



Heritage and Crafts: working together to develop skills and sustain the sector – a joint HLF and Radcliffe Trust conference

Mary Ward House, 5/7 Tavistock Place, London WC1H 9SN

HLF consultation session

120 delegates attended this event. Consultation responses to the skills questions in the HLF consultation were gathered in two ways:

- during a plenary discussion in response to an introduction to the consultation from Jenny Abramsky;
- through written responses submitted by some delegates on the day (delegates were provided with a simple questionnaire which extracted the skills questions from the HLF online consultation).

Questionnaire responses

34 people chose to complete a tabled questionnaire

1) How strong is your support for our proposal to run further targeted initiatives on skills in future, on a scale of one to five where one means your support is very weak and five means it is very strong?

1 = very weak support	0 responses
2	2 responses
3	0 responses
4	2 responses
5 = very strong support	30 responses
Don't know	1 response

1 response left blank

Why do you say that?

- Gaps have been identified that can be addressed by training
- Current loss of posts in the museum sector means that skills/knowledge are being lost at a far faster rate than usual. This period (5-15 years) will be a period of serious decline and loss of skills if there is no avenue to support training in this area.
- You have the evidence for why your bursary schemes are so valuable
- From doing the 'Closing the Gap' project it is very evident that there are many people who have qualifications but not the work experience in this sector.

- Capacity will be built in the sector but needs to be consolidated to have long lasting impact. Period of public sector cuts and constraints is likely to last and organisations will continue to need external support.
- As an efficient way of delivering practical skills training, in the context of real projects.
- Dependent on what the targeted initiative is. Who else is there to assist?
- Not to lose momentum established and to satisfy the pent up demand identified – 600 applicants for a few places.
- People and their skills are at the centre of the maintenance of old buildings. To enable people to gain confidence, knowledge and skills through heritage. Work benefits the community, the individual and buildings.
- Short-term to embed a training culture with a view that the private sector should do more in the long term, and protecting skills as come out of recession.
- Without the skills to investigate, interpret, present, conserve and manage heritage there will be no heritage for future generations.
- Because preserving skill is actually about investing in sustainable careers
- We have benefited from two HLF bursaries, both have worked extremely well and both trainees have secured jobs as a result. Why stop the scheme when it is working?
- With an aging workforce and greater demand for skilled staff in the green/heritage sector this demonstrates a demand for skilled staff. Applicants for this HBGBS [Training Bursaries project] recruitment very high showing strong interest from potential trainees
- Demographics are that most employees with heritage skills have been in their industries for some time and will need to be replaced at retirement. Heritage skills are important in maintaining heritage attractions, a major supporter of the tourism industry and driver for the economy.
- The response to the previous programme demonstrates the need and the lack of other viable approaches.
- Without skill development and mentoring and bringing in new blood the heritage will suffer, if not in the immediate future then in the longer term.
- With the support of the HLF we can ensure that the skill sets will be passed on to future generations. The heritage schemes are able to focus on particular areas which may otherwise slip the net.
- For some skills, funded skills initiatives are the only opportunity to preserve them
- There is tremendous enthusiasm for and recognition of the benefits of HLF programmes in providing significantly for heritage and conservation organisations, trainees and the sector as a whole.
- To include traditional crafts people. Britain has some of the best craftsmen in the world. They are usually profitable but although willing to pass their skills on, they cannot afford to.
- I believe the money would benefit most the skills sector so long as the money goes to the master in those skills to pass on to apprentices – otherwise the money should go on to the already established training establishments.
- Community archaeology is a specialist sub discipline of archaeology but with few training routes but increasing expectations hence demand but little training. There is scope to develop specific community archaeology elements in future training e.g. working with young people, working in deprived areas, those with disabilities and other marginal groups such as the homeless. We also feel as an organisation that outward facing outreach related 'soft skills' are crucial for the heritage sector, archaeology included, in order to create a 'cascade effect' by engendering in the

sector an ethic of engaging wider audiences and increasing public enjoyment and appreciation (value) of heritage.

- Much needed financial input into our training strategy
- Should we focus on skills to enable people to find employment or skills we have already lost, e.g. bookbinding which isn't carried out commercially anymore. So alive versus dead skills?
- Past projects show a strong track record of success and maybe they should continue as well as new projects. For instance HLF funded internships are now widely recognised as a key building block towards their professional qualification.
- Capacity building for building preservation trust sector is desperately needed. These are professional level skills but no qualified chartered surveyor can afford to work in the BPT sector.
- Many traditional heritage skills are used to produce sustainable products using sustainable materials. Heritage skills relevant to museums are vital to sustaining our existing material heritage (which has economic importance e.g. in supporting tourism). In the present economic climate it is the people with the practical skills i.e. conservators who are most likely to be made redundant.
- Integrated learning with real experience not just 'classroom' based. Transferable skills to be self employable or get any suitable job rather than a specific job.
- Need skills to deliver projects
- Because skills ensure the survival of heritage crafts: it is therefore vital that they are learnt by future generations
- Avoid re-inventing wheels in setting up and running new training schemes by retraining skills from previously funded bursary schemes rather than let them disappear into the ether
- To continue to address skills shortages to evaluate and improve the previous and current training bursary schemes, to help smaller companies train without damaging their ability to run a business.

2) What skills should be priorities for our support in a future initiative, and why?

- Practical skills, work-based training – horticulture, specifically in parks and public open spaces. Masterclass programme to capture skills of retiring gardeners who are the last of their kind.
- Skills (new?) where young/middle age/old can all gain employment. Not so much vocational and/or hobbyist. Support skills for technicians (not full blown conservators) but training and support at a lower base level.
- Giving support for opportunity to take skills abroad and help developing countries – after gaining skills in UK.
- Those which are most at risk of disappearing without HLF support. Some areas of skill we need to build up can only be built on a certain level of knowledge ... which takes years to build from scratch. Need for perhaps 3 or 4 year traineeships.
- A good spread, dependent on demand
- All – conservation – environment based
- Heritage education skills, because we are not getting the quality of applicants we need when we do have paid opportunities
- Support for widely dispersed, small population heritage crafts which acting alone lack the critical mass and capacity to address the skills gaps.
- Apprentices

- Will ensure retention of traditional skills but this has to be in the traditional sense i.e not upskilling
- Target skills in greatest need/at greatest risk (look at 2005 NHTG report on building skills in England for examples)
- Prioritise skills in danger of loss. Brief review, update of skills shortages to target – NHTG studies. Tune delivery accordingly. Brief analysis of £700m funding loss breakdown – capital, revenue, skills training. Try to best tune use of funds in proportion to address.
- Range of learning outcomes for a wide range of people e.g. taster days. Using buildings for national curriculum subjects. Professional work experience (surveyors – architects).
- Targetted – might not be the current gaps but consider the losses/needs.
- Those which lack support from other sources- capacity building.
- Those most in danger of being lost and those most in need. Our heritage of Victorian stained glass for example will soon require major conservation if it is to be preserved.
- Stone masonry, still much work to be done on heritage buildings both maintenance, restoration and conservation
- Technical skills, management skills in managing technical skills and projects. Mentoring skills for work placements.
- Employment in heritage organisations/sector concentrating on practical craft skills to maintain heritage.
- Those which lack volume of demand in any one location but taken collectively can benefit from a collaborative approach to designing and delivery required training and development. Skills areas should be aligned with one another so that synergies can be met on a collective and more consistent basis.
- There must be some emphasis on mid-career development rather than just first level training. With reduced funding levels of (for example) conservation are reduced to a minimal level, yet there is also a need for the most fragile collections to be treated in the future. Current ICON bursaries tend to focus only on post training experience, this is not sufficient for the future.
- Those skills which are in danger of being lost forever or in danger of being ‘watered down’ because there is a perception that these skills no longer exist or are necessary in today’s society.
- Identified skills gaps, public engagement skills, without robust and long term support for conservation in its widest sense, our heritage will not survive.
- More inclusion of living crafts (as well as conservation/restoration/museums) These crafts are creating tomorrow’s heritage.
- Rare crafts. Combining heritage traditional crafts with luxury goods companies – leading and cutting edge crafts. Look to generate more business and money in the craft world.
- Make case for archaeology being under threat and degree programmes potentially disappearing or attracting even less diverse applicants hence vocational route will become more significant but we need HLF and others to lead the way and help identify/set good practice for future.
- Book conservation, too few people with skills, book binding apprenticeship – dying art/craft
- Older generation training new members of the profession before specialist skills are lost
- Priority for heritage experience at managerial level.

- Conservation skills in museums and for conservation of buildings and monuments. Encourage collaboration between education providers and skills providers eg. universities and museums.
- Follow on business, start up support. There used to be a government scheme that paid about £70 a week for 6-12 months after a business plan approved and business start up training of a number of units, business mentor. This was enough to get off the ground and if the business was not viable then their trainee is not taking too much of a personal risk.
- Crafts, specific sector skills.
- I would not favour any prioritisation, although highly endangered crafts may be an obvious candidate if other crafts are not supported, then they in turn will become endangered.
- Please maintain balance between natural and built heritage. Perception on the outside is that it is heavily weighted towards the built heritage.
- Apprenticeships/training opportunities for young people. The events discussed at the conference are useful, but only if there is training available for those that want it. Incentives for small companies to take on trainees/apprentices so that it will not affect their business.

3) What role could or should HLF play in helping the passing on of knowledge and skills within the sector?

- Funding employment bases placements Capturing career changers
- Build on existing partnerships providing training rather than asking for new partnerships for each funding round. If it aint broke
- Bursary schemes like skills for the future
- Supporting the mentoring between successful projects, prospective applicants and new grantees
- Capacity building
- Definitely a lead role but in partnership with other major conservation organisations (eg NT, EH, NTS etc) Training and development a key theme. Lead apprenticeship funding issue, lobby government to help pay for % of salaries as well as training
- Assist organisations with grants for 'taster days' training days/awareness/skills days for members of the public, showcasing skills available
- Provide finance for genuine conservation skills tv programmes to promote awareness, interest and knowledge of issues including bad practice
- Offers grants for companies/organisations running T and D conservation courses for their staff
- Offer grants for companies/organisations running external T and D courses but only if they are not – for – profit
- Eye on Training and Development for all mid/large projects and monitor
- HLF should fund 100% of 1st year apprenticeships, 50% of second, 33% of third, so that organisations/individuals will get realistic benefit (apprentices value rises over their time)
- Database of projects, contacts, case studies, mentors, hosts, funding
- Sharing experience and knowledge of those who have benefited from HLF grants (such as bursary projects) through forums (online), seminars and management workshops
- Not HLF's role long term but capacity building/culture change is key
- Capacity building, frameworks of tools to support sector in meeting its own training needs

- Support for mid career/further career development, knowledge transfer between generations, consider successor mentoring
- There could be more co-ordination between organisations that have been funded and also co-ordination between those funded and those that might benefit.
- Promoting life changing opportunities and experiences offered by present schemes
- Funding support to enable more skills to be passed on from craftsmen to new entrants into the heritage areas
- Provide 'no strings attached' support in the absence of other solutions
- HLF should be offering to work alongside institutions and initiatives which will offer this opportunity. The Clothworkers are currently doing this and it is a fantastic opportunity
- By ensuring the sustainability of the projects they fund to ensure a continuation past the project's end
- Sustainability, ensuring that our preservation of our cultural and natural heritage is part of a wider and urgent agenda of global sustainability
- The kind of help given by QEST (Queen Elizabeth Scholarship Trust), limited amounts of money to help individual craftsmen
- Enabling master crafts people to take on and train apprenticeships. Targetted funding to specific establishments and departments. Creating a body where crafts people can go to, to gain info on furthering their skills, logical paths, body of information or locating specific master craftsmen. Working with UK companies to see what is required in a business environment of that person/skills – to give them the opportunity to work in a real environment, provide networking
- Co-ordinate/convene conferences like this at a national/regional level for training providers, allow small research grants to allow scoping out of skills gaps and emerging trends in the sector and analyse growing/under represented training needs
- Major role as public funding is cut
- Specialists are needed as mentors, where people are losing their jobs could this be a role that someone could take on? Large build projects should include training programmes. Support for placements during college training. Introductory entrance placements, training bursaries. Upgrading on additional skills to assist specialists to capacity build
- Helping young craftsmen to build up a business as a self employed person once they are trained
- Generate a national appreciation of the importance of skills as well as of individual skills
- Encourage the incorporation of practical skills such as woodworking back into schools, not everyone will succeed academically, we need vocational skills
- Seeing specialist skills as endangered species that need to be conserved. Monument fellowship style scheme for passing on skills
- Supporting knowledge in sector, transferring knowledge within the sector
- Proper support for apprenticeships. Small crafts employers must be properly supported in taking on apprentices , they are reluctant to do so because of the cost
- Enlisting the private sector – financial support for them; they benefit for free trainees entering their workforce after the bursary scheme. How do you view the training needs input for those that wish to contribute to natural heritage as a volunteer but not as a paid professional?
- Do HLF see a European dimension to their funding strategy? Can they use HLF funding to match European projects. Watch out for the unique heritage issues that create barriers to employees to delivering high quality on the job training (eg

one man band operations, small voluntary sector organisations with limited resources) Financial resources, time resources mean that a small employee cannot afford to take on an apprentice that does not have the basic skills. The basics and more can be provided by bursary style schemes. In order to make bursary schemes more sustainable, HLF are asked to influence Business Innovation and Skills (BIS) to make realistic funding available as match against HLF bursary funds and a smaller financial contribution by the employer. Create more mutually joined partnerships between organisations who would otherwise be in competition for funds.

- The apprenticeship system is linked so integrally to healthy business that the most effective way is for the HLF to require high levels of skill on the projects they fund. If excellent practitioners can get the work in a competitive process some will expand and train others to be excellent. As a funder, HLF could offer micro companies that don't want to expand incentives to train people.

End