

River Park Project Capacity Building in Heritage Groups



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1 Introduction

The support of local heritage groups to build capacity and resilience is a key aim of the Leven Programme River Park Project. By supporting local heritage groups the project would create opportunities for local organisations to better engage with the delivery of the River Park Project. Develop their own initiatives and ensure better integration with wider initiatives. This would provide a key cornerstone for the legacy of the River Park project.

Archaeology Scotland has developed two projects for the River Park Project; Hidden Heritage and Methil Mill Feasibility Study, on behalf of the Leven Programme. As such we were well placed to conduct a review of local heritage groups' capacity, needs and the support which could help address those needs. This report sets out the results of our community consultations.

1.1 Policy and Practice

The Capacity Building in Heritage Groups review is underpinned by the Levenmouth Heritage Framework and its overall vision:

'The Heritage of the river Leven is understood and celebrated by a wide range of people and forms a key part of communities social, cultural, economic and environmental wellbeing.'

Principally through;

*Aim 1 – Improving access to and understanding of the heritage of the river Leven and
Aim 2 – Developing heritage-based skills and enterprises through learning.*

The Capacity Building in Heritage Groups project will also deliver directly to the key theme of *Future Heritage Levenmouth* and its delivery phase may help catalyse exploration of a *River Leven Heritage Forum*.

Nationally the Our Past Our Future Scotland's Strategy for the Historic Environment sets out a number of key priorities which the Capacity Building in Heritage Groups project will help address. Particularly Priority 2 Communities and Places (Outcomes 4 - Organisations that care for the historic environment have the right skills and are more resilient, 5 – Communities have more opportunities to participate in decision-making about the historic environment and 6 – the historic environment is more diverse and inclusive) and Priority 3 Wellbeing Economy (Outcome 9 – increased engagement with the historic environment with a focus on activities that enhance wellbeing).

As well as delivering on the Levenmouth Heritage Framework, it is important that delivery of the "Capacity Building in Heritage Groups" project also complements and integrates with other River Park Project delivery processes and projects, such as audience development and interpretation, wider skills and learning provision (e.g. the proposed Green Skills Academy).

The "Capacity Building in Heritage Groups" project brief noted that the project was initially identified in the Levenmouth Heritage Framework produced in 2022 for Historic Environment Scotland.

It states:

There are a small number of local heritage groups and museums which have been active in the wider Levenmouth area. These are essential in supporting leisure and learning activities for community and visitors alike and are critical in contributing to a sense of and pride in place.

Following the impact of COVID there is a need to support and strengthen existing heritage groups in the Levenmouth area. These comprise knowledgeable and active individuals who are real champions in their communities. There may be some value in establishing a Levenmouth Heritage Forum with representatives from among these groups to identify future opportunities.

The framework also identified the need for “capacity building through enhanced partnership working” through broadening perspectives and showing that collaborative working presents exciting opportunities for heritage groups.

There are a number of other local strategies that the project will also be able to support. The Levenmouth Area Local Strategic Assessment 2022 aims to ‘Utilise our cultural heritage to develop the potential for visitors’ (*Plan 4 Levenmouth Area 2019-2022*). Similarly, Fife’s Economic Strategy 2023-30 overall aim is to “*grow a stronger, greener and fairer economy for Fife to ensure that more wealth is generated, circulated and retained in Fife and its communities for the benefit of all*”.

Two of these priority areas are key areas for the project to consider. Priority 1: Supporting Businesses, aims to develop enterprise and entrepreneurial skills in our local people and in under-represented groups in the labour market, and to help small- and medium-sized enterprises grow, amongst other things. Priority 3: Delivering Skills, Training & Fair Employment can be delivered by monitoring and responding to current and future needs in relation to workforce skills, embedding skills to thrive in a digital economy in all that we do. As well as working with employers and training providers to up-skill and re-skill our existing workforce. Ensuring school and college leavers have the skills, knowledge, and opportunities to move on to positive destinations and targeting enhanced support to those most disadvantaged and furthest from the labour market, amongst other actions.

The Capacity Building in Heritage Groups project is underpinned by these local and national strategies and can help deliver towards these wider strategic aims.

1.2 Methodology

The “Capacity Building in Heritage Groups” project aimed to:

- Undertake a Skills Audit of existing local heritage groups who could benefit from capacity building.
- Identify gaps and opportunities for capacity building.
- Clarify with Historic Environment Scotland (HES), Skills Development Scotland, Fife Council Community Learning & Development (CLD), and Higher Education / Further Education providers about delivery opportunities.
- Produce recommendations and (if appropriate) a training / capacity building / activity plan for the delivery stage of the River Park and beyond. This should include details of actions, methods and costs to help inform the NLHF Stage 2 application.

Initially we set out a four-step approach that would include project set up, sharing a skills audit, bespoke workshops and preparation of this report. However, due to the following circumstances this approach was altered during delivery.

There was a need to adapt to the availability and needs of the potential stakeholders as well as the timeframe, demonstrating the limited capacity the delivery of this project aims to address. Therefore, the decision was made to conduct the audit through focused discussion meetings and semi-structured interviews. This was a better methodology for understanding the needs of the small number of heritage groups and explaining the project to local skills providers. Supplemented by The Green Action Trust's co-design workshops and survey, and wider skills needs audits, the project has been able to develop a picture of capacity needs and skills development in the Levenmouth Area.

In addition to costing the materials and support for the project (see Appendix 1) a further element was added to summarise potential sources of funding (Appendix 2).

1.3 Heritage Capacity Consultation

The project team set out to understand the capacity of the local heritage groups that can be supported through the River Park Project. This was undertaken through a series of on-line and in-person meetings, in this way the project team engaged local heritage groups, local historians and local organisations.

Discussions were held on the history and heritage of Levenmouth in order to understand the nature of heritage engagement in the area. A second aspect was to explore skills and training provision within the Levenmouth area. Finally, HES was consulted in order to consider the skills development and skills plans that they are developing which may be relevant to the River Park Project.

The following shows the individuals and organisations which were consulted:

Organisation	Method
BRAG (Benarty Regeneration Action Group)	Semi structured interview meeting
CLEAR	Researched
Corra Foundation	Semi structured interview meeting
Doon the Dam	Discussion
Fife College	Semi structured interview meeting
Fife Council	Discussion
Fife Coast and Countryside Trust – (Branching out team)	Discussion
Fife Field Archaeology Network	Semi structured interview meeting
Fife Heritage Railway	Semi structured interview meeting
Fife Historic Buildings Trust	Discussion
Gordon Sutherland	Discussion
Hazel Terry	Discussion
KSB (Keep Scotland Beautiful)	Semi structured interview meeting
Levenmouth Heritage Partnership (a Local Tourism Association initiative)	Semi structured interview meeting
Levenmouth Academy	Discussion
Methil Heritage Centre	Researched

Methil History Group	Semi structured interview meeting
MCCI (Methilhill Community Children's Initiative)	Discussion
Rural Skills Scotland	Discussion
Save Wemyss Ancient Caves	Discussion
Silverburn Park - Fife Employment Access Trust	Researched
Tayside and Fife Archaeological Committee	Discussion

The results of these discussion are explained below, split between sections on community Capacity Building (2) and Skills Development (3) below.

1.4 Heritage Skills Gaps

Broadly speaking data on heritage skills gaps for heritage groups is mixed. Where it exists, it relates to local initiatives, is included in funding reports or is a few years old. We have tried to pull out some of the most relevant data we could access within the timescales this project allowed. With that in mind this section takes a first look at capacity, wellbeing and skills within the voluntary heritage sector, that can be built upon during the delivery of this project.

A good example of useful data is the recently launched Talking About Heritage guides in Scotland (Historic Environment Scotland 2022). The Talking About Heritage project developed four guides - Investigate Heritage; Understand Heritage; Celebrate Heritage; Care for heritage - aimed at addressing needs identified by heritage groups in Scotland. Predicated on the basis that heritage could be places people care about, stories people love, or the languages people use. The guides are primarily intended for people who may have an interest in heritage but might be uncertain about where to start and provide a good example of what may be developed through the River Park Project. These guides particularly focus on four needs; field skills, storytelling, conservation skills and event/promotional skills and link to the community capacity support as set out in section 3 Skills Development below.

Previous research has demonstrated that heritage activities can have positive impacts on people who are struggling to find meaningful activities. Projects developed specifically for this audience are important to the heritage industry, indeed the HEACS report *Identification and Analysis of Case Studies of Projects which Engage Young Adults in Activities Relating to the Historic Environment* (HEACS 2008) surveyed the engagement of young adults in activities related to the historic environment and recommended that heritage organisations:

- Encourage agencies involved in the restoration of historic buildings to identify opportunities for young adults to become involved in the processes involved in protection.
- Recognise the role that the historic environment can play in increasing understanding about local history and building and strengthening a sense of identity, ownership and civic pride in young adults.
- Create opportunities for young adults to try out activities relating to the historic environment and gain valuable knowledge skills and practical experience.

The Council for British Archaeology *Community Archaeology in the UK* report (CBA 2010) found that 22.1% of local archaeological and historical societies wanted more training in conservation. From a more general heritage skills perspective research by the CBA has suggested that there is a general desire for training and support across those community groups interested in Scotland's heritage (CBA 2010). According to the CBA report 24.7% of groups and societies had been involved in conservation and the preservation of sites in the last five years. Of those groups and societies who hadn't taken part in conservation work 38.3% said the reason they did not carry out such projects was because they felt they lacked the relevant knowledge and expertise (CBA 2010); a skills gap that we can aim to bridge.

An older CBA study, *Participating in the Past* (2003), identified the following:

- Lack of opportunities for “amateurs”.
- Need for basic level training.
- Diminution of the field role of societies compounded by a decrease in the numbers, especially young people.

The CBA suggested that the answers to these problems were:

- Need for National projects.
- Need for Professional input e.g. training programmes.

Heritage organisations have identified a skills gap in heritage and traditional building skills. Specialist skills in subsectors such as archaeology and conservation are also shown to be falling. In the 2011 report, the following skills gaps were identified:

- 42% of the workforce feel that there are gaps within their current workforce, meaning staff are not fully equipped to undertake their roles. The impact is significant; 31% of these organisations are falling below capacity in their work, 25% are experiencing a disrupted workflow and a fifth of organisations believe that this is causing larger workloads to be placed on other members of staff.
- Almost half of those surveyed believe that skills will be lost without replacement due to retirement, and 56% of these organisations felt this was set to happen within the next five years.

According to the CITB, architects and building surveyors reported greater difficulties in finding adequately skilled contractors for traditional building projects than the new build sector, with stonemasons, traditional plasterers and lead workers especially difficult to find. The report recommended integrating stonemasonry apprenticeships with strengthening the conservation elements across all main trades to ensure a better uptake of ‘add-on’ conservation units. However, it further identified that considerable financial investment is required as stonemasonry courses are full and recommended alternative and more flexible forms of training provision such as short courses. Since the report, Historic Scotland, Historic Environment Scotland, and The National Trust for Scotland have recruited and continue to recruit apprentices in stonemasonry and other traditional skills. This is replicated in the Levenmouth area where hands on skills, such as stone masonry, were the number one request from participants in the co-design workshops and respondents to the associated survey. This demonstrates the need for further training in this programme.

Historic Environment Scotland developed an action plan to ensure Scotland has the skills it needs to manage, protect and conserve its historic. This *Skills Investment Plan* identifies a series of actions to address the skills challenges and opportunities in the sector, which supports an estimated 20,000 direct jobs across Scotland covering construction, the creative industries and tourism. Originally published in 2019 the Skills Investment Plan has been refreshed in 2024 (although not yet published). The refreshed report was supported by a wide range of individuals and organisations who took part in interviews, workforce surveys and roundtables to help identify the current context the sector is operating in, where it needs to be, and the priorities and key actions required to address the skills challenges and opportunities in the sector going forward. The employer survey showed that 68% of respondents anticipate skills shortages in the next five years this is up by 20% on five years ago demonstrating the environment is becoming increasingly challenging. The report findings from the updated Scottish funding council data showed that while there has been a 6% increase in numbers in historic environment related courses. There are worrying declines in key higher education subjects including heritage studies, history, archaeology, landscape architecture and forensic and archaeological sciences. This Skills Investment Plan sets out the need for the heritage sector and this aligns with the needs for people identified locally. Discussions with HES suggest that there is a need for more programmes like the those proposed by Leven Programme that would be able to help address the concerns raised in the Skills Investment Plan and develop learning opportunities for a wider potential audience.

Similarly at Archaeology Scotland we support groups and local community organisations to participate in and conserve their heritage; either through our group membership or our Adopt-a-Monument programme. Regular conversations across Scotland reveal similar trends. A lack of resources, whether funding or equipment/facilities; lack of access to networks and wider support; support need with fundraising, research and storytelling; lack of time; support to build membership. It is against this backdrop that the River Park Project Community Capacity research was undertaken.

In the Levenmouth area heritage capacity is unbalanced. The majority of the heritage activities that are supported are reliant on larger organisations such as Fife Historic Buildings Trust and Fife College. Whilst some local organisations such as CLEAR or the Fife Historic Railway also deliver heritage activities much of the heritage provision is reliant on a small number of local voluntary enthusiasts, historians, history groups or artists. These individuals and organisations hold a wealth of knowledge but need support to sustain and continue their work. Through the River Park projects efforts to build capacity with existing groups and widen participation in heritage, for a variety of generations of local people. It will facilitate the sharing of knowledge, diversify skills, and increase resilience in the Levenmouth area. Therefore, ensuring local history isn't lost over time and instead celebrated into the future.

2 Capacity Building

2.1 Groups in the area

Levenmouth Area Local Strategic Assessment 2022 says ‘Of those surveyed, 49% report that they provide some kind of unpaid (voluntary) help to a group or organisation. This compares with 46% of Fife as a whole. The most common areas in which unpaid (voluntary) help is given to groups and organisations are local community / neighbourhood groups, groups / organisations relating to health, disability and social welfare, and environmental protection. Within this there are a small number of organisations that support heritage as a major goal. Ten organisations were noted during this project. These are:

Heritage	Discussion/Researched
Doon the Dam	Discussion
Fife Field Archaeology Network	Discussion
Fife Heritage Railway	Discussion
Fife Historic Buildings Trust	Discussion
Levenmouth Heritage Partnership (LTA)	Discussion
Methil Heritage Centre	Researched
Methil History Group	Discussion
Save Wemyss Ancient Caves Society	Researched
Silverburn Park - Fife Employment Access Trust	Researched
Tayside and Fife Archaeological Committee	Discussion

Three of these organisations, Methil Heritage Centre, Fife Historic Buildings Trust and Tayside and Fife Archaeological Committee, have a slightly wider focus either on purpose or geographically. Whilst Save Wemyss Ancient Caves Society operate in a specific area out with the River Park Project physical boundary. As shown in the table above seven organisations were approached in order to understand the capacity and needs of the organisations. Specific skills discussions were held with five local groups, as set out in section 2.2. Discussions were held with Fife Historic Buildings Trust, Tayside and Fife Archaeological Committee and Save Wemyss Ancient Caves Society too and there is great scope for broadening support going forward through the potential network opportunities (see Section 4 below).

2.2 What they said

The organisations had a number of common issues that support the wider findings of heritage group capacity in the UK. These were mostly concerned with finances and resources to carry out activities. Five organisations have specific areas of support that they could benefit from. This is set out in the tables below. These tables summarise the discussions held and layout the current focus and therefore capacity of the groups and sets out specific support that could be delivered through this project.

Doon the Dam	
Current Focus	Support
Finalising the Small Fish Fund	Event support
River valley (River Park) related projects.	
Trips and outings	
Annual event	

Fife Field Archaeology Network	
Current Focus	Support
Participating in excavations including Wemyss Cave	Field skills
Conducting Fife wide research	Opportunities to get involved in heritage

Fife Heritage Railway	
Current Focus	Support
Running the organisation	Events. Open days, heritage collaborations, railway excavations
Support for young people	Can support to develop skills programmes
Technical heritage railway support	Equipment
Hub and business development	Venue hire

Levenmouth Heritage Partnership	
Current Focus	Support
Delivery of interpretation project	Sustainability of meetings
including local voices in trail project	Lack of local capacity to host exhibitions
Levenmouth Heritage Partnership meetings	Support with producing content for trails project
	Support with understanding community need
	Potential for local level trails to be developed

Methil History Group	
Current Focus	Support
Research on local themes	Map research skills
Map based research	Support with archive and research skills
Historic photographs	Lack of resources
	Support for study trips
	Access to support networks

Wider and common areas raised were around development of:

- Field skills
- Story telling/promotion
- Events
- Fundraising
- Networking
- Recruiting members

The local groups themselves were running heritage destinations, conducting research, preparing ambitious trails, providing funding opportunities and running events. Interestingly no groups were conducting active field research or conducting archaeological explorations or conservation of archaeological remains. Mostly due to lack of support and networks.

2.3 Opportunities and gaps

The Green Action Trust co-design workshop and survey findings on heritage adds to this picture. The survey respondents, who were not specifically heritage groups and therefore reflects the interests of the wider public, identified the following as areas of interest and where support would be valuable.

Learn about archaeology as a career	17%
Learn field work skills, including how to plot and record hidden heritage	18%
Learn how to explore archives and online resources	13%
Learn heritage conservation skills	22%
Learn traditional building skills	31%

This was mirrored in the wider surveys when asked which activities the community would most like to see take place in the delivery phase with one of the top priorities being Archaeology skills development. This ranked 5th amongst the options overall out of 19 possible options. Whilst it was ranked 5th amongst the options for young people and 4th for mental health groups. Whilst local History walks and talks were a priority for women's groups.

Therefore 20 areas of skills support and capacity building were noted:

Access to support networks
Event support
Fundraising
Lack of local capacity to host exhibitions
Lack of resources
Learn about archaeology as a career
Learn field work skills
Learn heritage conservation skills
Learn how to explore archives and online resources
Learn traditional building skills
Map research skills
Networking
Opportunities to get involved in heritage
Potential for local level trails to be developed
Recruiting members
Story telling/promotion
Support for study trips
Support to develop skills programmes
Support with understanding community need
Sustainability

The existing archaeology and heritage proposals for the River Park project would be able to support a number of these aims. Particularly field skills, archive and map skills and traditional skills. Similarly, skills development programmes can be supported through those programmes as set out below. As well as However, there are particular areas that could be supported through this project. These would be focused on.

A series of 12 workshops which will be developed in order to address these support needs. These would be:

1. Organisation sustainability,
2. Membership recruitment,
3. Fundraising and income generation,
4. Networking,
5. Programme development,
6. Curating an exhibition,
7. Storytelling/interpretation,
8. Event Planning,
9. Developing promotional materials.
10. Archaeology Field skills taster,
11. Traditional Skills Taster,
12. Conservation Skills taster,

Each of these workshops would be provided each year during the delivery. Potentially with one workshop being organised every month during the delivery phase of the River Park project. These workshops would be supplemented by mentoring and peer-to-peer follow up support for those organisations hoping to take the training element further. The workshops and support would be open to all the heritage organisations and wider community in order to broaden engagement.

Signposting and linking to existing resources will also be a key element of the project. There are a number of existing resources and organisations that can provide additional support. Additionally, workshop materials will be developed and provided for wider online circulation.

3 Skills Development

The Levenmouth Area has several skills and employability programme providers that support individual people or work towards Skills Development Scotland's Employability Pipeline. This employability pipeline outlines the ambition that all of Scotland's young people are placed in 'positive destinations' upon leaving school, and that and skills development programmes or employability training could be one of those 'destinations'. That ambition needs the support mechanisms and programmes in order to be realised.

The "Capacity Building in Heritage Groups" project reviewed the organisations supporting education and skills development in the Levenmouth area. This was to understand existing provision, opportunities for developing new programmes and where capacity may be increased. The following organisations were consulted or researched:

Education and Support
BRAG (Benarty Regeneration Action Group)
CLEAR
Community Trade Hub
Fife Coast and Countryside Trust - Branching out
Fife College
Fife Council
KSB (Keep Scotland Beautiful)
Levenmouth Academy
Rural Skills Scotland

These organisations deliver a range of education and employability services that support young people. Local provision is well established, delivering amazing results and situated to address local need.

BRAG delivers skills development and employability support for young people in the Levenmouth Area through their Spring forward, Bright futures and Square Start Programmes. Brag leads the Fife Employability and Training consortium. Through the Levenmouth Together Hub Brag are developing a digital skills facility and temporary workshop/exhibition space that could be used by existing and new programmes and projects. Going forward Brag would be interested in developing heritage-based sessions for existing programmes and trialling a bespoke heritage aspect to their offer. This would need to be further developed to meet participant needs.

CLEAR is a community-led environmental and regeneration organisation, working to improve the environment and build civic pride. CLEAR has created trails and heritage information and could be further supported in the heritage aspects of their work.

Fife Coast and Countryside Trust will deliver a Green Health Partnership and has experience delivering 'Branching Out', a referral programme of woodland activities for people using mental health services. Branching Out is delivered over 12 weeks as units of 3 hours of activity. Going forward, heritage aspects can be added to this programme and delivered as one or more of the 3-hour blocks. Branching Out participants could be referred to further skills development programmes.

Fife College supports the Student Employability Hub in Levenmouth. The college delivers employability training and supports qualifications for other providers. The college can deliver construction and outdoor skills training that would complement the skills development programme designed below.

The Leven Programme has a key ambition to connect the various areas of Levenmouth through active travel and connectivity. Recognizing the wellbeing and skills development potential of the River Park area, Fife Council has been working with Rural Skills Scotland to develop the Green Skills Academy. Rural Skills Scotland provide a 5-week employability course that can be followed up with a longer employability programme designed mostly around woodland management and associated skills.

KSB delivers the Our Heritage, Our Future programme, a community-based programme exploring heritage and climate change themes. This is delivered through community engagement, consultation, and workshop delivery. Linked to their eco-school's programme there is an emphasis on heritage and climate change. KSB also award an SVQ in Cultural Heritage that has been shaped to support archaeology and heritage skills development. KSB offer a 4-week course on guided walk training that could be a great addition to the existing offer in the area. Going forward KSB are interested in becoming a delivery partner, making the cultural heritage award available to those who would benefit from it and offering their bespoke programmes as engagement activities.

Levenmouth Academy, the local high school, has been a keen participant in the archaeology programme delivered so far through the Hidden Heritage and Methil Mill projects. The school recognises the importance of additional ways of learning and would like to support young people to co-design and help deliver elements of a heritage programme.

3.1 The Leven Programme

The River Park Project has a number of activities, from the heritage programme to interpretation, which could become a means of developing wider training and employability opportunities in Levenmouth. Proposed activities could create opportunities across conservation, woodland

management, natural heritage, traditional crafts, historical research, habitat preservation, project management, traditional skills, construction skills. As set out above these could add complimentary aspects to existing provision or be developed as bespoke offerings (a bespoke heritage and archaeology programme is set out below).

3.2 The Heritage and Archaeology Programme

Heritage skills, particularly archaeological skills, are not fully represented. Therefore, there is an opportunity to develop a bespoke heritage skills programme as part of the River Park Project. This would also deliver basic skills training and opportunities to experience the workplace, which can help local people prepare for working life and support their transition from education to employment. This would include basic literacy, maths, and IT skills as well as essential life skills such as time-management, problem solving, good communication skills, and understanding the requirements and culture of the workplace.

A heritage and archaeology programme would be able to offer an innovative and creative approach to skills development and employability while exploring Levenmouth's rich past. Increased confidence, and skills development being the key outcome of our proposed employability programme. The skills development forecast of employers' needs indicated that over the next five years employers will require higher level qualifications. It is widely recognised that the green skills gap needs to be addressed. A future workforce needs to be more agile, proactive, responsive, and resilient (Climate Emergency Skills Action Plan 2020-2025). Exploring sustainability in the past can support the development of green skills. Archaeology tells stories of resilience, adaptation, and innovation. Through archaeology we discover how communities of the past dealt with challenges that face us today. The World Economic Forum study of the core skills for workers in 2023 include within the top 5 curiosity, analytical thinking, creative thinking and agility/flexibility. Archaeology is a broad and truly inter-disciplinary subject, meaningful engagement in archaeological activities can support the development of all these key meta-skills.

This, we feel, validates the opportunity to develop a bespoke heritage and archaeology skills development programme. The following sets out how that would look and can be delivered.

The programme would support participants through Levels 1-3 on the employability pipeline – supporting local people into regular activity, connecting them to others, addressing barriers to engagement, developing employability and job-specific skills and signposting on to further learning, training or employment. At the end of each stage of the programme, participants will be signposted to next steps in terms of education potentially through collaboration with Fife College. The programme would adopt a place-based approach working with local partners from education and industry.

The programme would co-design and deliver an innovative and challenging archaeology-inspired employability programme in the historic green spaces of the River Park. The aim of the programme is to use archaeology and heritage activities to equip marginalised people with the confidence and skills required to take the next steps on their learning, training, or employment journeys. Whilst the focus maybe on young people the programme can support the very real need to address skills procurement in older generations. Therefore, the programme will be open to all and will aim to widen participation in heritage projects. We will support progress through the Employability Pipeline Stages 1, 2 and 3, depending on individual needs, by offering a three-stage employability programme.

Stage 1: A 10-workshop course to build confidence, develop key employability and meta skills, and introduce archaeology and heritage job-specific skills. Signposting to a range of next steps in education and training will also form part of this stage.

Stage 2: For those who wish to develop their archaeology and heritage skills further we will offer full time places on our intensive, three-week archaeology and traditional skills field school. Linked to existing archaeology programmes in the River Park Project.

Stage 3: The final stage will be a one-week placement with an archaeology company. This will offer participants a real taste of what it’s like to work as a professional field archaeologist for one of the country’s employers of archaeologists (an Archaeology Unit or Archaeology Scotland). This This experience will consolidate the learning, employability skills and job-specific skills participants have developed during Stages 1 and 2.

Working with participants, we will co-design an employability programme as part of a focus group during the first session of the programme. Creating a programme that is person-centred, flexible and responsive to their individual needs. Workshop delivery will utilise a variety of engaging approaches including interactive skills development workshops, group problem-solving activities, creative activities and discussions. Archaeology with its potential for tactile, sensory and outdoor activities can benefit those who struggle to learn in traditional settings and those who need additional support. Approaches will be monitored throughout the programme to ensure they best meet the needs of participants.

Stages 1 and 2 will involve the archaeological exploration of an area of landscape, a historic building or a particular time period or theme. Archaeology activities could include archaeological excavation, surveying, historic building recording, vegetation management, photogrammetry, digital skills and heritage interpretation. Traditional skills could include stonemasonry, lime mortaring, conservation skills and health and safety. Many of these skills are widely used in other industries including high growth sectors such as construction and tourism. This element of the course be partly delivered through the Hidden Heritage and Methil Mill projects.

Through their participation in the programme, local people will have the opportunity to achieve Heritage Hero Awards, up to the highest level, Gold. Heritage Hero Awards is Archaeology Scotland’s widely recognised wider achievement award scheme. It recognises and rewards participants’ engagement in archaeology and heritage projects. To achieve a Heritage Hero Award, participants must be involved in all five stages of the project; plan, investigate, engage, inspire and reflect. This encourages and supports a youth led approach. Since the Awards scheme was launched in 2017, over 23,700 Heritage Hero Awards have been issued. There will also be ways of developing further accreditation (see below).

Programme Outline		
Outputs	Outcomes	Monitoring, Tracking and Evaluation
What specific activities	What difference will these activities make?	Measuring impact
Stage 1 We will deliver a 10-workshop course to build confidence, develop key employability and meta skills, and introduce archaeology and heritage job-specific skills.	Participants will: have increased confidence. be able to identify and describe key employability skills.	We will measure success with a baseline measurement of participants’ confidence, knowledge and skills when joining the programme and repeat this on completion.

<p>We will signpost to a range of next steps in education and training, including Stage 2 of this programme.</p>	<p>have improved meta and employability skills: communication skills, teamworking, problem solving, time management.</p> <p>gain knowledge of archaeology and the skills required to carry out basic archaeological tasks.</p> <p>have a better understanding of the next steps they can take on their learning, training and employment journeys.</p>	<p>The number of attendees and completers of the programme will be a measure of success.</p> <p>We will also gather feedback regarding levels of confidence and feelings of wellbeing at the start and end of each workshop.</p> <p>At the end of each workshop, participants will be encouraged to reflect on skills and knowledge used/gained during the activities – this evidence will be recorded by workshop leaders.</p> <p>The number of participants who go on to Stage 2 or other education, training or employment will be a measure of success.</p>
<p>Stage 2</p> <p>We will deliver an intensive, three-week archaeology field school as part of the archaeology programme for the wider River Park Project.</p> <p>Field school activities could include the following: Historic research Map regression. Surveying Archaeological excavation Historic building recording Photogrammetry Heritage interpretation Traditional Skills development Conservation works Health and safety</p>	<p>Participants will:</p> <p>have increased confidence.</p> <p>have improved meta and employability skills: communication skills, teamworking, problem solving, time management.</p> <p>develop a range of job-specific skills.</p>	<p>The number of attendees and completers of the programme will be a measure of success.</p> <p>We will measure success with a baseline measurement of participants' confidence, knowledge and skills when joining the programme and repeat this on completion.</p> <p>We will gather feedback regarding levels of confidence and feelings of wellbeing at the start and end of each workshop.</p> <p>We will encourage participants to reflect on skills and knowledge used/gained during the activities – this evidence will be recorded by workshop leaders.</p> <p>The number of participants who go on to Stage 3 or other education, training or employment will be a measure of success.</p>
<p>Stage 3</p> <p>We will collaborate with an archaeology employer who will offer a one-week work placement opportunity for programme participants.</p>	<p>Participants will:</p> <p>have the opportunity to participate in a real-world work experience.</p> <p>have a clearer understanding of the next steps they can take, with pathways into further training, education and meaningful</p>	<p>The number of attendees and people who complete the programme will be a measure of success.</p> <p>Testimonials from participants will also be recorded using audio or film where agreed and appropriate.</p>

<p>Next steps in terms of archaeology/heritage careers will be discussed with participants and relevant courses signposted.</p>	<p>volunteering opportunities being signposted.</p> <p>have improved confidence</p> <p>have an opportunity to consolidate the learning and skills development gained in Stages 1 and 2.</p>	<p>Participants will complete final evaluations which will be compared against baseline data collected at the start of the project.</p> <p>The number of participants who go on to other education, training or employment will be a measure of success.</p>
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An example of how heritage-based skills programmes that we can learn from is canal college, delivered by KSB and supported by Archaeology Scotland. The programme delivered heritage skills through archaeology as well as nature based and construction-based skills development. Below is an example of how canal college affected the career path of one participant (at it is hoped that this programme will deliver similar):

On completing canal college, Chris was signposted to volunteer through Project Scotland with National Trust, first as a gardens researcher, then as a ranger. He then returned to canal college as a volunteer mentor, supporting other young people through the programme; at this time, he represented canal college at an HLF event where he talked about his experience of the project. Chris subsequently applied for a trainee heritage officer job with RCAHMS – out of 260 applicants, he secured one of the three posts available. Chris believes he would never have got this job without his canal college experience.

3.2.1 Barriers to Participation to Consider

With Real Household Disposable Income forecast to fall by 5.7% over 2023 to 2024, we will endeavour to reduce barriers for those challenged by the cost of living crisis, by providing food and drinks for all participants. We will also cover travel costs and provide any equipment and PPE required.

The programme aims to unite communities with a common goal and promotes the exchange of knowledge and ideas. Skills are learned that can be put into use again and again, which means that the ability to plan, raise funds, and deliver such projects increases the capacity for development in all areas of community life. It is our vision that any member of the local community could get involved regardless of age, gender, disability etc. The project will encourage and support the projects to develop audiences amongst under-represented groups. By providing opportunities for the inclusion of disadvantaged groups the scheme and the projects will help bring communities together, with the aim of fostering better social cohesion and social integration through an appreciation of a shared past. The programme also meets the Scottish Governments aim of a **Safer And Stronger** Scotland;

Help local communities to flourish, becoming stronger, safer place to live, offering improved opportunities and a better quality of life.

The programme will help deliver the European Commission’s principle of Equality between Men and Women and specifically work towards delivering outcomes that undermine gender

stereotyping. Archaeology is strongly placed to demonstrate that current stereotyping and genders, and gender roles are not fixed. By studying societies in the past we can come to understand how ours was constructed and what other possibilities there might be.

3.3 Well-being

Levenmouth Area Local Strategic Assessment 2022 says ‘The health and wellbeing of any community is an important strategic priority. Following many years of continual increases in life expectancy, the number of years that people are expected to live is beginning to level off, and in some of Fife’s poorer areas, decrease. Healthy life expectancy (the number of years a person can expect to live in good health) is also reducing in many areas across Fife. This has major negative implications for people’s quality of life. While much attention has been placed on the immediate and short-term implications of coronavirus and how it affects the population, this is also expected to impact on people’s health and wellbeing outcomes in the longer term, owing to delays in seeking or providing health service’.

The well-being benefits of heritage engagement projects have been the focus of a wide range of research in recent years. Involvement of volunteers and local community has a long history. This stems from the recognition that people want to be involved in the care of their heritage and that heritage organisations cannot care for all of our heritage. These wider considerations, and the ability for heritage participation to assist with participant wellbeing have been addressed in two important papers by Lewis and the associated project team (Lewis et al 2021; Lewis et al 2022). The Wellbeing in Volunteers on Heritage at Risk Projects (Lewis et al 2021) aimed to explore how Heritage at Risk projects in England could build the capacity needed to support the wellbeing of participants and identified the existing wellbeing benefits within Heritage at Risk Projects. Whilst wellbeing was not the main focus of Heritage at Risk projects there is both existing impact and the ability to develop these further. The second project (Lewis et al 2022) focused on participatory approaches to heritage engagement across Europe. Whilst the focus was primarily on archaeological intervention the study demonstrated the social and heritage benefits of excavation. Exploring the impact of participative place-based community archaeology in rural Europe: Community archaeology in rural environments meeting societal challenges. These positive outcomes can be seen in two other recent publications that show case the wider benefits of heritage projects. The Heritage Alliance *Heritage, Health and Wellbeing Report (2020)* examines the key issues around supporting these aspects and presents case-studies demonstrating the impact heritage projects can have. Similarly, the Historic England *Research Issue 20 (2022)* special on wellbeing and heritage show cases the wider impact heritage projects are having.

This Heritage and Archaeology Programme will be able to support skills development and help assist the wellbeing outcomes recognised in the Levenmouth Area Local Strategic Assessment.

Supplementary to this, the existing archaeology programmes for the River Park Project will also be able to offer fun activity days and respite opportunities for those who would benefit from doing something different.

Participants could be drawn from a number of local organisations such as:

Organisations
Clued Up
Corra Foundation
MCCI (Methilhill Community Children's Initiative)
Restoration Trust
STAND (Striving Towards A New Day)

3.4 Youth Forum

Progression from the heritage and archaeology programme could take place in a few different ways. The participants could start in employment or training; the participants could be referred to another existing programme or development of youth ambassadors could be set up.

We propose that a Youth Forum of Youth Heritage Ambassadors is set up from participants on the various programmes. With Equality, Diversity, Equity, and Inclusion at its heart the youth forum will support young people to not only progress in their development but to have an active say in the archaeology and heritage of the Levenmouth area. A group of 10-12 young people would be supported through mentoring and further training. This group would be focused on informing heritage decisions, supporting heritage skills programmes and widening participation. Underpinned by grant support.

3.4.1 Participatory Grant Making

The Youth Forum could be underpinned by a participatory grant process that enables people who have participated on the skills development and employability programmes to access funding to support their own learning and progression. This may enable a participant to undertake a course or enable them to take time to access existing support. Potentially this would enable participants to develop their own interests and enable small-scale start-up enterprises. An example of this would be tourism and event-based enterprises, based on tour guiding and other training initially provided through the skills programme. In that way the participatory grant making would help support national Tourism and Culture Strategies. The National Tourism strategy aims to make Scotland a "first-choice destination for a high quality, value for money and memorable customer experience delivered by skilled and passionate people". This project could help to deliver this and work across the four main strategy priority areas:

- Digital tourism
- Leadership
- Quality of customer experience
- Investment in infrastructure

A good example of this locally has been Doon the Dams small fish fund administered through the Corra Foundation and funded by Comic relief. This fund provided grants of up to £700 to support local initiatives. Another example is the Leven Programme community steering group PB fund. This fund has just disturbed 25 local groups with funding up to £4000. The PB fund hope's to build this in to the delivery phase of the project that will be administered each year.

3.5 Summary

The skills development and employability support in the Levenmouth area is well led by existing organisations. There are opportunities for a number of further support opportunities, which there is a need both locally and nationally.

- Link and support existing skills developments and employability opportunities.
- Design and deliver a bespoke heritage and archaeology skills development programme.
- Develop and support a youth forum to further support local people and the existing heritage groups.
- Develop a assistance to the PB grant fund through supporting applications. To enable the development of participants and future heritage-based activity.

4 Network Opportunities

Currently the Levenmouth Heritage Partnership and the Community Steering Group are the principal ways in which heritage is discussed across networks at a local level. There are possibilities to increase the capacity of these networks and develop a wider remit for heritage provision in the area.

One possibility would be to create subgroups of existing Levenmouth Heritage meetings that could focus on organisational support and skills development, whilst the main group focus on wider heritage support. As well as hosting the Youth Forum. Obviously, this would take some time to develop and potentially need support to arrange and deliver events.

A benefit however would be to broaden the remit of the Levenmouth Heritage Partnership meetings and enable an increased and more diverse membership. Again, potentially helping with sustaining the meetings into the long term. This would also enable the local Archaeology groups to take part if felt appropriate; groups such as Fife Field Archaeology Network, Save Wemyss Ancient Caves Society and Tayside and Fife Archaeology Committee.

Furthermore, an annual heritage gathering and conference could be designed for and by the heritage groups, with support from the Youth Forum and the Levenmouth Heritage Partnership. In the first instance the Tayside and Fife Archaeology Committee could be approached to host their annual conference in Levenmouth and from this a local bespoke annual event could be designed. Such a proposal would support both the local heritage group capacity and the skills development programme as it would add skills such as event planning, liaising with stakeholders and managing budgets.

Networking opportunities are also important for the skills development programme and a system of referral and signposting should be put in place in order to support the ongoing journey of the participants. This can be widened to include employer and job information both within the heritage sector and beyond.

5 Recommendations

Our recommendations to support building capacity locally for heritage-related activities cover four proposals. These are summarised below.

1. Capacity building in existing groups

Develop and run three rounds of the following 12 workshops across the 4-year delivery period, targeting existing group members for attendance and then opening up to the general public (including those participating in the other heritage-related activities included here and in other projects).

1. Organisation sustainability,
2. Membership recruitment,
3. Fundraising and income generation,
4. Networking,
5. Programme development,
6. Curating an exhibition,
7. Storytelling/interpretation,
8. Event Planning,
9. Developing promotional materials.
10. Archaeology Field skills taster,
11. Traditional Skills Taster,
12. Conservation Skills taster,

2. Heritage and Archaeology Skills Programme

Run a bespoke skills development programme focused on young people but made available to the broader communities to address local need. This will run for 3 years and will deliver 3 courses for 10 participants each. The courses will also link to existing provision in order to develop heritage skills across a wider sector of society.

3. Co-develop a Youth Forum

Encourage young participants involved in the above proposals, and young people engaged in the other Heritage-related projects to form a local forum focussed on youth involvement in heritage exploration and celebration. Involve the youth forum in workshops and events for intergenerational knowledge share, through developing relationships with existing networks and processes. This may be the Levenmouth Heritage Partnership, the Community Steering Group or other mechanism. Signposting and networking on broader heritage matters in the area will be a key focus.

4. Heritage Participatory Budget

Connections for participants in the skills development programme, heritage programmes and youth forum will be made to the Heritage Participatory Budget Fund. The programme will support applications from local people so that they can continue their learning journey, develop a new interest or support micro initiatives.

Appendix 1: Costings

Block	Yr	Description	Staff Cost	Sub-Contractor / Specialist	External	
1	1	Overall Project Set Up	9000		11000	20000
2	1	Capacity building workshops and support	13200	2000	3000	18200
3	1	Skills Development Stage 1: 10 week course	5025	2000	4150	9175
3	1	Skills Development Stage 2: 3 week course	4875		8150	13025
3	1	Skills Development Stage 3: Workplace support	1950			1950
3	1	Skills Development Participatory Grants	1625			1625
4	1	Network Support	3250		5000	8250
	1	Evaluation	3250			3250
	1	PM	6075			6075
	1		48750	4000	31300	83550
2	2	Capacity building workshops and support	13200	2000	3000	18200
3	2	Skills Development Stage 1: 10 week course	5025	2000	4150	9175
3	2	Skills Development Stage 2: 3 week course	4875		8150	13025
3	2	Skills Development Stage 3: Workplace support	1950			1950
3	2	Skills Development Participatory Grants	1625			1625
4	2	Network Support	3250		5000	8250
	2	Evaluation	3250			3250
	2	PM	5175			5175
	2		38350	4000	20300	62650
2	3	Capacity building workshops and support	13200	2000	3000	18200
3	3	Skills Development Stage 1: 10 week course	5025	2000	4150	9175
3	3	Skills Development Stage 2: 3 week course	4875		8150	13025
3	3	Skills Development Stage 3: Workplace support	1950			1950

3	3	Skills Development Participatory Grants	1625			1625
4	3	Network Support	3250		5000	8250
	3	Evaluation	3250			3250
	3	PM	5175			5175
	3		38350	4000	20300	62650
			124950	12000	71900	208850
		Contingency				10000
		Project Total				£218,850

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