too quickly.

Ease the administrative burden.

Streamlined paperwork. Resources. Access to advice if needed.

What do you think are the key factors for working successfully with young people?

The key themes to emerge from this question included listening to what the young people wanted to do, making sure there is fun (echoed in the focus groups carried out with young people – Section 5.5), and enthusiasm. For example:

Honesty and sincerity. You need to enjoy your time with young people, to value their contributions, to marvel at their engagement, and to lead very much where their enthusiasms follow. You also need clear boundaries with regard to conduct, behaviour and expectations, and share a clear group message about what these expectations are. You need to be a little mad, a role model, a pacifier, a peacemaker, someone who has a go, someone who doesn't care how silly they may look, someone who demonstrates those qualities we most ardently seek to instil in our young people.

Interesting activities.

Variety.

A sense of fun.

Being safe without being too strict.

- * have a good number of leaders and try to spread the load
- * have a variety of activities
- * listen to what they want to do.

Broadly speaking then, the experiences of the YAC Volunteers that were interviewed or emailed as part of this research revealed some similarities (for example in views on working successfully with young people), but also revealed the diversity in Branches and their needs in terms of YAC HQ, depending on different factors such as access to other support mechanisms, need for resources for activities, and proximity to appropriate venues and locations for activities (eg museum visits or excavation opportunities). Hence, for support to continue in its present form by YAC HQ to the Branches, the diversity of needs of current Branches, as well as the potential diversity of needs of future Branches, needs to be taken into account.

APPENDIX 3: FOCUS GROUPS

(See section 5.5 of the report)

Three focus groups were carried out with young people, and a further focus group was attempted, but only one young person turned up; this instead became a 'freestyle' interview and was recorded with consent for the purposes of this project. Each of the three focus groups, and the interview with the young person, will be analysed in chronological order.

Interview with Young Person at Bede's World, Jarrow

This took place on 27 September 2011, the same day as the other two interviews of heritage professionals at the same site. The individual interviewed was aged 19, male and a regular volunteer at Bede's World museum. He has continued to volunteer at Bede's World since first coming to the site four or five years earlier with the youth group to which he used to belong.

During the conversation, some key points emerged regarding the interviewee's experiences that are significant with regard to this research:

- One of the key experiences that he enjoyed at Bede's World was a Beowulf-themed project that combined looking at the Anglo-Saxon poem with creative activities – resulting in a short play produced by his youth group
- Other activities that he enjoyed with the youth group were generally because they had a goal (project-related) and involved trips and meeting new people
- Archaeology was perceived by him as interesting to some people, but not to him personally
- Knows about archaeology from seeing *Time Team*
- Archaeology involves finding artefacts and looking at history
- Carries out a range of activities at Bede's World, some of which may count as experiential or experimental archaeology (eg using traditional techniques to make fences for the farm, stonemasonry)
- Did not like history at school, did not pay attention to it
- May like to find out more about archaeology in the future, but probably only as a one-off activity – anything that he does do around this would have to be practical, probably around an excavation.

Focus Group with Year 5 pupils, Northamptonshire

This focus group consisted of ten pupils aged 9–10 (English Year 5), selected from a class at a school on an estate on the outskirts of Northampton, and took place on 28 November 2011. Due to requests from the teachers and parents consulted in preparation for the visit, the school is not named here. The participating pupils were from a range of ethnic backgrounds, and were a mixture of children living with both or one parent, or living in care. In addition to the focus group participants, the wider class group were asked to fill out a brief questionnaire in advance of the visit, to supplement the information gathered on activities that young people currently engage with, and what they would like to do. The results of the questionnaire survey are dealt with separately at the end of this section.

The first part of the focus group session asked the young people, who were arranged in two groups of five with a facilitator on each table taking down what was said on a flipchart, what activities they liked doing and why. The commonalities to emerge from both tables were football, crafts, and sports generally, and that they liked these activities due to elements of fitness, imagination, friends, and fun.

They were next asked to think about what made a good activity, what made an activity not so good, and how they generally heard about the activities in which they participated. Analysing commonalities, good activities were generally felt to be those that involved friends, family, fun, and improvement (of varying sorts – for example an opportunity to bounce ideas back and forth to improve them, or opportunities to improve one’s performance at school). Bad activities were generally felt to be ones that could be dominated by a particular personality (for example a bossy person, or being paired with a disagreeable partner). This was complemented by similar observations about bad activities, which largely focused on issues around there being too much talking, arguments or even violence occurring, or one person taking over and doing everything. Finally, in this section they were asked about how they found out about activities. The most common responses here were Internet, friends, magazines, newspapers, books, and posters.

In the next section of the focus group, the young people were asked to think about what words they associated with archaeology. The words from both groups are shown below:

Chariot – Ancient Ruins – Ancient Cities – Documents – Wars: Bullets; Musket Balls; Bombs; Skeletons – Coins – TV – Panels – Dig up the past – Finding things – Romans – Metal Detector – Ancient Stuff – Posters – Treasure: Gold; Diamonds; Jewellery; Silver; Rings – Pottery – Swamp bodies: Bog; Well-preserved – Bones – Time Capsules – Museums – Dig – Exploring – Planes – Ancient History – Helmets

Technology from past: try; use – Museums and exhibitions – Pottery – Cave painting – Where: How; What? (archaeologists ask) – Rocks and crystals – Dinosaurs – Science – Fossils – Pyramid – Desert – Bones: animals; people – Discover new things – Find things from the past: What happened? – Ancient – TV – Celts – Treasure: jewellery; brooches; torc – Metal – (Archaeologists) go to places and explain history – Clothing – Time capsules – Weaponry – What animals ate other animals – Caves and mines – Egyptian tombs

The most common trends to emerge were: ‘Ancient’, War/Weaponry, Bones, Time capsules, Museums, Treasure (jewellery), Finding things, and TV.

In the final section of the focus group, the young people were asked where they would want to find out about archaeology, what archaeological activities they might want to do, and how an archaeological club or group might be run. The most common two places where the groups expected to find out about potential archaeological activities or a club were newspapers and magazines. The most favoured activities to be mentioned for the club were digging, that anything had to be practical, access to sites (potentially connected with actual digging), trips, information/advice for members, for example connected to what equipment or books to get, and significantly that they had to have access to a real archaeologist. The issue of authenticity (working with a trained archaeologist rather than a schoolteacher for example) was echoed in analysis of the online survey (see Section 5.6).

In terms of how any archaeological group or club should be run, there were mixed feelings as to whether the club should be connected to school (for example as an after-school club), although one of the groups liked the idea of archaeology being attached to one particular year group, so that they would ‘own’ the subject for a year at school, and younger year groups would look forward to their ‘archaeology year’. Most also felt that, while the club

should not be too expensive to join, there should be a fee of some sort (the club did not have to be free).

Focus Group with Year 6 pupils, Northamptonshire. This focus group consisted of sixteen pupils aged 10–11 (English Year 6), selected from a class at a school in a rural village in Northamptonshire. Due to requests from the teachers and parents consulted in preparation for the visit, the school is not named here. The participating pupils appeared to be from a less-diverse range of backgrounds than the other school visited, although there were a number of children with special educational needs present in the class. It was believed that they were generally from a more privileged socio-economic background than the other school focus group visited. In addition to the focus group, some fifteen questionnaires were filled out in advance by the participating pupils. The results of the questionnaire survey are dealt with separately at the end of this section.

The first part of the focus group session asked the young people, who were arranged in three groups of five or six with a facilitator on each table (two members of staff from the CBA and their own teacher) taking down what was said on a flipchart, what activities they liked doing and why. The commonalities to emerge from this focus group were Xbox/computer/video games, football, arts/crafts, and running. These were liked due to elements involving friends, fun, things they don't usually/can't usually do, and creativity.

They were next asked to think about what made a good activity, what made an activity not so good and how they generally heard about the activities in which they participated. Analysing commonalities, good activities were generally felt to be those that involved friends, choice/decision making, fun, learning/finding out, and being outside. Bad activities were generally felt to be ones that were boring, made people feel alone or left out, or had too much talking. They were then asked about how they found out about activities. The most common responses were friends or word of mouth, newspapers, magazines, letters (for example from the school), and Internet or websites – perhaps significantly only mentioned once in the other school focus group.

In the next section of the focus group, the young people were asked to think about what words they associated with archaeology. The words from the three sub-groups are shown below:

TV – Digging – Legal issues – Forts – Castles – London site (that they knew about) – Buried things – Ditches – Buildings – Egyptians – Bones – Musical instruments – Fossils – Teeth – Stonehenge – Human remains – Victorians – Historical objects – Flint Arrowhead – Bronze Age – Roman Pin – Millennium Gardens – Cave Man Times (prehistoric) – Beads – Jewellery – Real things – Coins – Roman Dig – Muddy things – Burials – Tudors – Excavation – Old things – Celts – Saxons – Plague/Disease – Vikings – Metal Detectors – Normans – Underwater (Mary Rose/Titanic) – Shipwrecks – Trowels – Satellite – Brushes

[OS Bench Mark Symbol drawn on flipchart] – Underground – Why? – Spades/shovels – Where do you find things? Where do they come from? – Desert – What? – Households and how lived (pans) – Victorian – Recent history – Dumps – Fossils – Teeth – Bones – How? – Under new houses – Researching – Digging and brushing – Search – Rocks – Paint brush – Foot prints – Volcanoes – Dinosaurs and Poo – Money – History in general 'the past' – Old Buildings

Anybody!– Fossil (are these basically bones?) – Clean/organise items – Museum – Find bodies? – Find objects (artefacts – History – Dinosaur bones – Find bones – Group work – Treasure? – Have fun – Tracking – Research: Computer – Find information – Brushes – Spades – Metal Detectors – Shovels – Travel world – Find equipment (eg Victorian)

The most common trends to emerge from this group were: Teeth, Digging, Bones, 'Treasure', Brushing, Research, Metal Detectors, Coins/Money, Spades/shovels, Digging/Excavation, Buildings, and Fossils.

In the final section of this focus group, the young people were asked where they would want to find out about archaeology, what archaeological activities they might want to do, and how an archaeological club or group might be run. The most common three places where the groups expected to find out about potential archaeological activities or a club were magazines, books and the internet/websites. The most favoured activities to be mentioned for the club were to make sure that the club related to all sorts of periods in time (not just one period), visits (including to museums), participating in actual archaeology (especially excavation), contact with artefacts, games, and as with the other group, working with adults that were actual archaeologists; a facility to email real archaeologists through the club website was also suggested.

In terms of how any archaeological group or club should be run, there were mixed feelings as to whether the club should be connected to school as with the other school-based focus group, and it was also undecided how often meetings should take place. Some liked the idea of meeting weekly, while others felt that once or twice a month was sufficient. In terms of cost, there was also a consensus, as with the other focus group, that there should be a charge to join and participate. They liked the idea of meeting new people, but some expressed concern about working with strangers, while again it was felt that the adults in charge should be real archaeologists.

Reflecting the responses of many of the schoolchildren, the two schoolteachers consulted as part of the research were also keen on the idea of an archaeological after-school club, and indicated that with many schools there was the potential to secure internal funding to support such activities. Hence, this could and perhaps should be investigated as a potential activity for the CBA and YAC in the future, perhaps as a pilot model in one area at first, with the potential to roll-out nationally, possibly in partnership with local archaeologists and organisations, should it prove successful.

Youth Group focus group session, North Yorkshire

The final focus group worked with a wider age range of young people, at a youth club that meets weekly at Oaken Grove Community Centre on the outskirts of York. The focus group was carried out on 22 February 2012.

The setting at the youth club was very unstructured, especially compared to a school setting; the young people did what they wanted for the two-hour session, with no structured activity or grouping, although specific facilities such as pool tables and a tuck shop, were available. Only a few of the youth workers there were paid staff; many were volunteers and all were either at 6th form college or university, and so were quite young themselves. The young people attending the youth club ranged in age from English Year 7 to Year 12, the majority being in around Year 10 (aged 14–15).

In terms of gathering data, this was done mostly through casual conversation with young people as they came over to the tables – some to look at the artefact trays that had been

brought by the researchers, but the majority were attracted by the runic fortune telling that the researchers also provided as an activity. Flipcharts with particular questions were also placed around the venue on walls, in order to encourage young people to write on them if they wished. One of the youth workers also encouraged a couple of the young people to offer feedback regarding the *Young Archaeologist* magazine. Each of the questions is analysed in turn, and then there is a small analysis of feedback regarding *Young Archaeologist*.

1. Have you done archaeology before? The majority of young people that engaged with the researchers had not done archaeology before, although one had seen an excavation at Bamburgh in Northumberland and one had been to the York Viking Festival. Several young people stated that they would not be interested in archaeology as they did not like anything connected to history due to the way they were taught history at school.

2. How could young people find out more about archaeology? Just four responses were given for this question: museums; Jorvik (a visitor attraction in York); television, and 'ask people'.

3. What kind of archaeological activities would you like to do? Interested in an archaeology club? Again, few responses were gleaned, but the consensus was that active and practical events would be preferred to passive activities (for example being talked at), and that digging and finding would be major components of such a club or series of activities.

4. What should a club do? Eg trips/digging? Just one response was received: trips.

5. What makes a good website? Respondents felt that a good website would have plenty of pictures, information about your local area, and have engaging/interactive features such as games.

6. General comments about doing activities. Most respondents preferred activities with people that they already knew, although these did not necessarily have to be the same age as them. The rune activity that the researchers brought to the youth club was particularly popular because of its apparent references to the future (an association with the past was not always picked up on), and this seemed to help their confidence.

7. General comments about finding out about activities. A number of suggestions were made for how young people might find out about activities, such as leaflets (for example available through school), and taster days and sessions in archaeology at schools or youth clubs.

Two young people offered feedback on the YAC magazine, each detailing the things they liked and the things that they disliked about it. These are listed below:

One girl, aged 11:

Likes: Things to do – YAC Attack

Pictures

Joke page

Norman's noticeboard

Good to get other opinions on things

Good headings – likes the layout of articles

Dislikes, or could improve:

More of what to make or what found

Needs less text

Needs more pages

Older young people (teenagers?) would read it if they were interested in history and if they liked reading, but generally might not like it as much

Still needs more pictures even if for older audience

Boy, aged 12:

Likes: the A-Z of archaeology

Things to do and how to get involved

Dislikes, or could improve:

Where in the World – looks dull the way it's set out

Don't like the excavations page – needs a map to show where the excavations are and perhaps what period they refer to

Norman's Notice Board seems exclusive – people can only send to it if they know about it

More information is needed on how to get into archaeology

This feedback is useful if the CBA decides to re-model *Young Archaeologist* in the future, and reflects comments from the young people at the schools visited in Northamptonshire that there is too much text, not enough images generally, and that there should be posters and/or free gifts with each edition.

During the visit to the youth club, one of the more senior youth workers offered her personal opinions about archaeology as an activity for engaging young people. She observed that in her own peer group she had not done anything or known anything about archaeology when she was younger. In addition, as a current youth worker, she felt that she and colleagues would not feel confident to do sessions on archaeology. Her perception was that archaeology is quite posh/hard work, but that she and her colleagues would be interested in packs, training, and/or resources to do sessions. One-off sessions could work for their particular club. On a pre-planning visit another senior youth worker had expressed the view that to encourage youth groups to engage with archaeology, approaches should be made to bigger organisations within youth work (such as County Council Youth Services). These could then advise on, encourage, promote and facilitate the roll out of any training or resource packs which were seen as essential for a topic such as archaeology.

Questionnaire survey

A survey by questionnaire was carried out of the two schools before the focus groups visits. The questionnaire identified each respondent by age and gender. The first section of questions were about specific activities undertaken during the last three weeks, whether at school or out of school. The activities were:

- sporting (eg football/swimming);
- going to the cinema or theatre;
- going to a museum;

-
- going to an art gallery;
 - drama, dance or music;
 - Scouts or Cubs/Guides or Brownies;
 - youth club;
 - Wildlife Explorers or WATCH nature club;
 - school club (eg gardening/cooking);
 - playing computer games.

Space was left for description of which activities were done within school clubs, and for any other activities not listed above.

The next section was an open question asking what activities or interests the young person had but had not so far been able to engage with.

This was followed by the last section asking the respondent to identify from a list what made an activity a good one to do, and which items of the list were the top three factors. The list was 'an activity is good when I can':

- do it with my friends;
- do it with my family;
- do it on my own;
- do it as part of a group;
- make new friends;
- learn new things;
- have fun;
- go to new places;
- make or do things;
- listen to talks or look at pictures;
- do things I wouldn't normally do at school;
- do things that will help me at school;
- do things that will help me be more confident;
- help plan what we do.

There were 43 respondents. The results reinforce the results of the focus sessions. There were four main types of activity that pupils engaged in (Table 1): playing computer games (mostly at home), doing drama, dance or music (mostly at school), doing sport (both at school and outside school) and going to the cinema or theatre (also both at school and outside school). Activities were rated good (Table 2) when they were fun, done with friends or family, involved making or doing things, involved going to new places, did things that were new or would not happen at school, enabled working as a group and making new friends, and helped to develop self-confidence.

Type of activity	I did this at/with school		I did this outside of school	
	Count	Percentage	Count	Percentage
Sporting (eg football/swimming)	37	86%	32	74%
Going to the cinema or theatre	30	70%	34	79%
Going to a museum	7	16%	15	35%
Going to an art gallery	3	7%	7	16%
Drama, dance or music	37	86%	16	37%
Scouts or Cubs / Guides or Brownies	0		11	26%
Youth club	4	9%	12	28%
Wildlife Explorers (WEX) or WATCH nature club	2	5%	4	9%
School club (eg gardening/cooking)	20	47%	5	12%
Playing computer games	19	44%	42	98%

Table 1: Activities done in the last three weeks

An activity is good when I can:	Yes ✓, this is good		Top 3 things that make a good activity	
	Count	Percentage	Count	Percentage
Do it with my friends	43	100%	27	63%
Do it with my family	27	63%	17	40%
Do it on my own	9	21%	1	2%
Do it as part of a group	26	60%	3	7%
Make new friends	28	65%	10	23%
Learn new things	30	70%	4	9%
Have fun	43	100%	33	77%
Go to new places	33	77%	7	16%
Make or do things	33	77%	4	9%
Listen to talks or look at pictures	11	26%	1	2%
Do things I wouldn't normally do at school	30	70%	7	16%
Do things that will help me at school	19	44%	3	7%
Do things that will help me be more confident	24	56%	6	14%
Help plan what we do	11	26%	0	

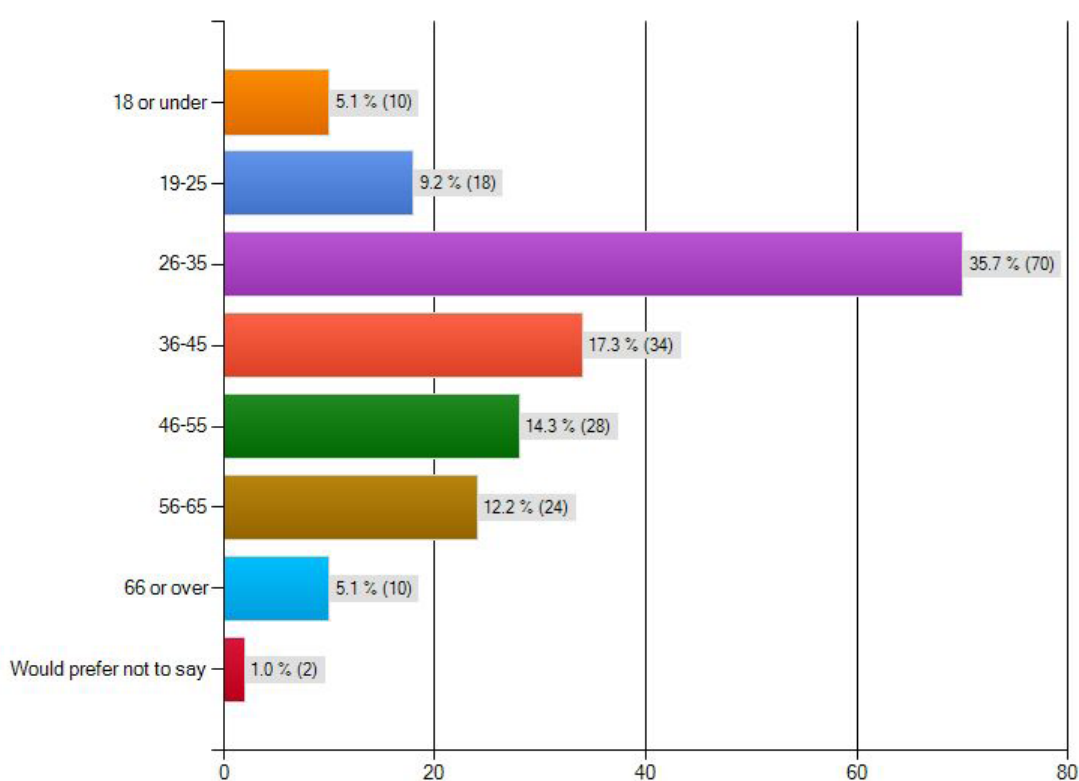
Table 2: Reasons for an activity being good

APPENDIX 4: THE ONLINE SURVEY

(See section 5.6 of the report)

The online survey attracted responses from 196 individuals, and dealt with a number of questions. The majority of these are analysed in turn below. Some of the questions, for example asking for information from respondents about useful online resources and literature pertaining to young people and heritage, were used to help inform the web and literature surveys and are not analysed here.

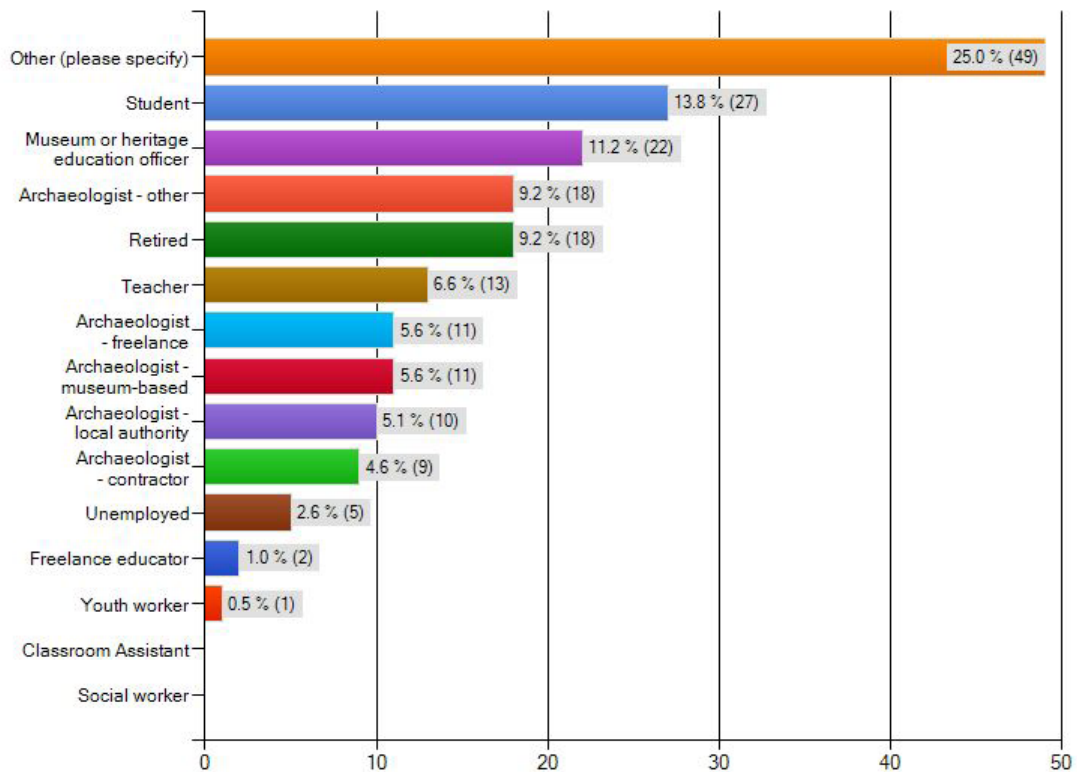
Please indicate your age:



Graph 1: Ages indicated by survey respondents

The largest group of respondents (35.7%) were of the age 26–35, while the age ranges with the smallest response ranges were at the eldest and youngest ends of the age spectrum: 5.1% each respectively were 18 or under, or 66 or over.

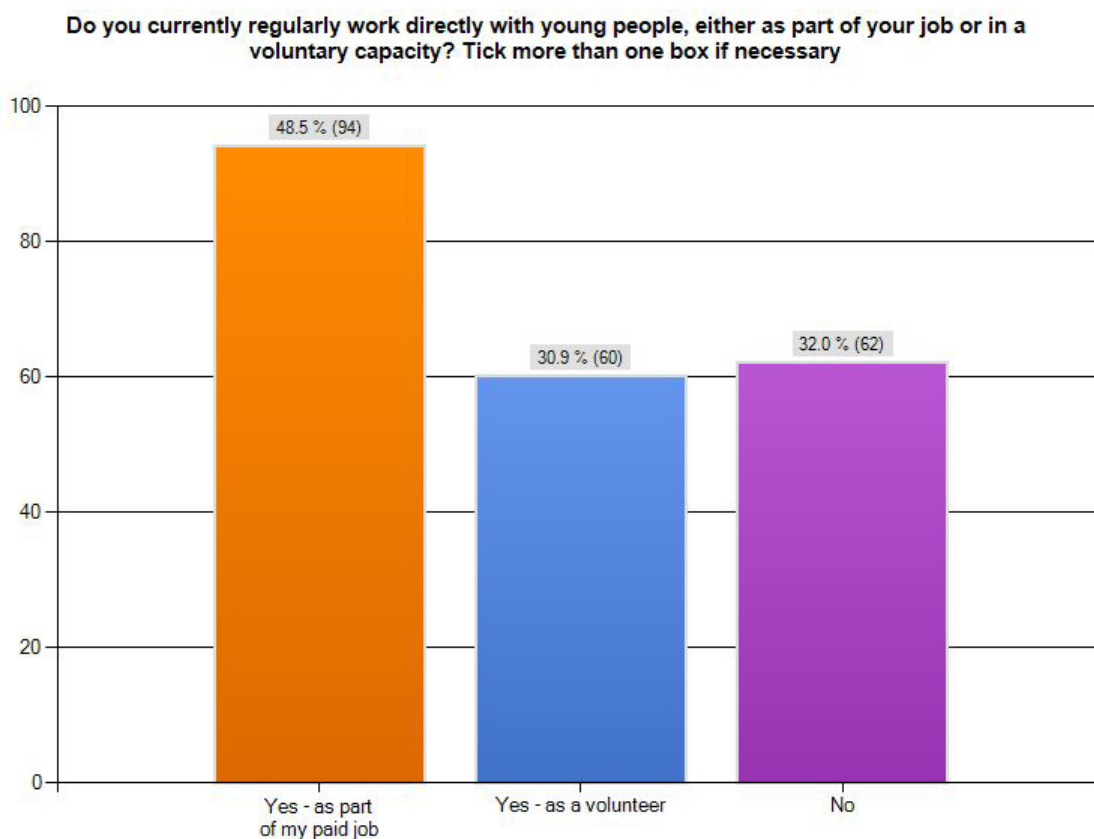
Please state your current occupation:



Graph 2: occupations of survey respondents

The most common response of the named occupations was 'Student' (13.8%), while overall, some 25% were from an occupation not named in the response options. This was useful to know in order to modify the response options in any repeat exercise of the survey. However, a number of the occupations in the 'Other' category, when asked to elaborate turned to be roles such as 'retired archaeologist' which would also have fitted in the 'Retired' category, and 'State Archaeologist' from a USA-based respondent, which could have been classified as comparable to the 'Archaeologist – local authority'. The 'Other' responses were, on the whole, still connected with archaeology or heritage. This was to be expected, given the channels through which the survey was advertised.

Do you currently regularly work directly with young people, either as part of your job or in a voluntary capacity? Graph 3 illustrates visually the results of this question. Almost half of the respondents (48.5%) worked with young people as part of their paid work, while a further 30.9% worked with young people as a volunteer. Just under one third (32%) did not work with young people at all. Because respondents were able to select more than one response, it can be seen with cross-tabulating that 22 of the 94 respondents that said they worked with young people as part of their job, also engaged with them in a voluntary capacity. This left a further 38 respondents (19.4% of the total respondents) that *only* engaged with young people in a voluntary capacity.



Graph 3: indicator of whether survey respondents currently worked with young people

If you wish, you can provide extra information about your own current work with young people here:

Some 96 of the respondents opted to add extra information in this question. Nineteen of the respondents reported current or past involvement directly with YAC (most commonly as a Branch Leader or Branch Assistant), while eleven mentioned involvement with teaching, either through being a schoolteacher, or supporting teaching through resources, as a tutor (not necessarily main occupation) or through museum education services. Other respondents included those connected to universities (for example as postgraduate students or technicians), parents/grandparents, and volunteers connected with archaeology in their free time. The bias was confirmed further to be heavily in the direction of respondents being connected to archaeological heritage.

What forms of engagement with archaeological heritage do you think young people want?

Respondents were encouraged to respond qualitatively to this question. By far the most common theme to emerge, in 63 of the 116 responses to this question, was the need for engagement to take a practical, hands-on form. For example:

They want to try things out and learn practically – they want to find out what they can discover, rather than find out about what’s been discovered in the past. They also like archaeology because it’s not a school subject.

...physical involvement – from handling real finds to taking part in ‘mock’ or real excavation and post-excavation work.

Another significant theme to emerge, also illustrated in the second quote above, was that of excavation specifically as an archetypal archaeological activity, along with the importance of visiting places:

You should be asking young people – not us. Personally I think they need adventure – exciting field trips where they have the opportunity to make discoveries rather than being spoon fed.

The point made in the above quote about asking young people themselves was covered in an exploratory way during the research phase of the project by the piloting of a focus group session with three different sets of young people (see section 6.2 for analysis of these). Other minor issues to emerge in just a small number of responses focused on negative factors (that were seen as prohibitive to engaging young people) included passivity of sessions, inability to challenge perceptions of archaeology depicted by television, and the risk of presenting material in a prescriptive or patronising way. One respondent mentioned that authenticity was important for young people, a theme echoed by the young people themselves in the focus groups.

Can you provide any examples of good practice in engaging young people informally (ie not connected to classroom learning) in archaeological heritage? These may be things you have initiated yourself or be things initiated by others which you recommend: One hundred respondents provided examples, which were varied but included personal experiences such as that of the Norfolk Medieval Graffiti Survey (www.medieval-graffitti.co.uk):

Undertaking training and carrying out church-based surveys for pre-reformation graffiti inscriptions. The inscriptions relate to the 'real' people of the medieval parish – and modern young people find them easier to relate to than the 'elite' of the medieval textbooks. In addition, graffiti is 'cool' – and it is easier to justify their involvement to their peers.

Other examples were connected to funded projects, for example HLF-funded outreach events. A number of examples given were connected to sessions run at YAC Branches, for example reconstructing a roundhouse as a piece of experimental archaeology, as well as more general advice about working with young people:

I find that the correct attitude at the start of the session goes a long way to helping the time go smoothly. Giving children the impression that we don't have all the answers works better than reeling off firm facts. Ask them their opinions.

What do you consider are the principal barriers to increasing the participation of young people in archaeological heritage in all its forms? As with the other questions, key themes emerged upon analysis of the qualitative responses. The greatest barrier identified by the respondents who answered this question was financial constraints on resources to engage young people; this was mentioned in 20 of the 101 responses to this question. This was sometimes connected with wider financial and employment issues, possibly linked to financial background and hence capacity to undertake higher education:

Funding for archaeological activity is obviously very low in the present economic climate. The real issue where I work has been the difficulty in getting locally based students (with family commitments and/or specific learning needs) onto real archaeological excavations to gain first-hand experience. There is also a lack of jobs in the sector – this obviously will impact on students' uptake of the subject, particularly at A-Level and within Higher Education. The higher fees proposed and in the process of being implemented within Higher Education are also likely to have a major impact on student numbers studying archaeology in this sector. If archaeology does survive at this level, it is most likely to

become an exclusive subject limited either to those with the financial capacity and/or a few with a hardened dedication. However, this latter group is likely to be even more limited by the lack of well-paid jobs available at the end of their studies with which to pay off their university debts.

The next most-mentioned barrier was that of the perception of archaeology as being dull, dry, old and irrelevant (mentioned in 15 responses). For example:

The preconditioned ideas young people have about archaeology, some of which may be true, that archaeology is the domain of the retired or older generation.

Other barriers mentioned included the lack of archaeology in the school curriculum (9 respondents), limitations brought about by Health and Safety (9 respondents), and even the perceived barrier caused by child protection policy and legislation (2 respondents).

An interesting area of responses dealt with the archaeologists themselves as the main barrier, either due to their attitudes to young people (5 responses), their lack of experience or training for working with young people (5 responses). For example:

Reluctance of heritage bodies to commit money to facilitating engagement with young people. Reluctance of heritage bodies to employ specialists to work with young people. All this leads to a lack of opportunities for young people. The heritage sector does not sell itself to young people and can be perceived as out of touch. Excavation is seldom done except in mitigation for development and a commercial excavation is not set up for young people to be involved. To build in provision for engagement whether through interpretation or participation would increase the costs of the job for the developer contracting the work.

And:

Time, money, health & safety. Also elitist attitudes – accepting that young people connect with the past in modern ways does not necessarily equate to dumbing down...

This theme is repeated in later responses to the survey as well.

Can you suggest realistic ways of reducing these barriers? Again, a number of themes emerged as to what ways would be effective for reducing barriers between young people and archaeological heritage. The most common theme was to increase available funding for youth outreach projects and engagement activities, reflecting the responses to the question about the barriers. Responses suggesting other solutions were more evenly spread, with comparable response references to:

- Treating young people as ‘thinking individuals’
- Making sure that teachers are more involved
- Ensuring access to real/authentic archaeology/archaeologists
- Raising awareness of the scope/range of archaeology
- More school outreach
- Advocacy training to make archaeologists more aware of youth engagement
- Support for career development for archaeologists
- Include/consult parents
- Stronger links to the curriculum/changes to the curriculum
- ‘Mentoring’ volunteers
- Create better incentives for young people
- Overcome ‘uncool’ reputation
- Create better incentives or raise awareness about existing incentives for the archaeology/heritage sector to work with young people

- Train teachers
- More out of classroom opportunities
- Use YAC
- Increase publicity and raise profile both within and outside the heritage sector
- Partnership work
- Events
- More general engagement.

Some of the themes, for example that of authenticity and giving young people a chance to say what they would like to do, are reflected strongly in the findings of the focus group work.

Based on what you know of us currently, what do you think the Council for British Archaeology, including the Young Archaeologists' Club and the Festival of Archaeology, currently do well in terms of engaging with young people? There were 91 responses to this question. This question was important for gauging the way in which the CBA is perceived externally in terms of its provision for young people across its activities. Again, the qualitative responses were broken down into themes. The strongest theme to emerge was YAC, with nineteen responses mentioning it. These varied in their perception of YAC from positive, while noting scope for further development or showing awareness of threats to the service, for example:

Supporting YAC is the most positive thing but this is under threat. Without full CBA backing and resourcing, YAC will grind to a halt.

The Young Archaeologists' Club is great, and does a very good job. I'd say they need to more actively involve both teens and young people between 18 and early 20s too.

The fact that YAC exists is a plus and a lot of professionals are prepared to give up their time to involve themselves but I'm afraid they reach out to a very small number of young people.

YAC is brilliant – but is preaching to the converted. The higher level advocacy that the CBA carry out has been successful in raising awareness of archaeology at policy level and that is vital in terms of convincing teachers to allow young people to get involved in archaeology.

However, responses also indicated in some cases more negative experiences with YAC, which may be due to communication problems or perceived barriers due to the rigorous nature of YAC Branch setting up procedures – which in turn are influenced in particular by financial constraints centrally (for example there is a limit to how many new Branches per year can be set up) and by child protection procedures and legislation:

YAC seems to work but the local Society here won't take it on as they say it is too difficult, too much responsibility and that there is not enough support from YAC. Basically they want someone to do it for them. Not aware that YAC has much impact at secondary level, I may be wrong.

Difficult to comment as my experience with YAC has not been very positive. Some approaches to young people and archaeology (or indeed volunteers and archaeology) is very precious and the come and see approach is dry and not very engaging for youngsters (or intelligent adults). Young people particularly need to 'do' to learn (as do we all).

More broadly, beyond the work of YAC, there were five responses that specifically mentioned the Festival of Archaeology, eight that claimed to know little about the CBA or about its current young person engagement, while four specifically said that it was poor. For example:

The CBA does not really explain itself, even in its own magazine – they may catch the few young folk who are naturally inclined to archaeology but they do not inspire.

Based on what you know about our current activities, what do you think the CBA could do to make archaeological heritage more accessible to young people, including through the Young Archaeologists' Club and the Festival of British Archaeology? There were 83 responses to this question. The responses were again varied, ranging from reducing the price of memberships to creating more partnership opportunities and more publicity generally. The most popular suggestion however was to create more YAC Branches and enable more YAC volunteers (with seven responses suggesting this).

Do you have any other general comments, for example about engaging young people in activities generally, that you would like to make? This question attracted the lowest response rate, with just 44 respondents providing an answer. The responses were varied; a small sample are reproduced below:

I think it's really important to keep the engagement of young people in our archaeological heritage high on the agenda. Children usually visit with adults so you are often engaging with adults at the same time. CRB checks – others (on Britarch discussion list) have made the claim that they don't engage with young people as they don't want to get a/another CRB check. This is an excuse for laziness in my opinion(!) as if they really wanted to do it they'd fill in the form. Once you've filled in one CRB form the rest are easy as you have most of the information and documents to hand. But I admit the perception of complicated checks and heavy-handed H&S culture could put some people off.

It is nice to see that the CBA is starting to try and fulfil the words of its own tagline, but I also think that more needs to be done for other minority groups with an interest in archaeological heritage.

Archaeology is fascinating for all ages. I would go as far as to say that archaeology is vital to the continuing survival of any landscape, including culture, ecology and industry.

It is very important to ask for and act upon the views of the young people rather than dictate to them. They are quite capable of expressing themselves and will have many good ideas.

Young people often get interested via computers / internet sites or at school. If you want to increase participation it may be necessary to re-evaluate the way YAC is delivered, ie target schools rather than being Museum-based although this would demand a 'programme' for schools to be able to follow and resource packs. Also create a YAC interactive website with links to events / places, etc.

APPENDIX 5: A SURVEY OF GUIDANCE PERTAINING TO YOUNG PEOPLE AND E-SAFETY

(See section 5.3 of the report)

This section was researched and written by Leslie Johansen as a specific contribution to the research project.

In 2007 Dr Tanya Byron was commissioned by the Prime Minister and the Secretaries of State for Children, Schools and Families and Culture, Media and Sport to carry out an independent review of the risks children face from the internet and video games. The final review and subsequent *Safer Children in a Digital World: The Report of Byron Review*, published in 2008, revealed:

...the need to move the focus from the media causing harm, towards empowering young people to enable them to manage risks and make the digital world safer; the admission of a generational divide between parents and children in regard to the digital medium which is compounded by a 'risk-adverse' culture; the need for a shared culture of responsibility with families, industry, government and others in the public sectors to reduce the availability of potentially harmful material, restrict access to it by children and to increase children's resilience; and the need to have a national strategy for child internet safety which involves better self-regulation and better provision of information and education for children and families.¹

The Byron Review highlighted three strategic objectives for Child Internet Safety including:

Objective 1: Reduce Availability – Reduce the availability of harmful and inappropriate content, the prevalence of harmful and inappropriate contact and the conduciveness of platforms to harmful and inappropriate conduct;

Objective 2: Restrict Access – Equip children and their parents to manage access to harmful and inappropriate content effectively, avoid incidences of harmful and inappropriate contact and reduce harmful and inappropriate conduct;

Objective 3: Increase Resilience – Equip children to deal with exposure to harmful and inappropriate content and contact, and equip parents to help their children deal with these things.

Since the Byron report various organisations and task forces, including the Home Secretary's Taskforce on Child Protection on the Internet (archived online at National Archives <http://webarchive.nationalarchives.gov.uk>), have been established, each offering websites with guidance and training for parents/guardians and young people. The majority of these sites stick to the objectives outlined above, educating parents and young people in regard to what is harmful and inappropriate behaviour and content; offer guidance how to protect oneself, one's computer and personal details through managing access; and guidance and easy means to report inappropriate behaviour. Some of these sites include:

UK Council for Child Internet Safety (UKCCIS) www.education.gov.uk/ukccis

Whose aim is to work in partnership to help keep children and young people safe online, offering links to the websites below

1

Byron, T, 2008 *Safer Children in a Digital World: The Report of Byron Review*. Annesley: DCSF Publications.

Child Exploitation Online Protection Centre (CEOP) www.ceop.police.uk/safety-centre/

CEOP helps children to stay safe online by offering facilities for advice, help and reporting inappropriate behaviour or content online

CEOP's Thinkuknow website www.thinkuknow.co.uk

Is geared towards educating and empowering young people by showing them what is good, what's not and to show young people ways they can get themselves out of bad situations through the use of games, surveys and information pages to educate them

Childnet International www.childnet-int.org

Whose mission is to work in partnership with others around the world to help make the Internet a great and safe place for children

Childnet's Chat Danger website www.chatdanger.com/

uses true stories and guidance to teach young people about the potential dangers on interactive services online like chat, IM, online games, email and on mobiles

Childnet's Know IT all website www.childnet-int.org/kia/

contains educational resources designed to help educate parents, teachers and young people about safe and positive use of the internet.

Childnet's Get Safe Online website www.getsafeonline.org and *Rough Guide to Safety Online*

are designed to inform and educate people about how to improve and maintain the safety of their online activities

The key information gained from this research was: the need to establish online safety guidelines which are easily accessible and transparent; help to educate children and young people in regard to appropriate online conduct, maintaining privacy of their personal information, watch contact with unknown people; and to be generally aware of what is considered harmful or unacceptable activity online. It is best practice to include visible links to established organisations which are dedicated to training and promoting young people's safety online such as CEOP, Childnet etc. It is also important to include transparent processes and easy methods of reporting any harmful and/or uncomfortable situations young people might have encountered online; in YAC's case this includes contacting YAC HQ or YAC Branch leaders. Promoting open discussions with parents/guardians about situations they might encounter is also a standard recommendation.