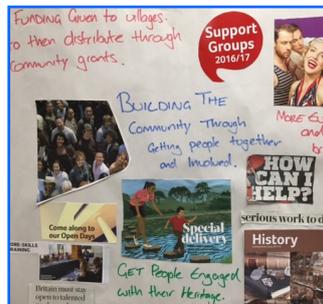
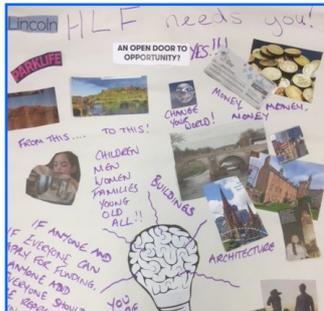


HERITAGE LOTTERY FUND 2019 – PLANNING FOR THE FUTURE



Report By
Resources for Change Ltd and Hopkins Van Mil



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This report has been prepared by Resources for Change (R4C) with support from Hopkins Van Mil: Creating Connections (HVM) who designed the public dialogue from which the report findings are drawn. It was commissioned by Heritage Lottery Fund.

1 Acknowledgements

HVM and R4C are very grateful to the National Lottery players who took part in the 12 dialogue sessions around the UK, as well as those who gave up further time to come to the Reconvened Round in London. Our ability to provide such a wealth of information to HLF is a result of the players' enthusiastic and constructive participation.

We are also grateful to the Advisory Group for their input through interviews and workshops. Their advice helped us to shape the dialogue process initially; comments and insights during the Reconvened Round and Validation Workshop have contributed to the findings and analysis.

Thank you also to HLF staff members who have taken part throughout the process, providing technical support on request during the dialogue sessions and feeding into our analysis through the Validation Workshop.

Special thanks go to Amelia Robinson, Gareth Maeer, Anne Young and Judy Cligman for their contract management, helping to ensure that everything ran smoothly and enabling key stakeholders in HLF to contribute.

2 Executive summary

The Heritage Lottery Fund’s current strategic framework runs until 2019, and the organisation is beginning to plan its strategic priorities for the period beyond that to 2024. As an early part of developing its new strategic framework, the Heritage Lottery Fund (HLF) wanted to check that its funding matches the expectations that National Lottery players have of HLF.

A partnership of Resources for Change (R4C) and Hopkins Van Mil (HVM), was commissioned to design, deliver and report on a dialogue process in order to gain insight from the National Lottery playing public, providing a framework through which HLF could listen to and understand their views on what they see as the priorities for using the income generated for the heritage ‘good cause’ through the National Lottery. The R4C/HVM team was supported by an Advisory Group comprising non-heritage sector individuals, as well as senior HLF staff.

Specifically, the research set out to:

- Use creative ways to gain an in-depth understanding of the views of National Lottery players about what is valued as heritage, ways in which heritage should be contributing to social challenges and opportunities, HLF’s priorities and how HLF should fund.
- Reflect on and analyse the findings in order to explain the extent to which the National Lottery playing public believe HLF should have different funding priorities, whether there are emerging new ideas, and what alternative strategic options are open to HLF and what trade-offs these might entail.

This report presents the findings from the dialogue sessions, together with analysis of these findings to respond to the research questions. The R4C/HVM team designed and delivered 12 dialogue sessions with National Lottery players around the UK. This was followed by a reconvened workshop to bring 2 participants from each of the 12 sessions together to refine their proposals for HLF, and then with heritage sector representatives, to add further detail. A summary of the key steps of the dialogue process is shown below.



Figure 1 Dialogue Process Key Steps

When National Lottery players were asked about what represented heritage for them, the most frequently emerging themes were family, and buildings or places.

When asked at the workshops why heritage matters, the most common responses fell into three categories:

- Personal identity and where you've come from
- Local sense of place and community
- Preserving important things.

In relation to the impact heritage can have in their areas, the most common responses were around:

- Building a sense of local positivity
- Improving the place
- Supporting community
- Strengthening the economy.

National Lottery players were asked to design their own 'ideal programmes' for HLF. A broad categorisation shows the following topics: buildings and community spaces; people in society; community; local heritage; environment. The main outcomes sought were around bringing people together, learning and education, looking after heritage and making use of heritage buildings.

Analysis of National Lottery players' comments suggests that there were some new ideas for HLF to consider:

- Heritage ambassadors and champions
- A heritage training institution, run by HLF
- An HLF app
- Social media voting for HLF funding
- National Lottery winners publicising HLF funded projects.

Drawing all of the material together from across the dialogue process, the research team have drawn out five themes to inform HLF's next steps in the strategic planning process:

- Breadth of funding – positivity about the current range of funding types and scale, its benefits for inclusivity, and a desire to see this continue.
- Heritage alleviating social issues – making use of heritage buildings and spaces for social benefit; providing education, learning, skills and broad-based training; bringing people together and being inclusive; a sense of community and place.
- HLF being proactive – where HLF sees the community as a valuable resource, can test local needs and seek local insights, as well as supporting funding applications.
- Involving the public in decisions – a clear wish for more public involvement in decision-making, where HLF hears the views of people about their heritage.
- Raising awareness – making sure that people have heard of HLF, particularly what it funds in their area, and that HLF does as much as possible to let people know what funding opportunities exist and how to make an application.

These are discussed in detail in Section 7 of the report.

In conclusion, Resources for Change and Hopkins Van Mil note the positivity demonstrated by the participating National Lottery players and refer in the concluding section of the report to some of the new ideas that emerged.

3 Project team

3.1 R4C & HVM

R4C is a socially responsible, employee-owned consultancy with a long and strong record of working with the heritage sector. R4C are experts at qualitative research which supports learning, sustainable change and positive impact. The company's approach is to involve people in sustainable changes, focusing on stakeholder engagement, organisational development and community development.

HVM specialises in dialogue and engagement programmes. It puts people at the centre of big issues and it does that by asking questions and listening. As specialists in public dialogue and expert facilitators HVM creates safe, independent and productive spaces for the public, policy makers and policy shapers to share their views.

The contract was managed by R4C, with roles assigned within the team to cover all required tasks. HVM led on the dialogue element, including recruitment and design. R4C led on analysis and reporting. Internal senior team members provided advice on an on-going basis.

3.2 Heritage Lottery Fund

The Heritage Lottery Fund (HLF) was set up in 1994 under the National Lottery Act. It distributes money raised by the National Lottery to support projects involving the national, regional and local heritage of the United Kingdom. HLF invests in the full breadth of the UK's heritage, and aims to make a lasting difference for heritage and people. Since 2013, HLF has been operating under the Strategic Framework entitled 'A lasting difference for heritage and people'. See Section 4.2.3 for more details.

Senior HLF staff with research and strategic development responsibilities played an instrumental role in this research. Besides designing the original contract brief, they supported the R4C/HVM team in establishing the Advisory Group, designing and delivering the dialogue sessions, contributing to and commenting on the draft report. Other senior HLF staff attended the dialogue sessions around the UK as observers, helping with technical queries, as well as taking part in the Validation Workshop.

3.3 Advisory Group

The process was supported by a small Advisory Group. The purpose was to include a small number of individuals from outside the heritage sector to ensure that the dialogue was broad reaching in its design and outputs. We asked members to contribute ideas and direction for the design of the dialogue, as well as input into validation and analysis of the dialogue's findings.

Membership comprised:

Dan Corry, New Philanthropy Capital

Sian Davies, Mencap

Joe Ferns/ Lindsay Marsden, Big Lottery Fund

Gillian Goode, Esme Fairbairn

Alex Roberts, MIND

Jonathon Schifferes, RSA

Patrick Vernon, Every Generation Media

4 Dialogue process

4.1 Dialogue aims

HLF's current strategic framework runs until 2019, and the organisation is beginning to plan its strategic priorities for the period beyond that to 2024. HLF wants the new strategy to “set a bold and ambitious direction for our future funding and to be underpinned by an agreed vision that puts the public at the heart of what we do, and is based on the notion of heritage as a force for social good”¹. As an early part of developing its new strategic framework, HLF wanted to check that its funding matches the expectations that Lottery players have of HLF. This was the reason for commissioning the dialogue process.

Through the dialogue, we were aiming to support HLF by gaining insight from the National Lottery playing public, providing a framework through which HLF could listen to and understand their views on what they see as the priorities for using the income generated for the heritage ‘good cause’ through the National Lottery.

Specifically, the research set out to:

- Use creative ways to gain an in-depth understanding of the views of National Lottery players about what is valued as heritage, ways in which heritage should be contributing to social challenges and opportunities, HLF's priorities and how HLF should fund.
- Reflect on and analyse the findings in order to explain the extent to which the National Lottery playing public believe HLF should have different funding priorities, whether there are emerging new ideas, and what alternative strategic options are open to HLF and what trade-offs these might entail.

4.2 Overview

Given HLF's desire to listen to and understand the views of the National Lottery playing public, a deliberative dialogue methodology was employed. In line with best practice in dialogue, R4C/ HVM team followed the principle that participants, and all those involved with the process, should be given time to reflect on the information they have been given, their own experience, and the views expressed by co-participants, those who have applied for HLF funding, stakeholders in the field and HLF staff. In delivering the research, we designed an approach in which participants take part in a workshop in their own location, with some of the participants invited back to a second reconvened session. This means that participants have time to discuss what they have discovered and share with their friends and family outside the session which informs their thinking when they come back. Equally, HLF and the advisory panel are given time to reflect on the outcomes of the initial fieldwork before completely finalising the process with the reconvened round. Our experience has shown that a two-round process over time works well for participants and stakeholders.

The key steps for the research are shown in the diagram overleaf.

¹ HLF, contract brief.

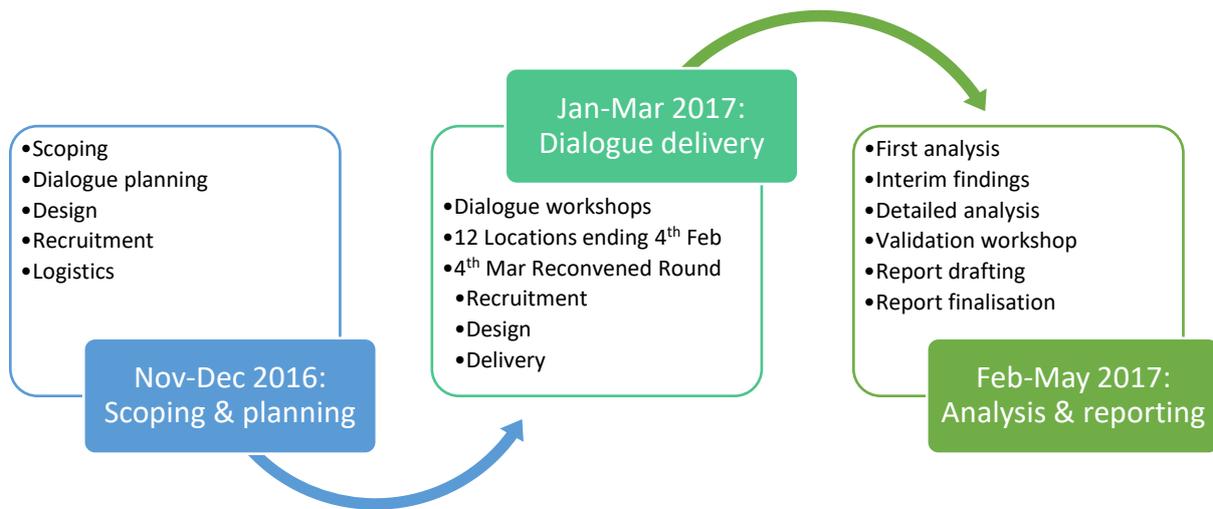


Figure 2 Key Research Steps

4.3 Recruitment

The recruitment process aimed to recruit 18 participants for each of the 12 workshops around the UK. The recruitment specification ensured 100% of those recruited play the National Lottery and that we had an appropriate mix of people based on regional demographic data. The recruitment criteria are shown below.

Table 1 Recruitment Criteria

Criteria	Target
Gender	50% male / female
Age	Good age distribution across age groups from every adult life stage
Ethnicity	An appropriate proportion of black and minority ethnic participants in line with current population figures for each recruitment area.
Life stage	A broad range of life stages from students, young professionals, raising young children to empty nesters and those who are retired (20% of sample from each category)
Current working status and type	A range of people who are employed (part-time/ fulltime/ self-employed in a range of professions) and unemployed, plus those who are retired ensuring a range of social grade from A-E
Consideration of the issue	100% of participants must play the National Lottery at least once a month
Geographic location	Urban, rural and coastal recruitment as appropriate to the location so that participants attend the workshop in an urban location for ease of transport, but are not necessarily from an urban community
Language	Those being recruited in Wales to be asked for their language preferences: English/ Welsh
Experience of market research/ dialogue	Should not have taken part in a focus group/ public dialogue in the last six months

By means of the screening process, we excluded participants who regularly attend focus groups or market research programmes as they may not be objective about the process, or have 'participant fatigue' meaning their involvement in the dialogue is not effective or truly representative of their demographic. We aimed not to recruit friendship pairs or to have snowball recruitment (where one participant invites another).

Participants at each of the 12 sessions were asked to volunteer to attend the Reconvened Round in London in early March; from this voluntary listing, two people from each session were chosen by HVM/R4C based on having a broad demographic of participation.

4.4 Locations & venues

The process was designed to be delivered at workshops in 12 dialogue sessions across the UK, with one each in Wales, Northern Ireland and Scotland, and others across 9 regions of England. The host venues chosen had all been in receipt of HLF funding. The intention was that venues were well located for accessibility, enabling participants from around the region to attend.

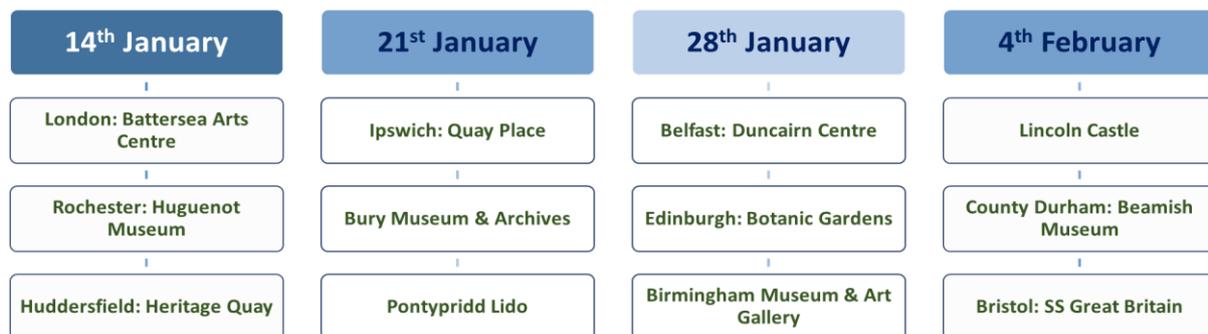


Figure 3 Locations and Venues

4.5 Dialogue process detail

4.5.1 Introduction

Public dialogue is a research process where a process plan is designed for testing and gaining an understanding of views on a specific topic at a set of workshops. In this programme, a three-tiered approach was used to draw together this process plan.

1. Following an inception meeting with the HLF Project Management Team, in-depth scoping interviews were held with 11 stakeholders including HLF staff and Advisory Board members. The interviews were an opportunity for the dialogue design team to gain an understanding of stakeholder views on expectations of HLF and its future strategic vision.
2. The results of the scoping interviews were then used to inform the contents of a dialogue design workshop in which R4C/ HVM worked with HLF staff and Advisory Board members on a variety of aspects:
 - The materials which would best provide useful context for National Lottery players' discussions including case studies, speakers and other information
 - Research questions/ themes which should be covered in the dialogue workshops

- Vox pops to be played at each workshop, comprising brief interviews with a number of stakeholders explaining the value and purpose of talking about the future of HLF funding with National Lottery players.
3. The results of this session were then used to inform the design of the dialogue workshops, produce the detailed process plan setting out the detailed questions and activities at each workshop, and to create the contextual materials to be used at each of the 12 sessions around the country.

HLF staff worked closely with R4C/ HVM to ensure the contextual materials provided the detail required on the range and type of grants awarded in each region for the last five years. The final process plan is included in the Appendices of this report.

In using dialogue techniques, R4C/ HVM were clear from the outset about the dialogue objectives with participants. This is one of a set of core principles applied to using this research technique. The other principles include:

- Creating a safe space to foster an open discussion between key stakeholders and specialists and the public
- Being clear with participants about the extent to which they can influence outcomes
- Involving a broad demographic of the public
- Providing participants with contextual non-biased information to inform their discussions
- Being deliberative, allowing individual reflection/ small group work/ larger group work, all facilitated by experienced professionals
- Encouraging participants to share their views in ways appropriate to their needs and reflective of their lived experience
- Using broad open questions and themes to enable an in-depth discussion and sensitive probing without leading the discussion to a particular pre-determined outcome
- Being open about areas of non-consensus as well as areas of agreement
- Enabling all those involved to increase their knowledge.

4.5.2 12 events

Each event took place between 10am and 4pm on a Saturday. The same programme was repeated in each of the 12 sessions, comprising:

- An introductory and welcome session, in which participants were introduced to those present in the room and the purpose of the day was explained.
- A warm-up session on 'what represents heritage', where participants brought in photographs, leading into a discussion about why they valued heritage.
- A contextual presentation on HLF funding nationally, the range of grants currently offered and specific detail on the number of grants and amount of funding awarded in the region in which the workshop was running.
- Small group discussions on HLF's current grant programmes, where participants used a short summary information card about each current programme to talk about what they thought about the type and sizes of grants, the application processes and the target audiences. This led into a discussion about what impact HLF could have in their area, and what areas of heritage they think may be missing from HLF's current programmes.
- A tour of a particular aspect of the HLF funded site in which the workshop was located followed by a case study from another funded project specific to the region.

- Small group ‘rapid fire’ discussions on social issues that concerned participants in their communities, with short focussed discussions on environmental sustainability, community development, economic growth and social inclusion, including ideas on how heritage could play a role in addressing these issues.
- Small group work to create an ‘ideal programme’ for HLF, where we asked participants to imagine that they were in charge of HLF and to create their own ideal programme.
- Proposals to HLF for its future vision, where groups worked back from their ideal programmes to agree on three or four priorities for HLF to consider in planning its future vision for funding from 2019.

Participants were split into two discussion groups, each with their own facilitator. At times, these groups were further split into pairs or sub-groups in order to vary the format and promote participation.

HLF staff attended each session in an observer role. They did not take part in group discussions, but were available to respond to participants’ technical questions as necessary, e.g. the role of Camelot, the relative proportions of National Lottery money allocated to the different ‘good causes’, the criteria and specific aspects of each grant programme, and the use of the outcomes in measuring the impact HLF funding has.

4.5.3 Reconvened round

The purpose of this session was to review and refine the findings from the 12 dialogue sessions, and validate emerging themes in order to provide a clearer picture of National Lottery players’ priorities for HLF, as well as more detail about these priorities.

The session was held in London on a Saturday, to maximise the opportunity for participation from National Lottery players. The morning was with National Lottery players only; in the afternoon, HLF staff, Advisory Group members and other sector stakeholders joined in.

The intention of the morning discussions was to review the proposals for HLF which had emerged from the 12 dialogue sessions. HVM and R4C had grouped these into themes; in small group discussions, National Lottery players were asked to add detail to each of them. Then, through plenary and individual voting, six proposal themes were prioritised for further discussion in the afternoon.

In the afternoon session, participants were asked to talk about each proposal theme, focussing on the key things about this proposal that they thought HLF should take into account as it plans for the future, and what the opportunities and challenges would be if HLF were to take this proposal into their next strategic plan.

See Appendices for full process plan.

4.6 Evaluation of the dialogue

There was no external evaluation of the dialogue process, however participants at each of the 12 sessions were asked to take part in a short feedback exercise to rate their level of enjoyment of and interest in the day and to make one comment about the session.

Participants were extremely positive about their level of enjoyment and interest, with an overwhelming majority of responses showing at or towards the highest level. Qualitative comments about the sessions were also very positive. People expressed surprise, interest and pleasure at how much they had learned at the sessions. The following quotations echo the views of many of the participants who said,

“I’m surprised by how much I learnt about HLF!” (Belfast)

“Interesting insight into a project/ organisation I hadn’t had much visibility/ knowledge/ exposure to previously” (Huddersfield)

“Enjoyed the tour very much, and learned a lot about HLF that I did not know before” (Bristol).

“Didn’t know there was a ‘HLF’ before today. Very pleased to learn so much about it and take part. Thoroughly enjoyed it!” (Lincoln)

“I really enjoyed learning about the amazing things HLF do” (Pontypridd)

Other participants commented on the value in being able to talk through the issues in a variety of ways with a wide range of co-participants,

“Inclusion of multiple views is an advantage” (Bristol)

“Great mix of people, positive day” (Bristol)

“Liked working in small groups/ big groups – very varied discussion” (Edinburgh)

Many liked the atmosphere created in the sessions which helped them to speak up, knowing that their views are important. Some participants in each location expressed this view, typified by the comments shared below,

“Happy environment” (Birmingham)

“The way we were put at ease from the beginning” (Bristol)

“Being made to feel our views really mattered. I enjoyed it!” (Huddersfield)

“I enjoyed the group interaction. Would rather get involved than be talked at” (Pontypridd)

“Nice to have representatives of HLF interested in what we have to say.” (London)

A number of the responses made focused on what the workshops had opened them up to in terms of the heritage and community. They made comments such as,

“It’s been very informative I now know how and where monies are being sent to help communities and other projects.” (Ipswich)

“[I learnt] how in depth our national heritage is.” (Rochester)

“Learning how much HLF has done for our community was important today.” (Pontypridd)

Participants highlighted that for them the session provoked thought and potentially action,

“Food for thought. Enlightening. Information provided was very good.” (London)

“I’ve learnt a lot and now feel very community minded! Am off to unite young and old!”
(Ipswich)

There was a strong view that participants had made a contribution to something important in society,

“Glad to contribute to the future of the past” (Lincoln)

“I loved the opportunity to contribute to this” (Pontypridd)

Other participants spoke of the impact the discussion might have on their lives,

“[The workshop has been] eye opening, this day has changed my life forever for the better.”
(Belfast)

We see from the evaluation that participants valued the experience as an opportunity to learn, to contribute, to reflect on what is important for them, their communities and for society. They liked working in a variety of ways through facilitated discussions. This positive view continued in to the reconvened session at the end of which National Lottery players and invited stakeholders were asked to complete an evaluation form. From this we learn that 89% rated the support they gained from the facilitated process as a 5 (with 1 being not supported at all and 5 being very supported) and 11% a 4. Comments stressed the value in heritage professionals and National Lottery players working together,

“Great feedback and comments from all involved”

“Interesting forum for equal exchange of views”

“Participation by all and a wonderful understanding by everyone of Heritage AND Community!”

At the end of the session all participants were asked to note down one thing they found surprising, interesting or informative about the session. These comments followed a similar theme to the evaluation form with many being positively surprised by the involvement of everyone present in the discussions. The importance of *community* in the discussions was highlighted in the comments, for example participants said,

“The focus on supporting small-scale community projects”

“Good how everyone thought community was really important”

“I found the passion and interest across all the groups for communities to be brought together really warming”

The comments made also expressed surprise that participants had such high expectations of what HLF can and should achieve in the future.

“There’s a lot to be done!”

“Enthusiasm for HLF”

“The level of ambition for heritage”

5 Key dialogue findings: Dialogue discussions

In this section, we summarise the main findings for each of the areas covered in the 12 dialogue sessions.

5.1 What represents heritage for me and why heritage matters

5.1.1 What represents heritage for me

Each participant had been asked to bring along a physical or digital picture of something that represented heritage to them. The discussions began in pairs, with each person describing their picture to the other person and explaining why it represented heritage to them. This was then shared with the wider group. This exercise was intended primarily as a ‘warm-up’ exercise to focus people’s minds on heritage, rather than as an information-gathering exercise for our research purposes. However, it is helpful as a way to build our understanding of the participants’ initial perspectives on heritage. Also, the findings on why heritage matters to the participants are likely to be useful validation of earlier research by HLF on this topic.

Looking across the responses, the most frequently emerging themes are around family, and buildings or places.

The family theme takes multiple dimensions:

- Particular relatives who were directly described as the participant’s heritage, especially grandparents and parents.
“My grandparents are my heritage”. (Ipswich)
- Where in effect the relative is the starting point for a broader perspective on heritage generally.
[Picture of participant and his sister at 9 & 10 years old] *“This picture means a lot to me, it is my heritage. It tells a lot about how we were as kids”.* (London)
[Picture of mum and dad] *“This is my family history, my heritage. Heritage is about memories and this picture is a memory of passion and love”.* (Bury)
[Wedding photo of participant’s parents] *“Heritage is people and their lives, how they lived, where they lived and what they passed on to others”.* (Bury)
- Where something about the family represents a particularly important part of history.
[Picture of grandfather in WW2 army uniform]. *“I’m thinking about what all the people who fought in the war did for us and how life would have been so different if they hadn’t fought”.* (Ipswich)
Another participant showed a picture of a steam engine whistle, which reminded him of memories of his father as an engine driver, but also of stories of the steam train line from Berwick to Rothby.
- Where an artefact represents family meaning. For example, one participant showed a photo of a 1940s/50s Clem travelling iron which had belonged to their grandmother, which they now kept and showed to their grandchildren to get them to think about what people used to use. Another participant showed a picture of a Bunsen burner which had belonged to his father; he explained that he has it as a keepsake, but that it also was one of the only tools available to a plumber and that it was very effective.
[Photo of a Dutch Pot]. *“My grandma is from Trinidad and food has always been a huge factor in the household. The pot has been around since I was born”.* (London)

The other strong theme is focussed on buildings and places.

- Where a building or place is described as an important heritage feature in its own right. E.g. Blackpool Winter Gardens, Severn Valley Railway, the old library listed building, Clifton Suspension Bridge, Camera Obscura at Clifton, Edinburgh Castle, St Pancras Station.
- Where the building or place evokes personally important memories or has particular relevance personally.
 - “The Waterworks – the ducks, it’s relaxing and where we meet up with others. I went there as a child and it brings back memories”.* (Belfast)
 - “St Nicholas Church. I was christened and got married there.”* (Birmingham)
 - [Photo of Hackney Empire.] *“I can trace my family’s place in the east end back to the 1700s. Hackney Empire has evolved over time”.* (London)
 - [Photo of Forth Road Bridge] *“It’s an iconic landmark. I’ve been travelling over the bridge since I was 9 years old. I moved to live nearby it, I love it so much”.* (Edinburgh)
 - “Twickenham Stadium. Grandad, dad and myself played rugby. It’s the home of English rugby. Brings people together”.* (Rochester)
- Where the building or place represents something significant about an area’s heritage. Examples given include Sarehole Mill which has links with Tolkein, Blenheim Palace and its history of Churchill’s family, Consett steelworks and its importance for local employment from the mid-19th century till 1980, Buckingham Palace representing the monarchy.
- Where an artefact shows why a place is important in heritage terms, e.g. the Harold Wilson statue outside Huddersfield railway station, the RAF war memorial to remember the village’s servicemen, the glass kiln at Catcliffe in Rotherham.
 - “Concorde – part of it was built here, it’s famous in Bristol”.* (Bristol)
 - “The Ponty statue. Dragons remind people that they’re part of Wales”.* (Pontypridd)

Besides these two very strong themes, other points were raised.

Some participants showed images which made a point about how heritage could or should be relevant in their communities. One participant noted that their local theatre *“has something on for the community”* (Birmingham). Another example was Northumberland Baths, *“...used it, love it and devastated it’s up for sale. Should be kept as it’s a beautiful old building and keep it as baths”.* (Beamish)

Several participants referred to outdoor spaces, e.g. one participant used a picture of Pontypridd Park, describing how for her, it represented regeneration and described how it encourages new visitors to support local economies. Another brought along a picture of children playing football on a pitch, noting that it was an important place for young people. Another participant talked about Slieve Gullion, *“Slieve Gullion is brilliant for families. It’s free and lots of families go up there at Easter. There’s an outdoor gym and it is also a social space. It’s family friendly and a natural space”.* (Belfast). Another referred simply to *“a strong focus on natural heritage”.* (Bury)

For others, they described how the image that they had brought along represented heritage in much more intangible terms. Examples include how a chanuchia reminded one participant of their Jewish heritage and *“standing up against persecution”* (London), while for another, the Women’s Institute magazine was *“all about community, conservation and the natural environment”* (Lincoln). A picture of a canal was described in terms of built environment and landscape, as well as history of the people, *“It tells working people’s history”* (Birmingham).

5.1.2 Why heritage matters

This topic was discussed within each facilitated small group. Participants were invited to build on their initial conversations to explain their perspectives on why heritage matters.

The diagram below summarises the findings from across all groups where the larger circles with a heavier surround denote those findings that were most commonly mentioned, while the smallest circles with the lightest surround show the least commonly mentioned.

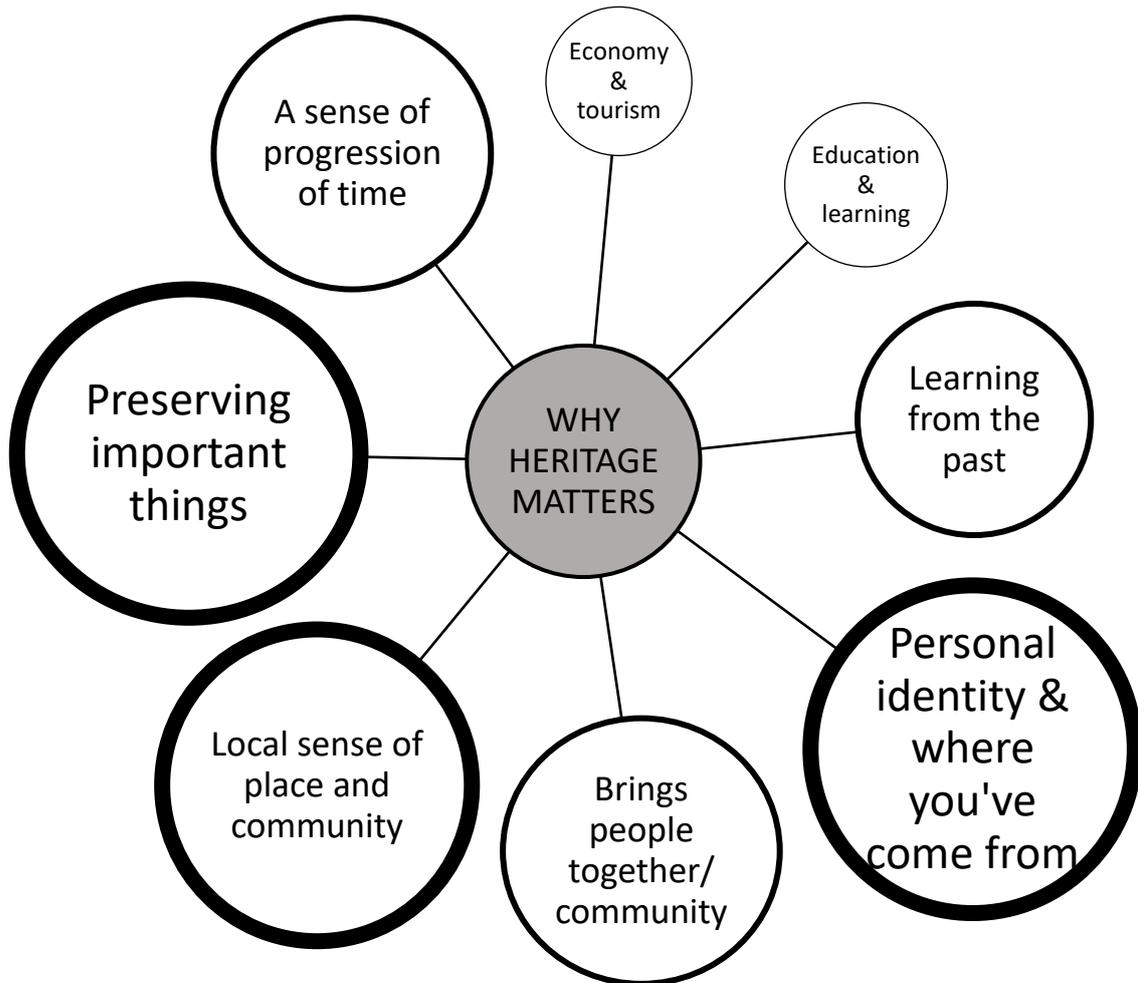


Figure 4: Why heritage matters - summary

The diagram overleaf shows a breakdown of each of these categories, and is followed by narrative which gives more detail.

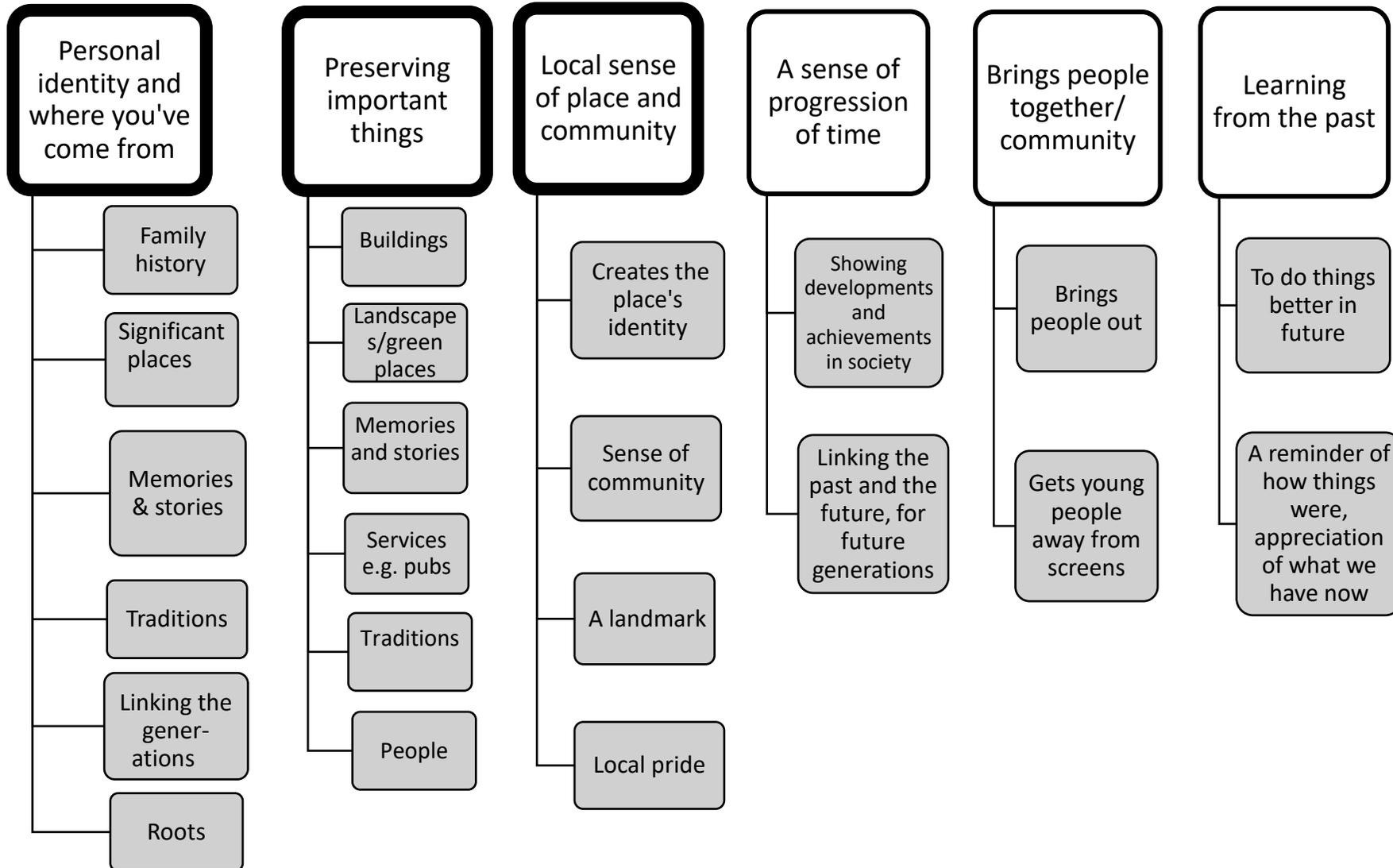


Figure 5: Why heritage matters - breakdown

Personal identity and where you have come from

The responses gave a strong sense of the importance of personal history and background, often making simple statements such as *“It’s who you are”* (London), *“It’s your identity”* (Lincoln), *“Sense of identity”* (Huddersfield). Some participants took this concept further, explaining a bit more about why they had raised this point, e.g. *“Heritage, inheritance, it’s what we’ve been given, it shapes us, it’s who we are”* (London), *“It’s important to remember where you came from, your own heritage”* (London), *“It’s a sense of identity. What you identify with. Who you are.”* (Belfast). These points were often made in response to the initial prompt of a photo of family members or an artefact important to the family.

Places were often described as important for heritage because of personal links that participants had with that place, and these were often related to childhood and family memories.

“Framlingham Castle. It has good family memories of days out”. (Ipswich)

“Tottington Library. I visited it when at school, it brings back memories of when I was growing up”. (Bury)

“City hall. We all hung out there when we were kids. I went past it the other day and kids were still hanging out there years later. It’s been a central point for all our lives and the city as a whole”. (Belfast)

Some respondents explained that heritage mattered because of the memories and stories, some of which were significant for themselves personally while others made a more general point. For example,

“To keep living it, understand memories, traditions, belief”. (Birmingham)

“Memories to tell the children”. (Beamish)

“It creates memories. It can be quite a recent thing where you create special memories for your children”. (Belfast)

Tradition was noted by some participants, again both from a general and a personal perspective.

“We have to pass it [our heritage] on ... pass on traditions ... pass on things that matter to us” (Ipswich)

“It’s important to keep cultures and traditions as otherwise our world will just be about social media and no culture”. (London)

“Keep traditional skills going, even if they’re not useful now, they may be revived and useful in future. Knitting is a skill which has been passed down generations” (Ipswich)

In many instances, participants raised the notion of heritage linking generations, and many made the point in relation to their own family situation, whether between themselves and previous

generations, or between themselves and their children and grandchildren. One example given was how Huddersfield Town football programmes had created a link between a participant's grandad, dad and himself, with him continuing to buy them at matches so he'll be able to hand them on in future. Another participant showed a scan of his grandchild and then moved on to talk about how important the Edinburgh Botanic Gardens were as a place to bring his grandchildren.

Preserving important things

After personal heritage, the most commonly mentioned reason given for the importance of heritage was to preserve important features, including places, artefacts, buildings, people and stories.

"Preserve things so they don't disappear". (Birmingham)

Words used by participants that we have grouped under this title of 'preserving' included *remember, upkeep, restore, preserve, protect, pass on, rescue*.

Reflecting the importance that participants placed on personal relationships with heritage, memories and stories were seen as very important to preserve.

"The stories behind our lives, we have to record them and tell them". (Ipswich)

"How do we get to know about stuff when the older generation pass on? It's important we pass things on like memories of the First World War, preserve people's memories and stories". (Huddersfield)

More tangible aspects of heritage were included,

"Restoring old buildings". (Belfast)

"It's a real shame to lose beautiful buildings". (Huddersfield)

"Important to pass on pristine countryside". (Rochester)

Also, preservation of heritage was said to include people as well as things,

"Remembering important people". (Belfast)

Local sense of place and community

There was a clear message from participants that heritage contributed to creating the identity of a place. One participant commented,

"It helps make places different to one another" (Beamish), while another said, "Helps protect regional differences" (Beamish).

This was linked to a recognition of some places as landmarks, either for that community or more broadly. For example, one participant in Scotland listed Edinburgh Castle, the Scott Memorial, Arthur's Seat, as well as *"tartan and thistles, bagpipes and kilts, home."* (Edinburgh). In the east of England, one person referred to the Tide Mill, saying that,

“It’s a big part of Woodbridge” (Ipswich).

Several respondents noted how heritage was important in terms of community, both in relation to services and facilities in the community, as well as a sense of community.

“Think of all the pubs and post offices closing. We need to save them or we’ll have children saying ‘what was a post office?’ We’ve lost our community”. (Ipswich)

“It’s people that keep things going, things die as people die. For example pubs, there were 20 in this community, now there’s one”. (Beamish)

The importance of heritage to a sense of community came across strongly during this discussion, and was a recurring feature through each of the days.

“It’s more than the English, people who live here, come from other cultures, which needs to be celebrated too”. (London)

“Everywhere has its own heritage – it needs to reflect that we’re a multicultural country”. (Pontypridd)

“Shared experience connects people”. (Bury)

“A lot of people relate to the same things, like football or going to the park, or visiting a castle. It’s about community”.

“Very personal and yet shared with the community – church, library”. (Bury)

“You feel a sense of community if you know the history of an area”. (Ipswich)

“Heritage leads back to wellbeing. It makes us happy. It brings people together”. (London)

Also, participants explained how heritage helped to create a sense of pride.

“It creates community pride”. (Rochester)

“It’s about community and a sense of togetherness and pride about where we come from”. (Bury)

A sense of progression of time

Participants talked about heritage in ways that showed its value as a means to show developments and achievements in society, showing what progress had been made.

“It’s a benchmark: where we were and how we’ve progressed”. (Beamish)

“It’s a sense of growing and developing. Showing progression and positive developments in society”. (Belfast)

“It’s a reminder of how hard the past was”. (Beamish)

People also talked of heritage as a means to link the past and the future.

“Family connections, helps you touch history”. (Rochester)

“Connects the past to the future, speaks to all generations”. (Ipswich)

“Heritage should be used to inspire heritage of tomorrow” (London)

“To give us some fire to carry on and move on, rather than go back”. (London)

“A place, park, building can be a talking point and inspire intergenerational discussions”.
(Bury)

Participants talked generally of the need to pass things on, and to a lesser extent, there was also a sense of responsibility to keep things for the future.

“We have to keep it going for the rest of time”. (Beamish)

“Keep history going, for our children’s sake”. (Bristol)

“It’s for future generations, it’s important to keep our heritage e.g. our buildings going.”
(London)

Brings people together/community

During this discussion, the role of heritage in bringing people together came across, and this came up again frequently in other discussions.

“It’s a vehicle to socialise, bringing people together, helps people to have conversations, e.g. tree lighting ceremonies”. (Birmingham)

“Brings people together as a community, you’ve got something to share”. (Huddersfield)

“Togetherness, enjoying something, demonstrates what you have in common”.
(Huddersfield)

Learning from the past

There was a clear message that participants felt that heritage had a purpose in enabling people today to learn from the past, so that mistakes are not repeated and things can be done better in future.

“Lessons in history are important, they demonstrate what shouldn’t happen again”. (Lincoln)

“Provides an opportunity to learn from past mistakes”. (Pontypridd)

“Enables us to learn from past mistakes across generations”. (Birmingham)

“It’s important that the kids learn what we’ve done and take the good bits from that to improve their lives”. (Ipswich)

Other messages

Besides the categories noted above, there were some other points raised during this discussion about why participants thought heritage mattered.

There was a thread running through all discussions expressing a desire to take young people away from social media and computers, e.g.

“Divert kids from their iPads” (Bristol).

“I was never indoors as a kid, now they’re all on screens all the time and don’t know what it feels like just be to outside in a park all day”. (Ipswich).

There were also some references to the role heritage plays in relation to tourism and the economy, e.g.

“Surely it’s also about tourism, people coming here and wanting to know about the past, and so heritage also helps the local economy”. (Huddersfield)

“People visit places because of its history”. (Edinburgh)

“Creates an image of a place. Tourists come for this heritage and this helps the economy”. (Edinburgh)

5.2 Key features of current HLF grant programmes

The primary purpose to this part of the dialogue session discussions was to familiarise Lottery players with HLF’s grant programmes, but also to hear their spontaneous views about the breadth of heritage covered by HLF’s work. We also asked participants to give us their ‘top of mind’ thoughts about any areas of heritage that they thought were not covered by the programmes we had asked them to discuss. The responses were individual (recorded on ‘post-it’ notes), and there was little group discussion. We anticipated that some of their responses would relate to aspects covered by HLF’s current programmes because each person had only had sight of half of HLF’s programmes (due to the way that this part of the dialogue session was organised), but that their comments might also be helpful in revealing new ideas for HLF, as well as validating the current approach.

The most commonly mentioned gap was related to seeking benefit for a particular section of the community, frequently around housing needs, including young people, young families, older people, disabled people, homeless people and newcomers to an area.

After this, the most common gap related to community facilities, such as community centres and sports clubs, and after that, programmes which could focus on specific named local heritage sites, buildings and local icons.

Biodiversity, nature and parks were noted gaps, as was renovation to buildings for a social purpose. A smaller number of references were made to travel and transport-related heritage, sport, music, arts and health related heritage, as well as cemeteries and graveyards.

The responses validate HLF's current approach, particularly relating to the programmes focussed on young people, and on biodiversity, nature, parks and cemeteries, by showing that these are seen as important elements of heritage to the National Lottery players. The responses show that young people were seen as a key beneficiary group, which is likely to have been noted by those participants who did not review the HLF programmes focussed on young people (Kick the Dust, Young Roots).

The way that the generalist programmes (such as Your Heritage and Heritage Grants) can contribute to supporting particular groups of people or specialist types of heritage e.g. music, sports, may not have come up in discussion or been immediately evident to participants.

The responses suggest that vulnerable people are seen as important beneficiaries, and that heritage for social benefit is important, in particular housing and community use buildings.

5.3 Impact heritage can have

By this point in the dialogue session, participants had had a chance to think about what heritage meant for them and why it was important, and had been introduced to HLF’s work through a discussion about some of its programmes. These gave participants a basis to use to think about what impact they thought heritage could have in their area. Their responses are summarised in the two diagrams shown here, followed by a narrative with more detail.



Figure 6 Impact heritage can have

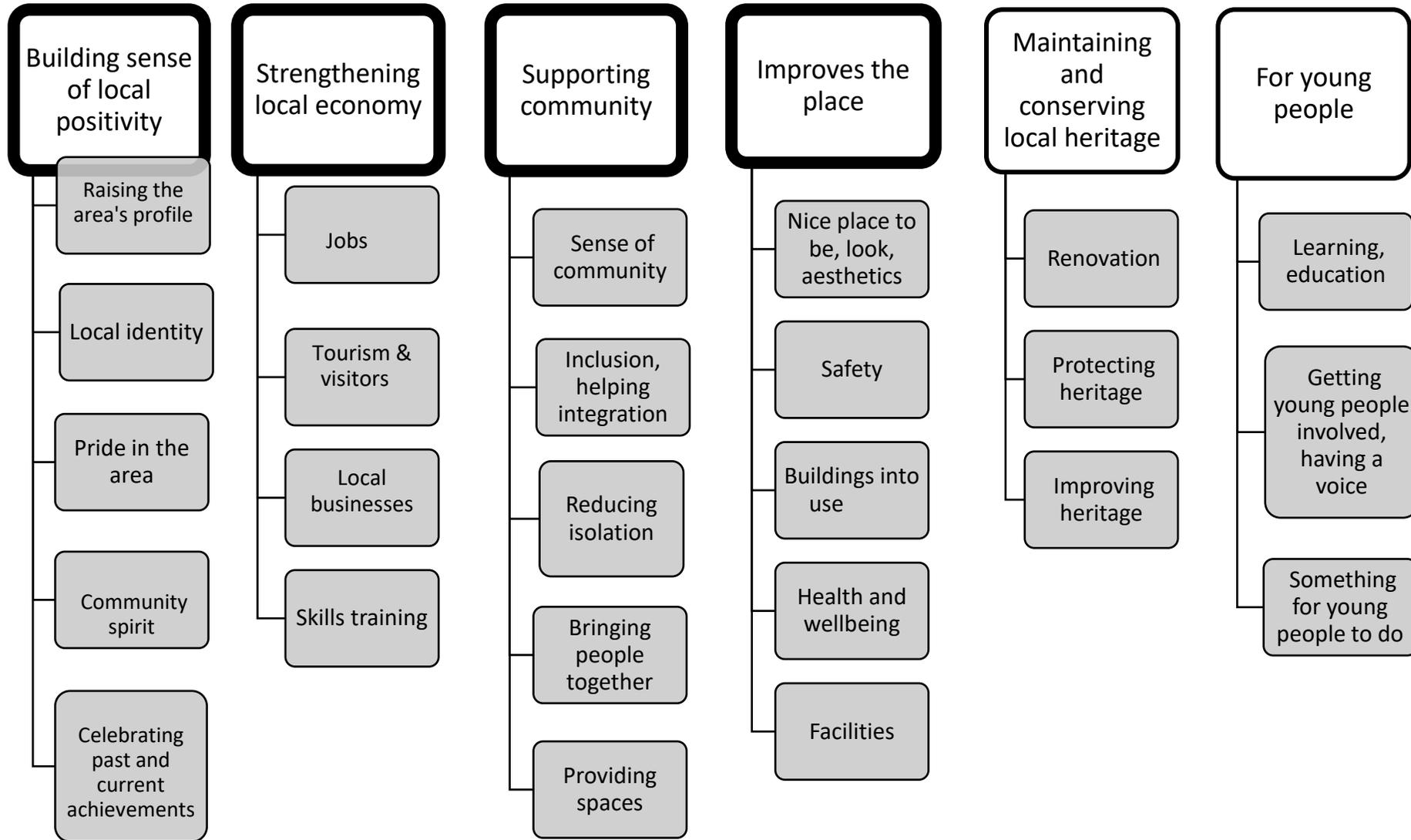


Figure 7 Impact of heritage (breakdown)

Building a sense of local positivity

Participants talked about the impact that heritage can have in a number of ways which together can be seen as building a sense of local positivity. A clear part of this was the way heritage helps a place to recognise and celebrate its achievements past and present, as well as generating a more general sense of pride.

“It makes people proud of their area and of themselves, for achieving something”. (Beamish)

“We had great inventions, electric power, bridges, Swan and the light bulb.” (Beamish)

“It’s happening now too, we have all sorts of cutting edge research at the University of Newcastle and the Life Centre in Newcastle. We are building on our inventive past and that’s great”. (Beamish)

“It’s preserving what makes Huddersfield unique”. (Huddersfield)

“It’s about pride in the town. It’s unifying, isn’t it?” (Huddersfield)

There were also related comments about how heritage could help to build local profile.

“Awareness-raising, publicising what is good about this place at a very local level”. (Pontypridd)

Strengthening the local economy

As well as general comments about strengthening the local economy, participants made the point about how heritage was important for tourism, and also talked about links between heritage and jobs, as well as skills training.

“Boosting the economy”. (Lincoln)

“Creates jobs”. (Pontypridd)

“They could bring jobs, including volunteer work”. (Ipswich)

“It’s good for the economy too. We had ‘Monster Calls’ filmed up here and lots of other stuff. It’s good to know you can go somewhere and stand on the spot where this or that happened in a film”. (Huddersfield)

Focus on jobs and skills creation – this is where heritage can really help with the redevelopment of an area”. (Bristol)

“The Lindisfarne Gospels exhibition was fantastic for Durham – millions of people came from all over the world to see it, which was a real boost to Durham’s economy”. (Beamish)

There were a few mentions in relation to businesses.

“There should be more business involvement”. (Rochester)

“More investment into small, local businesses – from tourism. Makes a town better, keeps them going”. (Beamish)

Supporting community

In terms of impact towards supporting communities, the most frequently mentioned impact was how heritage could bring people together.

“Get the community together around a heritage project. HLF could facilitate instigating a project, rally people around a heritage project, hire local workers, facilitate local networking”. (Bury)

“I think HLF has provided help for the Chinese community. It’s good that they should support different languages to integrate here”. (Belfast)

“Gives people a purpose, brings people together. People meet others and so aren’t lonely. People can do what they love. People in the group help each other”. (Beamish)

Improves the place

Participants described various ways in which heritage helped to improve a place, or could do so in future. There was particular emphasis on how heritage can make somewhere a nicer place to be or look better.

“A more pleasant environment, i.e. litter around the canal network in west Birmingham”. (Birmingham)

“A good feeling from seeing something improved. Seeing neglected areas improved. Esteem that people care about your place”. (Pontypridd)

“Makes place safe for visitors. Proper paths for disabled people”. (Pontypridd)

“St George’s Square outside the station is great now with benches, the fountains. People can sit and enjoy it and it becomes a community space, a place where people can gather”. (Huddersfield)

A number of participants talked about what they thought could or should be done through heritage to improve a place, thinking particularly about bringing buildings into use and housing.

“Re-use derelict buildings to help the homeless – housing and workspace”. (Bristol)

“There are lots of brownfield sites that could be used as alternative sites for housing if someone would pay for them to be cleared up - perhaps this is a role for HLF?” (Bristol)

“Whitefield Town Hall was turned into a care home and is now no longer in use as such. What will its future be? Selling off heritage to private companies is a huge risk”. (Bury)

Maintaining and conserving local heritage

Participants made a few direct comments about the impact of heritage in terms of maintaining or conserving local heritage, although this featured less strongly than it had in the discussions about what represented heritage for them at the beginning of the day.

“Droylsden Library in my community is a beautiful art nouveau building that needs to be saved”. (Bury)

“The football club – a massive thing for Huddersfield, something for the future. Sport is good for people. It relates to other greenspace”. (Huddersfield)

“It can be about renovating churches. We have so many here and many are falling down”. (Ipswich)

“Improve the Transport Museum. Not a lot of people know about it. Add a café and more to do for families”. (Ipswich)

For young people

The impacts mentioned relating to young people were mostly about what impact there could be or what participants would like to see, rather than examples that they knew of. Key threads included things for young people to do, getting young people more involved in the community and in heritage, and providing opportunities for learning and skills development.

“Programmes for young people”. (Belfast)

“It is good that younger people are gaining skills and having a voice”. (Ipswich)

“Builds their confidence as they learn skills that they can pass on, even to their parents”. (Ipswich)

“Reducing isolation, especially for young and lonely people”. (Bury)

“Prepare children/young people for when they leave school”. (Birmingham)

“Things for children, there is a lot of crime but those 10 years and older have nowhere to go”. (Birmingham)

“Safe playing spaces, where children can learn about their history including cooking, heritage trips, cultural events”. (Birmingham)

Other messages

Other points that came up during the discussions about the impact heritage can have included:

- Issues around the tension between greenspace and housing
- The cost of entry to some heritage places which reduced accessibility, and whether there should be a reduced cost if the place had received HLF funding
- The relationship between heritage and the arts, e.g. *“Arts structures that inspire, that are graceful and beautiful”* (Ipswich)

- Diversity and multiculturalism
- Focus on particular types of heritage, e.g. sport, music.

5.4 Social challenges and opportunities, and the role heritage can play

In this exercise, we sought ‘quickfire’ responses on four topics – community development, economic growth, social inclusion, and environmental sustainability – with each facilitated group building on what had been said on that theme by the previous group. For each theme, we began by asking the group to tell us what changes they wanted in their community in relation to that topic, and then quickly moved on to ask what ideas they had for how heritage had a role to play in tackling these issues.

In this section, we summarise the responses for each topic, and also give some explanatory narrative. The theme is picked up again in section 7.

5.4.1 Community development

Table 2 Changes National Lottery Players Want To See – Community Development

Changes that National Lottery players want to see in their communities	
Need to get people involved in their community	Need something for young people
Need places to interact	It’s important to think/ act inclusively, and to support inclusivity
Need something for older people	Need more activities & events in the community
Community facilities & services are being lost	Help vulnerable & disadvantaged people
Need better greenspaces & natural environment	Give people a voice

Table 3 Role National Lottery Players Think Heritage Could Play – Community Development

The role that National Lottery players think heritage could play	
Support local activities & projects	Education & learning
Involve the local community in discussing and planning local heritage	Renovate & refurbish buildings for community use
Provide funding/ resources	

The most frequently mentioned suggestions for how heritage could play a role in relation to community development were focussed on supporting local activities and projects; a wide variety of ideas were presented.

“Concorde – at British Aerospace – could be better used, weddings etc.”. (Bristol)

“Set up schemes for kids to do heritage work around the community”. (Bristol)

“Fund a ‘better garden’ competition like Britain in Bloom”. (Edinburgh)

“A street fair, carnivals, music in the park, summer and Christmas fairs”. (Ipswich)

“Free classes on cultural topics – local history, crafts etc.”. (Pontypridd)

There were also suggestions relating to making use of buildings for community use.

“Youth/ after school clubs in derelict or empty buildings”. (Bury)

“Use what we’ve got better, old buildings could be put to work. Homes, workspace, training, social place”. (Bristol)

“Community buildings for multiple uses, with a central space. The facility could be based in a heritage building, but a neutral building to start with”. (Beamish)

Participants also saw opportunities for heritage to play a role in community development through education and learning.

“Help people of all ages/ life stages back into work. Train people up to offer guidance to those seeking work. CV writing skills, interview skills, as well as life skills”. (Birmingham)

“Giving male role models practical skills on heritage projects. Giving people an opportunity to learn new skills and be hands-on in a project”. (Huddersfield)

“Passing on skills, e.g. gardening. A sense of achievement for kids, broadens your mind, especially when you are taught by the older generation”. (Huddersfield)

“Identify differences, e.g. Welsh language, and use this to bring people together by funding Welsh language classes”. (Pontypridd)

5.4.2 Economic growth

Table 4 Changes National Lottery Players Want to See – Economic Growth

Changes that National Lottery players want to see in their communities	
Employment/jobs	Local/ independent shops & businesses
Need support for heritage sector/ heritage businesses	An effective transport system
Skills	Apprenticeships & training
Limited/ unimaginative town centres	

Table 5 Role National Lottery Players Think Heritage Could Play – Economic Growth

The role that National Lottery players think heritage could play	
Make use of heritage buildings & spaces	Business support & start-up
Transport improvements – revive/ renovate former transport provision	Provide funding/ resources
Improvement to town centre/ high street	Training & skills development
Volunteering	Apprenticeships

The most common suggestions for how heritage could play a role in supporting economic growth related to the use of heritage buildings and spaces.

“Use heritage buildings for business and services’ use, e.g. doctors, shops”. (Beamish)

“Land for ‘grow your own’ activities”. (Birmingham)

There were also frequent suggestions relating to supporting local businesses and business start-ups.

“Support businesses in taking risk for their development. Help businesses that meet some of the HLF outcomes. A local butcher is heritage”. (Bury)

“Give funding to businesses/start-ups who are contributing to community. For example, you could have a bus firm that takes older people to trips to Castle Hill”. (Huddersfield)

“Support the farmers’ markets”. (Ipswich)

“Provide grants that are accessible to local builders and other small independent businesses – bookshops, gift shops, flower shop, fish and chips café”. (London)

Trainings, skills development and apprenticeships were mentioned often.

“Convert churches and other old buildings that are being closed into community centres, provide training for people to run them”. (Pontypridd)

“Insist on transferable skills and apprenticeships to encourage local employment”. (Rochester)

“Promote traditional crafts and the stories behind them, e.g. drystone walling. Provide apprenticeships in these areas”. (Edinburgh)

“Fund development of traditional and new crafts, e.g. craft beer and gin! Under the brand ‘made in the community’. This would put money back in the local economy”. (Edinburgh)

Participants also commented on how heritage could play a role in improving town centres and high streets.

“Follow the example of Consett takeaway with a mural on the shutters showing an aspect of local history. If all shops did it, it would look really good when they’re closed”. (Beamish)

“Regeneration of the town centre – could create new heritage”. (Pontypridd)

Comments around transport and travel were focussed on reviving formerly active transport routes.

“Open up old train lines, Consett to Newcastle via Stanley”. (Beamish)

“Bring abandoned footpaths and railways back into use, that would bring investment into the community”. (Birmingham)

“Revive old transport systems; old railway lines, canals, cycling”. (Bristol)

5.4.3 Social inclusion

Table 6 Changes That National Lottery Players Want To See - Social Inclusion

Changes that National Lottery players want to see in their communities	
Tackling social divides	A response to homelessness & lack of affordable housing
Need to help vulnerable people – older, mentally ill, disabled,	Want to build community spirit
Loss of facilities & services, e.g. youth centres, pubs	Skills, learning, apprenticeships
Need something for young people	

Table 7 The Role That National Lottery Players Want To See - Social Inclusion

The role that National Lottery players think heritage could play	
Make use of heritage buildings & spaces	See people as a resource, e.g. ex-military
Support volunteering	Activities based on heritage
Skills training, learning, education	Provide funding/ resources
Make heritage financially accessible	Apprenticeships

The main issues that participants mentioned in relation to social inclusion were homelessness and housing, the need to tackle social divides, and provide more effective support for vulnerable people in society including older people, people with mental health problems and disabled people.

One significant way that participants noted for heritage to play a role in tackling these issues was by making use of heritage buildings and spaces.

“Utilising derelict historic buildings for housing, youth clubs etc.” (Birmingham)

“Older buildings. Could stipulate that it’s done up by the people who will live in them, who will be trained in refurbishment skills. Gives them the impetus to learn”. (Huddersfield)

“Bring derelict land back into use for community growing sites, play areas, memorial gardens”. (Birmingham)

Another suggestion for how heritage could play a role was through skills training, learning and education.

“Opportunities for the elderly to pass on skills”. (Pontypridd)

“Call-in centres for inter-generational learning – sewing, plumbing, planting”. (Huddersfield)

There were several ideas relating to inter-generational activities.

“Older community can teach us/our kids about their past. Share stories and pass down knowledge”. (Lincoln)

“Schools near older people’s homes to make befriending easier, will boost community feeling”. (Bury)

“Opportunities for the elderly to pass on skills”. (Pontypridd)

“Places for young people to go to mix with older people who share their knowledge, like it used to be in the old days in the steelworks with the older blokes teaching the younger ones”. (Beamish)

5.4.4 Environmental Sustainability

Table 8 Changes That National Lottery Players Want To See - Environmental Sustainability

Changes that National Lottery players want to see in their communities	
Natural environment – trees, rivers, wildlife	Greenspaces
Cycling	Transport/ travel
Rubbish & recycling	Litter
Crime & safety	Dog mess
Energy	

Table 9 The Role That National Lottery Players Think Heritage Could Play - Environmental Sustainability

The role that National Lottery players think heritage could play	
Provide information & education about heritage	Create walking & cycling routes
Specific skills training	Promote sustainable use of materials & energy
Promote involvement in heritage, volunteering	Protect heritage
Provide funding	

The main issues noted by participants related to trees, greenspace, rivers and wildlife, and also to the appearance, design and condition of a place. Concerns were also raised, but to a lesser extent, about travel, litter, and crime and safety.

Participants’ comments show that most often, the role that they saw heritage playing in tackling environmental sustainability issues related to providing information and education about heritage.

“Educate people not to litter”. (Beamish)

“Have a documentary or some kind of video on the loop at the post office where everyone could see it highlighting the environmental schemes in this area”. (Beamish)

“Help people know what is there and why it is important”. (Pontypridd)

“Schools – teach that the environment is important to our local heritage, a part of our local heritage, e.g. improvements to the canal system mean that fishing has returned”. (Huddersfield)

Participants also noted how heritage could play a role through promoting and using more sustainable materials and through more sustainable energy use.

“Build bike stations near heritage sites, like Boris bikes”. (Rochester)

“Look at own sustainability in heritage sites – materials, waste energy”. (Rochester)

“Advise people on recycling – how about not throwing things away but fixing them as part of the heritage?”. (Ipswich)

“Make an older building more environmentally friendly – solar panels”. (Huddersfield)

It was also suggested that there is a direct role for protecting heritage.

“Preserve and look after the trees”. (Birmingham)

“Protect trees and greenery more”. (Beamish)

“Protect status of woodlands”. (Rochester)

“Think about agricultural heritage as well, we can’t just keep building”. (Ipswich)

“Keep what we have, such as small villages. There needs to be appropriate development”. (Lincoln)

“No housing on floodplains or the greenbelt”. (Rochester)

5.5 Players’ ideal programmes

We split each group into two sub-groups for this task. We provided each sub-group with a blank piece of flipchart paper, coloured pens, magazines, scissors and glue, and asked them to use these materials to create a picture of their ideal programme for HLF, imagining that they were in charge of HLF. We prompted them to think about various different elements, including what they wanted the programme to achieve, size of grant, who it was for, what the application and decision-making process would be. We reminded them of HLF’s current outcomes. This exercise was invaluable in enabling us to find out what the participants’ priorities were for heritage funding.

We present a virtual ‘gallery’ of all of the pictures in the Appendices. In this section, we have drawn out key messages from them, describing the main themes that they covered, what audiences the ideal programmes are aimed at, what the participants have to say about promoting their programmes, and what they are proposing for the application and decision-making processes.



Figure 8 Participant Ideal Programme Suggestion Posters

5.5.1 A categorisation of the ideal programmes

Many of the sub-groups named their programmes, or gave a clear theme to them during their presentation to the group. These are shown below, grouped into broad categories of similarity.



Figure 9 Ideal Programme Categories

5.5.2 Outcomes

The sub-groups described what they were hoping their programmes would achieve. Recurring themes were enabling people to come together, learning and education, looking after heritage, making use of heritage buildings.

Several of the ideal programmes aimed to use heritage to create opportunities to bring people together, to create more opportunities to be a community and to create community spirit. This included events and activities, as well as creating spaces and places for communities. Some of the events and activities described were intentionally about creating something fun and enjoyable e.g. a community fun day, while others were more focussed, e.g. community growing and gardening. There were comments that places should be “neutral” (Belfast, Beamish), “non-judgemental” (Edinburgh); it was important to be inclusive. One group talked about “breaking down prejudices” (Belfast) and another about “valuing people” (Huddersfield).

A number of the programmes made specific mention of educating young people, in some cases through schools or projects working with schools, but also through inter-generational or community projects. The point was made that inter-generational learning works both ways. Learning outcomes mentioned also included skills for employment and for personal benefit, and in order to maintain knowledge that might otherwise be lost. Broader comments were made about enabling people to share and learn from one another, and about people learning about local heritage.

Another common message within the ideal programmes was looking after, maintaining and restoring heritage, in all its shapes and forms. There was frequent mention of buildings, particularly with the intention of enabling their use for community benefit, e.g. as a community centre/ meeting place, offering services or facilities such as an older people’s lunch club, as housing for homeless or older people. However, as well as buildings, natural heritage also featured, including landscape, wildlife and greenspace, and also less tangible forms of heritage such as people’s stories and the heritage of particular sectors of interest, e.g. the NHS and music. There were references to restoring neglected areas, making areas look and feel nicer.

5.5.3 Key audiences

The sub-groups were not required to describe target audiences for their ideal programme, but it is possible to review the pictures and verbal explanations of their programmes to see whether particular groupings have been identified.

Young people were the most commonly identified target audience, followed by children and homeless people, and then older people. Teachers/ schools are identified twice, and there are single mentions for communities, other cultures, inter-generational, people with mental health problems, disabled people, ex-service people and unemployed people.

5.5.4 Application & decision-making process

The most frequent message was about involving communities and local people.

“There needs to be a process for involving local communities in deciding what they want/what is funded”. (London)

“Applications and decision-making as simple as possible – kids make decisions for kids – but need to unbiased and understand the full issue. Need a professional decision, but public involvement to give feedback on decisions made, to inform what else is funded in future”.
(Beamish)

“Decision-making ultimately rests with HLF and communities, not with government”.
(Birmingham)

“Decisions should be made by people from a range of backgrounds, who bring different perspectives. Less influential people should have an equal voice in decision-making”.
(Ipswich)

“Let the community decide on local projects, involve them”. (Lincoln)

“Make decisions with the community, don’t make decisions on your own”. (London)

“Listen more to the public. Views about what people want to see happening in their communities, proactively go out and consult”. (London)

There was some discussion about decision-making panels, with support for this approach, and ideas for including local people.

Comments made during this discussion and others during the day showed that participants feel it is important that there is transparency in the decision-making process, and that there are systems in place to monitor the funding once distributed.

Suggestions were made about the opportunities offered by IT, including being able to apply via an app, or to vote for a local project if you have bought a National Lottery ticket.

One suggestion was made, based on experience with the local planning system, that if a decision is not made after a certain time period, that there is automatic approval for a grant.

5.5.5 Promotion & awareness-raising

In explaining their ideas programmes, participants talked frequently about the need to publicise and raise awareness about what funding opportunities there are with HLF, how to make applications, how to get involved in heritage projects and what local heritage there is to visit and enjoy.

“Get the message about HLF out to people. TV and social media as the best methods to reach lots of people. Find a celebrity, someone locally relevant, for example Liam Gallagher in Manchester, to show where the money goes, show the variety of what it does”. (Beamish)

“Have workshops to teach people about what HLF can offer a community or region”.
(Beamish)

“Get involved with other organisations who are already communicating to community groups and get them to promote HLF’s funding”. (Belfast)

“Make HLF known more. Advertise how easy it is to apply for a grant”. (Bury)

“Do more promotional work along the lines of ‘this is what your lottery can do for you’”.
(Rochester)

It is clear that participants see an opportunity for publicity and awareness-raising through the National Lottery tickets; it was suggested several times that information about heritage projects that have been funded should be shown on the tickets. Several people also suggested using the TV show which announces the week’s winners to give information about what difference HLF’s funding has made.

5.6 Points for consideration for HLF

At the 12 dialogue sessions, after the sub-groups had created their own ‘ideal programme’ for HLF, we facilitated a plenary session to discuss the key points that emerged from their discussions. We then asked the group to review these points and from them, to pull out three points that they would like to propose for HLF for consideration in its plan for funding from 2019.

5.6.1 Points for consideration for HLF from the 12 dialogue sessions

The group discussions at the 12 dialogue sessions created a total of 71 points for HLF to consider in its planning for funding from 2019. We give a flavour of them here; please see Appendices for the full list.

Create new ‘community places’ from old or new buildings to bring local people together. (Edinburgh)

When projects are being considered, HLF should consider involving a wider range of people than they currently do (ex-servicemen, older people, homeless etc.) and use their skills and energy to achieve heritage outcomes. (Bristol)

Continue the diversity of funding. (Huddersfield)

Use some of the grant money to keep heritage activities free/ affordable for people on low incomes. (London)

All generations. More money invested in schemes for the elderly to ensure we don’t lost the life skills/ knowledge that they have and we can maintain the strong growth of future generations; and for schemes which bring in the younger generation and make them feel part of something. (Ipswich)

Be more locally focussed. More local advertising. More local engagement. Get out more and find out what is needed. (Edinburgh)

Awareness and information sharing: It’s not all about buildings, but people don’t know that yet! Make it clear to everyone. Go into the community. This is what’s available and this is how to access it. Have active ambassadors in the community who will target communities. (Belfast)

More information at the local level, to raise awareness and develop better engagement. (Belfast)

A sliding scale of funding amounts available, with proportionate application proposal times. (Huddersfield)

Support, e.g. advice, as well as money. (Huddersfield)

Building on the ‘old’ skills and heritage to move into the future and technology. (Bristol)

Money and donation – co-ordinate e.g. charities, police and NHS or other income sources for projects. (Bristol)

5.6.2 Refining and validating findings at the Reconvened Round

The purpose of the Reconvened Round was to validate and refine the findings which had emerged from the 12 dialogue sessions held around the country. The basis was the set of points that the participants had created for HLF to consider at the end of each dialogue session, which we summarised in our own categorisation (shown below).



Figure 10 Categories of points for HLF to consider

Working in three small groups, we asked National Lottery player participants to discuss each of these six categories to refine and add detail to them, to draw out revised points for HLF for each of the six categories and then to prioritise three points from across all the categories. These are shown here.

Group A

- 1) Use heritage to bring communities together
 - Use events – everyone loves a good party; food music, great way to promote heritage
 - Promote pride in the community
 - They (HLF) should work with homeless people, uncover hidden talents and bring people together

- Community activities to involve all ages, in all shapes and forms.
- 2) Provide professional help at a local level
 - 3) Bring old history together with new skills (such as social media) to create a new heritage

Group B

- 1) Awareness raising

It's the foundation, the prerequisite, everything else flows from here.

- 2) Involving and galvanising the community

People of all ages in the community to foster, cherish, protect the heritage and develop skills into and for the future for all generations.

- 3) Review processes

If you've reviewed any link in the chain, you need to review the whole chain making sure it's still fit for purpose and meets the needs it's supposed to serve.

Group C

- 1) Awareness raising

- 2) Involving and galvanising the community

- 3) Sustainable heritage skills programmes including business, financial and life skills

The prioritised points from across the three groups were shared and discussed in plenary, and we then asked them to narrow these down to just six for further discussion. This was done through individual voting (using stickers). They were:

- 1) Awareness-raising
- 2) Involving and galvanising people of all ages in the community to foster, cherish and protect the heritage
- 3) Provide more professional support at a local level to bring local people together, facilitate discussion and support action
- 4) Review processes
- 5) Skills development
- 6) Use heritage to bring communities together, promote integration and make better use of local skills, knowledge and capacity. Do this by making more productive use of heritage places (buildings) and spaces (greenspace) and fund events to make heritage fun.

Each of the six points were then discussed in groups comprising National Lottery players and sector stakeholders, providing us with useful detail for each one. We asked participants to tell us what key points they thought HLF should take into account, as well as what opportunities and challenges were posed, if HLF were to take these points forward into the next strategic plan. The responses are shown here.

Awareness-raising

The discussion focussed mainly on ways to improve marketing, but also considered the context of the National Lottery.

Participants noted that the issues HLF are facing relating to awareness-raising may be the same for other National Lottery distributors, e.g. changes in the prize structure. The National Lottery is competing with other lotteries, all of which are facing challenges for sales and revenue. Some religious groups will not buy lottery tickets because their religion does not condone gambling. Heritage is only one of the 'good causes' supported by the National Lottery, and of other good causes supported by other lotteries.

There were suggestions about ways to improve marketing, several of which were based on examples that participants drew on from their own experience including the Green Cross Code and Brooke Bond tea card campaigns, Children in Need and Comic Relief use of TV and people’s stories, as well as use of social media e.g. Facebook and TV.

The following table paraphrases participants’ thoughts about opportunities and challenges.

Table 10 Opportunities and Challenges – Awareness Raising

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> ● Use celebrities and National Lottery winners to attract attention to explain what HLF funds and achieves in their area. ● Print an image of heritage on National Lottery tickets. ● Get more input from organisations and volunteers, and young people. ● Ambassadors, champions. ● Require projects to provide testimonials and promote HLF e.g. to make a short film of their work, blogs. ● Show the difference that the funding makes, tell people’s stories. ● Be clear about the percentage of money from every ticket that goes to heritage. ● Think about using different words in place of ‘heritage’ and ‘lottery’, e.g. caring for your inheritance, donation. ● Combined communications strategy by all National Lottery distributors, paid for by Camelot or a non-distributor source, to raise awareness of where National Lottery money is spent. ● Set up a ‘call to action’ in local areas. 	<ul style="list-style-type: none"> ● Competition with other Lotteries. ● Heritage is less appealing an issue than health. ● Decreasing sales. ● Lottery seen as a tax on the poor. ● The word ‘heritage’ can be a barrier; need something that is for everyone. ● Getting “<i>a balance of voices involved</i>”. ● Spending the money on marketing rather than heritage. ● Awareness-raising about HLF or the projects, or both? ● Does HLF have the skills for awareness-raising? ● HLF becomes inundated with applications.

Involving and galvanising the community

The discussions focussed on the relationship between HLF and communities, including HLF maintaining its regional offices and development teams. There was a suggestion to set up community panels to liaise with HLF, including representatives from the local authority and different networks within a community.

Table 11 Opportunities and Challenges - Involving the Community

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> ● Set up community panels, including grant decision-making. ● Partner with community organisations. ● Become part of the Neighbourhood Planning process. 	<ul style="list-style-type: none"> ● Resourcing regional teams to work in communities and to manage community panels. ● What does ‘community’ mean? Needs to be self-defined.

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Get young people involved, e.g. curating campaigns, project development. • Involve local schools and school children, e.g. a heritage focussed initiative such as Young Enterprise. 	<ul style="list-style-type: none"> • Heritage can only be part of the solution in relation to social needs and vulnerable people. • Working in partnership. • Managing knowledge internally in HLF.

Provide more professional support at local level

This discussion was very focussed on the challenges and opportunities, although there were some contextual comments. It was noted that there is a need to help local people feel that their opinion matters, as well as to show people the importance of heritage.

Table 12 Opportunities and Challenges - Provision of Professional Support

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Paid local heritage champions/ advisors, who hold discussions “like this” and help to close the gap between community members and HLF. • Engage with the people who are currently engaging people with heritage, e.g. artists. • Develop a national campaign for young historians. • Set up a one stop shop in each city for heritage advice, support, training and volunteering. Perhaps link these with tourist information centres, with their role in promoting heritage. • Involve the private sector as business champions, e.g. banks and financial literacy. • Develop and facilitate a brokerage service sharing information, expertise, skills, volunteers etc. “A co-operative of ideas”. • Create an HLF directory – the history of HLF project by project, with contact details and key characteristics. Could be a YouTube channel. 	<ul style="list-style-type: none"> • Traditional heritage organisations, e.g. local history societies, are struggling; there is a need to do things differently. • Current ‘living memory’ history is about to pass out of direct experience. • It needs other organisations than HLF to provide support. • It takes time to create local leaders.

Review of processes

A number of quite different points were raised in this discussion. In relation to the application process, the length of the process was discussed, with concern that much can change in the time from application to success, both for HLF and the applicant project. Also, a point was raised about the need for simpler and easier processes. There was a suggestion to set up a mentoring scheme whereby recently successful grantees are matched with new applicants to be able to learn from each other.

There were several comments in relation to sustainability, including the need for HLF to look towards sustainability when making decisions about grant funding. In relation to what happens after the end of a grant, there was a suggestion that HLF might be able to fund again but not as the core

funder, also that small projects might be able to build towards becoming suitable for a large grant. There was one comment about there being a connection between peer learning and sustainability.

There was also an area of discussion about HLF reviewing its work. There were comments about the concept of heritage itself, including how to include “intangible heritage”, as well as needing flexibility to capture what is heritage now and good judgement about what this is. It was noted that any internal review work needs to be time-limited and not take away from HLF’s core function of making grants.

Table 13 Opportunities and Challenges - Review of Processes

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Taking a fresh look at what heritage is and what communities need, including the role for heritage. • Heritage organisations thinking about enterprise as part of what they do to generate income, e.g. venue hire, cafes. • Looking at new ways funding models, e.g. community interest funding, social enterprise. • Routinely capturing insights to feed into review processes. • Involving more people in heritage and doing more, but with a lighter level of HLF involvement. • Working in partnership. • Providing bridging support after a grant has finished. 	<ul style="list-style-type: none"> • Austerity, and the danger that HLF is sought to fill the void in public spending. • Getting bogged down in admin and internal review processes, so that nothing is achieved and money is diverted from heritage. • It should not be HLF’s role to provide sustainability support. • Difficulty in getting the right balance between project investment, set-up, scale and impact. • Valuing volunteer input needs to be central as match funding.

Skills

The discussion covered a range of points within the topic. Participants talked about the need for different types of skills, including project development and organisational skills to set up a project, traditional skills and technical skills. A heritage skills gap was noted, but also that “*the heritage sector has responsibility to get the message out there that there is a skills gap*” so that people are aware of the danger of losing these skills and so that there is visible opportunity for employment, particularly for young people. The need to involve the local higher education sector was noted, in order to develop the local training offer and ensure it fits local need. The point was made that people can be recognised for their particular skills, and in this way they are part of heritage.

Table 14 Opportunities and Challenges - Skills

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • A nationwide heritage skills analysis, at professional and volunteering levels. • Fund training places, on condition that participants agree to volunteer a percentage of time afterwards for heritage. • Include digital skills – for innovation, and as heritage of the future. 	<ul style="list-style-type: none"> • Avoiding duplication • Collaboration with third sector organisations. • Insufficient job opportunities. • How best to re-use skills in future projects. • Heritage is not part of the National Curriculum.

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Skills development should be promoted as a hobby, as well as for career development. • Wellbeing and mental health benefits. • Other organisations have resources to offer e.g. placements, mentoring, workspace. • Link the government’s apprenticeship levy to HLF skills programme. • ‘Amazon’ type marketing, i.e. others who viewed this course had a look at this too. • Work with careers advisors. • Share apprenticeships between organisations/ businesses. 	<ul style="list-style-type: none"> • Volunteering as an entry point is fine, but should lead to job or business opportunities. • Has to be affordable or free, or have some kind of financial incentive. • It may be hard to persuade craftsmen working on their own to take on apprentices. • Lottery funded skills programmes may not be taken up by some communities who do not agree with gambling.

Using heritage to bring communities together

The main points of discussion were about the idea of community and the role of HLF and heritage.

The point was made that the idea of community is changing; *“now communities of interest are as important as communities of place”*, and a participant raised the idea of community as groups of people with common problems.

The role of heritage was raised, with the suggestion that *“We should be asking (after President Kennedy) ‘what can heritage do for people rather than what people can do for heritage?’”*. This led to a further question about whether HLF should be a social movement for change, or if it should help to create a new structure to do this. It was noted that HLF would need to work with others to address social aspects, that community development partners would be needed; the community might be a partner. Related to this, the point was made that there is a need to develop community leadership around heritage; that local people need to be listened to and have more of a say in decision-making.

Table 15 Opportunities and Challenges - Using heritage to bring communities together

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • New community development partners for HLF. • Strategic working with local authorities in relation to community development. • Jury service for heritage – people are asked to represent their community and participate in the decision-making for a short period of time. • Using the security of knowing where we have come from to face the future and embrace change. 	<ul style="list-style-type: none"> • Local authorities are withdrawing from providing community development, but should this space be filled by HLF? • Local events and festivals are important for bringing people together, but these are no longer being funded. How can fill this gap? • Looking to the future rather than harking back to a rosy past. • The word ‘heritage’ may be a problem in relation to inclusiveness.

6 Themes to inform next steps

We present five themes for HLF to move forwards with in its on-going strategic planning process:

1. Breadth of funding
2. Heritage alleviating social issues
3. HLF being proactive
4. Involving the public in decisions
5. Raising awareness

6.1 Breadth of funding

When considering HLF's current programmes, National Lottery players tended to be surprised about the variety of work funded by HLF, and when they considered it, they were very positive about this range.

"The range of grants is much wider than I thought". (Beamish)

"Funding a wide range of heritage". (Bury)

Participants in each location were impressed by the scope of projects funded by HLF grants and had previously been unaware that the funding was not limited to capital building projects. Participants said,

"It covers so many different projects". (Belfast)

"There's a lot of variety". (Edinburgh)

"It's so much more than buildings!" (Lincoln)

"It's varied – landscape, parks, history, buildings – which is good". (Birmingham)

Participants also reflected positively on the fact that there were a number of different grant programmes and a variety of ways of accessing the funding whether smaller or larger scale projects. This view is reflected in the following three statements.

"We like the variety and the fact that money is allocated to different pots". (Birmingham)

"It's important that there is such a wide range of grants and heritage". (London)

"There is a big range of sizes, e.g. from small to large grants. There is a big scope with regard to what can be funded, which is good". (London)

Other remarks by participants showed how they thought that this breadth had benefits for inclusivity.

"Very wide and inclusive". (Pontypridd)

"There are no barriers it seems. People aren't limited". (Belfast)

Discussions of the ideal programme created by the participants also showed support for a breadth of programming, as well as an inclusive approach.

“Have a certain number of new programmes/communities involved every year”. (Belfast)

“Maintain diversity of grants”. (Bury)

“Continue the diversity of funding”. (Huddersfield)

Two of the specific points made to HLF at the end of each dialogue session were directly about breadth of funding:

- *Maintain diversity of grants* (Bury)
- *Continue the diversity of funding*. (Huddersfield)

6.2 Alleviating social issues

One of the exercises we asked National Lottery players to do was specifically focussed on social issues (taking in community development, economic growth, social inclusion and environmental sustainability) and as such, we have a reasonable amount of material on this topic. However, it is evident that this is a priority for National Lottery players. Participants saw some clear ways for heritage to play a role in tackling the issues they raised. National Lottery players are ambitious for HLF as demonstrated in the ideal programmes they created, as well as in the proposals put to HLF at the end of each session.

There are some aspects which come across particularly strongly:

- Making use of heritage buildings and spaces for social benefit, including for housing and community services and facilities.
- Education, learning, skills and broad-based training.
- Bringing people together and being inclusive
- A sense of community and place

Making use of heritage buildings and spaces for social benefit, including for housing and community services and facilities.

National Lottery players made a connection between currently dis-used or under-used heritage buildings and the issues they had identified in their communities around lack of community facilities and services. They saw the potential to bring these buildings into use, so that they were making use of an existing local resource rather than building something new, as well as reducing pressure on greenfield or greenbelt sites. Housing was a particularly important issue.

“Instead of building new houses, can we bring older ones up to standard? Might help to keep people in the area they grew up in”. (Huddersfield)

Social housing for young people – for all those that need it, more housing generally which would also reduce the use of derelict buildings for drugs/squats”. (Ipswich)

“Removal of red tape around heritage buildings especially, so it’s not easier to build something brand new and it’s easier to keep what’s already there”. (Beamish)

“Acquire large heritage buildings for housing”. (Beamish)

“HLF to take a proactive approach and go out to local authorities to talk about buildings that are in disuse and what could potentially be done with those buildings”. (Bury)

The potential was also noted for heritage buildings to be used to locate facilities where people could come together and where people in need of support could be provided with that support.

“Can churches be used more? E.g. facilities for community activities”. (Huddersfield)

“Use derelict historic buildings for housing, youth clubs etc”. (Birmingham)

“Use existing heritage buildings for business/services, e.g. doctors, shops”. (Beamish)

“Convert churches and other old buildings being closed into community centres”. (Pontypridd)

National Lottery players also made a link across to the skills and employment agendas, with considerable support for using the process of renovation to provide skills training, thus equipping currently unemployed or low-skilled people for employment.

“You could take a street of derelict houses and bring them back to use as social housing, teaching the young kids to do the work”. (Beamish)

“Older buildings – could stipulate that it’s done up by the people who will live in them who will be trained in refurbishment skills. Gives them the impetus to learn”. (Huddersfield)

“Starter units in re-utilised formerly derelict buildings”. (Birmingham)

“Help people to learn a trade, fund businesses to support a trainee”. (Birmingham)

National Lottery players were concerned about the look and feel of a place, they stressed that it matters how local people feel about their area in terms of perceptions of safety, as well as more positively, toward creating local pride. National Lottery players also made a link across to the local economy, in relation to the vibrancy and attractiveness of a town centre, as well as the ability to draw in visitors and tourism. They saw a role for heritage in bringing about improvements to their local areas.

“Upgrading green areas; people would use them more”. (Lincoln)

“Walks/footpaths in to the countryside, user friendly, safe”. (Beamish)

“There’s a lack of welcome when you go into some town centres. I don’t go in to Stanley for example which has burnt down shops”. (Beamish)

“Local businesses thriving to keep towns, villages, communities alive – think of the dead town centres”. (Huddersfield)

“Funding to make towns/places aesthetically pleasing so people visit and care about their own community”. (Ipswich)

Examples of the points made to HLF on this aspect include:

- *Focus on bringing old buildings back into a productive life as community facilities, work and training space. (Bristol)*
- *Use HLF funded properties, e.g. green spaces, bricks and mortar, derelict areas, as spaces for education, support (e.g. safe space for vulnerable people) and skills development. (Edinburgh)*
- *Preserving/restoring/rebuilding and regenerating town centres and historic structures, making more jobs available. (Beamish)*
- *Investment and development of green spaces. This can help to address obesity, health and wellbeing, both physical and mental. (Lincoln)*

Education, learning, skills and training

National Lottery players’ comments show how important they think education about heritage is, both in its broadest, most general sense, and about more specific topics. They see that for children and young people, education and learning can take place in and out of school, but heritage education should not be limited to younger people, it is relevant for adults as well.

“Teaching youngsters to grow carrots, making the most of what you have and passing on skills such as growing”. (Ipswich)

“Young people need to be educated about the natural environment for all our future’s sake. They need to be taught how to grow, cook and shop”. (Bury)

“Educate the younger generation in heritage and how to sustain the heritage and manage the costs”. (Ipswich)

“Educate people not to litter. Bins”. (Beamish)

“HLF to work with schools, colleges etc., and other sectors of the community to educate about our heritage”. (Beamish)

National Lottery players’ comments show that they want to see more heritage-focussed skills development and training. There is an emphasis on trades and apprenticeships, those where they see most potential for future employment. Comments on this aspect include:

“Create apprenticeships – crafts, parks maintenance, plumbers and showing people around – create the new ‘heritage workforce’”. (Bristol)

“More jobs/apprenticeships/(youth) training”. (Birmingham)

“Opportunities for young people to get skills, apprenticeships”. (Pontypridd)

“Redevelopment projects where people can learn new skills e.g. engineering or upgrade of high street”. (Rochester)

Examples of the points made to HLF on this aspect include:

- *Apprenticeships and training in skills at risk of dying out.* (Beamish)
- *Building on the ‘old’ skills and heritage to move into the future and technology.* (Bristol)
- *The key to the future of heritage investment is educating and motivating through skills and training to ensure future generations engage and remain committed to keeping our joint heritage alive. This will protect our legacy!* (Birmingham)

Bringing people together and being inclusive

There was a strong recurring theme around bringing people together, including more vulnerable and marginalised people in society, and National Lottery players were positive about the potential of heritage to bring about benefits. The way buildings and spaces could contribute has already been covered. Participants were particularly positive about how heritage-focussed activities and events could be used to tackle isolation, create pride in one’s community, and generally contribute to creating a sense of community.

“Need community projects put in place to get the community together. Could be anything, i.e. allotments, litter picking. To foster community spirit”. (Bury)

“Fund activities in the local park”. (Birmingham)

“Focus on intergenerational projects, linking young and old; sharing skills, stories and local history” (Bristol)

“A street fair, for example – carnivals, music in the park, summer and Christmas fairs. In cities like Ipswich people do their own thing and don’t get together”. (Ipswich)

Inclusivity came across as an important element for National Lottery players. As they familiarised themselves with HLF, there were a number of comments praising HLF for its inclusive approach.

“It’s encouraging to see engagement with young people and using different methods to engage them”. (Ipswich)

“They are very inclusive, views are welcomed”. (Edinburgh)

“There is clearly no discrimination, the schemes are giving everyone a chance to be active, learn skills and get involved”. (Belfast)

For the participants, inclusiveness was partly about the people who they perceived to be more disadvantaged and vulnerable, and partly about taking a multicultural perspective.

“Cross-community: bringing different communities together, not just catholic/protestant, but all cultures/communities”. (Belfast)

“It has to be completely inclusive – race, nationality, health”. (Birmingham).

“It’s not just two communities now – we must think about race, religion, disability, sexuality”.
(Belfast)

“Being more diverse – things that reduce segregation. Different communities talking and learning together”. (Ipswich)

Identify differences, e.g. Welsh language, and use this to bring people together, by funding Welsh language classes”. (Pontypridd)

National Lottery players showed their support for this further in the thinking within their own ‘ideal programmes’. Examples of the points made to HLF on this aspect include:

- *When projects are being considered, HLF should consider involving a wider range of people than they currently do (ex-servicemen, older people, homeless etc) and use their skills and energy to achieve heritage outcomes.* (Bristol)
- *Create new ‘community places’ from old or new buildings to bring local people together.* (Edinburgh)
- *Interact with all aspects of society and bring people together, e.g. around projects.* (Edinburgh)
- *Involve young people, their families, friends and peers, and facilitate intergenerational activities that allow the young and elderly to interact.* (Ipswich)
- *Involve a diverse range of the community, e.g. the disaffected, homeless, young people and people who speak English as a second language. Provide opportunities for skills development and empowerment, as well as helping HLF projects. They would be ambassadors for HLF.* (Lincoln)
- *Focus on intergenerational approaches and projects, this will go a long way towards helping to strengthen communities.* (Rochester)

A sense of community and place

Throughout the discussions, National Lottery players demonstrated how important a sense of community and community spirit is to them, for example,

“It’s about community and a sense of togetherness and pride about where we come from”.
(Bury)

“It has made us what we are. ‘You can take the boy out of Bristol but cannot take Bristol out of the boy”. (Bristol)

“Need community projects in place to get the community together. Could be anything, i.e. allotments, litter picking. To foster community spirit”. (Bury)

“To bring back and instil community spirit”. (Ipswich)

In describing what heritage meant for them and why heritage matters, National Lottery players showed a very strong relationship with their local place and their comments showed how places were important in creating a sense of belonging for them. This heritage included buildings, greenspaces and particular features such as sculptures.

“Waterworks. The ducks, it’s relaxing and where we meet up with others. I went there as a child and it brings back memories”. (Belfast)

“Consett mines. Local history, family has stories behind it. The family talk about it. It’s what Consett’s all about”. (Beamish)

“Scott Memorial...landmark, amazing views, used to visit with family. I’ve moved away from the area, now it’s important coming back”. (Edinburgh)

“Wellington monument (stone cross), Baslow, Derbyshire. I visited the monument with my grandparents, family, now take my boys there. There are family memories, Sunday walks, picnics etc.”. (Lincoln)

This linkage with community and place also came out in the way that National Lottery players saw a broad role for heritage in terms of the potential for improving their local places, including greenspaces and biodiversity, aesthetically and their local economies. For example,

“More trees, plants and animals – more greenspace”. (Edinburgh)

“Accessibility for the elderly and those with less mobility” (Belfast)

“Restoring what was beautiful 30 – 40 years ago”. (Birmingham)

“Incentives for local shops to continue – butchers, bakers etc. – they are part of our heritage”. (Pontypridd)

“Support use of vacant space; land and buildings”. (Rochester)

Building on the strong sense of place, the concept of community was also described in other ways, in particular to common interests such as music and sport.

“A lot of people relate to the same things, like football or going to the park or visiting a castle. It’s about community”. (Ipswich)

“Chelsea FC and England. I went to see Chelsea play on my 9th birthday and have been a fan ever since. It’s where people come together”. (Ipswich)

“Football pitch. Important community centre, place for young people”. (Lincoln)

Coventry musical history in the museum there. Carries the legacy on”. (Birmingham).

Some of the points made to HLF touched directly on community spirit, communities and place and using interests to create a sense of community, for example:

- *“Instil a sense of community, embrace change, a sense of your own heritage. Think local”. (Birmingham)*
- *“Events: more community events celebrating the Huddersfield/Yorkshire cultures and history”. (Huddersfield)*
- *“Crafting through the ages from Roman times. Learn about different crafts, and take part in them, whether novice or experienced. This would be a local programme, tailored to history of local area”. (Lincoln)*
- *“Preserving/restoring/rebuilding and regenerating town centres and historic structures”. (Beamish)*
- *“Investment and development of green spaces”. (Lincoln)*

6.3 Being pro-active

There were a significant number of participants’ comments throughout the workshops, which show that participants think HLF should be more pro-active towards communities. As one participant put it,

“Why does HLF need people to come to them to make things better? Why not the other way round?” (Lincoln)

Being pro-active, as described by participants, relates to finding out what local people want for their heritage and to providing support to people who want to do heritage-related work and to apply for HLF funding.

Participants felt that the community, whether or place or of interest, was a valuable resource to HLF, one that could be used to test what is needed locally from the heritage. They highlighted the value in a grass-roots approach. As these National Lottery players comments illustrate,

“Understand what the community want from the fund, ask what they want”. (Edinburgh)

“It’s a cyclic process – starting with the community, finding out about their needs, creating confidence in the community etc.”. (Edinburgh)

“Go into the community to find what is needed – this will probably be an eye opener”. (Edinburgh)

There was a strong sense that it would be very positive for HLF to do this scoping and testing in the communities proactively, rather than waiting for heritage projects to come solely from more traditional routes and existing heritage organisations. One participant echoed the views of many when they said,

“Listen more to the public views about what people want to see happening in their communities, pro-actively go out and consult”. (London)

Expressing the view that this will reveal helpful insight for those delivering heritage programmes and for HLF. One participant commented,

“Identify gaps in community activity and talk with the community to find out what they want – use local knowledge more”. (Pontypridd)

There was a concern that some organisations, small community groups in particular, might struggle to make a funding application. Recognising this, National Lottery players wanted HLF to provide be pro-active in providing support to encourage and help these kinds of applicants.

“Support – not just financial – to get community involvement started. Use heritage to build community spirit, but communities need to know where to start, how to get help and how to organise. Increase HLF staff to provide this local staff”. (Bristol)

“HLF would work with these kinds of communities so that they would be eligible for funding”. (London)

“Provide support to make an application”. (Huddersfield)

“It’s about the knowledge and expertise that they could possibly bring out into the communities, and things that they could offer in terms of advice, getting projects off the ground”. (Huddersfield)

Amongst the proposals made to HLF, there were several relating directly to this aspect:

- *More HLF staff to support the identification and development of local projects. (Bristol)*
- *Provide more support to help local people apply for HLF funding. (Edinburgh)*

- *HLF register of potential projects for individuals who spot a site/have an idea for a project* (Lincoln)
- *Listen more to the public and their views about what they want to happen in their communities.... consult with the public on a regular basis.* (London)

6.4 Involving the public in decisions

Participants gained familiarity with HLF's current grant decision-making practice through their review and discussion of the current programmes, and then went on to think more about this through the ideal programme design exercise. It is clear that National Lottery players would like there to be more public involvement in decision-making. Two participant made this point particularly clearly,

"Make decisions with the community, not on your own". (London)

"Not up to us to decide who needs the money most, it's up to the people of the UK who tell HLF what they need, what heritage can do for them". (Birmingham)

Participants felt that decisions about what is funded in a community should include the views of people from that community, as illustrated by these comments.

"Let the community decide on local projects, involve them". (Lincoln)

"Community consultation prior to grant giving is really important. What do community members want to be done, what are their priorities?" (London)

A number of ways were suggested for people to get involved. There was considerable support for social media based methods, but some participants felt that face to face workshop-type approaches would work well.

"An app to allow public voting on their favourite project – you can vote if you buy a ticket". (Pontypridd)

"Involve community in decision making around local projects. Run focus groups about what is needed in communities". (Birmingham)

"Advertise locally, in shop windows, libraries, shopping centres, asking people what project ideas they have". (London)

Whilst participants understandably were not always able to distinguish between the remits of HLF and Camelot, it is clear that participants think that some of the activity to gain public involvement should come at the stage when people buy a ticket, for example,

"Or Camelot should allow us to decide what is funded; you could tick a box when buying a lottery ticket". (London)

Several of the proposals presented to HLF focussed on involving the public in decision-making, as shown in these examples:

- *Continued community involvement: be accountable to community, not government. Focus groups about what is needed. People need to be done WITH not to. (Birmingham)*
- *Decision-makers must come from a range of different backgrounds. We picture a table of rich people in suits! People who are less influential, or from less affluent areas, should have an equal voice in deciding which projects receive grants. It's fine to involve people who have very different opinions, as long as the process is well managed. (Ipswich)*
- *Community involvement in decision making – let the community decide on local projects, involve them. The priorities of the community might be different from those of [HLF] trustees. Give people pride in the project. (Lincoln)*
- *Listen more to the public and their views about what they want to happen in their communities, i.e. have a tick box on lottery form for the player to indicate where they wish their money to go. Consult with the public on a regular basis whether by workshops/focus groups or surveys. (London)*
- *Voice of the people: make decisions with the community e.g. ask them what should be funded, don't make decisions on your own. (London)*
- *Public voting app. (Pontypridd)*

6.5 Awareness-raising

This theme came up in dialogue discussions in each of the 12 locations as a recurring point in each of the small group reflections. It was highlighted when participants designed their ideal programmes and made proposals which they presented to HLF at the end of each session. The aspects which came across especially strongly were:

- Making sure people have heard of HLF, in particular what it funds in their area so that they can volunteer, visit and feel proud of what their National Lottery ticket purchase is doing for their region.
- Doing as much as possible to let people know what funding opportunities exist through HLF and how to make an application.

National Lottery players told us the reasons why they think awareness-raising is important. A key part of this is that people simply don't know what is being achieved with the Lottery funding, and what HLF is supporting in their local area.

"Want to see HLF in the community 'in your face'! This should include social media. We didn't know much about HLF before today". (London)

"Surprised how much they do – broader range, it's not just about castles". (Lincoln)

"HLF is not widely known about". (Belfast)

"Lack of information". (Belfast)

"We don't know about HLF and we should, they need to do a lot more to get their name out there". (Lincoln)

"How do HLF make people aware of grants awarded? I don't generally read the local or national paper, that's not where I get my news, so I guess it's not surprising that I don't know about these grants". (Huddersfield)

“HLF funds things I didn’t expect it to fund”. (London)

Another reason participants felt that it is important that more people are aware of HLF is to enable more applications to support heritage, in order benefit their local area and certain types of heritage.

Participants made the points that people don’t necessarily know that they or organisations in their area could be applying for funding, or how to make an application.

“Local people don’t know how to apply – give them a nudge with the right information and perhaps a local plan and they will respond”. (Pontypridd)

“You need to communicate that it could be used for less obvious/less traditional areas of heritage such as developing craft skills/supporting craft groups. Less traditional areas of heritage, and community groups, that wouldn’t necessarily think that they are classified as ‘heritage’”. (Lincoln)

The point was also raised that more people would buy National Lottery tickets if they know what difference their money was making.

“Print heritage images on lottery tickets. This will make us aware of HLF and show us that even if we don’t win money we don’t lose, as we contribute to heritage. People would buy more lottery tickets”. (Lincoln)

“Needs to be promoted better. People would do the Lottery more if they knew about this stuff”. (Bristol)

“I had no idea. If I’d realised it’s being spent with the heritage the way it is, I’d buy two tickets, more tickets”. (Huddersfield)

Also, various ideas were put forward about how HLF could approach communication and marketing. This provides helpful insights about the kinds of marketing channels that might appeal to National Lottery players and therefore bring about results. These show the need to work with Camelot to provide information at point of sale and associated with announcements about National Lottery winners.

“Use Lottery draw broadcasting time to advertise what happens with the money”. (Bury)

“Need to get people in the room, not online”. (Edinburgh)

“Have workshops to teach people about what HLF can offer a community/region and then get school children involved to create knowledge, passion and pride”. (Beamish)

“Use the public in your advertising. People like us”. (London)

“A slogan that makes you aware of what you’re about, ‘HLF: funding YOUR community’, so people realise what the Lottery money goes on”.

“Have a half hour TV programme to show where it goes”.

“Put information on the Lottery ticket about how money is used”.

“Use Lottery draw broadcasting time to advertise what happens with the money”. (Bury)

However, participants also provided ideas for raising awareness at a community level, in particular through working with and supporting local people to be champions and ambassadors for heritage-focused work and for HLF, as explained by these examples,

“Ambassadors working with the local community”. (London)

“They will be ambassadors. They could talk to people in other communities, to explain what can be achieved, ‘this is what you could do’”. (Lincoln)

“Encourage and incentivise local people and local businesses to take part in and support heritage projects, e.g. offering 25% discount, or providing a sticker that says ‘Proud to donate to XX local project’”. (Lincoln)

The comments seem to suggest that ambassadors would be people from the community with experience of heritage and HLF projects, although it is not clear whether they would be volunteers or a paid role.

National Lottery players also thought that grant recipients should be asked to do more to help to raise awareness, as illustrated by this participant,

“Grant recipients – onus on them to publicise what they’ve done”. (Huddersfield)

Examples of the proposals relating to this theme are:

- *Advertise HLF’s funding for heritage more. (Beamish)*
- *Awareness and information-sharing. It’s not all about buildings, but people don’t know that yet! Make it clear to everyone. Go into the community. This is what’s available and this is how to access it. Have active ambassadors in the community who will target communities. (Belfast)*
- *More information at the local level, to raise awareness and develop better engagement. (Belfast)*
- *Get the word out there about HLF! Promote the successes – use social media. (Birmingham)*
- *Shout about what you do. (Bristol)*
- *Make yourself known! (Bury)*
- *Getting the word out to people about everything that’s available. Examples that inspire people. (Huddersfield)*
- *Communication: explain to local communities what you do, communicate HLF and grants that are available. Assign community ambassadors to work at the local level, to support communities to develop projects. (London)*
- *Do more promotional work along the lines of ‘this is what your lottery can do for you’. Communicate pro-actively with schools and communities. (Rochester)*

7 Concluding remarks

The National Lottery players' input into this dialogue process produced a wealth of valuable information, including some new ideas for HLF to consider in its planning for the future.

7.1 New ideas

Relating these new ideas to each of the themes (as presented in the previous chapter) demonstrates that they range widely in scope and direction. We include some of the quotations from earlier in the report in this section, as they illustrate these ideas so well.

Breadth of funding

- HLF taking on a post-grant role to support project sustainability, e.g. loans, bridging support.
- HLF investing in businesses as heritage and businesses supporting heritage.
 - “Support businesses in taking risk for their development. Help businesses that meet some of the HLF outcomes. A local butcher is heritage”. (Bury)
 - “Provide grants that are accessible to local builders and other small independent businesses – bookshops, gift shops, flower shop, fish and chips café”. (London)

Heritage alleviating social issues

- Bringing heritage buildings back into use for social benefit, in particular housing, but also services and facilities for local people.
 - “Social housing for young people – for all those that need it, more housing generally which would also reduce the use of derelict buildings for drugs/squats”. (Ipswich)
 - “Use what we’ve got better, old buildings could be put to work. Homes, workspace, training, social place”. (Bristol)
- Heritage as a catalyst for combating social isolation.
 - “Reducing isolation, especially for young and lonely people”. (Bury)
 - “A street fair, for example – carnivals, music in the park, summer and Christmas fairs. In cities like Ipswich people do their own thing and don’t get together”. (Ipswich)
- A heritage training institution, run by HLF, which provides people with heritage skills, meeting the gaps in currently available skills and skills training.

HLF being proactive

- HLF offering opportunities locally for face to face connections with them as a funder.
 - “Have workshops to teach people about what HLF can offer a community or region”. (Beamish)

Involving the public in decisions

- Social media voting for HLF funding, in order to enable people/National Lottery ticket buyers to vote on what projects should receive HLF funding, thereby giving the public a say in what is supported. Also enabling HLF to hear from people about what is important to them.
 - “Want to see HLF in the community ‘in your face’! This should include social media. We didn’t know much about HLF before today”. (London)
 - “Get the word out there about HLF! Promote the successes – use social media”. (Birmingham).
- Local people having an input into heritage investment by HLF.
 - “Understand what the community want from the fund, ask what they want”. (Edinburgh)

“Community consultation prior to grant giving is really important. What do community members want to be done, what are their priorities?” (London)

Raising awareness

- Heritage ambassadors and champions, so that locally based people and organisations are able to provide information about local heritage and HLF, including what funding is available from HLF and how to apply, what local heritage there is to visit and volunteer with, what local heritage HLF might be interested in supporting.

“They will be ambassadors. They could talk to people in other communities, to explain what can be achieved, ‘this is what you could do’”. (Lincoln)

“Communication: explain to local communities what you do, communicate HLF and grants that are available. Assign community ambassadors to work at the local level, to support communities to develop projects. (London)

- Heritage teaching assistants in schools, reaching children and young people to instil awareness, understanding and enjoyment of heritage at a young age, so that they take this into their adult lives and so can be ‘the future’ of heritage.
- An HLF app. Various suggestions were made about the functionality of an app, including providing information about what heritage people can visit locally, what heritage people can volunteer with, an opportunity to tell HLF about what local heritage is in need of financial support, listings of what local heritage has been supported by HLF, social media voting for decision-making about HLF funding.

“An app to allow public voting on their favourite project – you can vote if you buy a ticket”. (Pontypridd)

- National Lottery winners publicising local HLF funded projects, as a way to promote what HLF is achieving with its funding, and demonstrating the connection between buying a National Lottery ticket and the heritage good cause so that people may be enthused to buy more tickets.
- Information about what HLF has funded on National Lottery tickets, again making the link between buying a ticket and the heritage good cause. An idea that would require actioning by Camelot.

“Print heritage images on Lottery tickets. This will make us aware of HLF and show us that even if we don’t win money we don’t lose, as we contribute to heritage. People would buy more lottery tickets”. (Lincoln)

7.2 In conclusion

Asked for the first time to take part in a formative process to contribute to HLF’s strategic planning, National Lottery players rose to the task with open minds, enthusiasm and creativity, with the result that they have given HLF a lot to think about. National Lottery players displayed big ambitions for HLF, as well as for heritage more broadly.

In commissioning this work, and throughout the process, HLF staff have shown great care in listening to what National Lottery players had to say, and have demonstrated positivity about what HLF might do in response. A couple of comments from participants at the Validation Workshop suggests an appetite for moving forwards with some boldness.

“A challenge to HLF. HLF must not be complacent”.

“Players’ ambitions. Don’t go for nice”.

Input from National Lottery players has raised many interesting ideas to be tested and developed through further work with other stakeholder groupings. Much of what has come to the fore is about asking HLF to do more of what it does at present, and to make sure more people know about it. But there are some quite new ideas, as well as some suggestions which build and develop on current practice.

National Lottery players have raised constructive challenges to HLF, and placed substantial ambitions at its feet. Now at the end of this dialogue process, we see real opportunity for HLF moving forwards with its strategic planning.

