



NATIONAL MUSEUMS SCOTLAND

Evaluation of Scotland 365

Research Scotland
Katy MacMillan

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1. INTRODUCTION AND METHOD

About this report

This report sets out findings from an evaluation of National Museums Scotland's Scotland 365 programme. Scotland 365 is a national programme led by National Museums Scotland. It is running from 2018 to 2022 with a total project value of £1.15 million, of which £749,600 is a cash grant from the National Lottery Heritage Fund.

Scotland 365 is funded by the National Lottery Heritage Fund through its Kick the Dust programme. It aims to:

- increase the engagement of 16 – 25 year olds with National Museums Scotland and wider heritage
- inform a strategy for youth engagement for National Museums Scotland.

Through the project and with the input of a diverse range of young people, National Museums Scotland aims to develop new thinking around its approaches to engaging 16 – 25 year olds in heritage, and the national collections.

The programme involves two main phases of work. The first phase took place before the Covid-19 pandemic, and the second phase took place during the pandemic.

Evaluation method

This evaluation was undertaken from January 2020 by Research Scotland, supported by a team of young evaluators.

Almost all primary fieldwork conducted for this evaluation was with people who were involved in the second phase of programme delivery. Where data relating to the first phase of the programme was available, it has been included.

Young evaluators

Three young people were a core part of this evaluation team. Research Scotland worked with National Museums Scotland and Young Scot to recruit three young people as young evaluators. These young people worked alongside the Research Scotland team supporting evaluation planning and fieldwork, and providing valuable insight from their perspectives.

The young evaluators were recruited through an application and interview process. Young people were selected based on a range of criteria. The aim was to ensure

that the young evaluator team included people with a mix of characteristics and experiences who would benefit from the experience.

By March 2022, the three young evaluators had engaged in:



The young evaluators contributed up to six days of time each across the duration of the evaluation, and were paid at the Living Wage.

Logic modelling and evaluation framework

Research Scotland and the young evaluators worked with NMS to develop a mapped logic model and evaluation framework. This logic model connects the intended outcomes to the project activities and outputs, with clear indicators. It provides a framework for the evaluation work. This is included as Appendix 1.

This work involved mapping:

- Scotland 365 stated intended outcomes
- National Heritage Lottery Fund outcomes
- NMS purpose statements

The logic model was developed in the context of NMS Draft Impact Reporting Framework. At the time, the version available to work from was from late 2019. This Framework did not include specific outcomes to select from (these were still under development) or particular tools to use. The Framework did include a structure for a logic model, which was broadly used to inform the approach to logic modelling for Scotland 365.

The logic model was discussed in depth with the Scotland 365 project team, and was also shared with the young evaluators as part of their induction. It provided a very useful framework to guide discussions with young evaluators, and develop an evaluation framework setting out how to explore achievement of each outcome. Together, the young evaluators, Research Scotland and NMS worked to develop an evaluation framework for Scotland 365. This involved considering what would be gathered through the wider National Heritage Lottery Fund Kick the Dust evaluation, what would be gathered by young evaluators and Research Scotland, and what would be gathered by project leads and through project monitoring.

Research Scotland and the young evaluators also developed a project monitoring form and equalities form to enable projects within Scotland 365 to report on the quantitative information required for the evaluation.

It should be noted that the evaluation framework and tools were developed jointly with young evaluators. It is important to recognise that the approach set out by Research Scotland in the proposal – provided as an indication of how time may be used – is therefore not the same as the approach agreed with young evaluators. The proposal specified that we would work with young people to drive the evaluation in terms of its focus and approach. The Scotland 365 staff also had an influence over how Research Scotland and young evaluator time was spent.

	Proposed approach	Amended approach
Engaging with young people	30 young people in group discussions/ interviews 6 case studies	Online survey of young people at two stages – mid 2021 (18 responses) and early 2022 (21 responses) Five group discussions with YET members involving 11 people 2 case studies on trainees 1 case study on young evaluators Feedback postcards at YET residential and from a wider S365 project
Staff and volunteers	Survey of staff/ volunteers 10 interviews	Online survey of staff at two stages – mid 2021 (122 responses) and early 2022 (68 responses) 10 interviews with staff Feedback postcards from staff
Partners	5 interviews	6 interviews with partners
Training	1 staff training session	Logic model presentation at Young Scot/ NMS training session Development of survey training workshop with young evaluators, and delivery to YET members and staff Presentation and facilitated discussion of interim findings to Project Implementation Group with young evaluators Final presentation of findings at Executive Group

Young evaluators recognised that young people taking part in Scotland 365 were busy. They were keen to hold group discussions with young people and build on existing engagement opportunities, rather than developing individual interviews and case studies. A survey with young people was also introduced, issues and analysed by Research Scotland, to fit with wider Kick the Dust evaluation requirements – following detailed discussion with National Heritage Lottery Fund. An additional survey of staff, led by Research Scotland, was also introduced to provide a baseline of staff attitudes and perceptions.

Surveys and focus groups with young people

Research Scotland and the young evaluators conducted a mid-point survey with young people involved in the Youth Engagement Team during summer 2021, and an end-point survey in February and March 2022. The mid-point survey received 18 responses and the end-point survey received 21 responses – 15 from YET members and 6 from wider projects. Working with young evaluators, Research Scotland conducted focus group discussions with young people from each of the five Youth Engagement Team projects in summer 2021. Through these groups we spoke with 11 young people.

Interviews with trainees

Research Scotland, supported by young evaluators, interviewed the two young people who completed paid traineeships through the Scotland 365 programme. These discussions were developed into short case studies, available in Appendix 2.

Surveys with staff

Research Scotland and the young evaluators conducted a baseline survey with NMS staff in summer 2021. The aim of this survey was to gather baseline data on staff perceptions of the programme once the work restarted after being put on hold because of the Covid-19 pandemic. In total, 122 NMS employees completed the survey.

Renaissi, the evaluator for the Kick the Dust programme, conducted an end-point survey with NMS staff from February to March 2022. This data was shared with Research Scotland for analysis. In total 68 NMS employees completed the survey.

Interviews with NMS staff

Research Scotland and the young evaluators conducted online or telephone discussions with 10 NMS employees in spring 2022. These interviews explored their views on the programme, including outcomes achieved, challenges and successes.

Interviews with partners

Research Scotland and the young evaluators conducted online or telephone discussions with six individuals from partner organisations that had worked with National Museums Scotland to deliver Scotland 365. These interviews explored their views on the programme, including outcomes achieved, challenges and successes.

2. ABOUT SCOTLAND 365

Introduction

This chapter explores the intended outcomes of Scotland 365, its core activities through to March 2022, and the profile of participants in activities.

Intended outcomes of Scotland 365

Scotland 365 aims to achieve outcomes for young people through the project:

Young people have enjoyable experiences of heritage	Young people feel welcome Young people feel included Young people feel respected Young people feel a sense of purpose and achievement
Young people are empowered	Young people feel their opinions are valued Young people feel represented and influential Young people feel they have shaped or developed events, activities and outputs for young people
Young people develop new skills	Young people develop their skills Young people volunteer their time
More and a wider range of young people engage with heritage in a meaningful way	Young people sustain involvement Young people learn about heritage Young people's perceptions of heritage change

Scotland 365 also aims to bring about broader outcomes for heritage:

Heritage is more relevant to a diverse range of young people	Heritage is better interpreted and explained Heritage content is more inclusive and diverse
NMS understand how to engage young people with heritage	NMS staff are more confident engaging young people NMS understand what works in engaging young people in heritage A culture of positive youth engagement is embedded
The quality of youth engagement in heritage increases	NMS has a sustainable long term strategy for youth engagement We understand better how to support young people to move towards being culture seekers Stronger relationships exist between heritage and youth sectors NMS can evidence the value of work with young people

These outcomes connect with wider National Heritage Lottery Fund and NMS intended outcomes, as set out at Appendix One.

Programme activity

In order to achieve its intended outcomes, Scotland 365 piloted a wide range of different approaches. The programme was divided into two distinct strands of work, pre- and post- the initial Covid-19 pandemic lockdown. All of the work aimed to contribute towards the intended outcomes, and overlaid short term community engagement with the longer term work of strategy development.

2018-2019

During 2018 and 2019, Scotland 365 delivered a series of workshops and residencies to over 500¹ young people, in partnership with Impact Arts. This work was match funded by CashBack for communities and ran from August 2018 to June 2019. The programme offered a four-week summer programme, along with weekly aftercare sessions during term-time.

This programme of work supported young people to engage with heritage in new and innovative ways. The young people involved were aged 12 to 19, came from diverse backgrounds and had a range of different needs, challenges and life experiences. This included young people who lived in disadvantaged areas, were not in education, employment or training, who had no educational qualifications, young people with additional support needs or mental health needs, care experienced young people and young people who were non-binary or transitioning.

The work focused on interpreting heritage through the arts. Young people spent time in the National Museum of Scotland in Edinburgh, exploring the collections before interpreting it in their own way. The themes explored through this work were:

- Paisley Pattern and the history of Paisley textiles
- A Still Life of Scotland – focused on food heritage including Irn Bru
- Marine Heritage linked to the Ayrshire Coast
- Exploring and responding to the collection at The National Museum for Scotland.

As part of the programme, young people developed a series of exhibitions and performance pieces which were exhibited in Edinburgh, and across satellite sites in Glasgow, Paisley, Dundee and Ayrshire. This included a digital showcase, delivered via Facebook Live.

National Museums Scotland also commissioned independent research into better understanding how to connect with and empower young people aged 16 to 25. This

¹ Figure being confirmed with impact arts (209/ 386/ 500+)

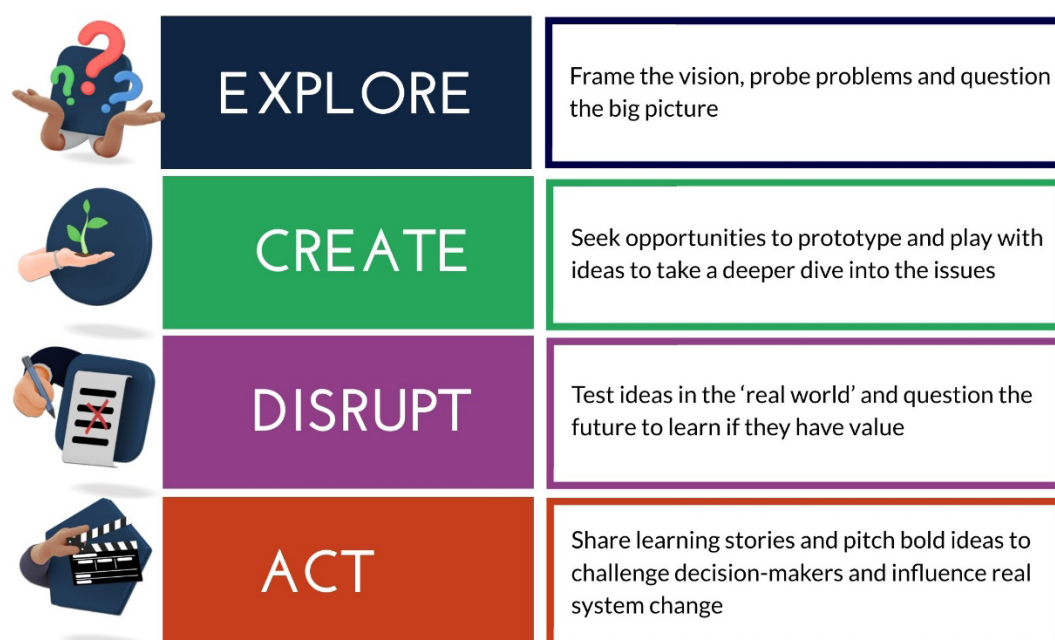
research was completed by Sherbert Research in October 2019, and helped to frame the activity for Scotland 365 from 2020 onwards. This report found that young people could be broadly categorised into four groupings:

- culture seekers;
- connection seekers;
- entertainment seekers; and
- inspiration seekers.

2020-2022

Following a break from April 2020 to September 2020, due to the Covid-19 pandemic, Scotland 365 restarted with a new phase of work. This work was developed through nine distinct projects, underpinned by the concept of co-design with young people. The project activities were designed to reach young people from each of the four groups identified in the research (culture, connection, entertainment and inspiration seekers). This work ran from September 2020 to March 2022.

The programme included a dedicated strand of work involving young people through NMS's first Youth Engagement Team (YET). The YET were fully inducted as NMS volunteers, to help shape ongoing and future activity. The YET work is delivered in partnership with Young Scot using its YSHive co-design process. This provided a framework to develop and deliver projects that were designed by and for young people. The process is structured around four stages:

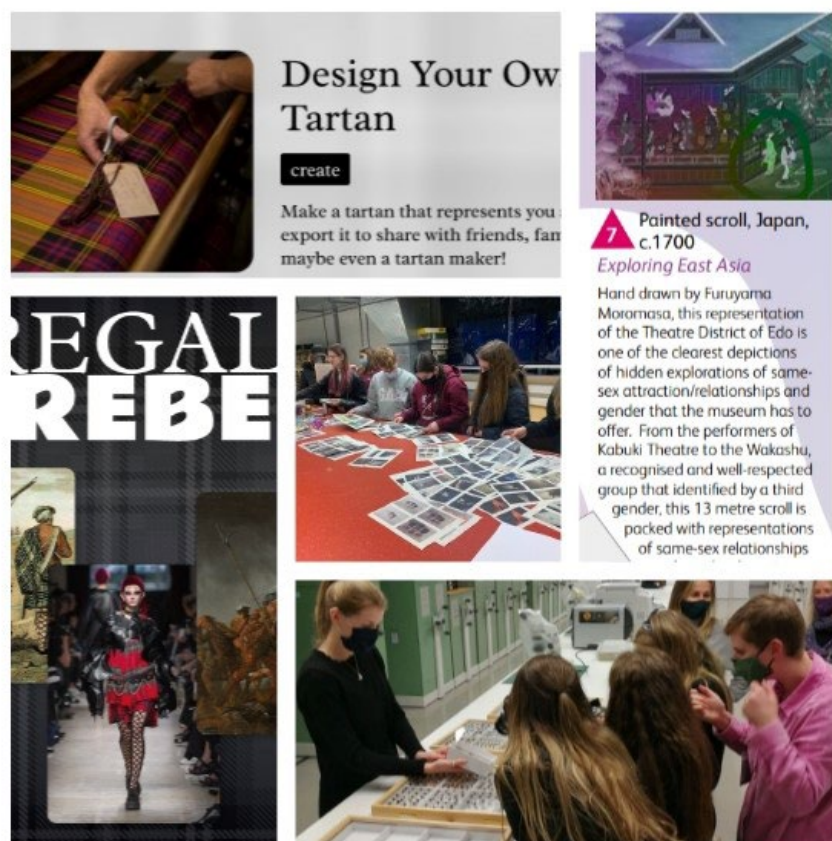


Five of the projects were led by young people volunteering through the Youth Engagement Team (YET). There were also three further projects focusing on wider engagement and outreach. The projects are summarised in the table below.

Led by the Youth Engagement Team	Dedicated Visitor Experiences	Focused on creating an engaging experience for young people who aren't currently motivated to attend museums or heritage sites. Developed a brief for a UX (user experience) designer, based around themes of fashion, inclusion and digital engagement. Developed a digital prototype for a 'Regal Rebel' concept.	Inspiration Seekers – not interested in heritage and not a museum person
	Youth Focused Marketing	Targeted work with young people who are not currently motivated to visit museums or heritage sites. Worked with a marketing agency to develop a targeted marketing campaign to attract young people (Find Your Thing).	Inspiration Seekers (as above)/ Fun Seekers – a museum person but not interested in heritage
	National Museum of Flight	Encouraging young people interested in heritage but put off by museums spaces to engage. Developed three event concepts, then designed and developed an 'Escape Room' pilot event for 29 young people at the museum. The pilot will be developed by the museum into a ticketed event for summer 2022.	Connection Seekers – interested in heritage but not a museum person
	Meaningful Engagement	Encouraging young people highly motivated to visit museums and engage with heritage. Undertook research, key themes and three case studies highlighting best practice in youth engagement across different museums/galleries in the UK. Developed a youth manifesto promoting an opportunity for long term engagement with young people.	Culture seekers – interested in heritage and a museum person
	Organisation and Sector Development – Community engagement and interpretation	Explored how to empower young people to shape policy and embed youth voice at NMS. Tested collaborative working through selecting an item to be part of the permanent display in the Discoveries Gallery and co-writing the 100 word label for the item.	All groups
Led by NMS staff	National Museums Collection Centre	A 10-week photography project with young people from Granton Youth. Young people used cameras from the museum collection to photograph collection items and the local area.	
	Schools	Creative consultants from <i>WAVEparticle</i> engaged with school children and teachers via focus groups and surveys, and interviewed NMS staff and project partners. They produced a series of recommendations for meaningful, impactful experiences with young people.	
	Traineeships	2 x part-time, paid traineeships for young people aged 16-25.	
	Youth Engagement Team	Ongoing engagement with a team of volunteers aged 16-25.	

The work also involved the YET, Impact Arts and LGBT Youth Scotland collaborating to develop a trail to highlight LGBTQIA+ stories across National Museums Scotland collections. The trail features ten objects found at the National Museum of Scotland. The trail was developed by young people taking part in an employability project facilitated by Impact arts and based at the National Museum of Scotland. There were participants in the project who had engaged in the Scotland 365 summer residential run by Impact Arts, who then went on to volunteer in the Youth Engagement Team. They continued to assist in the development of the digital delivery of the trail, to reach wider audiences.

The delivery of the programme was also supported by a range of partner organisations including Volunteering Matters (Project Scotland), Granton Youth, LGBT Youth Scotland, Media Education, Impact Arts, Stills Photography, Bright Signals and Wave Particle.



Hidden histories trail

This trail is a collaboration with young people and National Museums Scotland staff to highlight unexplored LGBTQIA+ stories across our collections. Traditionally LGBTQIA+ stories have been kept out of mainstream history, so many of these are hidden or hard to find.

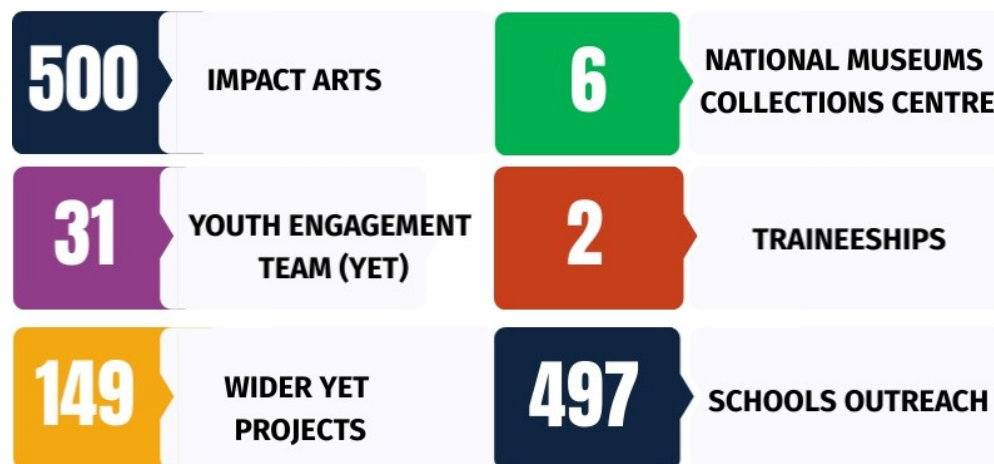
We are committed to collaborating with communities to make more of these hidden histories visible. Our objects have many more diverse and important stories to tell.

For the audio version of this trail please visit nms.ac.uk/lgbtqiatrial

Young participants to March 2022

In total, around 1,185 young people were involved in the Scotland 365 project. Approximately 500 were involved in the first phase of work, and 685 in the second phase.

The 31 members of the Youth Engagement Team were involved in an intensive programme of co-design and co-delivery, supporting delivery of six projects over 15 months. These young people co-led projects, working alongside museum staff and external professionals to design projects, voice opinions and produce prototypes.



For the 31 members of the YET, most (20) identified as female. Five identified as male and six identified as non-binary or preferred to self-describe. The profile of the YET was diverse in terms of engaging non-binary participants, but involved many more participants identifying as female than male. This is important as the Sherbert report commission by National Museums Scotland found that young people who say they are interested in heritage and museums are more likely to be female, and people who say they are not interested in heritage and not a museums person are more likely to be male.

Together the YET collected a total of 890 volunteer hours, attended 26 sessions and took part in two weekend residencies. Of the 31 volunteers, 26 stayed involved for the whole duration of the project.

Reflection period

From end of March to June 2022, Scotland 365 is in a reflection period. This is a three month review and reflection period, enabling exploration of the project learning, final reports and recommendations. It will also involve consideration of emerging strategies around youth engagement for National Museums Scotland and exploration of further sharing of the learning from the project.

3. OUTCOMES FOR YOUNG PEOPLE

Introduction

This chapter explores the difference the Scotland 365 programme made for the young people who were involved. For this chapter, the views of the Youth Engagement Team (YET) who were involved over an intensive period of collaboration and co-design have been analysed separately from the wider participants.

Young people have enjoyable experiences of heritage

Scotland 365 aimed to ensure that young people have enjoyable experiences of heritage. The feedback from young participants was very positive in relation to their experiences.

	YET	Wider
Young people feel welcome	100%	100%
Young people feel included	100%	100%
Young people feel respected by staff and volunteers	100%	100%
Young people feel a sense of achievement	80%	83%

Young people became more positive about their experience over time, with the final survey in 2022 showing higher satisfaction with these indicators than the baseline survey in 2021.

All young people responding to the survey also said that:

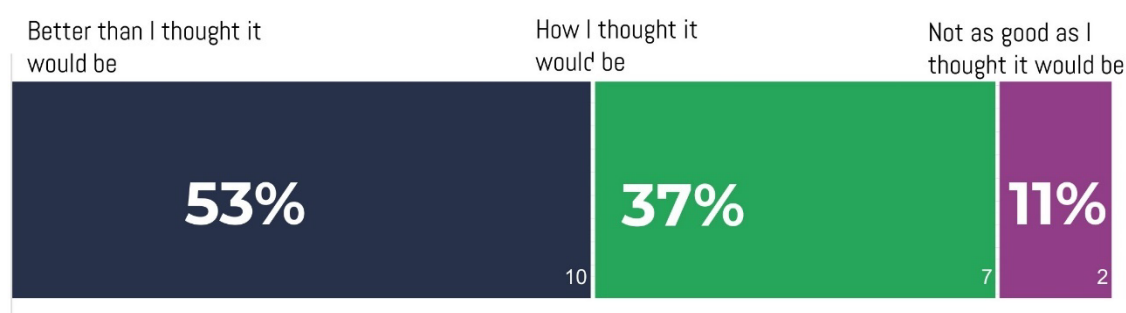
- there was something of interest in the programme for them
- it was easy and affordable for them to get involved
- they were learning new things in a fun and interesting way.

“ It has been a really exciting project through lockdowns and something I consistently looked forward to.” Young person

“ I feel more involved in the museum and have been able to meet likeminded people and hopefully make a difference.” Young person

Most young people felt that the experience was as good or better than they had expected.

Taking part in Scotland 365 has been:
[n=19]



Young people involved in the photography project in Granton were also positive about their experiences. They said that they enjoyed spending time in the museum, learning different photography skills and reflecting on their work.

“I liked making the cyanotypes and looking back at them.” Young person

The three young evaluators spoke positively about their experiences. They said that they felt welcomed by the researchers and well supported throughout the process. They enjoyed the opportunity to meet and work with young people from other project groups in an informal setting. They also appreciated the level of involvement that the opportunity afforded, and the skills they were able to develop.

“In many respects the role of Young Evaluator surpassed my expectations. I never thought I would have the opportunity to contribute to the evaluation process to the extent that I did.” Young person

Two young evaluators commented that the only negative aspect was that the role was entirely virtual, but they also noted that this was necessary due to the covid-19 pandemic.

“I have really enjoyed being a Young Evaluator and am grateful to have had the opportunity.” Young person

NMS staff commented that they felt young people in the YET and those participating in the wider project enjoyed their experience. They saw and heard young people talking about their experiences enthusiastically. Feedback from young people involved in the first phase of Scotland 365 activity, in 2018/19, also showed that they enjoyed the activity and felt socially connected. Staff reported that young people demonstrated improved wellbeing, as measured across SHANARRI indicators².

² Safe, healthy, achieving, nurtured, active, respected, responsible, included

**Example: National
Museums
Collection Centre
Project**

This project involved a 10-week photography project with young people from Granton Youth. Young people used cameras from the museum collection to photograph collection items and the local area. The project was developed by a curator who was working on disposing extra items from a collection of old cameras. These items had been donated and were duplicates of items the museum already had. She suggested using these cameras and the collection to work with a group of young people from the community – Granton Youth. The project involved curators from across departments, Stills centre for photography based in Edinburgh and Granton Youth.

“Granton Youth was quite a mix of young people from disadvantaged areas without many privileges. But they were all very interested in the collections.”

The young people were invited to go in to the building and engage with the collections. Approximately six young people were engaged in each session, of whom three attended all the sessions. Young people learned about photography, teamwork and supporting one another. Staff learned about working with young people in an informal, social and less structured way and how to explain heritage content in different ways for different audiences. The project found that young people were particularly interested in odd or strange things about collections, so staff will look out for more things like that in the future.

Young people developed their skills in photography, editing, research, creativity, presentation and interpretations. There was a connect from the activity to the museum collections and archive materials, to build confidence engaging with collections in the future in a playful and experimental way.

The images produced by the young people will be displayed in an exhibition booklet and at the National Museums Collection Centre reception area, NMS Learning Centre and Granton Youth Centre.

The project was delivered in partnership with Stills Gallery and Granton Youth. NMS staff felt that this brought an established level of expertise and skills, as well as an energy which brought out the best in both staff and young people. Through the project, staff have discussed longer term partnership potential, which staff felt was really exciting and a positive outcome of the project.

Young people are empowered

Scotland 365 aimed to empower young people, within a heritage environment.

	YET	Wider
Young people feel their opinions are valued/ listened to	100%	100%
Young people feel represented and able to influence decisions	87%	83%
Young people feel they have shaped or developed events, activities and outputs	80%	83%

Most of the young people responding to the end of project survey said they felt listened to and able to influence decisions either all of the time or most of the time. Young people we spoke with in focus groups also felt that they were listened to and that their views and opinions were taken seriously. They noted that staff gave them the room to influence activity and share ideas.

“I feel like my voice has been heard and I received the opportunity to find likeminded people of my own age.” Young person

“I definitely feel listened to... I really feel we are all collaborating.” Young person

“[Because of Scotland 365...]I have become more confident and felt like I've been able to create positive change.”
Young person

Young people spoke positively about their collaboration with NMS staff through the duration of their engagement. They appreciated that staff encouraged them, listened to their ideas and were available for support, but allowed young people to direct the discussions.

“The emphasis is put on making sure it's our voices that are heard.” Young person

“They're very good at opening discussions, but they don't put ideas in our head.” Young person

“They definitely take our views on board...it's a very collaborative approach.” Young person

A few young people said that they appreciated the extent to which they had been involved and included in decision making processes. One young person who has additional support needs commented positively on how they felt involved and included in the activities.

“ I have been able to see more of the behind the scenes of NMS and the museum and heritage sector. It has enabled me to give my opinions about how museums engage with young people and how they can improve.” Young person

Many young people also commented that they felt more confident as a result of the programme in terms of sharing their opinions, working in a team and making connections.

“ I am more confident in my ideas and I know I can create good ideas and prototypes and make them into actions.” Young person

Staff from NMS felt that young people engaged in the YET were empowered to a certain extent. They felt that the co-design process facilitated a high level of empowerment and ownership, allowing young people to choose the direction of the projects.

“ It felt like we were all equals when we met. They were always quite vocal.” Staff

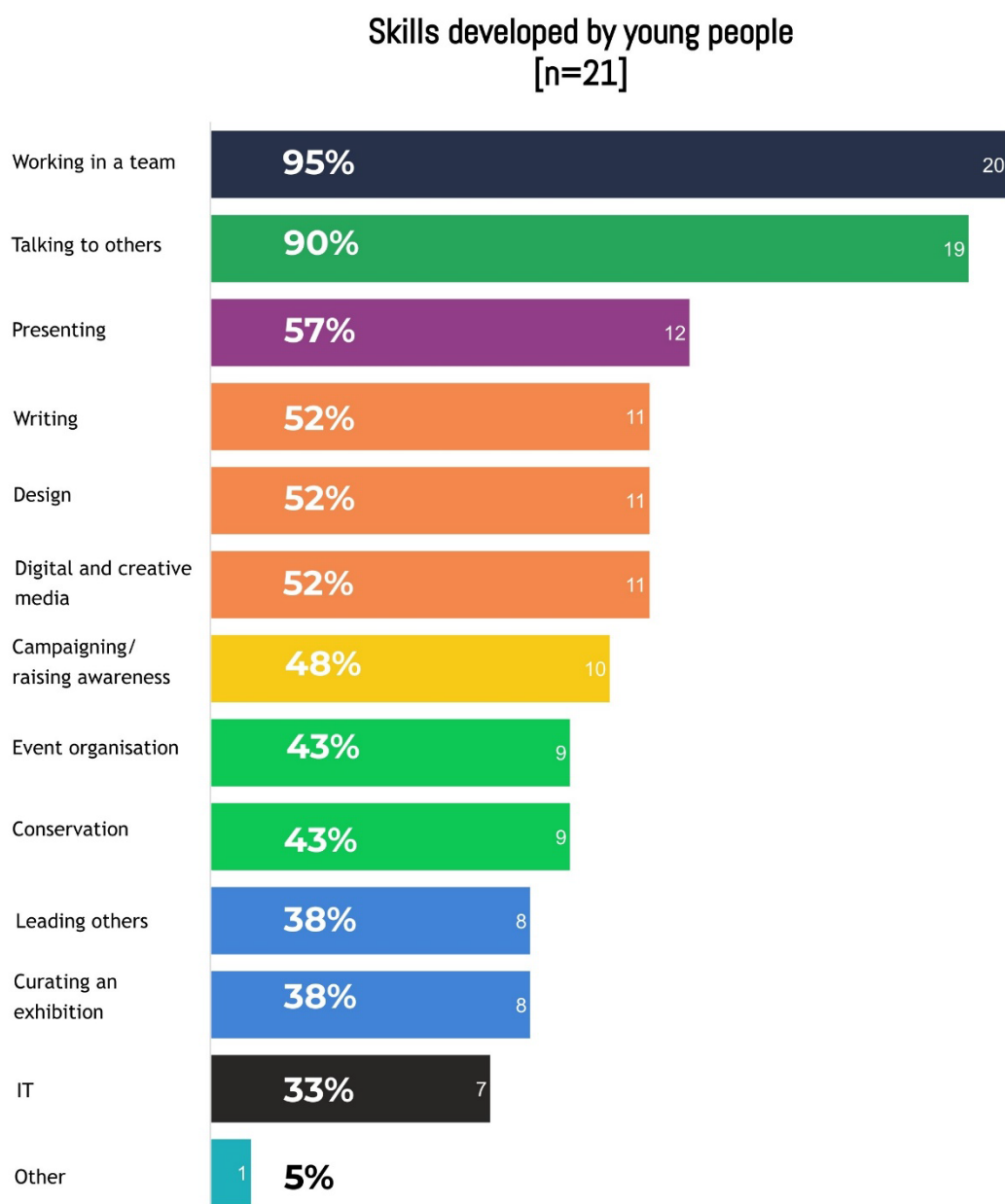
“ In most projects I’m leading. But in this one, I’m genuinely not.” Staff

However, some staff commented that it took time for NMS staff to develop the skills and confidence they needed to work collaboratively with young people. Staff had to work hard to balance giving young people freedom, while also supporting and channelling activity and it took time for staff to feel this balance was right.

Young people develop new skills

Scotland 365 aimed to support young people to develop their skills, and volunteer their time. The 31 YET members took part in an intensive period of volunteering, while wider participants also indicated that they developed their skills.

Young people reported developing a range of skills through their engagement. In the early stages of the programme these were predominantly around working in a team, talking to others, presenting and writing. Towards the end of the programme, young people began highlighting that they had developed skills in design, digital and creative media, and campaigning.



All the young people responding to the survey felt that these would be useful skills for them in the future.

“ I have been able to expand my knowledge about heritage and museum sites and gain experience in order for me to grow and mature as an individual.” Young person

“ My confidence has grown and I have improved my presentation and organisational skills.” Young person

“ I am better at presenting and pitching ideas and at critical thinking and evaluation.” Young person

As well as learning more about the sector and developing specific skills, young people also appreciated the opportunity to work alongside a range of professionals.

“ [Because of Scotland 365...] I have had a chance to work directly with professionals in the field.” Young person

A few young people also indicated that they had a better understanding of their own strengths and capacity.

“ I now know more about myself, my skills, and my strengths.” Young person

Some young people said that their IT skills had developed through the project, as all activity had been online. They felt a lot more comfortable using platforms like Zoom and interacting online. Some young people said they did not have much experience interacting online in groups, so it helped online environments to be less stressful, and to be more patient, understanding and listen online to others. Young people also said they developed skills around strategic planning, project management and assessing strengths, weaknesses, opportunities and threats.

Most young people we spoke with said that the project helped them to develop their personal skills, including confidence communicating in a group setting, working together and working with people at different stages in their lives.

“ It’s really interesting to talk to people who aren’t in your age group...it gives you the confidence to talk to people.” Young person

“ I am more confident and understand the role I can play in engaging young people in heritage and culture.” Young person

Young people completing traineeships said that they developed a range of transferable skills around communication, organisation, photography, IT, working in an office and understanding the heritage sector. One trainee felt that the experience helped him to realise that he enjoys working in an office environment, and he will now pursue similar opportunities.

“ I’ve learned a lot about doing spreadsheets and doing organisational stuff and putting things into organised categories.” Trainee

Young people participating in the NMCC photography project developed a range of skills around different photography techniques (including developing cyanotypes and photograms). They then worked together as a team to develop a zine and curate an exhibition of their work.

All of the young people engaged through Impact Arts workshops developed new skills. These included communication and social skills, performance skills and overall confidence. Young people were also supported to gain SCQF qualifications through the Dynamic Youth Award. And staff reported that some young people used their new skills, qualifications and confidence to progress into college or employment.

“I've learnt new photography skills whilst using non-digital cameras - having to focus on objects from afar and up close.” Young person

“I also learned new computer skills - digital editing skills.” Young person

The young evaluators said that they had learned about qualitative and quantitative research methods, including research ethics, how to design surveys, design discussion guides, conduct interviews and focus groups and analyse data. They also enjoyed the chance to develop and present the findings of the interim evaluation, with two also hoping to present the final report findings.

“I think the aspect of the role I liked the most was the range of skills I was able to gain. This included survey creation, evaluation, presentation of findings and fieldwork.” Young person

Staff from NMS felt that young people in the YET developed a range of skills. They felt that young people developed in confidence, digital skills, market research and evaluation, event management, project management, communication, planning, photography, presentation, interpretation and understanding how a big organisation works. A few staff members noted that if young people had been able to spend more time in the museum, they would have had a better experience, and more opportunity to develop skills.

Most partners did not feel close enough to the young people or the programme to comment on skills development. However one partner commented that there were lots of opportunities for young people to develop skills across the different projects.

“It was a unique opportunity to work with staff in a museum.” Partner

**Example:
Community
Engagement and
Interpretation
Project**

This project explored how to empower young people to shape policy and embed youth voice at NMS. It tested a process of collaborative working through selecting an item to be part of the permanent display in the Discoveries Gallery and co-writing the 100 word label for the item. Labels and interpretation are usually delivered by curatorial staff and edited to fit design by the exhibitions and design department. For this gallery refresh NMS wanted to incorporate different community voices into this process.

	<p>The project team selected the Rabab as their object of choice. They explored a range of themes including gender, politics and music in Afghanistan, where this object originated from.</p> <p>This will now be part of the permanent collection, which will be there for at least the next 20 years. The label will be credited to the Scotland 365 Youth Engagement Team.</p> <p>“Because of Scotland 365...I know more about the process behind writing descriptors for items in museums.” YET member</p>
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More and a wider range of young people engage with heritage in meaningful ways

Scotland 365 aimed to engage a wider range of young people with heritage. All participants, in the YET and wider projects, felt that they learned about heritage through Scotland 365. Most felt that their perceptions of heritage changed.

Since taking part in Scotland 365	YET	Wider
I understand heritage and museums better than I did before	100%	50%
I think heritage and museums are more interesting and relevant for young people than before	86%	83%

Most members of the YET completing the survey reported that they would be more likely to engage in museum events, volunteer and pursue a career in the sector since taking part in Scotland 365. For wider participants, beyond the YET, around half felt more likely to now take part in local heritage or museum events and activities. A smaller proportion of wider participants were more likely now to become volunteers in heritage, or pursue a career in heritage.

Since being part of Scotland 365 I am more likely to...	YET	Wider
Take part in other local heritage or museum events and activities	79%	50%
Become a volunteer at a local heritage organisation or museum	86%	17%
Pursue a career in heritage or museums	71%	17%

Many YET members said that they were more likely to pursue a career in heritage or museums now, and a few commented that they hoped to continue working in the heritage sector. Most felt that since taking part in Scotland 365 there were jobs for people like them to work in heritage or museums.

“ [Because of Scotland 365...]I feel I will pursue a career in cultural policy.” Young person

“ [Because of Scotland 365...]I have been able to stay involved with the culture sector beyond university.” Young person

More widely, young people indicated that they enjoyed learning about the heritage sector and how museums operate.

“ I know more about the process behind writing descriptors for items in museums.” Young person

“ I have a much better understanding of how museums and heritage work.” Young person

Most NMS staff commented that their engagement had been primarily with young people from the YET. Although staff felt there was a good mix of people within the YET, some indicated that the profile of the YET group was not necessarily the target in terms of encouraging young people to engage with heritage and museums, as many were already well connected with culture and heritage. However, staff felt that this meant that the YET were dedicated and motivated to work to engage other young people who would not normally access museums and heritage based activities.

“ I felt it was quite narrow, they were people who were already very motivated, and not many who were hard to reach or disadvantaged.” Staff

A few staff and one partner commented that, although small scale, the work has helped a wider range of young people access heritage and use it to progress in their lives.

“ It’s been a really, really interesting piece of work, helping young people to break down barriers and move forward with life.” Partner

“ Because it was a true co production, I think young people felt part of the NMS team.” Staff

For example, the National Museum of Flight Escape Room was designed to attract young people who would not normally come to the museum. The pilot was tested out with a mix of young people, who were not typical museum goers.

Staff working with on the National Museums Collection Centre photography project with Granton Youth said that the project had successfully engaged young people

who would not normally engage with heritage. They felt that many in the group experienced disadvantage, and none had been into the National Museums Collection Centre before, despite living within walking distance.

“Granton Youth was quite a mix of young people from disadvantaged areas without many privileges. But they were all very interested in the collections.” Staff

Staff from Impact Arts reported that all of the young people engaged through the Impact Arts workshops were more engaged in heritage because of the Scotland 365, as most had not engaged with heritage in this way, and many had never been in a museum before.

<p>Example: National Museum of Flight Project</p>	<p>The young people involved in this project developed the idea of an escape room experience, based on World War 2. To inform the escape room experience, young people undertook an empathy mapping exercise, with the team tracing the contact points for a young visitor their age who would be visiting the site for the first time to attend an event. Their observations of feelings and perceived barriers were used to shape the prototype event day layout.</p> <p>A pilot event was run in November 2021 with an invited group of 30 young people. Participants included young people from Granton Youth and events students from Napier University, some of whom had never been to the museum before. Small groups tested both indoor and outdoor escape room experiences.</p> <p>The experience provided staff with a better sense of how to connect with the audience as they develop programming, and the wider cycle of evaluation. It has encouraged staff to think about young people as a target audience for the National Museum of Flight.</p> <p>“What I’ve witnessed for some young people is a realisation that heritage isn’t a stuffy, conservative, static culture. It’s been exciting to share that heritage is living, breathing and owned by young by the young people as much as the 70 year old...it’s dynamic and constantly up for review and exploration.”</p> <p>The Scotland 365 pilot has now informed the development of a ticketed escape room event in August 2022 at National Museum of Flight. In this way Scotland 365 has been embryonic for future activities.</p>
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4. OUTCOMES FOR THE SECTOR

Introduction

This chapter explores Scotland 365 outcomes relating to the heritage sector.

Heritage is more relevant to a diverse range of young people

Within this outcome, Scotland 365 aimed to ensure that:

- heritage is better interpreted and explained
- heritage content is more inclusive and diverse.

Through Scotland 365, the projects piloted approaches to interpreting heritage and ensuring content is inclusive and diverse, including:

- developing a digital prototype for a fashion and inclusion concept – Regal Rebel
- devising and piloting an Escape Room event, which will be developed by the National Museum of Flight for an event in summer 2022
- young people selecting an item to be part of the permanent display and co-writing the display label
- young people working with a marketing agency to develop a marketing campaign to attract young people
- promoting digital use of an LGBTQIA+ heritage trail through the NMS collections.

There was also a strand of work to explore and better understand how school children and young people engage with heritage, and what could be done to build more effective engagement.

Evidence from young people involved in the programme shows that Scotland 365 made a big difference to all participants in helping them to see that heritage could be interesting to lots of different people. Those closely involved in bringing about these changes – the Youth Engagement Team – felt that this made a big difference to their feelings that heritage and museums represent people like them.

Since taking part in Scotland 365	YET	Wider
I think heritage and museums can be interesting to lots of different people	78%	83%
I feel that heritage and museums represent people like me	64%	17%

However, it is notable that more widely, less than a fifth of young people said that since taking part in Scotland 365 they felt that heritage and museums represented people like them.

<p>Example: Dedicated Visitor Experiences Project</p>	<p>This project aimed to create an engaging experience for young people who aren't currently motivated to attend museums or heritage sites. Through the project, young people developed a brief for a user experience designer, based around themes of fashion, inclusion and digital engagement and developed a digital prototype for a 'Regal Rebel' concept.</p> <p>The user experience designer worked closely with young people to support them to assess and interpret feedback on key concepts and share their perspectives and feedback about the ideas. Young people developed their skills in design, writing a brief, project management, interpretation and digital communication.</p>
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<p>Example: Youth Focused Marketing – Young Clients Project</p>	<p>This project involved targeted work with the Youth Engagement Team to develop approaches to engage young people who are not currently motivated to visit museums or heritage sites. Four members of the YET worked with a marketing agency to develop a targeted marketing campaign to attract young people called Find Your Thing. The group was very keen and motivated, but it took some time for the young people and staff involved in the group to fully understand their role. The young people involved in developing the campaign were largely already very motivated and engaged with heritage and museums.</p> <p>The YET members were the client for this work - they developed the brief and were involved in seeing behind the scenes how their brief was being executed.</p> <p>The young people worked very closely with Bright Signals, a digital marketing agency. NMS had worked with them before, and they worked in a very collaborative way with the YET team. Bright Signals developed three creative routes for the young people to choose, and the young people selected the 'Find Your Thing' campaign.</p> <p>The Find Your Thing campaign has since been developed further creatively, alongside a prototype media plan.</p>
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NMS staff understand how to engage young people with heritage

Scotland 365 aimed to bring about change in terms of staff confidence, skills and attitudes in engaging young people in heritage.

Surveys of staff undertaken in summer 2021 and spring 2022 give a good indication of staff understanding and confidence. For this analysis, we have compared results for staff who had high or very high awareness of Scotland 365 with those who had medium, low or very low awareness.

From the survey in mid 2021, it is clear that staff with a high or very high awareness of Scotland 365 feel more confident in their engagement with young people.

The survey in spring 2022 shows again that staff involved in Scotland 365 bring higher awareness, skills and confidence than those who are not involved.

It is worth noting that over time, between summer 2021 and spring 2022, some staff will have moved over from having low to high awareness meaning this is not a direct comparison between the same two groups of staff over time.

	S365		Other	
	Mid 21	Spring 22	Mid 21	Spring 22
I feel confident engaging with young people as part of my role	86%	78%	64%	57%
I have the skills and knowledge to engage effectively with young people	67%	100%	47%	48%
I have the skills to engage with young people from different backgrounds	52%	66%	54%	48%
I have the skills to use heritage in ways that are relevant and engaging for young people	56%	100%	41%	41%
I have access to tools and resources to help me develop my engagement with young people	54%	55%	17%	26%

It should be noted that tools and resources to develop engagement with young people were being developed in April to June 2022, so it is understandable that there was limited change in this area through to March 2022.

Staff skills in co-design and collaboration were also higher for the group of staff involved in Scotland 365 than the wider pool of staff at NMS. Again it should be

noted that this is not a direct comparison between the same two groups of staff over time.

How would you rate your skills in co-design and collaboration with young people currently?	Aware of S365		Other	
	Mid 21	Spring 22	Mid 21	Spring 22
Very high	4%	10%	1%	4%
High	15%	20%	7%	8%
Medium	65%	50%	45%	34%
Low	8%	20%	30%	54%
None	8%	-	17%	-

Commentary in surveys and discussion at interviews indicated that many staff felt that they now have a better understanding of how to engage young people because of Scotland 365. Staff felt that they would be more confident engaging with young people, and understood why it was important to engage with young people.

“I’ve really enjoyed it. I would be a bit more confident now, working with that age group.” Staff

“I have learned a lot about how young people view our organisation and how important it is that we change our approaches to make them feel comfortable and welcome.” Staff

“I have more confidence interacting with an audience that I am not used to working with.” Staff

Some staff learned practical skills around collaboration, co-production and creating a safe, sociable and welcoming environment. Some mentioned the importance of early engagement in a relaxed and social way.

“It’s very much a social thing. Making them feel comfortable in the space before collaborating on the work together.” Staff

“I got the opportunity to learn about the co-production process and gain skills in communications and collaboration.” Staff

Some staff indicated that because of their work with young people, they now approached their work differently.

“I got the opportunity to see the museum through the perspective of young people. Now whenever I look at an object or exhibit I try to think about how different demographics might engage with it.” Staff

“Because of Scotland 365 I have been inspired to do more projects with young people.” Staff

Staff changed their perceptions about what young people could bring and how much they could offer. Staff found their perceptions changed as they spent more time with young people, using a collaborative and creative process. Some highlighted the difference that working with young people in a creative and collaborative way, through the co-design sessions, made to their perceptions. Co-design and co-production were new concepts for many.

“I've met some brilliant young people and understand that they can bring lots to the table! It's changed my perception and made me realise the creativity and positivity they can offer to NMS.” Staff

“I feel much more confident in collaborating with young people and feel that this experience has helped me to see them as equals and realise what encouragement I am able to provide to empower them.” Staff

Some staff from NMS also commented that they were surprised at how mature and responsible some young people were. They felt young people in the YET were both passionate, and respectful in sharing their views.

“One fear and misconception, is that they were just going to be critical. But they're constructive and they are as engaged in it as we are...they are like critical friends, rather than picking it apart.” Staff

A few partners said that they felt NMS staff bought into the concept of working with young people very well and were willing to learn and engage. Partners reflected on the changes they had witnessed from the early stages to the end of the programme. They felt that staff in NMS were beginning to take a reflective approach and were willing to be flexible in order to work with young people.

“There is a huge amount of openness from staff at the museum. Maybe because they went through the co-design process too.” Partner

A few partners highlighted that while the staff members directly involved in Scotland 365 worked well with young people, it would take a lot longer for the organisation to change as a whole and for a wider range of staff to feel confident engaging with young people collaboratively.

The quality of youth engagement in heritage increases

Scotland 365 aimed to bring about longer term changes to the quality of youth engagement within NMS. At the time of this evaluation – March 2022 – NMS was entering into a period of reflection and learning. This will involve considering the findings and learning from the evaluation, project reports and staff and young people involved. The learning will be built into:

- a sustainable long term strategy for youth engagement – informed by young people
- sharing learning with other sectors to build stronger relationships between heritage and youth sectors and evidence the value of working with young people.

These will be priority areas of work for April to June 2022.

A sustainable approach for youth engagement

Comparison of those involved and aware of Scotland 365 within NMS and those who are not shows a slightly higher level of belief that young people can make a positive contribution to heritage and that this is important.

	Aware of S365		Other	
	Mid 21	Spring 22	Mid 21	Spring 22
Young people can make a positive contribution to heritage	100%	100%	94%	96%
It is important to provide a range of opportunities for young people to engage with heritage	100%	100%	99%	98%
It is important for heritage organisations to be safe and welcoming for young people	100%	100%	98%	100%
Senior leaders in my organisation demonstrate their commitment to the organisation engaging with young people at all levels	68%	44%	42%	46%

However, a relatively low proportion, both of staff involved in Scotland 365 and those not involved, felt that senior leaders demonstrated commitment to the organisation engaging with young people at all levels. This highlights that there is more work to be done to demonstrate this across the organisation. A few staff mentioned that senior staff could be reticent about incorporating young people's ideas into the museum, with concerns about resources and quality of activities. A few felt that young people's

ideas were not treated with enthusiasm or positivity, or given the profile they should be within the organisation.

Staff involved and aware of Scotland 365 were also more likely to say that they often or sometimes had opportunities to reflect and discuss ways to improve and develop their work with young people.

How often do you have the opportunity within your organisation to reflect and discuss ways to improve and develop your work with young people?	Aware of S365		Other	
	Mid 21	Spring 22	Mid 21	Spring 22
Regularly	15%	-	1%	3%
Often	17%	11%	1%	-
Sometimes	30%	44%	23%	18%
Rarely	30%	33%	45%	45%
Never	7%	11%	30%	34%

NMS staff were hopeful that the outputs and outcomes of Scotland 365 would have a positive impact on strategy and policy development in the future. Staff felt that Scotland 365 would have a clear influence on the organisation's youth engagement strategy, but could also have a big impact on planning and approaches within different departments within NMS. Staff felt that this would require strong leadership from senior management, and support from staff at all levels.

“It will be useful to see the legacy and how it is taken forward into departmental planning.” Staff

“I really have high hopes for where we’re going to land with the recommendations.” Staff

Staff indicated that the learning would help staff to challenge existing procedures and approaches, and contribute to a gradual culture change. Staff felt that there was an interest and appetite amongst staff to work innovatively with young people and to encourage more people to access heritage.

“It has been successful in allowing staff to challenge existing hierarchies and procedures whilst also reminding us of our responsibility to engage with our audiences - especially those thus far under represented.” Staff

“I do think Scotland 365 has changed the way NMS engages with young people as I’ve seen a gradual culture change take hold as more and more colleagues have engaged in the process...” Staff

A few staff and partners felt that it would take time to change the organisational culture and approach, and that it would require significant time and effort to build on the momentum of Scotland 365. Staff felt that this would require a long term commitment, a recognition that making lots of small changes could bring about wider culture change, and real dedication across the organisation.

“...I think that we've started the ball rolling on an avalanche of change.” Partner

Staff also felt that bringing about change would require a clearer understanding of roles, responsibilities and resources in terms of engaging with young people. Some notes that Scotland 365 had brought in considerable additional resources, and had concerns about the capacity NMS would have beyond the funded period to continue this type of work. Some felt that engagement with young people had previously been limited to a small number of individuals, and were unsure how longer term approaches for a wider range of staff to work with young people would be resourced. Others were thinking about how to reconsider the roles within their team, to build flexibility in to staff roles to accommodate direct engagement with new audiences. This required rethinking what was considered ‘core’ work and what was considered ‘additional’.

“It's changed how I'm thinking about what my team does.” Staff

“I have connected to other colleagues in the museum who I didn't know, learnt new ways of combining creativity with my day to day job....” Staff

**Example:
Meaningful
Engagement
Project**

The young people involved in this project worked with a researcher to identify three organisations across the UK that they considered as demonstrating best practice in terms of youth engagement. The YET met with management staff and young people to learn more. From this research the YET produced a case study of best practice and practical tips for engagement. They developed a proposed approach to an NMS youth collective.

In summary, it found that best practice involves:

- A clear lead for youth engagement
- Person centred approaches based on what young people want to do
- Practical support and joint work with staff
- Young people learning from each other, across ages
- Social opportunities with no pressure
- A physical space for young people
- Hybrid opportunities – face to face and digital

These ideas were summarised for NMS in the YET final report through Young Scot.

Learning and relationships across sectors

The reflection period in spring/ summer 2022 will involve sharing learning across sectors.

Some NMS staff said that the work had helped them liaise with people outside their usual team, which they would not normally have the chance to do. And a few mentioned that they had also worked with agencies beyond the museum. They felt these were valuable experiences that contributed to their personal development and knowledge of the sector. It helped some to understand how to work together with different organisations.

“Being involved in Sco365 has certainly made me realise how interconnected youth and community sectors can and should be with NMS...” Staff

“I have met a wonderful team of dedicated young people who are passionate about effecting change. I have realised the power of collective actions”. Staff

One staff member said that the method of contracting people for short, discrete pieces of work was new, but had potential for how NMS might work in the future – bringing in organisations with particular skills to lead certain projects.

“The future of museums and galleries feels bright, vibrant and exciting if we listen to the voices of young people.” Staff

5. LEARNING

Introduction

This section explores how the Scotland 365 project is working, in terms of what is working well and what has been challenging.

What worked well

The overall aim and ambition

Partners and staff spoke positively about the aim and scope of the programme. They felt that there was a good volume of diverse young people engaged through the workshops delivered in 2018-19, and an interesting mix across the project groups in 2020 to 2022. They also felt that programme was ambitious in its intentions, and that it maintained this ambition despite various ongoing challenges.

“It’s been ambitious, starting off from that position of wanting young people to have a say and influence. The young people have been a really key part of the programme.” Partner

Working with young people

All the NMS staff we spoke with said that they enjoyed working with young people and that they found young people mature and enthusiastic. Staff felt that young people were the driving force behind the programme.

“The dedication and commitment of the young people has been phenomenal and has been what made it work.” Staff

Face to face work

Young people, staff and partners felt that engaging in person, rather than online had significant benefits. Young people were enthusiastic about meeting for residential and meetings whenever possible. Some felt that meeting face to face helped to get more work done, but that the online meetings allowed rural participants to participate.

NMS staff also commented that it was important to include time for everyone to relax, have fun and get to know each other. This ‘social time’ was harder to implement online, but worked very well at residential and in-person meetings.

“I think the residential was really useful. I got to know them better in person.” Staff

Where possible, NMS staff tried to build in time for socialising and spending time together without the pressure of delivering outputs.

Staff and partners spoke very positively about all aspects of the work that involved young people's presence in the museum – workshops, performances, exhibitions, traineeships, face-to-face community engagement.

“When we've had face to face sessions like the residential we've seen real progress. The dynamic with staff was really good in those situations.” Partner

Cross departmental working

NMS staff valued the opportunities that the programme afforded for them to work with staff across the organisation. Some said that without the programme, they would not have had a chance to engage with their colleagues in this way. And whilst working virtually had its challenges, it also allowed for broader engagement of staff across different sites.

“The digital element provided me with an opportunity to meet lots of staff across various departments, who I wouldn't have met if the work was in person.” Staff

“This has been a real eye-opener for me and helped me to appreciate the wealth of talent in my organisation.” Staff

“I've learned a great deal about the different sites and departments of NMS and the roles of colleagues I barely knew about before.” Staff

Staff and partners felt that there was real value added from having a dedicated team of staff working on the programme. Because the team members did not have backgrounds working in museums, staff felt that they brought a fresh perspective.

The type and range of volunteering opportunities

Scotland 365 aimed to offer volunteering opportunities to young people. Some of this work did not take place, due to the Covid-19 pandemic. However over 31 young people did volunteer, and the museum developed a range of opportunities that it hopes to offer in the future.

“The roles that the museum suggested were very, very attractive.” Partner

For example, young people in one project group were able to engage directly with a digital marketing agency, allowing them to see the whole process of how a campaign is developed.

“We wanted to show young people how their brief was being executed, the behind the scenes stuff. It was really interesting for me, too.” Staff

Paid traineeships

Partners, staff and young people spoke positively about the traineeships. Partners felt it was good to have a paid opportunity in the sector, as they felt that opportunities for young people were often unpaid.

“We usually do volunteering, not traineeships, so it was really nice to offer a paid opportunity. For us, that was so, so lovely.” Partner

Young people who completed traineeships were also positive. They both felt it was a good, useful experience which helped them better understand the sector and the world of work. Case studies detailing each traineeship are available in Appendix 2.

“This traineeship has made me understand the way things work.” Trainee

“I’m really enjoying it, it’s a lot of fun and my colleagues are interesting.” Trainee

Partnership work

Generally, people were positive about partnership working within Scotland 365, and acknowledged that the programme was very much a collaborative effort. The partners we spoke with felt that the programme worked well for them, and had the potential to be mutually beneficial. In some cases opportunities for longer term partnership working were identified.

“I think this partnership can help everyone – us, the museum and young people.” Partner

“We are delighted to be part of the process and very much looking forward to the evaluation and to being involved in the future.” Partner

Staff commitment

Comments and survey responses from staff indicate that most were positive about the programme and they supported the concept and approach of working collaboratively with young people.

One partner commented that a key success factor was the buy-in and level of engagement from NMS staff. They commented that although many staff in the museum had not worked with young people before, they were willing and open to try a new way of working.

“The fact that NMS staff trusted the process and trusted themselves.” Partner

Challenges

Partners were keen to state that, whilst the programme did not always run smoothly, they felt positive overall, and were keen that the challenges were seen as learning points rather than criticism.

“There is an enormous amount of learning and I don't think that the negatives define the programme.” Partner

Partners felt that, as well as learning for NMS, there was useful learning for them to take away from the programme.

Covid-19

The pandemic had a significant impact on programme delivery. A programme that was designed to bring young people into the physical space of the museums had to be adapted to work remotely. And some NMS staff were furloughed for several months in 2020, which affected the delivery schedule.

“The pace of the project has been really disrupted and has been tricky to balance. It was hard to build momentum and took a long time to get into a rhythm.” Staff

Staff turnover

Scotland 365 has had three project managers over the lifetime of the programme as well as changes in key staff members within NMS and partner organisations. This has led to some gaps in communication and continuity, delays and loss of momentum, and has hindered the formation of strong, positive working relationships. However, partners spoke more positively about communication over the final two years of the programme. This is likely to be because a new staff team was installed to manage S365, and has remained stable since.

Communication between partners

Partnership work was key to the development and delivery of Scotland 365, but has come with various challenges. This was particularly felt when the programme moved from the first strand of work (community engagement) to the second (strategy development). In some cases partners did not feel that new approaches were communicated to them, and so felt excluded from the process and concerned about how to explain changes to young people. In some cases partners were unsure how to manage staff expectations, which created some tensions, but some found this was easier during face to face engagement than online sessions.

Resource requirement

A few partners commented that supporting the programme required a lot of staff time and resource. They felt that the expectation from them did not always match what had initially been agreed. This left partners in a difficult position, trying to fulfil obligations without the necessary level of resources.

“Their expectations on us have gone through the roof especially for meetings. It's hard to manage for us along with our other work.” Partner

Similarly, a few young people, staff and partners felt that there was a high demand on young people – in terms of what was asked of them and the demand for them to be available at particular times.

“It was really hard to find meeting times that worked for everyone. At some points it felt like too much alongside my other commitments and at others it felt like there was nothing for us to do.” Young person

Some partners felt that it was important to distinguish between colleagues and volunteers, especially when young people are of the age where they could be either. One partner commented that they would normally try to shield young people from the level of pressure experienced in some of the Scotland 365 projects.

“The level of expectation on young people was significantly higher than planned. They were acting as staff rather than volunteers.” Partner

“We need to remember they are volunteers with other things in their lives...we need to understand that they can't always fit into our structure.” Partner

A few staff members also mentioned that the resources required to engage with young people were intensive, involving a lot of time both from the staff members and the young people themselves.

Flexible programme design

The overall programme for Scotland 365 was deliberately loosely structured, and based on the idea that young people would help to shape the activity. The programme changed and developed over time, requiring staff and partners to adapt quickly. Both partners and staff mentioned that the outcomes could have been richer if the work had been more focused.

“There have been periods of frustration where there was lack of clarity around what we were trying to achieve.” Staff

“We could have done more work and better work if we weren't spread so thin. But now we're in a good place with the partners.” Staff

A few staff members commented that it took time to effectively balance the community engagement and strategy development elements of the project. Occasionally, staff and partners felt that the autonomy of the young people was not the top priority. At times, staff had to make decisions to meet the organisations' timeframes and internal project management requirements. These decisions were authorised by the Project Executive Group, but staff noted that they felt it detracted from the true ethos of co-production.

Co-design process

The projects led by the Youth Engagement Team used a co-design methodology with a clear structure to facilitate maximum engagement and empowerment of young people. While this was positive and valuable, there were some challenges in matching a co-design process with wider organisational project management requirements and the need to deliver the project within a set timeframe. This meant that it could be hard to balance young people having ideas, changing things and setting project direction, with the timelines for project delivery.

Both the partner agency and NMS felt that it took time for each party to fully understand their roles and responsibilities in delivering and participating in the co-design method. This involved carefully thinking through expectations and balancing the priorities for young people and priorities for NMS.

“It's been a very different project to what we expected it to be, and different to other codesign projects that we've done.” Partner

Staff noted that for programmes like this to work, the values of all partners needed to be aligned – across NMS, partner organisation and young people. Partners also need to agree where there was room for challenge, negotiation and flexibility, and where things were fixed, in order to avoid any one partner feeling they were always required to adapt to the needs of the other.

However, partners learned a lot from the process. In the future, NMS may take a more flexible approach to the co-design methodology, and the partner organisation may spend more time setting out expectations, roles and responsibilities at the outset.

Profile of young people engaged

Some staff and partners commented on the demographics of the young people involved. A few felt that, in the second phase of the project the focus on engaging directly with young people who were new to heritage was reduced. Whilst they felt that the projects devised with the Youth Engagement Team were valuable, they were not sure if these always directly engaged with the main target audience.

“I felt that the aim of the funding was to bridge the gulf between young people and the museum. But I’m not sure if the ambition has been achieved.” Partner

One partner noted that if they were to work in the sector again, they would talk to the client about the range of young people and their backgrounds at an earlier stage. This would help both parties understand what was expected, and what was needed in terms of engagement with young people.

One staff member noted that it would have been helpful to have wider support or pastoral care for young people involved in the programme. They felt that young people coming from disadvantaged backgrounds might need more support, and that it was better for them to speak with someone impartial, rather than the NMS staff that they were working with directly.

Securing volunteering opportunities

Whilst over 30 young people volunteered through the Youth Engagement Team, and one pilot volunteer placement was completed before the pandemic, no further volunteering opportunities could be delivered. Partners felt that there were a few reasons for this. Firstly, there were limitations due to most NMS staff working from home, and the museums being closed due to the Covid-19 pandemic. Partners also felt that there was some hesitation from NMS staff to accommodate young people as volunteers within different departments, and staff were unsure how the placements would be implemented.

Barriers to access

One traineeship provided valuable learning around young people’s wider support needs. Although the traineeships were paid, the initial outlay for transport costs to and from the museum would have prevented one young person from taking up the opportunity. The referral partner was able to support the young person by providing financial support, which was paid back by the trainee once they received their payment at the end of the first month. The partner organisation has now taken this barrier into consideration for future opportunities.

6. CONCLUSIONS

Outcomes for young people

Scotland 365 achieved its aims for young people directly involved in the project. Young people:

- had enjoyable experiences of heritage – feeling welcome, included, respected and a sense of purpose and achievement
- felt empowered – feeling their opinions were valued, that they were represented and influential, and that they shaped or developed events, activities and outputs for young people
- developed new skills – including working as a team, talking to others, presenting, creative media, design, digital skills, research, evaluation and campaigning as well as personal skills and confidence
- changed their perceptions of heritage – learning about heritage.

Young people said they learned new things in a fun and interesting way, and that it was easy and affordable for them to get involved. Young people involved in the Youth Engagement Team and wider projects enjoyed their experiences and felt listened to and able to influence decisions. The three young evaluators felt welcomed and well supported.

Young people were positive about their collaboration with NMS. Members of the Youth Engagement Team found that they understood heritage better through Scotland 365 than they did before. Both YET members and young people involved in wider projects found heritage and museums were more interesting and relevant for young people, through Scotland 365. Many members of the YET were more likely to take part in other local heritage activities, become a volunteer or pursue a career in heritage or museums.

Although a good mix of young people were involved in the YET, many were already well connected with heritage and museums. There were many more females than males involved in the YET, which is important as males were found to be less likely to be connected with heritage and museums. However, their work has informed NMS approaches to engaging with young people who are not connected with heritage and museums for the future. NMS has learned from the process of youth engagement, and developed ideas for the future. Wider Scotland 365 projects such as research with school pupils and teachers will also inform future approaches to youth engagement.

Outcomes for heritage

Scotland 365 also aims to bring about broader outcomes for heritage. Through Scotland 365:

- **heritage is more relevant to a diverse group of young people** – with young people developing prototypes for inclusive and diverse concepts, selecting an item to be part of the permanent display as a collaborative pilot, devising and piloting an event for young people which will be used by National Museum of Flight and developing a marketing campaign to attract young people – all of which helped young people to believe that since taking part in Scotland 365 heritage and museums could be interesting to lots of different people, and represent people like them
- **staff are more confident engaging young people** – with an increase in confidence levels among staff involved in Scotland 365, as well as an increase in skills in engaging with young people, working with people from different backgrounds, using heritage in ways that are relevant and engaging, and co-designing and collaborating with young people
- **staff understand what works in engaging young people in heritage** – with learning from school pupils and teachers through a research project, learning from working with the Youth Engagement Team and wider projects, and learning from working with a wide range of young people in projects beyond the YET.

These outcomes have begun to have some wider impact in terms of how staff involved in Scotland 365 now approach their work. Staff are beginning to see the museum through the perspective of young people, understand what young people could bring and take a flexible and collaborative approach. Staff involved in and aware of Scotland 365 were more likely to say that they had opportunities to reflect and discuss ways to improve and develop their work with young people.

However, it will take time for these changes to spread more widely beyond those directly involved in Scotland 365 and this will require ongoing support, commitment, senior leadership, resources and partnership working. The approach will need to continue to be developed with youth voice at its centre, in a culture of openness and change, enhancing the voice of under-represented groups.

The period of reflection and learning, during April to June 2022, will be important in building learning into a sustainable long term strategy for youth engagement, and continuing to build and consolidate relationships with youth and community sectors. The learning from Scotland 365 – in relation to making museums fun, accessible, relevant, modern, evolving and driven by youth perspectives – will be invaluable in driving this work forward.

Next steps

Engaging young people at NMS

The vision of National Museums Scotland is to engage and inspire people across Scotland by sharing its collections, their stories and expertise for the widest benefit. NMS aims to be creative, inclusive, collaborative and forward thinking. National Museums Scotland's strategy for 2021/22 recognises the importance of engaging and inspiring people, with a particular focus on schools and young people for 21/22. More than a quarter (27%) of Scotland's population is aged under 25³. However, recent research indicates that many young people feel that museums aren't relevant to them. A report by Sherbert Research found that over a quarter of young people (29%) have no relationship with heritage or museums, and over a quarter (28%) are interested in heritage, but not comfortable in museums. A further 8% wish museums were more exciting and engaging, to entice them to go more than once. Together, this makes up almost two thirds of young people (65%).

Bringing people into the museum, or engaging more widely with connections, is the vision of NMS. To achieve this vision, NMS will need to engage young people when they are young, to ensure that museums are seen as relevant on a longer term basis. The Sherbert Research found that young people who didn't go to a museum when they were younger, or didn't have a memorable or positive experience, were less likely to go on to develop a positive relationship with heritage or museums. Conversely, young people who were most interested in an ongoing basis had very positive experiences of visiting museums and heritage sites regularly. Actively supporting young people to get involved in NMS activities could encourage more young people to visit NMS collections, encourage young people to visit more often and enhance the relevance and viability of museums and heritage to young people.

Engaging young people will also help NMS to achieve its social impact. The NMS social impact toolkit highlights three core outcomes NMS aims to achieve through its work. These outcomes bring together the value of the work that NMS does, by bringing about a positive social impact. Being able to demonstrate this value, helps the organisation to prioritise and make the case for funding.

3

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationprojections/datasets/tablea26principalprojectionscotlandpopulationinagegroups>

Core area	Outcome
Cultural Citizenship	Through taking part in experiences at a museum, participants will make repeated visits, they will feel that it is a valuable space and a space where they feel welcome and confident to visit.
Enriching Learning Experiences	Through taking part in experiences at a museum, participants will gain knowledge, skills and/or enthusiasm for learning, motivating further engagement in learning and self-development.
Mental health and wellbeing	Through taking part in experiences at a museum, involvement has a positive impact on the participants' health and wellbeing.

Working to involve young people in NMS is important in achieving these outcomes. The social outcomes that NMS wishes to achieve have particular relevance to young people. Ensuring that young people have a positive early experience of museums and heritage could build a lifelong positive interest, and early and sustained outcomes around cultural citizenship, learning and mental health. Longer term it could build an ongoing positive relationship with heritage leading to volunteering, employment and lifelong visits to museums and heritage sites.

Evidence from young people involved in the programme shows that Scotland 365 made a big difference to all participants in helping them to see that heritage could be interesting to lots of different people. Those closely involved in bringing about these changes – the Youth Engagement Team – felt that this made a big difference to their feelings that heritage and museums represent people like them.

Staff also felt that Scotland 365 changed their perceptions of engaging with young people, and demonstrated its value in terms of making heritage more relevant to a wide range of people. However, a relatively low proportion of staff felt that senior leaders demonstrated commitment to the NMS engaging with young people at all levels. This highlights that there is more work to be done to articulate the rationale for engaging with young people, and demonstrate this across the organisation. As the programme nears completion, the reflection phase should capitalise on the momentum and learning generated through Scotland 365 in taking the organisation's approach to engaging with young people forward. This should include disseminating learning to staff not directly involved in Scotland 365.

Key message: To sustain an audience for heritage and museums longer term, and ensure wider social outcomes are achieved, it is important to invest in positive early experiences for young people. NMS should be clear about the priority that attracting young people to the museum has and why, and disseminate this across the organisation.

Approaches for involving young people in heritage

Scotland 365 demonstrates that there are many different ways in which young people can be involved in museums and heritage.

Visiting the museum

Scotland 365 highlights a wealth of learning about how young people can be encouraged to visit NMS.

- **Cost** – Schools and individual young people find cost a barrier. Free entry is very important to many. Young people would value subsidised travel and admission to encourage young people from a variety of backgrounds and financial circumstances. This was evidenced through the Scotland 365 schools research and Sherbert report.
- **Museums for all** – The YET project, schools research and Sherbert report all highlighted that it is important to young people that museums represent everyone, that they can see themselves and their culture represented, that marginalised or disadvantaged people are included and that an emotional connection is built. The ‘Find Your Thing’ marketing campaign developed by the YET encourages young people to visit the museum to discover stories that resonate and create an emotional connection.
- **Modern museums** – The schools research and Sherbert report found that many young people see museums as ancient, quiet, formal spaces. Working to connect displays with contemporary issues is important. Young people should be involved in continuing to update and refresh exhibition spaces.
- **Fun museums** – The schools research in particular found that young people want to be able to play, make noise, have fun, be adventurous, engage with the exhibits, have immersive experiences in a warm and colourful environment. Thinking about food, culture, music and events can help to create unique experiences. Learning from the Escape Room pilot at the National Museum of Flight highlighted that an interactive experience can positively impact on young people’s perceptions of museums and encourage return visits.
- **Museums can be visited more than once** – The schools research and Sherbert report found that schools and young people were keen to see exhibits refreshed, connections made with the curriculum, regular updates on topics and regular visits encouraged.

Scotland 365 also demonstrates the value of approaches that involve outreach work to encourage young people into the museum - such as working with Granton Youth to engage young people from disadvantaged areas. This worked well on a small scale, and there is scope to try out further similar approaches to engage key target groups.

Scotland 365 also demonstrates the value of online approaches to engage wider audiences. The schools research highlighted that online approaches can work well to engage people from a distance, and online experiences such as the LGBTQIA+ trail have helped to connect young people with the collections during the pandemic.

Key message: Young people can be encouraged to visit NMS by ensuring young people can see themselves represented, and creating a fun, interactive, immersive environment where people can have fun. Refreshing content encourages repeat visits, while outreach work can help engage those less likely to visit. This learning should be built into strategies and plans for attracting young people to the museum.

Influencing decision making

Scotland 365 also highlights significant learning about how young people can be involved in decision making within NMS - influencing heritage content, designing concepts and prototypes and planning campaigns. This is important as many people involved in Scotland 365 still don't feel that heritage and museums represent people like them, and young people exhibit a strong interest in museums changing and evolving to encourage them to return.

There is a spectrum of potential involvement, from young people telling NMS more about their views and experiences (through audience research or consultations), through to collaboration and co-production. Wider research⁴ shows that often youth groups and forums tend to involve young people already interested in heritage, as experienced with Scotland 365, so it is important to use a mix of different engagement approaches to hear from a wide range of young people.

Staff involved in this evaluation felt that the co-design process facilitated a high level of empowerment and ownership, allowing young people to choose the direction of the projects. Staff also learned about the importance of taking time to engage with young people informally, providing a safe space where they feel included, setting up social activity to support young people so they feel comfortable, and then moving on to collaborating and co-design.

4

https://www.heritagefund.org.uk/sites/default/files/media/research/young_people_and_heritage_sector_icarus-report-accessible-2.pdf

YET research into best practice found that approaches that worked well in engaging young people had clear processes in place to engage with young people, heard the voices of young people in a consistent way, supported young people to engage with resources and skills development opportunities, and could highlight the benefits of this. The YET recommends that NMS engages with young people in a way which:

- Recognises the gap between young people's needs and the museum's timescales and operations
- Includes tailored support and guidance for young volunteers
- Embeds a culture of openness and change, challenging ideas and enhancing the voice of under-represented groups
- Embraces creative methods
- Engages young people as equal partners from the beginning
- Ensures young people can begin to see action from their input
- Informs decision making across all levels across the museum.

Key message: NMS should develop a clear process to hear the voices of young people and engage them in decision making. This should fit with wider approaches to audience development and community engagement across the organisation.

Roles, skills and resources

Scotland 365 demonstrated that having dedicated staff to drive engagement with young people was of value to staff, building skills and confidence and introducing new ideas. This reflects wider research into youth engagement in heritage, which highlights that having dedicated staff in post helps to build skills and capacity⁵.

Some staff found working with young people using a co-production approach very resource intensive. Staff had to learn how to work collaboratively, gain confidence to give young people freedom, and balance this with channelling activity to ensure expectations could be met. As staff learned, they became more confident in using a collaborative approach. Some staff felt that it was only through direct involvement in the collaborative process, that they were able to develop their skills and change their perceptions.

The YET recommended that continued funding was provided to engage young people with dedicated youth engagement roles, and wider training for staff to embed youth engagement. The YET also recommended an increased focus on employment routes for young people at NMS, through shadowing, training, volunteering and paid roles.

Key message: At this stage, it is likely that a continued dedicated role is required to drive youth engagement, embed the approach across NMS and build the skills of staff across the organisation.

5

https://www.heritagefund.org.uk/sites/default/files/media/research/young_people_and_heritage_sector_icarus-report-accessible-2.pdf

Working in partnership

Through Scotland 365, NMS developed useful partnerships with organisations in the youth, creative and community sectors. Staff and partners found that partnership working takes time and resources, but helped to access new skills, expertise and connections to young people not engaged with museums and heritage. This resonates with wider research⁶ into youth engagement in heritage, which found that establishing and retaining partnerships could be very demanding on resources, but that over time these strong, stable relationships have delivered sustained benefits. In the future, partnerships should be based on early work to explore values and vision; detailed exploration of roles, responsibilities and expectations at an early stage; regular communication with clear information sharing routes; regular face to face contact; and a reflective and flexible approach to working with young people.

Key message: NMS should continue to build on partnership working, building on the connections and skills from partnerships developed through Scotland 365.

Evaluation tools

Through Scotland 365, we have learned about evaluation of heritage work with young people. A suite of tools used within this evaluation is included as [Appendix 3](#). This includes surveys, discussion guides, equality monitoring forms and a recorded session on survey design and delivery.

Lessons learned include:

- **Survey of young people** – The survey of young people worked very well. It was developed with the young evaluators and piloted by them. It was short and simple, and focused on the difference young people noticed because of involvement in Scotland 365. The survey works well for tracking change over time, or as a one off survey.
- **Survey of staff** – The survey of staff was most useful in its first iteration, when it was a shortened version of the survey and focused in on a smaller number of key areas. Response rates were lower when the survey was lengthened to fit with the wider Kick the Dust evaluation. To fit with NHLF evaluation requirements, the survey focused on a moment in time, rather than asking staff to assess whether their skills had changed. In the future, it would be more useful to adapt the short version of the staff survey to use retrospective language, asking staff to assess change over time.
- **Logic model** – The logic model was most useful in helping to make sense of the wide range of different outcomes across NHLF, NMS and Scotland 365. It

6

https://www.heritagefund.org.uk/sites/default/files/media/research/young_people_and_heritage_sector_icarus-report-accessible-2.pdf

was very helpful when articulating the purpose of the programme to young evaluators, YET and wider staff. It also helped to focus the evaluation on measuring what mattered. Unfortunately, the logic model and evaluation framework were developed when the full Impact Framework for NMS was still in development (including social outcomes and tools) so learning on testing this approach is very limited. The logic model used the template suggested in the draft, but had to split this into two separate documents – a logic model and a separate evaluation framework. This was partly because Scotland 365 has so many inter-connecting outcomes across the project and so many strands. It was also useful to use this approach because the outcomes for the project were already set, and needed to be better organised, articulated and explained to others. The evaluation aspects had not been set, and was developed using a co-production approach with young evaluators. Keeping the two elements separate helped to facilitate this.

- **Young evaluators** – The process of involving young evaluators in the evaluation helped to strengthen the research method, making it grounded in the experience of YET members. It also strengthened research tools, giving researchers the confidence to simplify surveys suggested within the wider NHLF evaluation based on young people's feedback. This helped the tools to work better for the Scotland 365 context, and encouraged a greater response rate when these tailored surveys were used. Young evaluators also helped to analyse findings, highlighting along the way what findings may be most interesting and relevant to other young people. This shaped the way findings were presented. However, as young evaluators were also closely involved in Scotland 365 wider projects, particular care needed to be taken around anonymity in interviews.

Finally, in relation to evaluation it is important to recognise that this evaluation was produced in March 2022. It – and wider learning from Scotland 365 - will then inform a process of reflection through to summer 2022. The intended outcomes of Scotland 365 will continue to develop over this time.

The Scotland 365 YET projects also developed ideas for testing in the future with young people – prototypes, approaches, events and campaigns. At the time of this evaluation staff and young people felt that it was too soon to say whether the projects had been successful in attracting a wider range of young people in heritage as the projects hadn't been launched to wider audiences yet. It will be important to continue to evaluate the impact of these activities, to explore whether Scotland 365 has enabled NMS to learn about how to engage young people more effectively in museums and heritage.

APPENDIX 1: LOGIC MODEL

Purpose	Outcomes	Outcome indicators	Outputs	Activities
People enjoy themselves and are enriched by the experience	Young people have enjoyable experiences of heritage	Young people have fun Young people feel welcome Young people feel included Young people feel respected Young people feel a sense of purpose and achievement	Youth engagement team involved across all projects, testing new ways of engaging with young people and staff through co-design methods and completing a series of projects	Project 10: Youth engagement team
			Event or experience prototype designed and potentially delivered at NMoF for a diverse range of young people*	Collaborating Project 2: NMoF event
			Youth led creative programme of activity in North Edinburgh that engages young people with heritage, NMCC and NMoS	Supporting Project 7: NMCC/ North Edinburgh
			Pop up exhibition to celebrate end of project	Collaborating Project 1: Dedicated visitor experiences Collaborating Project 2: NMoF event Collaborating Project 3: Loyalty schemes Project 10: Youth engagement team
People have inspiring experiences that develop their knowledge and understanding of themselves and the world around them, leading to change in ideas or actions	Young people are empowered	Young people feel their opinions are valued Young people feel represented and influential Young people feel they have shaped or developed events, activities and outputs for young people	Youth engagement team involved across all projects	Project 10: Youth engagement team
			Young people experience an area/s of the museum/ sites through a creative engagement project with the collections <ul style="list-style-type: none"> - Dedicated visitor experiences - NMoF event - Loyalty scheme prototype - Marketing campaigns - Good practice, youth engagement strategy and training programme design 	Collaborating Project 1: Dedicated visitor experiences Collaborating Project 2: NMoF event Collaborating Project 3: Loyalty schemes Collaborating Project 4: Marketing campaigns Collaborating Project 5: Organisation and sector development Supporting Project 7: NMCC/ North Edinburgh

People develop skills or have access to learning opportunities/ People become more self-confidence, questioning, motivated and open to others' perspectives	Young people develop new skills	Number of young people developing their skills Young people feel they have developed new skills Young people volunteer their time	Youth engagement team involved across all projects	Project 10: Youth engagement team
			Three young people are trained to support and contribute to the project evaluation	
			Young people involved in the youth engagement team become Nations Museums Scotland volunteers for the duration of the project	Collaborating Project 1: Dedicated visitor experiences Collaborating Project 2: NMof event Collaborating Project 3: Loyalty schemes Collaborating Project 4: Marketing campaigns Collaborating Project 5: Organisation and sector development Supporting Project 7: NMCC/ North Edinburgh
			Young people complete a volunteer and/ or traineeship opportunity*	Project 8: Volunteer opportunities/ traineeships
A broader range of people engage with heritage through National Museums Scotland's work	More and a wider range of young people engage with heritage in meaningful ways	Number of young people taking part and sustaining involvement in the project Young people feel they learn about heritage in a range of engaging, creative ways Young people's perceptions of heritage change	Youth engagement team involved across all projects	Project 10: Youth engagement team
			Youth engagement team members attend and sustain attendance at the sessions	
			Dedicated visitor experiences for inspiration seekers	Collaborating Project 1: Dedicated visitor experiences
			NMOF event for connection seekers	Collaborating Project 2: NMof event
			Youth led creative programme engaging young inspiration seekers with heritage, NMCC and NMoS	Supporting Project 7: NMCC/ North Edinburgh

APPENDIX 2: CASE STUDIES



Case Study: Young Evaluators

Working with young evaluators

The young evaluator opportunity

The young evaluator opportunity was the chance for up to three young people to form part of the evaluation team for the Scotland 365 programme. The opportunity was only open to members of the Youth Engagement Team (YET). Young evaluators worked with Research Scotland - an independent research company - as a member of their team. Each young evaluator contributed six days of their time to the work between April 2021 and April 2022. Young evaluators were paid at the Real Living Wage for this time.

Each young evaluator could choose how they spent their time, depending on their interests. The broad opportunity was shaped along the themes of:

ACTIVITY	TIME INPUT	WHEN
Training on research and evaluation (ethics, principles, methods and your interests)	7 hours	Spring 2021
Training and discussion around the Scotland 365 evaluation specifically	7 hours	Spring 2021
Fieldwork (interviews, discussions, observing, supporting, undertaking)	10 hours	June 2021 to February 2022
Training on analysis and reporting	4 hours	Summer 2021 to February 2022
Analysis, exploring findings and reporting	7 hours	Summer 2021 to February 2022
Presenting findings and producing engaging reports	7 hours	Autumn 2021 to February 2022
Total	6 days/42 hours	April 2021 to April 2022

The young evaluator team

A team of three young evaluators supported this evaluation. There was a high level of interest in the opportunity, from the young people involved in Scotland 365 through the YET. Young evaluators were carefully selected to ensure that a mix of young people who would benefit from the opportunity and add value to the evaluation were involved. Young evaluators submitted a short application (in writing, audio or video) and short-listed participants attended an informal discussion about the opportunity.

The benefits of involving young evaluators

Involving young evaluators in the evaluation helped to strengthen the research method, making it grounded in the experience of YET members.

It also helped to strengthen research tools, giving researchers the confidence to simplify surveys suggested within the wider NHLF evaluation based on young people's feedback. This helped the tools to work better for the Scotland 365 context, and encouraged a greater response rate when these tailored surveys were used.

Young evaluators also helped to analyse findings, highlighting along the way what findings may be most interesting and relevant to other young people. This shaped the way findings were presented, focusing in on what young people felt was important.



What young evaluators gained

The young evaluators spoke positively about their experiences. They said that they felt welcomed by the researchers and well supported throughout the process. They enjoyed the opportunity to meet and work with young people from other project groups in an informal setting. They also appreciated the level of involvement that the opportunity afforded, and the skills they were able to develop.



In many respects the role of Young Evaluator surpassed my expectations. I never thought I would have the opportunity to contribute to the evaluation process to the extent that I did.”

- Young evaluator

Young evaluators said that they had learned about qualitative and quantitative research methods, including research ethics, how to design surveys, design discussion guides, conduct interviews and focus groups and analyse data. They also enjoyed the chance to develop and present the findings of the interim evaluation and the final report findings.



I think the aspect of the role I liked the most was the range of skills I was able to gain. This included survey creation, evaluation, presentation of findings and fieldwork.”

- Young evaluator



Case Study: Rummi

Traineeship: National Museums
Collection Centre

About this case study

This case study is about Rummi who is 21 and in the process of completing her traineeship with NMS. It describes the difference it has made to her. Rummi's line drawings are included in the background of this case study.

How Rummi got involved

Rummi was looking for a part time job. She came across the traineeship opportunity through Project Scotland and it felt like a chance to try something new.

Rummi is interested in animals and zoology and the traineeship, which involved looking at the insect collection at the National Museums Collection Centre, aligned well with her interests. She was interested in learning how museums work, how collections are curated and learning things that would be useful when she goes to college.

The traineeship

Rumi's traineeship involved her working with NMS two and a half days a week. During this time, she catalogued items. This involved exploring the archives and collections and recording detailed information about the objects on spreadsheets. This important work will enable people in the future to find specific items more easily. As well as the cataloguing, she did line drawings of insects in the collection. A highlight for her was seeing the insect specimens up close. She is hoping she gets the opportunity to learn some photography skills.



I've learned a lot about doing spreadsheets and doing organisational stuff and putting things into organised categories."



It's been fun learning about the different insects and how many there are. That's the thing that surprised me, how many there are, there are thousands."

Rummi's journey

Rummi has very much enjoyed her traineeship experience so far. She has enjoyed working with a small team of four people. For her it was important that she worked with a team of people she was comfortable with as this was only her second ever job. She has enjoyed the flexibility of the work – being able to work on days that suit her, and being to choose to work from home or at Granton.



It's been fun so far...This is my second ever job and I do quite like working there."

Rummi now has a better understanding of how museums work. She feels she has broadened her knowledge of heritage in the city. She had visited one museum in the city before her traineeship, but she didn't know about the National Museums Collections Centre at Granton – which is a specialist collections facility.



I think I understand how they work better...This traineeship has made me understand the way things work."

Participation in the traineeship has improved Rummi's health and wellbeing. It has enabled her to be more independent and earn her own money. Her daily routine has improved, and she feels better about going out more regularly.

Next steps

Rummi would like to continue to work with animals and plants, either on a paid or voluntary basis. In the future she would like to study science at college before going on to university to study zoology.



Case Study: Xander

Traineeship: Art and Design, Science and Technology

About this case study

This case study is about Xander who is 18 and has completed the Traineeship Programme with NMS. This case study describes the difference the traineeship has made to him.

How Xander got involved

Xander heard about the traineeship whilst he was volunteering at Project Scotland during his gap year between school and university. He applied for the traineeship because he was interested in museums, he felt it would provide useful work experience and it was more interesting than his job as a waiter.

The traineeship

Xander worked with NMS four days a week across different departments including Art and Design and Science and Technology - spending a day working with each team.

Xander attended departmental meetings, took minutes, scanned and categorised slides and items for exhibitions and photographed objects. His photography skills developed a great deal during his traineeship.



It was really good doing a day with each team."



I'm really enjoying it - it's lots of fun and my colleagues are interesting."

Xander's journey

Xander said that the traineeship provided him with real, practical work experience that he could add to his CV and university applications. His softer skills have improved and he has learned how to work with highly skilled, professional people. He had never worked in an office before and he now knows that he enjoys the office environment.

He learned a lot from working with different teams in terms of setting goals for the various projects. He developed his organisation skills and enjoyed making a plan of all the tasks he wanted to complete each day.

He now has a better understanding of how museums work and how collections are curated, and he feels this will change his experience and appreciation of museums going forward.



I'll now go to an art gallery and enjoy it on a different level...I wouldn't have enjoyed an art gallery before, but I will now."

During a recent visit to a museum in York, Xander felt he was able to appreciate the experience more as a result of what he learned during his traineeship.



I was seeing stuff and appreciating the effort, and it made sense to me...Now I go to a museum and I definitely understand more about the process of how something got there. I feel more of a personal connection."

Next steps

Xander hopes to go to university next year to study Maths with Business or Economics. He intends to apply for volunteering work with Project Scotland as a community researcher.

He appreciates the knowledge and skills that he has gained through the traineeship and he would like to do more internships like this when he goes to university. After university he would like to pursue a career in the public sector.

APPENDIX 3: EVALUATION TOOLS

- Survey of young people
<https://www.smartsurvey.co.uk/s/Scotland365youngpeople/>
- Staff survey
<https://www.smartsurvey.co.uk/s/Scotland365staff/>
- Equality monitoring form
<https://forms.office.com/r/Ev0kSWTpNS>
- Survey design training session
Included as a separate document

Discussion guide – young people

Developed by the young evaluator team

Background

1. What has your group been working on? How did you agree on this approach?
2. Who has been involved in developing your project? How have you worked with them?
3. So far, is the project meeting your expectations? In what ways?

Your experiences

Young people have **enjoyable experiences** of heritage

4. What are the most positive and negative elements of the project, so far?

Impact of the project on you

Young people are **empowered**

5. To what extent do you feel you are able to lead the activity, or influence what happens?
What makes you feel this way?

Young people develop **new skills**

6. What do you feel you have learned through the project, so far?
7. Have you developed any wider, personal skills? **Conduct as a Zoom Poll**
Probe: confidence, wellbeing, motivation, ambition, teamwork.

More and a wider range of young people engage with heritage in meaningful ways

8. How do you feel about your involvement in the heritage sector through this project? Has it been meaningful? In what ways?

Impact of the project on other young people

Heritage is **more relevant** to a diverse range of young people

9. In what ways do you feel the NMS has engaged young people in heritage? What worked well? Was there anything that didn't work well?

What's next?

10. What are the next steps for your group?
11. What are you hoping to achieve by the end of the project?

Discussion guide – staff

Introduction

Research Scotland is evaluating the S365 programme. We would like to understand the difference S365 has made for you, for young people and for your organisation. This discussion is to explore your experiences of the programme. Taking part is voluntary and you don't need to answer any questions that you don't want to.

About you

1. Can you briefly tell me about your role in NMS?
2. How have you been involved in S365?

Delivery

3. Overall, what do you think has worked well about S365?
4. Overall, what has been challenging?
5. How do you feel about the partnerships involved in delivering S365?

Impact on young people

6. How do you feel about the profile of young people engaged in S365?
7. To what extent do you feel S365 has engaged young people in a meaningful way? Do you have any examples you can share, which demonstrate this?
8. How well do you feel S365 has achieved its intended outcomes for you people around:
 - a) having enjoyable experiences of heritage
 - b) feeling empowered
 - c) developing new skills?
 - d) engaging a wider range of young people in heritage?

Impact on you and your role

9. In what ways has S365 impacted on:
 - a) how you feel about engaging young people in heritage?
 - b) your confidence engaging young people?
 - c) your understanding of what works in engaging young people in heritage?
10. What have you learned through S365?
11. Going forward, how do you feel about collaborating with young people? Is there anything that you will do differently in your role, because of S365?
12. Has S365 made a difference to how connected you are to other sectors, including youth and community?

Impact on heritage

13. Overall, do you feel that S365 has changed how NMS engages with young people as an organisation? In what ways?
14. To what extent do you feel S365 has impacted on heritage content, in terms of:
 - a) how content is interpreted and explained
 - b) how inclusive and diverse heritage content is?
15. Do you feel there have been wider changes (in policy or practice) across the NMS, as a result of S365?
16. What lessons have been learned from S365 about how to engage young people in heritage?
17. How do you think this learning will be used to influence NMS approaches in the future?
18. Any other comments?

Discussion guide – partners

Research Scotland is evaluating the S365 programme. We would like to understand the difference S365 has made for you, for young people and for your organisation. This discussion is to explore your experiences of the programme. Taking part is voluntary and you don't need to answer any questions that you don't want to.

About you

1. Can you please briefly tell me about your role?
2. How have you been involved in S365?

Delivery

3. Overall, what do you think has worked well about S365?
4. Overall, what has been challenging?
5. How do you feel about the partnership involved in delivering S365?
6. What have you learned from the process?

Impact on young people

7. How do you feel about the profile of young people engaged in S365?
8. How well do you feel S365 has achieved its intended outcomes for young people around:
 - a) having enjoyable experiences of heritage
 - b) feeling empowered
 - c) developing new skills?
 - d) engaging a wider range of young people in heritage?
9. To what extent do you feel the programme has engaged young people in a meaningful way?
10. Do you have any examples you can share, which demonstrate this?

Impact on heritage

11. Overall, do you feel that S365 has changed how NMS engages with young people? In what ways?
12. To what extent do you feel S365 has impacted on heritage content, in terms of:
 - how content is interpreted and explained
 - how inclusive and diverse heritage content is?
13. Do you feel there have been any wider changes (in policy or practice) across the NMS, as a result of S365?

Wider impact

14. What lessons have been learned from S365 about how to engage young people in heritage?
15. How has taking part in S365 impacted on your organisation's relationship with the heritage sector generally, and NMS specifically?
16. Has taking part in S365 made a difference to how your organisation will work in the future? In what ways?
17. Are you likely to collaborate with NMS again on future work?
18. Any other comments?