

Inclusive Island Heritage



End of Project Report for Historic England and Historic Environment Scotland

MSDS Marine and Moder Dy



MSDS
Marine



MSDS
Heritage



Moder Dy

2022/MSDS22208/2

Inclusive Island Heritage

End of Project Report

Project Name	Inclusive Island Heritage
Client	Historic England and Historic Environment Scotland
Client Project Number	8536
MSDS Marine Project Number	MSDS22208
Author and contact details	Dr Sally Evans (MSDS Marine), Dr Marc Chivers and Dr Esther Renwick (Moder Dy) with contributions by Professor Jacqui Mulville and Anna Elyse-Young sally@msdsmarine.co.uk
Origination date	28/09/2022
Reviser (s)	
Date of last revision	29/09/2022
Quality Assurance Approval	Alison James
Version number:	1
Summary of changes	

Contents

1.0	Introduction	4
2.0	Aims and Objectives.....	5
2.1	Background to the development of the project and aims	5
2.2	Project aims and objectives	5
3.0	Methods.....	7
4.0	Island communities and heritage	9
4.1	Scottish island heritage.....	9
4.2	Scottish island communities	10
5.0	Heritage engagement in islands: Barriers and strategies	20
5.1	Literature review.....	20
5.2	Scottish Household Survey	21
5.3	Barriers.....	24
5.4	Consultation	25
5.5	Engagement Strategy.....	31
6.0	Inclusive Engagement Events: Results.....	39
6.1	Previous heritage engagement amongst participants	40
6.2	Locations	42
6.3	Age	44
6.4	Gender	47
6.5	Health.....	49
6.6	Language	51
6.7	Industry	54
6.8	Participant interests and two-way engagement	55
6.9	Summary	57
7.0	Engaging with island communities in the future.....	58
7.1	Recommendations/ Charter	58
8.0	Appendix 1: Barriers to Engagement.....	61
8.1	Introducing Barriers	61
8.2	Hard and Soft Barriers	61
8.3	Physical Barriers.....	62
8.4	Economic Barriers	63
8.5	Social Barriers	64
8.6	Previous Heritage engagement on Scottish Islands	65
8.7	Recommendations.....	66
9.0	Appendix 2: Participant Survey.....	68

Figures

Figure 1 Population levels on Skye 1981 - 2011.....	12
Figure 2 Population levels on Shetland 1981 - 2011.....	13
Figure 3 Population levels on the Western Isles 1981 - 2011.....	13
Figure 4 Age structure of community comparing Skye to Mainland.....	14
Figure 5 Age structure of community comparing Burra, Trondra (Shetland) to Mainland.....	14
Figure 6 Age structure of community comparing Uists, Grimsay and Benbecula (Western Isles) to Mainland.....	15
Figure 7 Sex of population on islands and mainland.....	15
Figure 8 Use of main Scottish languages on the islands and mainland.....	16
Figure 9 Employment by industry in mainland Scotland and Skye.....	17
Figure 10 Employment by industry in mainland Scotland and Skye.....	18
Figure 11 Employment by industry in mainland Scotland and Skye.....	18
Figure 12 Factors limiting or preventing attendance at cultural events/places.....	24
Figure 13 Advertisement for project activities.....	31
Figure 14 Coastal surveys on Skye.....	33
Figure 15 Coastal surveys on Shetland.....	33
Figure 16 Project display in the historic stables, Museum of the Isles.....	35
Figure 17 Sculpture inspired by the project and used for engagement, produced by Christine Inkster.....	36
Figure 18 Artist's workshop on Uist.....	37
Figure 19 Heritage engagement by participants.....	41
Figure 20 Barriers to engagement among participants who rarely or never attend heritage events/sites.....	41
Figure 21 Factors which drew participants to events.....	42
Figure 22 Home location of participants at project events.....	43
Figure 23 Age of participants at events.....	44
Figure 24 Age of participants by island.....	45
Figure 25 Antler working by school children at Sgiol Lionacleit.....	47
Figure 26 Gender of participants at events.....	48
Figure 27 Gender representation by island group.....	49
Figure 28 Health of participants at events.....	50
Figure 29 Health of participants at events by island group.....	51
Figure 30 Main language used by participants at home.....	52
Figure 31 Language of participants by event and island.....	52
Figure 32 Industry in which participants work.....	54
Figure 33 Industry in which participants work by island.....	55
Figure 34 Heritage interests of participants.....	56

Tables

Table 1: Heritage assets on the mainland and islands.....	9
Table 2 Island and mainland population and densities.....	12
Table 3 Industry categories recorded by the census.....	17
Table 4 Long-term health problem or disability as percentage of the mainland and island populations.....	19
Table 5 Selected 'Household Scotland Survey 2019' tables from Chapter 12: Culture & Heritage (Scottish Government 2020b).....	23
Table 6 Barriers and strategies identified during the project.....	30
Table 7 Project and event participants.....	39
Table 8 Percentage of locals/non-locals at different pop up and exhibition locations.....	43

1.0 Introduction

- 1.0.1 This project explores inclusive heritage engagement in Scottish island communities. The project was commissioned by Historic England (HE) and Historic Environment Scotland (HES) with funding from the Arts and Humanities Research Council (AHRC) under a wider project, entitled 'Outreach to Ownership' (O2O)¹.
- 1.0.2 The project principally focused on Skye and Shetland. MSDS Marine and Moder Dy co-managed the project, with the former leading on the Skye-based work and the latter leading on work in Shetland. Both organisations have bases in their respective island communities. The project was undertaken between February and September 2022. While Skye and Shetland were the focus, information from the Western Isles has also been incorporated owing to the project team's involvement in a separate engagement project undertaken on that island group during summer 2022, which provided an opportunity to better understand inclusive island engagement. This document forms the end of project report, and includes information from all three island groups.

¹ <https://historicengland.org.uk/research/current/social-and-economic-research/outreach-to-ownership-pilot/>

2.0 Aims and Objectives

2.1 Background to the development of the project and aims

- 2.1.1 The current project was developed under the wider O2O programme; an innovative pilot which sought to co-deliver innovative research with community organisations. A number of pilot studies (including the current project) were run under the wider O2O banner, exploring different themes in co-created community research.
- 2.1.2 The project team, headed by MSDS Marine and Moder Dy, and including the Museum of the Isles, Sleat Local History Society, Skye and Lochalsh Access Panel, Archaeology Shetland, Ability Shetland, Shetland Archives and the Moving on Engagement Project all have island bases, and sought to develop the current project to focus on inclusive heritage engagement in island communities. The heritage organisations involved sought to better understand engagement within their communities while working with other non-heritage groups to do so. The team identified the advantages of working together to compare and contrast experiences, seeking to learn more about inclusive island engagement.
- 2.1.3 In its broad focus and aims, the project was developed to target specific objectives of recent legislation relating to Scotland's islands. The Island (Scotland) Act 2018 was introduced 'to support and help meet the unique needs of Scotland's islands now and in the future'², with a view to the empowerment of island communities. The National Islands Plan (2019) was developed to support The Island (Scotland) Act 2018, and 'to set out the main objectives and strategy of the Scottish Ministers in relation to improving outcomes for island communities'². The National Islands Plan (2019) has objectives in numerous areas relating to island life, including those which seek to support arts, culture and language including to 'Invest in our cultural and historic resources, to ensure that islanders are encouraged to engage with, and participate in, arts and culture'. The project team recognised the importance of this aim, and sought to develop the current project in line with this objective.

2.2 Project aims and objectives

- 2.2.1 With the wider O2O project, the project team's areas of interest, and The National Islands Plan (2019) objectives as a backdrop, the current project was developed with a dual aim: to both research and undertake inclusive engagement in island communities. The central research question was:
- How do we achieve inclusive heritage engagement in the Scottish island communities of Skye and Shetland?
- 2.2.2 While Skye and Shetland were the focus of the project, a concurrent project run by Cardiff University with the help of MSDS Marine also allowed data collection to extend the scope of the current project to the Western Isles (North Uist, Benbecula, Grimsay and South Uist).

² [https://www.gov.scot/policies/community-empowerment/empowering-our-island-communities/#:~:text=The%20Islands%20\(Scotland\)%20Act%202018,sustainable%20growth%20and%20empowered%20communities.](https://www.gov.scot/policies/community-empowerment/empowering-our-island-communities/#:~:text=The%20Islands%20(Scotland)%20Act%202018,sustainable%20growth%20and%20empowered%20communities.)

2.2.3 The main aim was to identify and suggest ways to mitigate the barriers to inclusive heritage engagement in Scottish island communities. The project team sought to achieve this by focusing on a series of objectives:

- **Objective 1:** Identify island audiences and determine a baseline of heritage engagement;
- **Objective 2:** Identify challenges to engagement in island communities, in contrast to mainland areas, and possible strategies for overcoming these challenges;
- **Objective 3:** Test and evaluate key potential recommendations, while exploring differences between island settings; and
- **Objective 4:** Evaluate project data and experiences and provide recommendations for how engagement with heritage in island settings could be improved in future.

3.0 Methods

3.0.1 The methods were tailored to address the aims and objectives of the project. The broad structure of this project and its constituent stages follow best practice guidance as set out within the National Lottery Heritage Fund's *Guidance for Inclusion*³.

3.0.2 The first steps were to identify island audiences and the baseline for heritage engagement (Objective 1), achieved by undertaking the following work:

- A literature review by academics at Cardiff University who specialise in heritage engagement on island communities (see Appendix 1);
- A review of census data as a baseline for understanding island communities;
- A review of Scottish Household Survey (SHS) data for understanding the baseline for heritage engagement in Scotland;

3.0.3 Barriers to engagement, and potential strategies for overcoming these barriers were then identified (Objective 2) by undertaking;

- A review of literature on barriers and strategies for engagement used by other projects (see Appendix 1);
- Direct conversations with the organisations within the project team (all island-based), including MSDS Marine, Moder Dy, the Museum of the Isles, Sleat Local History Society, Skye and Lochalsh Access Panel, Archaeology Shetland, Ability Shetland and the Moving on Engagement Project;
- A hybrid meeting undertaken by the above organisations to explore barriers and strategies for engagement on Skye and Shetland;
- Conversations with other members of island communities.

3.0.4 A series of engagement events were then planned, taking into account strategies for achieving inclusivity (Objective 3). The events were delivered on Skye and Shetland and each event was evaluated through surveys and other quantitative forms of evaluation. Additional events were also run and evaluated on the Western Isles. Surveys were designed by the project team and with guidance from Bright Culture, under the wider O2O project. An example of the survey form used to collect data under the project is provided in Appendix 2. These surveys were filled in by participants at the project events including GIS workshops, coastal surveys, archive workshops (Skye and Shetland) and similar surveys were distributed at events in the Western Isles which included an artist's workshop and antler workshops. A lighter touch form of evaluation was conducted at events including exhibitions, the school workshop and pop-up events, which involved counting visitor numbers and gaining an understanding of previous engagement, location of home, age and interest in heritage, through conversations.

3.0.5 Inclusivity was assessed by comparing demographic data gathered through surveys at events, with census data and SHS data. Qualitative data was also gathered by surveys to further understand inclusive engagement. The event plans took into account the differences between island settings, as identified in the previous step. Further details on the specific nature of the

³ <https://www.heritagefund.org.uk/funding/good-practice-guidance/inclusion>

strategies for achieving inclusive engagement are set out in Section 5.0, Table 6. The results presented in Section 6.0 explore differences between island groups.

- 3.0.6 Project data was then gathered and evaluated (Section 6.0), and recommendations for achieving inclusive engagement in island communities were made (Objective 4; Section 0). These recommendations will be adopted by the project team as a best practice charter for engagement going forward. The charter will remain 'live' and will be updated in future projects which further improve understanding of engagement.

4.0 Island communities and heritage

4.0.1 Scotland has over 900 islands which account for c. 13.6% of the country’s total landmass⁴. Of the 900 islands, 93 are inhabited by Scotland’s island communities and these communities live amongst a rich and varied cultural heritage. Each island community has a unique identity that coalesces around its geography, demography, identity, politics, and economy, and heritage engagement is influenced by all of these factors. This section of the report gives a broad overview of the islands, their heritage and communities.

4.1 Scottish island heritage

4.1.1 Scotland’s islands contain rich evidence of past human activity, ranging from the iconic Neolithic settlement of Skara Brae on Orkney, to the Callanish standing stones of the Western Isles. Monumental broch towers exist across the islands, as do Norse settlements. Later history is represented by the imposing medieval castles of the Scottish clans while crofting settlements and cleared villages are found across Scotland, and the islands are no exception. Heritage is also intangible, and represented by a rich folklore, Scotland’s languages, place names, traditions, crafts and customs many of which remain strong on island communities. Together these remains, practices and traditions attest to the rich cultural heritage of Scotland’s islands.

4.1.2 Table 1 shows a breakdown of designated sites and archaeological remains recorded in Scotland, comparing numbers and densities of archaeological sites between island areas and the Scottish mainland to allow for broad comparisons⁵. This information, while broad, attests to the quantity and significance of archaeological sites on Scotland’s islands. Higher densities of sites are recorded within island areas by Canmore, and there are also higher densities of some designated sites, including Scheduled monuments and World Heritage Sites.

Asset type	Total	Islands		Mainland	
		No of sites	No. per sq. km	No of sites	No. per sq. km
World Heritage Sites	6	2 (33%)	0.0001831	4 (67%)	0.000058
Scheduled monuments	8051	1506 (19%)	0.13787421	6545 (81%)	0.094370909
Listed buildings	67,346	3194 (5%)	0.29241051	64,152 (95%)	0.924993512
Gardens and designed landscapes	365	19 (5%)	0.001739449	346 (95%)	0.004988898
Conservation Areas	671	34 (5%)	0.003112698	637 (95%)	0.009184762
Registered battlefields	40	0 (0%)	0	40 (100%)	0.000576751
Canmore	303, 391	44,351 (15%)	4.060331411	259,040 (85%)	3.735040517

Table 1: Heritage assets on the mainland and islands⁵

⁴ Information derived from Scottish Parliament Constituency shapefile.

⁵ The Scottish Parliament Constituency shapefile was processed to extract all island areas, and all mainland areas. This allowed queries to be run within ArcGIS Pro selecting and extracting heritage assets from the

4.1.3 While the statistics given in Table 1 give a crude reflection of the tangible cultural heritage of islands, the consultation which accompanied the formation of The National Islands Plan (2019) found that islanders ‘feel strongly about preserving built heritage and the natural environment, not just for their economic value through tourism, but for the quality of life they support and as a legacy for future generations’, demonstrating the importance and potential of cultural heritage for island communities. The National Islands Plan (2019) further found that the identity of many islanders is deeply based within the culture and heritage of the island on which they live. Aspects of that identity, such as language, have been found to be particularly important. The island communities which are the focus for this project are discussed in more detail below.

4.2 Scottish island communities

4.2.1 This section reviews the census data to provide a baseline understanding of the island communities which form the focus for this project. Census data for inhabited islands and mainland Scotland is collected by the Scottish Government. Each household in Scotland has a legal responsibility to complete a census return and the data is therefore an accurate representation of Scotland’s population.

4.2.2 This provides insights into Scotland’s population, and key demographic factors including:

- Age;
- Marital status and civil partnership status;
- Living arrangements;
- Household composition;
- Employment status;
- Lone parent household;
- Ethnic group;
- National identity;
- Country of birth;
- Language;
- Religion;
- Health;
- Dwelling type;
- Tenure;
- Car or van availability;
- Qualifications;
- Economic activity;
- Industry (employment);
- Hours worked;
- Occupation; and
- National Statistics Socio-economic Classification (NS-SeC).

4.2.3 The project reviewed inclusivity at events by recording demographic data and comparing this with census data. In order to avoid an excessively lengthy demographic survey associated with

respective areas. Shapefiles of heritage assets were downloaded from <https://portal.historicenvironment.scot/downloads>

each event the project team selected a short-list of factors on which data collection focused. These factors were those in which differences between island and mainland communities could be best detected (based on the census data) (i.e. industry, language, physical ability, see discussion below). This enabled examination of factors where island communities differ from those on the mainland; an important consideration when investigated inclusive engagement on islands.

4.2.4 In addition, certain factors were also chosen where the project partners had noted particular patterns in engagement and were keen to investigate these further (i.e. age and sex). The team and local stakeholders were also keen to investigate engagement among those working in fishing and crofting industries, as local knowledge and pre-existing relationships demonstrated the rich understanding of local cultural heritage within these groups. Local stakeholders were also keen to better understand audiences and record existing engagement demographics, as a baseline to plan future engagement events (typically visitor demographics of the organisations involved were well understood but not systematically recorded and this project provided an opportunity for recording this data). Data collection for the current project therefore focused on:

- Language;
- Industry;
- Sex;
- Age; and
- Ability.

4.2.5 Postcode/ area data was also collected, in order to focus evaluation on island residents. While a short-list of demographic data was necessary for this project it should be noted that other factors not specifically explored here could influence engagement on islands and elsewhere. Time availability of parents with young families, or single parent households for example is likely to affect ability to engage, as are other cultural issues, for example (see also Appendix 1).

Resident Population

4.2.6 Low population densities are seen on many islands, and issues of population decline are a major concern for some island communities. Table 2 shows the resident population across Scotland as a whole, for mainland areas, and for islands under study by the current project. The table demonstrates the generally low number of inhabitants on islands, and low population density compared with mainland areas. This reflects the dispersed rural settlement style of the islands, also seen in the rural communities of mainland Scotland.

Usual resident population	All people	Area (ha)	Density (people per ha)
Scotland (total population)	5,295,403	7,793,711	0.68
Mainland	5,191,602	6,766,517	0.77
Isle of Skye	10,013	167,792	0.06
East Burra	76	495	0.15
Trondra	135	275	0.49
West Burra	814	2,166	0.38

Usual resident population	All people	Area (ha)	Density (people per ha)
Benbecula / Beinn Na Faoghla	1330	8,628	0.15
Grimsay / Griomasaigh	169	827	0.2
North Uist / Uibhist A Tuath	1312	32,997	0.04
South Uist / Uibhist A Deas	1754	30,303	0.06

Table 2 Island and mainland population and densities

4.2.7 Figure 1 to Figure 3 show population change on the islands over a 30-year period from 1981 to 2021. The figures demonstrate clear differences in the population trends of the different island communities. Skye has seen marked and steady population increase since 1981, while the Shetland Islands have a relatively stable population, though with slight increases. By contrast all islands within the Western Isles under study here have demonstrated population decline, and The National Islands Plan (2019) indicated that the Western Isles could see a 20% decline in the working age and child populations between 2016 – 2041⁶. The age structure of the communities is discussed further below.

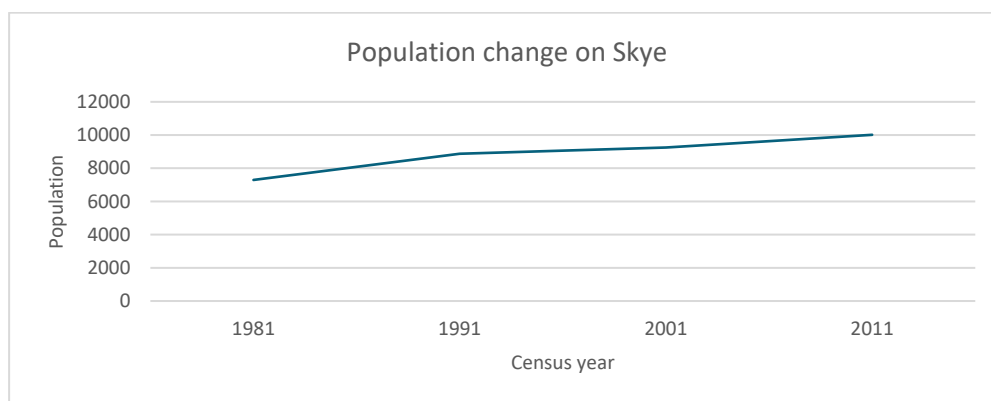
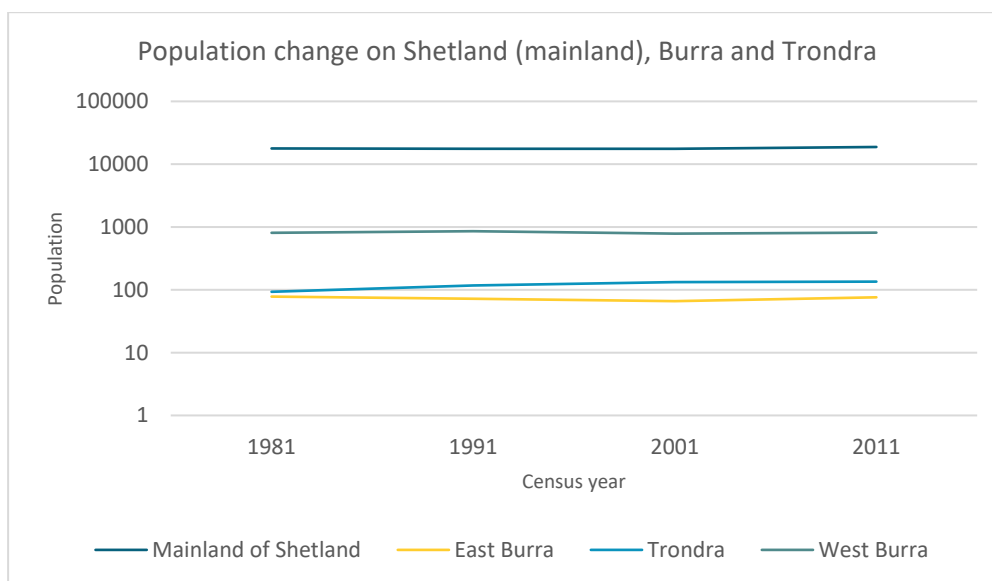


Figure 1 Population levels on Skye 1981 - 2011



⁶ The Scottish Government, 2019. *The National Islands Plan: Plana Nàiseanta nan Eilean*. Edinburgh: The Scottish Government, pp. 18

Figure 2 Population levels on Shetland 1981 - 2011

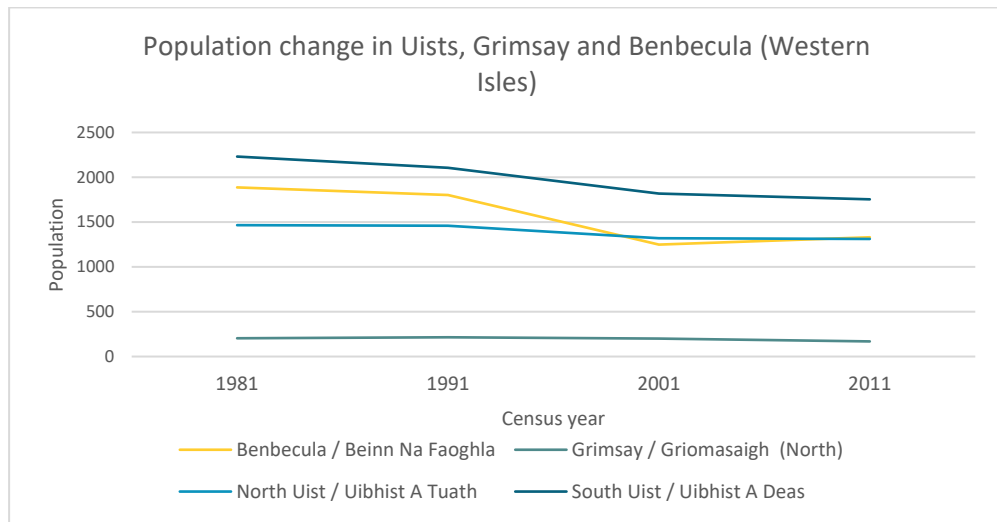


Figure 3 Population levels on the Western Isles 1981 - 2011

Age Structure

- 4.2.8 The data on the age structure of island communities is shown as a series of graphs (Figure 4 to Figure 6). These demonstrate the percentage of each age group within the population of each island, and on the mainland. The data from Skye, Shetland and the Western Isles is compared with the mainland data on three separate graphs.
- 4.2.9 The key patterns shared between the islands are the lower proportions of young adults to middle aged individuals (c. 18 – 30/44 years), and the greater proportions of older generations (c. 45 years +). The proportions of children (under 18s) broadly follows the pattern seen on the mainland, though on Grimsay the proportion of younger children (under 14) is lower than the mainland figures. These patterns reflect broadly acknowledged trend of an aging population within island communities, and is reflected by all islands within this study⁷.

⁷ The Scottish Government, 2019. *The National Islands Plan: Plana Nàiseanta nan Eilean*. Edinburgh: The Scottish Government, pp. 19

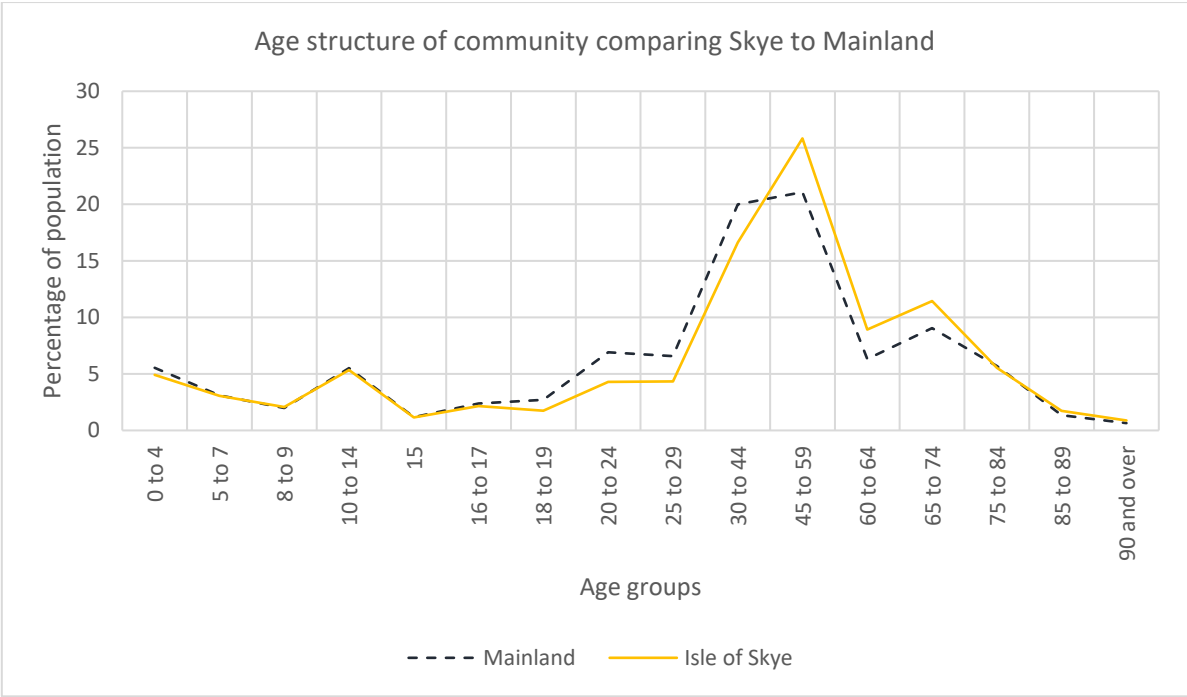


Figure 4 Age structure of community comparing Skye to Mainland

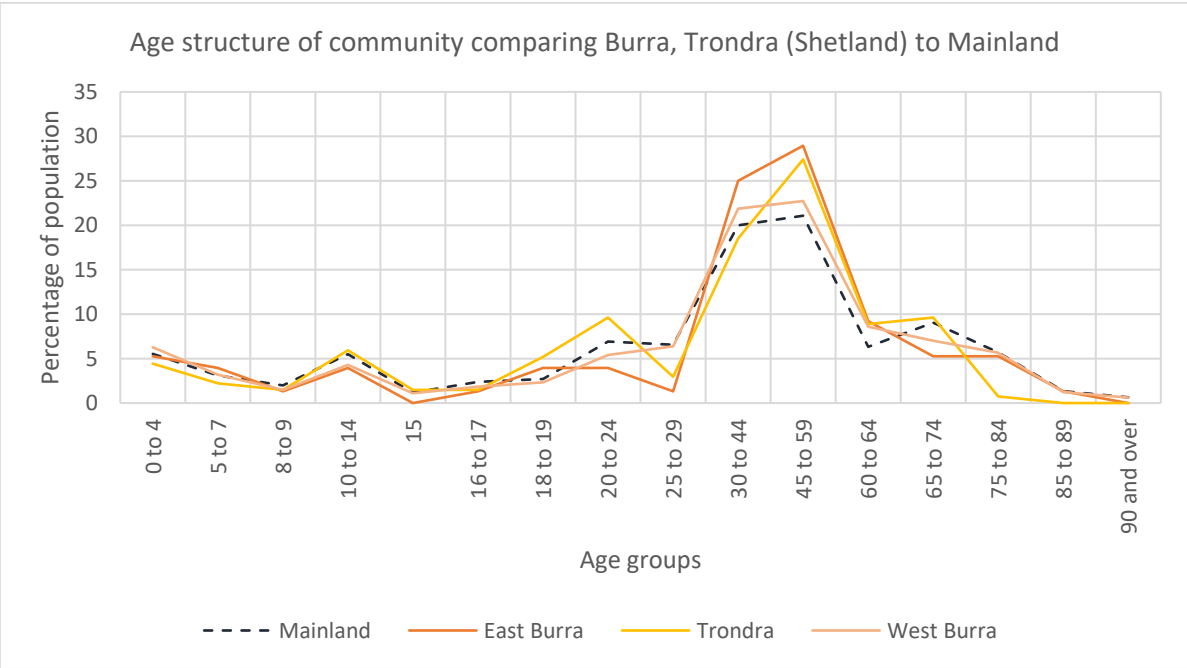


Figure 5 Age structure of community comparing Burra, Trondra (Shetland) to Mainland

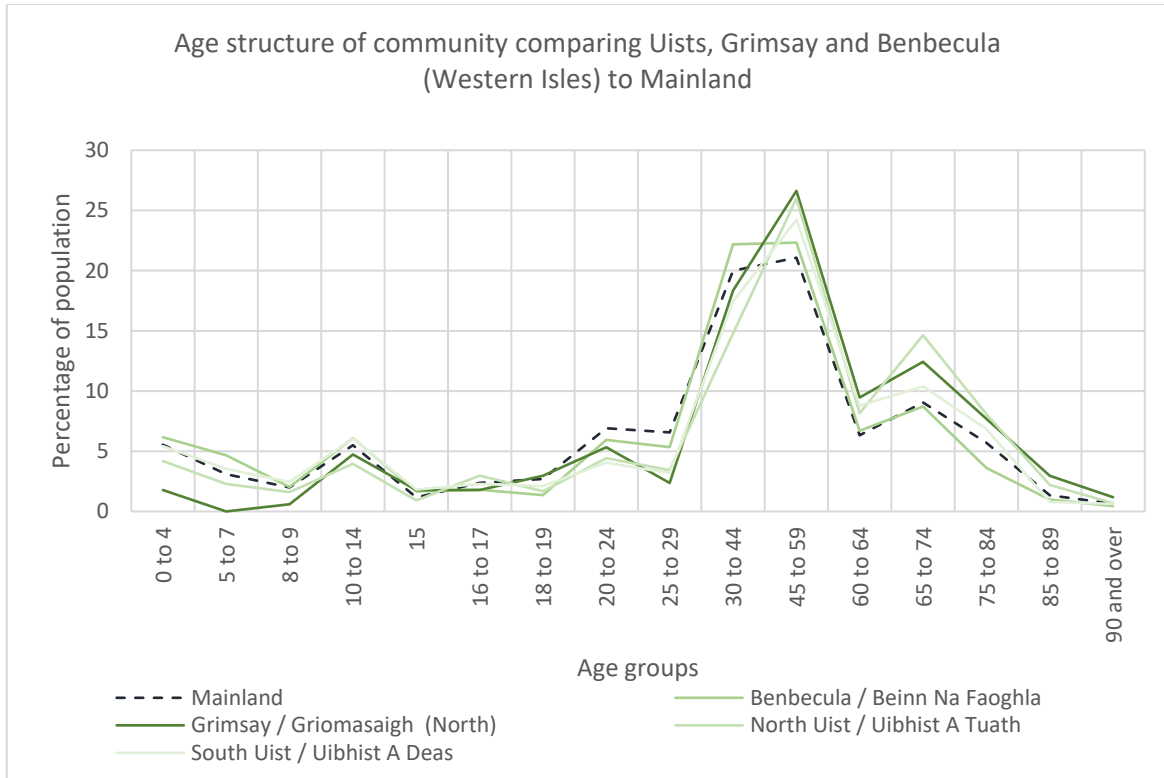


Figure 6 Age structure of community comparing Uists, Grimsay and Benbecula (Western Isles) to Mainland

Sex

4.2.10 The sex of island populations is shown in Figure 7. This figure demonstrates a slightly higher percentage of men in most of the island communities under study, with the exception of Skye and West Burra where the pattern is reversed following the mainland trend.

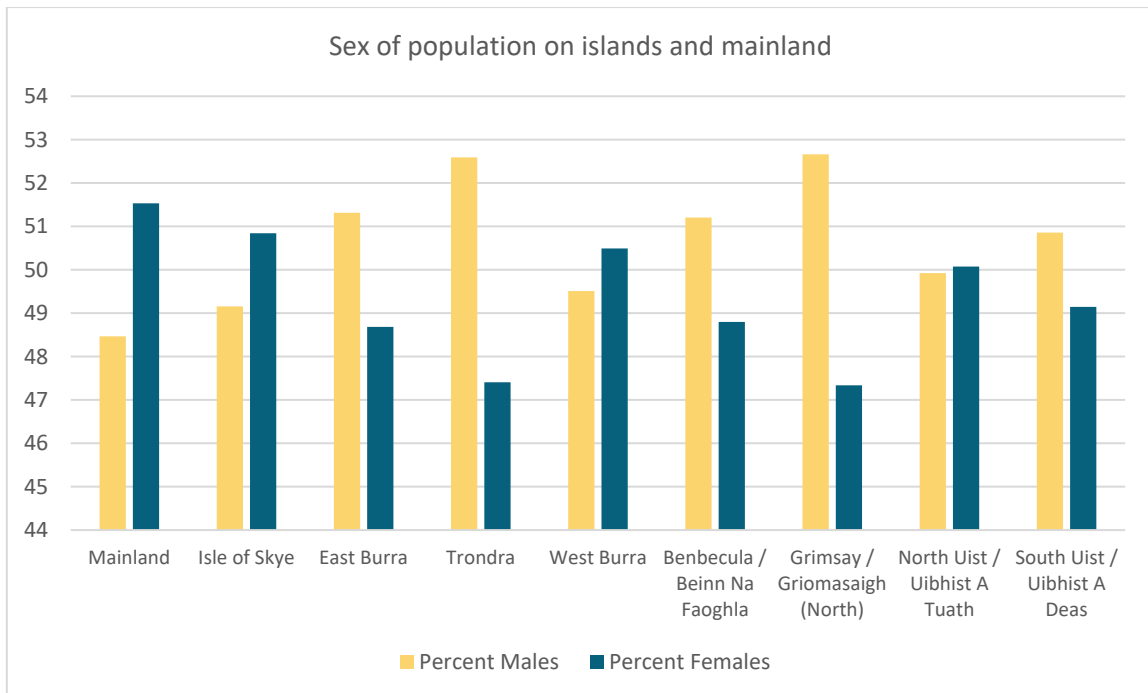


Figure 7 Sex of population on islands and mainland

Language

4.2.11 The main languages spoken in Scotland and on the islands are shown in Figure 8. There are high levels of English proficiency across all areas. There are also high proportions of Gaelic speakers on the Western Isles (over 50% of the population of each island can speak Gaelic), seen also in Skye, though to a lesser extent (c. 30% of the island’s population speak Gaelic). While Gaelic proficiency may be lower on Skye than the Western Isles the presence of Sabhal Mor Ostaig, a public higher education college, on the island forms a focus for the Gaelic language and culture. The National Islands Plan⁸ recognised the importance of Gaelic to many island communities, but also recognised the importance of other local languages or dialects, represented within the current project by Shaetlan (grouped under ‘Scots’ on the graph) and commonly spoken in Shetland.

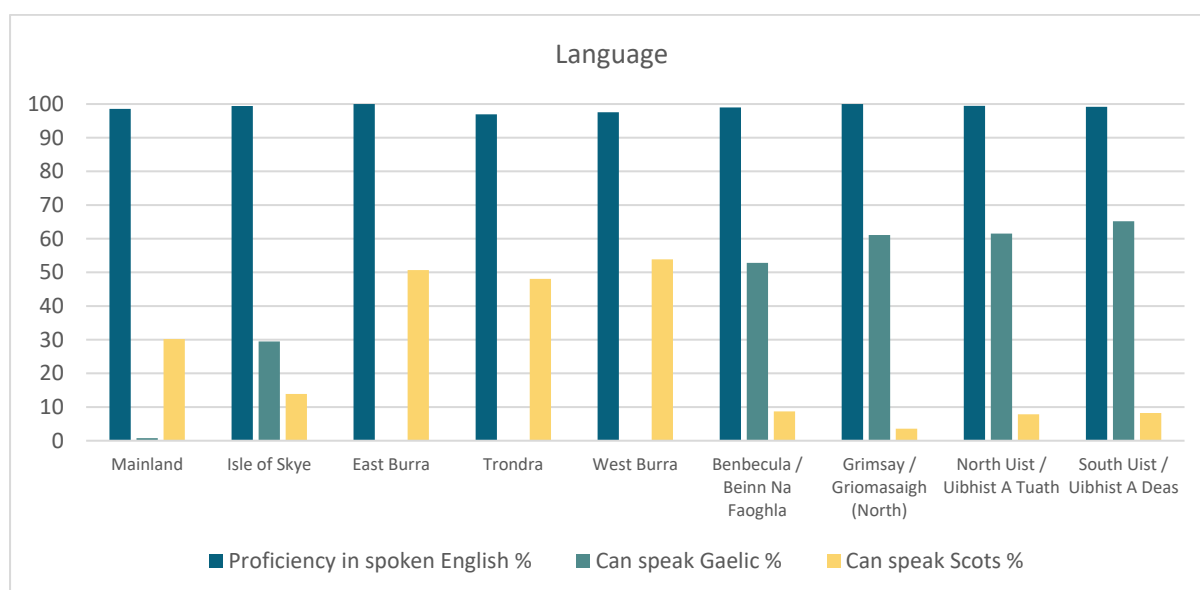


Figure 8 Use of main Scottish languages on the islands and mainland

Industry

4.2.12 The census also records employment by industry. Employment is grouped into the following industry categories:

Label	Industry category
A	Agriculture, forestry and fishing
B	Mining and quarrying
C	Manufacturing
D	Electricity, gas, steam and air conditioning supply
E	Water supply, sewerage, waste management and remediation activities
F	Construction
G	Wholesale and retail trade; repair of motor vehicles and motorcycles
H	Transport and storage

⁸ The Scottish Government, 2019. *The National Islands Plan: Plana Nàiseanta nan Eilean*. Edinburgh: The Scottish Government

Label	Industry category
I	Accommodation and food service activities
J	Information and communication
K	Financial and insurance activities
L	Real estate activities
M	Professional, scientific and technical activities
N	Administrative and support service activities
O	Public administration and defence; compulsory social security
P	Education
Q	Human health and social work activities
R, S	Arts, entertainment and recreation; other service activities
T	Activities of households as employers; undifferentiated goods and services producing activities of household for own use
U	Activities of extraterritorial organisations and bodies

Table 3 Industry categories recorded by the census

4.2.13 The following graphs present the percentage of people employed in each industry within the population of each island, and on the mainland. The data from Skye, Shetland and the Western Isles is compared with the mainland data on three separate graphs.

4.2.14 A number of trends are evident. The percentage of the population employed in Category A work, representing agriculture, forestry and fishing, is higher in all of the islands (between 6% and 16%) compared with the mainland (1.5%), reflecting the rural and coastal nature of these communities. A higher percentage of the island populations (with the exception of those on Grimsay) also appear to work in construction (Category F). Accommodation and food services (Category I) are also higher on Skye (13%) compared with the mainland (6%), likely reflecting the strong focus on the tourist industry on the island. Other trends are less clear, with variation between the different islands, emphasising the importance of recognising the distinct identity and characteristics of each island and group.

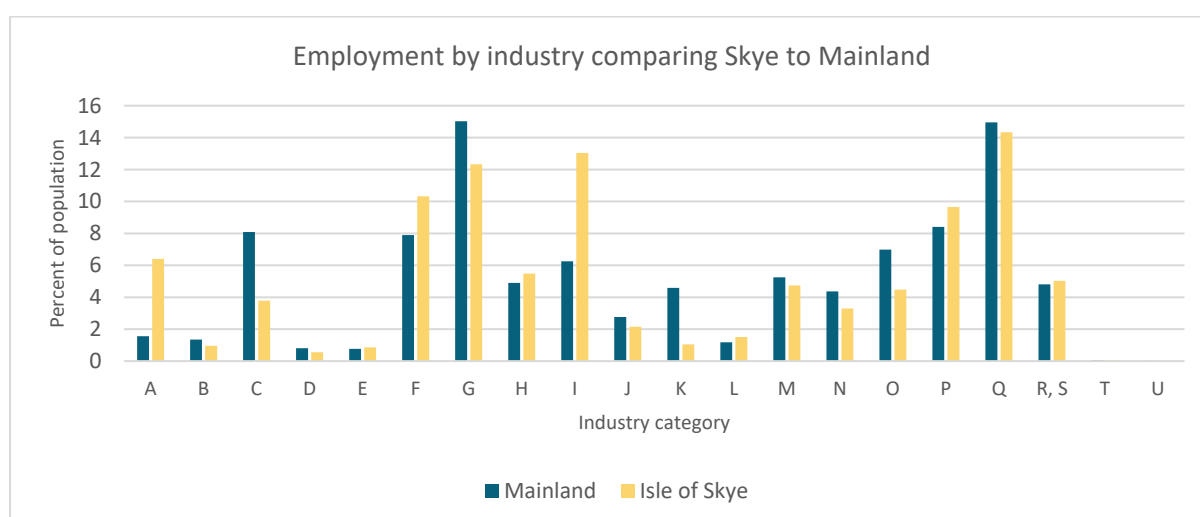


Figure 9 Employment by industry in mainland Scotland and Skye

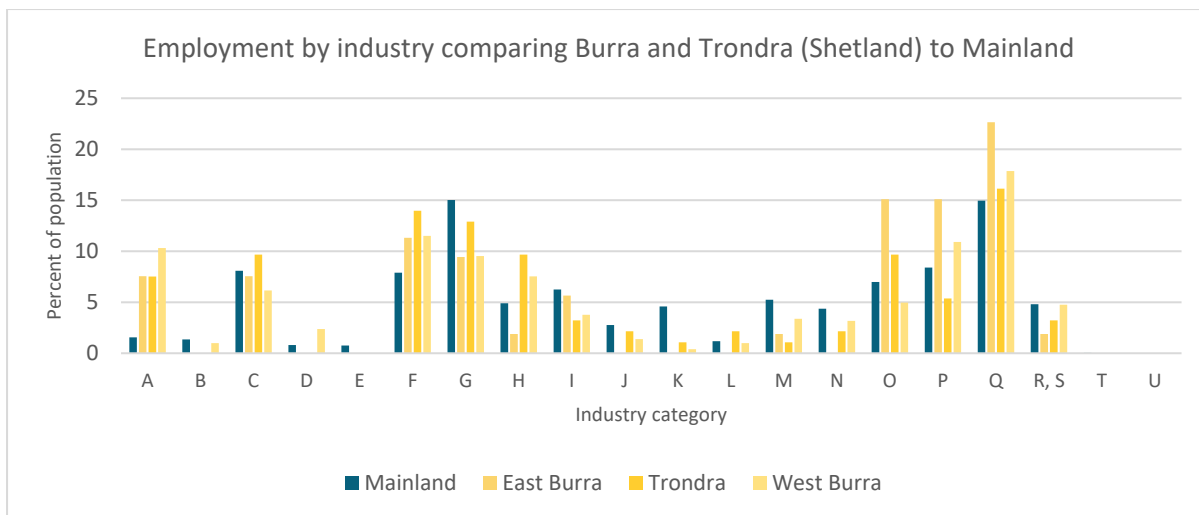


Figure 10 Employment by industry in mainland Scotland and Skye

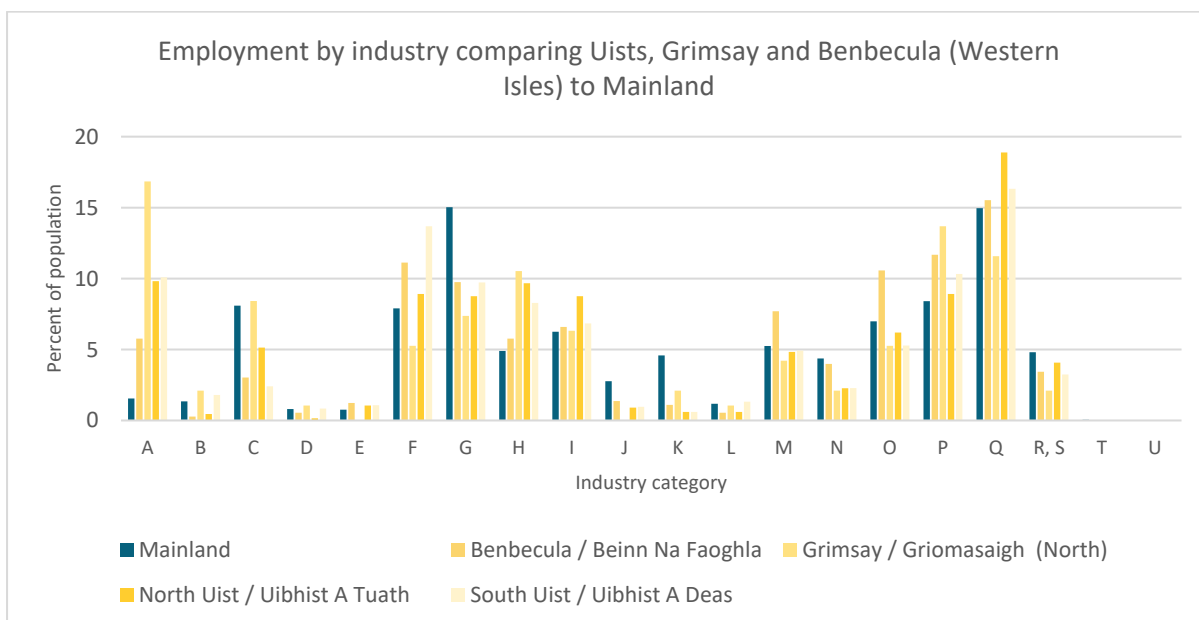


Figure 11 Employment by industry in mainland Scotland and Skye

Long term physical ability

4.2.15 The data representing long term health problems or ability is also recorded by the census. The data demonstrates that on the mainland those whose day-to-day activities are limited a lot represent c. 10% of the population. Generally, this number is lower on the islands, with 4% of the population on Trondra representing those whose day-to-day activities are limited a lot, 5% on West Burra, and between 7 – 8% on East Burra, Skye, Mainland Shetland, Benbecula and the Uists. Grimsay has a slightly higher percentage, of 9.5%, in line with the mainland trend. It is possible that this is connected with the higher percentage of older individuals on Grimsay (see Figure 6).

4.2.16 Those whose activities are limited a little reflects c. 10% of the population on the mainland, mainland Shetland, South Uist, Benbecula and Grimsay, though numbers in Skye, Burra and North Uist are slightly higher (11 % - 12%). Trondra is lower, with 8% represented.

4.2.17 The National Islands Plan recognises that rurality can exacerbate inequalities such as caused by disabilities and other protected characteristics, posing an issue for islanders⁹.

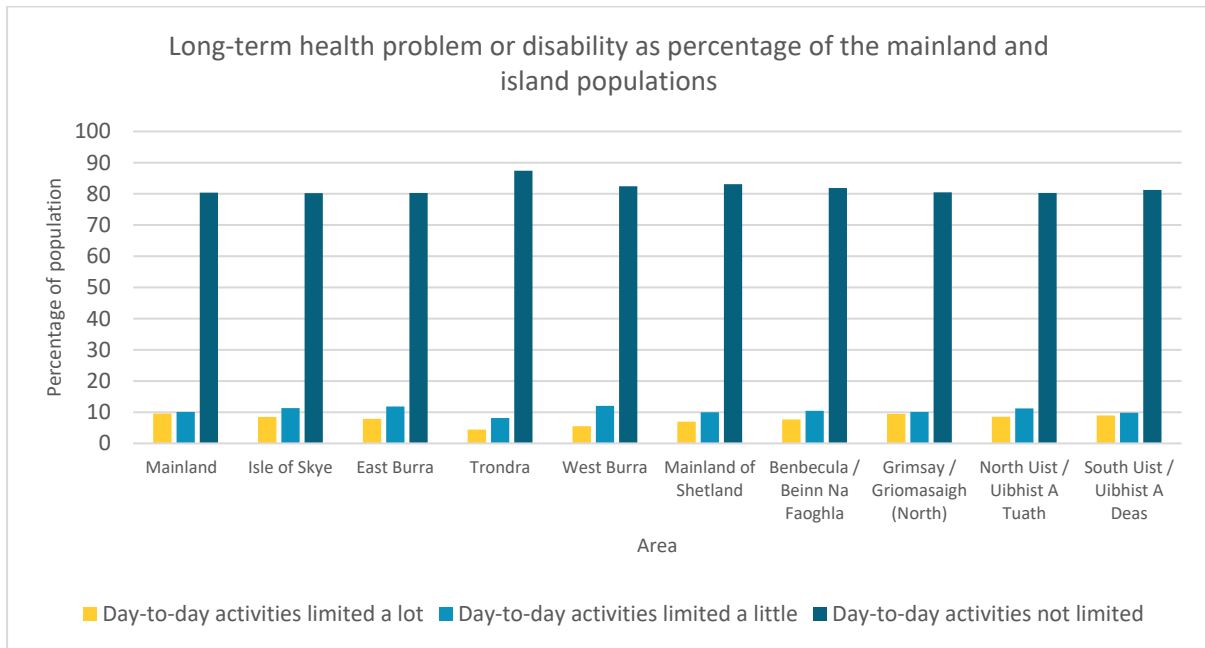


Table 4 Long-term health problem or disability as percentage of the mainland and island populations

⁹ The Scottish Government, 2019. *The National Islands Plan: Plana Nàiseanta nan Eilean*. Edinburgh: The Scottish Government, pp. 11

5.0 Heritage engagement in islands: Barriers and strategies

5.1 Literature review

- 5.1.1 A review of heritage engagement within island communities was conducted by Professor Jacqui Mulville and Anna-Elyse Young at Cardiff University. The review outlined barriers which affect island populations, both as communities and individuals. The report also contained initial recommendations provided to allow the project to proceed to the next step (i.e. planning engagement activities and consulting with local stakeholders). The review considered current relevant literature concerning heritage engagement, and reviewed barriers to engagement and participation to heritage events on Scottish Islands.
- 5.1.2 The findings of this review are set out here. They are based on the body of literature available for both heritage public engagement and public engagement in other disciplines. Much of the literature focuses on engagement in mainland Britain as there is limited literature specific to Scottish island communities. This limitation is highlighted in the 'Island Communities Impact Assessments: guidance and toolkit' (Scottish Government 2020a:6). In order to gain a 'island centric' perspective of Scottish Islands, experts who have run outreach with island communities were consulted (Hambly, pers comm and Edwards, pers comm).

Defining engagement

- 5.1.3 There are numerous definitions of public engagement, however, the most relevant comes from the National Co-ordinating Centre for Public Engagement (NCCPE), which works with the UK higher education sector to encourage a culture change in public engagement practices (National Co-ordinating Centre for Public Engagement, 2020b).
- 5.1.4 The National Co-ordinating Centre for Public Engagement defines public engagement as:
- "...the myriad of ways in which the activity and benefits of ...research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit." (National Co-ordinating Centre for Public Engagement 2020a)
- 5.1.5 The NCCPE stresses that mutual benefit is an integral part of high-quality public engagement which could include gaining new insights and ideas, developing better research, raising aspirations, or being inspired (National Co-ordinating Centre for Public Engagement, 2020a).

Literature overview

- 5.1.6 Public Engagement is a tool employed by a vast range of organisations, from universities to museums to community projects.
- 5.1.7 There are several reports available that examine audience responses to engagement across the science, whilst others are focused on arts, heritage, museums, and libraries as well as on digital engagement. The largest of the latter are The Taking Part Survey (for England) and the Scottish Household Survey (for Scotland), which provide reliable national estimates of adult engagement with the arts, heritage, museums, archives, and libraries, and of barriers to engagement with these sectors.
- 5.1.8 Outside of government there are a range of bodies involved in public engagement and participation, who have on occasion produced documents investigating barriers to public

engagement. Some of these have a clear heritage focus and include non-governmental organisations such as Historic Environment Scotland, Historic England and Cadw; national organisations, such as the National Trust; charities which include national and local citizen science projects such as CITIZAN, Affordir and SCAPE; excavation projects for example, Ness of Brodgar and short-term projects such as ACCORD: Archaeology Community Co-production of Research Data (see Appendix 1 for a review of three example projects). There is however very little formal literature on barriers to engagement within specific locales, such as islands.

- 5.1.9 There are a variety of ways to look at heritage public engagement within the Scottish Islands, this can be done through previous island projects and through assessment of survey data. Much survey data specific to the islands has been inaccessible, however, The Scottish Household Survey has provided trends to engagement to heritage and is discussed further below.

5.2 Scottish Household Survey

- 5.2.1 The Scottish Household Survey provides a dataset which offers insights into to a variety of aspects of life in Scotland, such as housing, internet access, physical activity and sport, and culture and heritage (Scottish Government, 2019:2). Chapter 12 of the 2018-2019 survey outlines engagement with culture, which includes activities which relate to heritage engagement. For this report, these have been identified as attending a ‘museum’, ‘historic place’ or ‘archive office’ (Table 5).

- 5.2.2 Demographic data relating to those visiting the different places has been recorded, within the following categories:

- Age
- Sex
- Qualification level
- Area deprivation
- Net annual household income
- **Long-term physical/mental health condition**

- 5.2.3 The categories marked in bold have been focused on here, as they parallel data which formed the focus for this study (as outlined in the previous chapter).

- 5.2.4 Although this survey provides an insight into adult engagement, there are limitations, as it only questioned people aged 16 and over. This means that engagement with children is omitted from this survey. The survey collected and analysed data by local authority area. This means that data for the Isle of Skye was combined with data from the mainland part of the Highland Local Authority, and results therefore may or may not accurately reflect attendance of cultural events on Skye itself.

- 5.2.5 When comparing the Shetland Isles, Highlands (including the Isle of Skye) and the Western Isles (Na-h Eileanan Siar) to the rest of Scotland, some common themes emerge. Shetland has a self-reported higher than average attendance for attending museums (53%) and historic places (39%) in the last 12 months (prior to the 2018-2019 survey), which is significantly higher than the Scottish Average (Table 5). For the same question Highland (including Skye) is much lower with attendance at museums (23%) and historic places (36%), but shows higher attendance at archives (5%). Na-h Eileanan Siar has the lowest reported attendance at all venues including

museums (22%), historic places (29%) and archive offices (1%). These are below the national average and also below the results from other island groups.

- 5.2.6 According to the survey, in general women appear to be engaged more in heritage, in Shetland, Na-h Eileanan Siar and Scotland as a whole, with male attendance at museums being slightly higher than females in the Highlands (Table 5), though still lower than the national average. Male attendance at archive offices is also slightly higher than female attendance in Shetland and Na-h Eileanan Siar.
- 5.2.7 The age range of those attending these heritage sites varies from type of site to areas, however, for both museums and historic places the 60+ category attend least across Scotland as a whole, and in Shetland. Archive attendance was, however, highest among the 60+ group across Scotland, in Shetland and in the Highlands. This may represent a change in priorities and interests, such as an increase in genealogy or a change in mobility linked with age, linked to not being able to access and explore historic places. Younger age groups including the 40 – 59 bracket were represented less in the museum and historic place categories in Shetland and Na-h Eileanan Siar.
- 5.2.8 The disability data highlights that those with ‘long-term major reduced daily activity’ participate far less than those without a disability. This supports findings of other research and suggests there are a whole host of barriers preventing participation. It is important to note that there was no information regarding disabilities for the Shetland Isles – as this was a self-reporting survey, disabilities may not have been disclosed or as it is a sample of the population, the survey may not have encountered those who fit the ‘Yes – long term major reduced daily activity’ category. It is also possible that those with long term major reduced daily activity are not able to attend museums, historic places or archives in Shetland. Likewise in Highland and Na-h Eileanan Siar engagement was low among those with long term major reduced daily activity, though attendance at historic places was higher than other categories (museums and archives). A range of things exacerbate these issues, and discussions with Skye and Lochalsh Access Panel indicated that a shortage in accessible toilets for those with complex needs¹⁰ is of importance (there is only one such toilet in Skye, one on the Western Isles and three on Shetland), in addition to other barriers such as floor surfaces which are not compatible with wheelchair access, and signage issues. These, in addition to many other factors, are likely to contribute to difficulties engaging with heritage.

¹⁰ <https://changingplaces.uktoiletmap.org/>

Activity	Specific events	Scottish Average			Shetland Isles			Highland (inc. Skye)			Na-h Eileanan Siar (Western Isles)		
Table 12.3: Attendance at cultural events and visiting places of culture in the last 12 months (%)	Museum	34			53			23			22		
	Historic Place	35			39			36			29		
	Archive Office	2			2			5			1		
Table 12.4: Attendance at cultural events and visiting places of culture in the last 12 months by gender (%)	Male/Female	M	F		M	F		M	F		M	F	
	Museum	32	36		52	54		24	23		18	25	
	Historic Place	34	36		35	42		32	41		28	31	
	Archive Office	2	2		3	1		2	7		2	1	
Table 12.5: Attendance at cultural events and visiting places of culture in the last 12 months by age (%)	Age Groups	16-39	40-59	60+	16-39	40-59	60+	16-39	40-59	60+	16-39	40-59	60+
	Museum	38	36	26	-	55	45	21	27	23	26	18	22
	Historic Place	38	39	28	-	44	28	44	34	32	36	21	29
	Archive Office	1	2	3	-	3	3	4	5	6	1	3	1
Table 12.9: Attendance at cultural events and visiting places of culture in the last 12 months by long-term physical/mental health condition (%)	Disability?	Yes*		No	Yes*		No	Yes*		No	Yes*		No
	Museum	15		39	-		57	7		27	9		24
	Historic Place	16		40	-		44	16		42	17		32
	Archive Office	1		2	-		1	0		6	-		2

Table 5 Selected 'Household Scotland Survey 2019' tables from Chapter 12: Culture & Heritage (Scottish Government 2020b)

Colour coding for Table 12.3: Green = equal to or greater than the national average, red = less than the national average.

Colour coding for Table 12.4: Red = sex with lowest attendance in each area/category

Colour coding for Table 12.5: Red = age group with lowest attendance in each area/category

Colour coding for table 12.9: Red = ability level with lowest attendance in each area/category

* Disability? Yes. This specifically relates to 'Yes, long-term major reduced daily activity'. Other Yes answers were not included in the local authority breakdowns, so could not be compared to Scottish averages.

5.3 Barriers

5.3.1 The Scottish Household Survey also reported on factors which limited or prevented the attendance of survey participants at cultural events/places. Figure 12 shows the reasons reported, and the emphasis placed on different reasons in different areas.

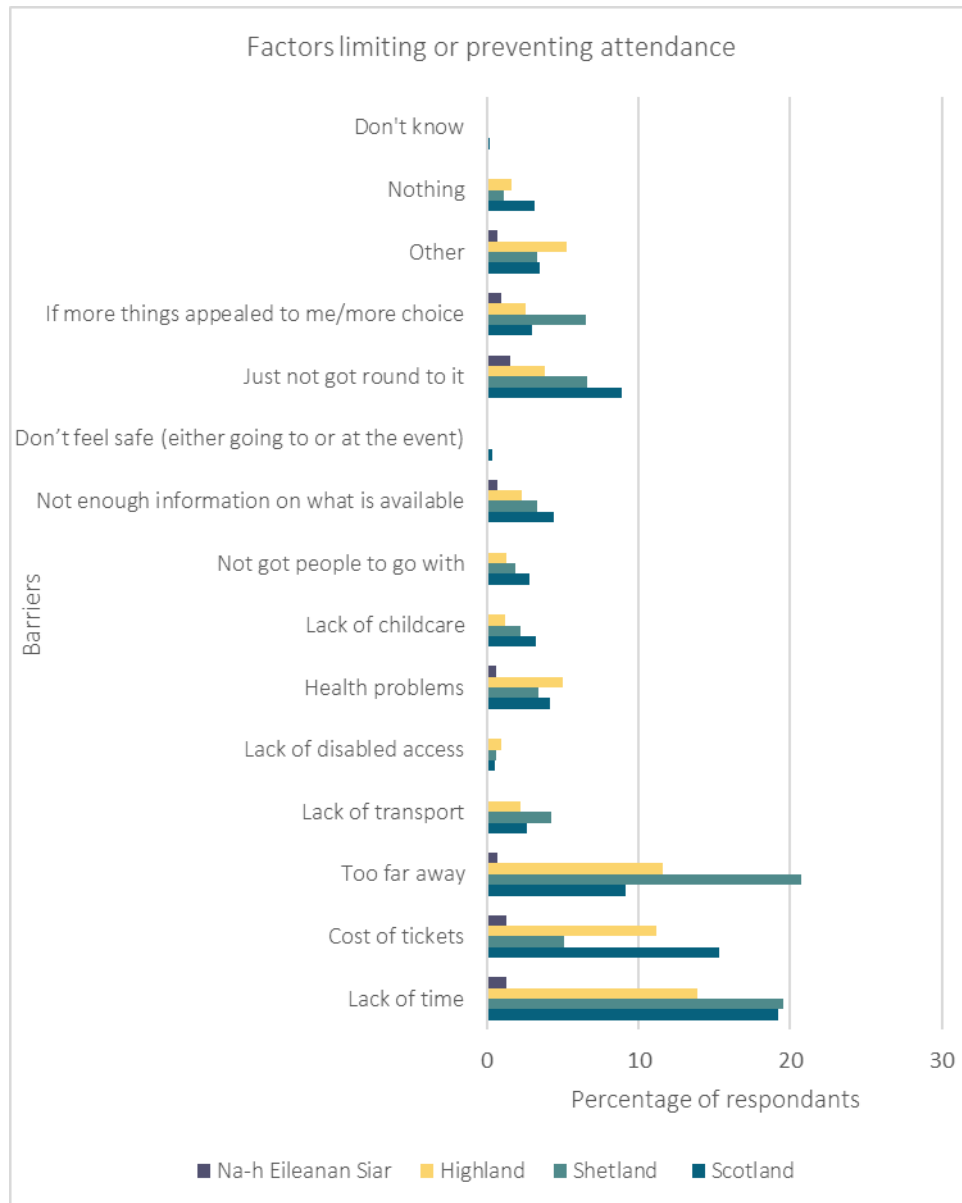


Figure 12 Factors limiting or preventing attendance at cultural events/places

5.3.2 While this data covers factors limiting or preventing attendance at all cultural events and places under study, it gives some insights into potential factors influencing cultural heritage engagement. Many limiting factors are shared between mainland and island areas, though the effects of some are clearly felt more strongly in island areas. Distance to events/places is noted as one of the main factors affecting attendance in the Highlands and Shetland. Fewer responses to this question were received in the Western Isles, though distance was also an issue for some respondents in this island group too. The main factor affecting attendance in Highland is noted as lack of time, followed by cost of tickets and distance. In Shetland the main factor is distance

followed by lack of time, just not got round to it and other choices, and in the Western Isles just not got round to it, followed by lack of time and cost of tickets were the main responses.

- 5.3.3 The three main responses on the mainland were lack of time, cost of tickets, and distance. Lack of time was also noted by a higher proportion of respondents in Shetland compared with the mainland, as was the draw of other attractions (indicated by responses received under the ‘if other things appealed more’ category).
- 5.3.4 There is therefore strong overlap between the issues facing island and mainland communities, though the effects of some limiting factors may be felt more strongly on islands. Distance to travel likely relates to the rural and dispersed nature of most island settlements and attractions (and is also likely to affect mainland rural communities). Lack of time in island communities may also be due to a number of factors, such as the common practice of holding multiple jobs and volunteer positions in island communities.
- 5.3.5 The literature review produced by Professor Jacqui Mulville and Anna-Elyse Young at Cardiff University discussed barriers in detail, and is included in Appendix 1 (Section 0). This report identified a series of physical, economic and social barriers and articulated the effects on heritage engagement in islands. The report then made a series of recommendations for the project. These recommendations, along with those made by local stakeholders who were consulted during the project, fed into the way engagement events were run.

5.4 Consultation

- 5.4.1 Consultation with local stakeholders was conducted via face-to-face meetings, phone and email conversations, and a hybrid meeting which allowed discussion between the local stakeholders in Skye and Shetland, with a view to understanding differences and similarities between the island groups in barriers to engagement; sharing engagement experiences; and proposing strategies for inclusive engagement in each island area. The hybrid meeting and consultation included:
- MSDS Marine
 - Moder Dy
 - Museum of the Isles
 - Sleat Local History Society
 - Shetland Archives
 - Ability Shetland
 - The Moving on Employment Project
 - Archaeology Shetland
 - Skye and Lochalsh Access Panel (unable to dial into the hybrid meeting but were consulted with a separate meeting at a later date).
- 5.4.2 In addition, wider discussions were held with organisations in the Western Isles and fed into the general understanding of barriers and strategies for engagement in island communities. Feedback from consultation has been combined with the recommendations of the academic review in Table 6. There was good correlation between the concerns and discussion of the stakeholders in Skye and Shetland, and the findings of the literature review. All information was taken into account when planning engagement activities for this project, and the specific strategies for work in Skye, Shetland and the Western Isles are detailed within the table.

Barrier	Issue	Theme	Proposed solution (literature review and stakeholders)	Strategies for Skye and Shetland events	Strategies for Western Isles events
Physical	Accessibility	Transport	Provide transport/ Subsidise transport.	Sleat electric community bus booked and available for transport to coastal surveys. Surveys also planned in different locations, to take events to the participants, rather than participants travelling long distances. Payment for transport for clients of the Moving on Employment project and Ability Shetland was available. We also offered to pay for transport for people to attend the public introduction to coastal archaeology survey day. Suitable transport was organised and provided by Ability Shetland that took participants to both the survey and archive workshop events. Moder Dy organised a staffed travelling mobile pop-up project exhibition where we were able to engage directly with local people.	Multiple events planned at different locations along the islands, to take events to the participants, rather than participants travelling long distances
			Create remote access.	Digital content created through project page on MSDS Marine website	Digital content on Guerrilla Archaeology website
		Facilities and Provisions	Provide accessible facilities.	Pre-survey site visits with MSDS Marine /Moder Dy and Skye and Lochalsh Access Panel and Ability Shetland to identify appropriate and accessible survey sites, in particular taking into account proximity to roads, ground surfaces, pedestrian routes and facilities. Survey duration planned taking into account facilities. Note, facilities to accommodate large modern wheelchairs are generally few/lacking in Skye. Events were therefore tailored to be of short duration	Accessible location chosen at Cothrom, with pre-existing community
			Provide accessibility information for venues.		

Barrier	Issue	Theme	Proposed solution (literature review and stakeholders)	Strategies for Skye and Shetland events	Strategies for Western Isles events
				in order to reduce need for toilet breaks. A variety of survey and pop-up locations were also planned, in order to take surveys closer to people's homes (to allow them to use their own toilet facilities if needed).	
			Ensure you comply with accessibility guidance e.g., written content.	Banners and project materials complied with accessibility guidelines.	Banners and project materials complied with accessibility guidelines.
			Ensure that specialist equipment such as personal outdoor clothing is not essential or provided.	Events planned so specialist equipment provided (survey kit).	All specialist equipment provided (antler working kit, replicas, books).
			Ensure a range of ways to access the project and information about the project to mitigate against digital poverty and technical barriers. Use existing 'island networks'; advertisement through trusted individuals and organisations.	Digital and paper-based advertising. The former posted on active local web pages, and the latter displayed at prominent public noticeboards. Advertisement also made use of 'island networks' (i.e. trusted individuals/organisations with existing audiences).	Digital and paper-based advertising. The former posted on active local web pages, and the latter displayed at prominent public noticeboards. Advertisement also made use of 'island networks'.
		Ensure that information is available in advance to allow time for access via different platforms.	Materials posted minimum of 1-2 weeks in advance of individual events and advertisements for whole project displayed earlier	Materials posted minimum of 1-2 weeks in advance of events.	
		Language	Translate information into common languages used local (dependent on island population).	Project name reflects Gaelic/Shetland theme. However, difficulties accessing translation services during the timescale of the project for exhibition materials.	Difficulties accessing translation services during the timescale of the project for exhibition materials. Future plans for Gaelic component on the project.
			Use appropriate terms/ local names.	Used local names in advertising.	Used local names in advertising.

Barrier	Issue	Theme	Proposed solution (literature review and stakeholders)	Strategies for Skye and Shetland events	Strategies for Western Isles events
Economic	Finance	Impacts on work schedules	Create flexible events. Provide a range of times and locations for the same event. For digital events, use both synchronous and asynchronous methods.	Workshops planned on different days/times.	Workshops planned on different days/times.
		Associated costs e.g., travel	Reduce/subsidise any associated costs.	See physical barriers responses.	See physical barriers responses.
		Ticket costs		Ticket costs normally apply at the Museum of the Isles. To avoid ticket costs the exhibition associated with this project was placed in the café (historic stables) outside of the ticket gate, thus no costs applied. Additionally, all workshops and events associated with the project were free.	All workshops and events associated with the project were free.
	Time	Busyness, both in terms of busy work scheduled and 'volunteer fatigue' – a key issue facing island and rural communities (too many volunteer commitments)	Value people's time. Ensure events are well organised, targeted to specific demographics, and suits said targeted demographic's schedule.	Events were well organised and had a clear schedule and objectives. Stakeholders were asked to attend a hybrid meeting and payment was offered for time where appropriate and possible.	Events were well organised and had a clear schedule and objectives. Workshops targeted different audiences (e.g. school, adult learning, artists).
		Events limited to one location/part of the day etc	Create events to tailor to specific demographic groups.	See 'Finance' response.	See 'Finance' response.
Social	Event Publicity	Advertising location and time of event	Use a range of media both digital and physical.	See physical barriers responses.	See physical barriers responses.
			Investigate where the audience gets their information. (is it social	Discussed this with stakeholders at hybrid and other meetings.	Discussed this with members of the local community.

Barrier	Issue	Theme	Proposed solution (literature review and stakeholders)	Strategies for Skye and Shetland events	Strategies for Western Isles events
			media? Posters? Word of mouth?)		
		Informing audiences what will be happening at events	Provide details on the event, such as potential stimuli (sounds/sensations etc) and the practical facilities available i.e. if toilets are available.	Overview of events provided on advertising materials, including information on venue (online, outdoors, in archive) with invitations to contact project organisers with enquiries, with further information then provided as needed by phone/email.	Overview of events provided on advertising materials, including information on venue with invitations to contact project organisers with enquiries, with further information then provided as needed by phone/email.
	Inclusivity	Representation	Ensure representation of key groups and stakeholders.	Stakeholders formed a key part of this project and were consulted/involved throughout. Also involved in workshops and exhibitions.	Events planned at venues associated with local stakeholders, also contacted and discussed work with other stakeholders, and joint events provided (e.g. with Uist Unearthed).
			Be aware of other connected barriers which may impact representation.	See 'Physical Barriers' and 'Economic Barriers'.	See 'Physical Barriers' and 'Economic Barriers'.
			Ensure that these events are 'safe spaces' for those attending them.	Addressed on an ad hoc basis, with no issues arising.	Addressed on an ad hoc basis, with no issues arising.
			Ensure a diverse range of representatives are visible in the project.	Project partners and stakeholders were all visible parts of the project (within promotional materials, exhibition material etc).	Addressed through social media posts following events, representing diverse communities attending events.
		Mental Health & Capacity	Train staff to be sensitive to issues. Identify individuals who may need extra support & provide them with assistance.	Provided follow up teaching to participants on GIS course where additional training was required following technical difficulties. Assessed this on a case-by-case basis.	Worked with adult education group and tailored a specific workshop for this group.
		Conspiracies & 'Fake News'	Highlight differences of opinion occur. Follow guidelines for discussion.		

Barrier	Issue	Theme	Proposed solution (literature review and stakeholders)	Strategies for Skye and Shetland events	Strategies for Western Isles events
	Trust		Collaborative and embedded approach, working with established key groups and individuals and building on previous work (Hambly, pers comm and Edwards, pers comm).	Discussed with stakeholders and identified 'island networks' – key groups and individuals who are trusted within their communities and integral to successful engagement.	Established and long-term relationships already in place, following on from work on the islands spanning c. 30+ years.
	Local knowledge and social context	Understanding the social context and avoiding pitfalls for engagement. This involves local knowledge and appreciation of social context. This information is specific to each community.	Members of the island community, and general knowledge of the project team, indicated that caution is required when dealing with contentious projects or developments. This is important for maintaining community trust. Additionally, maintaining social norms and rules is necessary to avoid alienation of communities.	Local knowledge and understanding social context is important. Discussed with stakeholders to ensure approach which would not lead to alienation of the community. Avoided involvement with contentious projects and organisations, and responded by altering project plans when events within the community meant a need for sensitivity. Additionally prepared a 'conflicts diary' at the beginning of the project to ensure no events clashed with those of other island organisations.	Local knowledge and understanding social context is important. Discussed with stakeholders to ensure approach which would not lead to alienation of the community. Also thought carefully about project events, timing, and nature of collaborative work with different organisations.

Table 6 Barriers and strategies identified during the project

5.5 Engagement Strategy

5.5.1 An engagement strategy was developed following the feedback from stakeholders and the academic review. The strategy was developed to target the identified barriers to engagement, and to test and evaluate the recommendations received and detailed in the previous section of this report. Table 6 demonstrates how each recommendation was taken into account, and the following section of the report summarises the strategy for each event. The events were all focused on the theme of exploring maritime heritage in Skye and Shetland. This theme had been chosen at project outset as it follows the main focus of the organisations involved, and is a clear area of interest connected with island studies. The project team were also aware of numerous sites on both island groups (Skye and Shetland) which were unrecorded, and as such project activities planned to record new sites. As the activities on the Western Isles were run under a separate project (focused on deer and antler use) the maritime theme was not applied on events in that island group.

GIS Workshop

5.5.2 Two GIS workshops were planned. Both were delivered online and advertisement for participation was shared by project partners and stakeholders in both island groups. The events were advertised for a Friday and Saturday, at different times of the day (2-4pm; 6- 8pm respectively). The workshop used freely available software and data and information was provided beforehand. The planning therefore addressed physical, economic and social barriers. Advertisement was via social media, island networks (in particular mailing lists of project stakeholders) and posters. An example of the advertising material used on Skye is included below (Figure 13). Similar posters were used to advertise events on Shetland.

Cladaichean to Laebraks
Maritime heritage and engagement on Skye and Shetland

Sleat Local History Society, the Museum of the Isles, Skye and Lochalsh Access Panel and archaeologists at MSDS Marine (based in Ardvassar) have teamed to investigate maritime and coastal heritage and inclusive engagement on Skye.

We will be running a series of events planned for the summer, including those listed here.

Mapping Your Islands
An Introduction to using Geographic Information Services (GIS) to investigate and map your local area. These workshops will be online, and run by marine archaeologist Sally Evans.

- Friday 10th June 2-4pm
- Saturday 11th June 6-8pm

Archival research workshops
Delve into the historical records for maritime and coastal activities on Skye and learn how to use the archives from archivists Linda and Maggie at the Museum of the Isles. Dates are:

- Museum of the Isles Archive: Wednesday 15th June 2 - 3:30pm
- Museum of the Isles Archive: Saturday 18th June 10:30 - 12pm
- Online: Monday 20th June 7 - 8pm
- Museum of the Isles Archive: Wednesday 22nd June 2 - 3:30pm

Contact library@armadalecastle.com to book a place.

The project has been commissioned by Historic Environment Scotland and Historic England with a grant from the Arts and Humanities Research Council (AHRC). Scan the QR code or use the link out more here: <https://bit.ly/3y5H3HI>

Coastal Surveys
You can also get involved in our coastal surveys. We will be surveying archaeological sites on the coasts of Skye during the summer months. You will learn basic survey skills and recording techniques. Specific dates are TBC. Join the mailing list for updates!

Pop-up events and exhibitions
We will also be running a series of pop-up events and exhibitions, where we will display the project findings and invite anyone who is interested to come and have a chat. The pop-ups will take place over summer 2022, specific dates and locations are TBC.

Getting involved
If you are interested in attending any of these events and wish to be added to a mailing list please contact Sally@MSDSmarine.co.uk.

We will contact you via the mailing list for project updates and dates.

If you are unable to attend the events, but want to get involved; if you have stories to tell or are interested in hearing more about the maritime and coastal heritage of the islands then please get in touch.

An important part of the project is to work out what we can do to involve more people with heritage, so we'd love to hear from you!

MSDS Heritage, MSDS Marine, Historic Environment Scotland, Arainneachd Eachdraidheil Alba, Historic England, Moder Dy

Figure 13 Advertisement for project activities

Archival Workshops

5.5.3 The archival workshops were planned over three days at the Museum of the Isles and Archives and three days at Shetland Archives.

- Events were planned on weekday and weekends on Skye to allow accessibility to those working at different times. However, one event had to be cancelled due to illness of staff members (Covid-19). An online event was also offered however there was no take up for this event and it was cancelled.
- Accessibility of online archives was a focus for discussion in the Skye session
- Two general public workshops and one tailored accessible event were run in Shetland, the latter by Moder Dy and Ability Shetland. Suitable transport was organised and provided by Ability Shetland that took participants to the archive workshop

Coastal Surveys

5.5.4 Three coastal surveys were undertaken at Skye, on Shetland two survey days were planned (one was run as intended, and the second as an indoor event following poor weather). Strategies for inclusivity were as follows:

- Surveys planned at a variety of locations in south Skye aimed to reduce transport/travel times to sites, reducing cost and time;
- Free transport was also offered via the Wee Electric Bus, run by Sleat Community Trust (costs of hiring the bus were low and paid by the project);
- Survey locations were all assessed prior to the survey days by Sally Evans from MSDS Marine and Caroline Gould from Skye and Lochalsh Access Panel. Rapid assessments of the accessibility of survey locations were undertaken, and survey locations chosen with a focus on the most accessible locations;
- Surveys on Skye were also planned with a two-hour duration. Public toilets were generally not located close to potential survey sites, and there are issues with accessible toilets and the size of modern wheelchairs on the islands. As such short duration surveys were planned as a strategy to ensure accessibility;
- All survey equipment was provided by MSDS Marine/Moder Dy;
- Surveys were advertised via online and paper-based advertising. The former posted on local social media groups, and the latter at noticeboards around the island; and
- Moder Dy worked with Ability Shetland to run a tailored-accessible survey day. The location was chosen with accessibility in mind and suitable transport was organised and provided by Ability Shetland that took participants to the survey. Bad weather led to an alteration to plans and impromptu presentations and discussions were given by Moder Dy at an indoor venue, in place of the outdoor survey.



Figure 14 Coastal surveys on Skye



Figure 15 Coastal surveys on Shetland

Pop ups and exhibitions

5.5.5 Pop up displays were run over two days on Skye and three on Shetland, and a static exhibition was held at the Museum of the Isles in Skye. Strategies for inclusivity were as follows:

- Pop ups were located at places with good parking and local access. The Skye pop ups were both held at the CalMac ferry terminal (Armadale), from 10 – 5.30pm over two days. This

location was chosen as one where local residents may be present and with free time while awaiting the ferry. It was anticipated that tourists would also form part of the audience at this location. Other locations were also considered but due to a serious event, just prior to the planned pop up days, which occurred on Skye and deeply affected the local community the alternative locations were dropped out of respect for the community. Many other local businesses closed and cancelled events at this time. The display was across a table, with three information banners behind. Material displayed included faunal remains (cetacean bones), peat samples (representing submerged prehistoric landscapes) a computer screen showing historic maps of the area, and an OS map which members of the community were invited to annotate with stories of the maritime heritage of the local area.

- On Shetland pop-up exhibitions were held at Easthouse, Burra, the Tollclock shopping centre (Lerwick), and Speldiburn (Bressay), from c. 10 – 4pm over three days. The mobile style of the exhibition was intended to increase accessibility by reducing travel time for attendees through the use of multiple locations. It was intended that local residents could visit the exhibition closest to their home, at a time that suited them. The display was across two tables and two boards and a pop-up banner. Featuring finds, maps and photos from the community research days focussed on Minn, Burra and on eroding coastal archaeology. Finds on display included an Iron Age decorated pottery sherd and oyster shell from an eroding midden site, sections of a late 19th - early 20th century clinker-built boat that had formed the roof of a 'boatyhoose' before being destroyed by storms (post-2014) and a 16th-century pottery sherd from the Hanseatic trading with N Germany. The exhibitions were advertised on Moder Dy social media and through the local media via press releases, they were featured in the Shetland Times newspaper, Shetland News (online) and the team were interviewed on Radio Shetland ahead of the exhibitions.
- A recognised barrier to participation at the Museum of the Isles is the ticket charge. The charge occurs at the gates to the estate, within which lies the main Museum. As the cost of tickets was identified as a key financial barrier to engagement in the Highlands (Table 6) the Museum of the Isles opted to install the exhibition within the historic stables, which have been converted to a café, restaurant and toilets and have exhibition space. This structure forms part of the Clan's estate and lies adjacent to the main car park. Crucially there is no charge to access the stables, and they are used for other exhibitions. While this strategy for the exhibition location was designed to increase accessibility and overcome barriers, it meant that monitoring of visitor attendance (as occurs at the main Museum of the Isles) was not possible throughout the entire duration of the exhibition, which ran for numerous weeks (and is still installed at the Stables). To gather data on engagement for this project comment cards were left next to the exhibition materials, and short-term monitoring was conducted by MSDS Marine on 21st September 2022 (1.30pm – 5pm) to gather a representative sample of data on engagement.



Figure 16 Project display in the historic stables, Museum of the Isles

Arts Commission (Shetland)

5.5.6 Moder Dy, in association with Shetland Arts, advertised a commission for an artist/maker to take part in, and creatively respond, to the project. The completed piece was to form the centre part of the Shetland pop-up exhibitions. The artist/maker was selected by a panel of representatives from Shetland Arts and Moder Dy. The selected artist was Christina Inkster who attended and took part in all the project events. Christina made a plaster sculpture in response to her experience (Figure 17), and this formed the centre piece of the exhibition which generated a large amount of interest and discussion by the public who engaged with the team during pop-up events. A video of Christina talking about her experience and the making of the wonderful sculpture she made is available on the Moder Dy website <https://www.moderdy.org/projects-6>.



Figure 17 Sculpture inspired by the project and used for engagement, produced by Christine Inkster

Art workshop (Western Isles)

5.5.7 Concurrent with the current project, Cardiff University ran a series of workshops on the Western Isles. MSDS Marine was involved in planning and running these workshops, and collected evaluation data for the project. The team ensured that events were planned with inclusivity in mind, and evaluation was designed to address the specific needs of the Western Isles project (which was craftwork-focused) while also undertaking assessment for the current project.

5.5.8 The artist's workshop was an in-depth two-day session run by archaeologists who have excavated sites on the Hebrides, and analysed the assemblages, with local artists. The aims were to investigate how archaeology can be used as inspiration for local artists and craftspeople, thereby supporting and sustaining local businesses. The event included presentations from archaeologists about the Hebridean assemblages and sites, guest speakers from the arts community who already use archaeology as inspiration for their artwork (both locally and elsewhere in the UK), a lecturer in art and archaeology from the University of the

Highlands and Islands, and practical sessions in antler craft, using replicas of archaeological items and with tutelage from experimental archaeologists. Measures for inclusivity were as follows:

- Advertisement was through local networks including those of the venue (Taigh Chearsabhagh Museum and Arts Centre), and via paper advertisements posted in local shops and noticeboards;
- The nature of the event, intended as art and archaeology, was anticipated to attract a potentially different audience than those who typically attend archaeological events;
- All materials were also supplied, and workshops were all free;
- Artists could also choose to attend one or both days, to ensure time for detailed discussion as well as ensuring those with more limited time could still participate; and
- Information was available ahead of the event, both online and via email discussion.



Figure 18 Artist's workshop on Uist

Antler workshops (Western Isles)

5.5.9 Antler workshops were also run as part of the Cardiff University project. These workshops involved displaying replicas of archaeological objects made from antler, and teaching members of the public to produce their own antler items based on archaeological findings. The workshops were run at a series of venues including Grimsay Community Association's centre (Ceann na h-Àirigh), Cothrom (an adult education centre), Sgoil Lionacleit (a high school on Benbecula), and Kildonan Museum (South Uist). Strategies for inclusivity were as follows:

- The workshops were run at different places in the community, on different islands (Grimsay, Benbecula and South Uist, with the artist's workshop taking place on North Uist), to reduce

travel time for participants and to make the event accessible to those who may not have been able to travel longer distances;

- Advertisement was through local networks including those of the venues and via paper advertisements posted in local shops and noticeboards;
- All materials were also supplied, and workshops were all free;
- In order to target specific age groups, and owing to a general wish to understand how to engage younger audiences, a school-focused workshop was delivered;
- A workshop focused on an adult learning community was also delivered;
- The workshops also used practical activities to engage participants;
- Information was available ahead of the event, both online and via email discussion; and
- Uist Unearthed also ran an event in parallel with the workshop in Cothrom.

6.0 Inclusive Engagement Events: Results

6.0.1 The project engaged with c. 350* people across eight Scottish islands; Shetland, Skye and the Western Isles. Table 7 summarises the events, locations and participants, including project partners.

Island	Partner Organisation	Participants	
Skye and Shetland	Skye	MSDS Marine	1
	Shetland	Moder Dy	2
	Skye	Museum of the Isles	2
	Skye	Sleat Local History Society	2
	Skye	Skye and Lochalsh Access Panel	1
	Shetland	Shetland artist	1
	Shetland	Shetland Museum and Archives	1
	Shetland	Ability Shetland	2
	Shetland	Moving on Employment Project	2
	Shetland	Archaeology Shetland	2
	Total		16
Island	Workshop/Event	Participants	
Western Isles	North Uist	Art and Archaeology: Artists workshop at Taigh Chearsabhagh	8
	North Uist	Langass Lodge: Pint with the Past	15
	Grimsay	Grimsay Community Association: Antler workshop	17
	Benbecula	Sgoil Ionaclait: Antler workshop	14
	South Uist	Cothrom: Antler workshop	12
	South Uist	Kildonan Museum: Antler workshop	33
	South Uist	Borrowdale Hotel: Pint with the past	5
	Sub total		104
Skye	Skye (online)	GIS workshops (online)	8
	Skye	Coastal Survey: Tokavaig	5
	Skye	Coastal Survey: Knock	7
	Skye	Coastal Survey: Waterloo (Broadford)	5
	Skye	Archive workshop	8
	Skye	Pop ups at CalMac ferry terminal (over 2 days)	76
	Skye	Informal conversations	1
	Skye	Museum of the Isles Exhibition	c. 240+*
	Sub total		350*
Shetland	Mainland	Archive workshops	7
	Burra	Ability Shetland: Coastal survey day (replanned due to weather)	11
	Burra	Coastal Survey: Burra	5
	Mainland	Toll Clock: Pop-up exhibition	43
	Burra	Easthouse: Pop-up exhibition	21
	Bressay	Speldiburn Park run: Pop-up exhibition	31
	Sub total		118
Total		588	

Table 7 Project and event participants

- 6.0.2 * The Museum of the Isles exhibition was installed for a number of weeks (and is still in place). In order to ensure accessibility and remove barriers the exhibition was placed in the historic stables. While this building is accessible without a ticket, it is not routinely monitored by Museum staff. As such monitoring of visitor numbers by MSDS Marine took place over a period of 3.5 hours on 21st September 2022 (this was a wet day and noted by museum staff to be quiet) to gather a representative sample of visitor numbers and engagement trends. During this period 8 visitors were noted. This can be used to gauge the visitor numbers to the exhibition, and engagement reach. Based on 8 visitors over a half day period, it is expected that over three weeks the visitor numbers may total c. 240 people (16 per day x 15 days). Thus, total engagement for the project may have reached c.600 people.
- 6.0.3 For participants which were directly recorded at events, engagement across these island groups was approximately equal, with engagement events reaching over 100 people in each island group. Survey responses and engagement data are discussed below.

6.1 Previous heritage engagement amongst participants

- 6.1.1 In order to identify potential new audiences and existing heritage engagement amongst participants, project participants were asked: *How often do you normally visit historical sites or take part in activities relating to the past (e.g. archaeological projects, local history events, history walks, archival research etc)?* Figure 19 shows responses received from participants, indicating the different levels of engagement by those attending the different project events.
- 6.1.2 The GIS workshop was solely made up of participants already very engaged with heritage, who visited heritage sites or took part in activities relating to the past more than one to two times a year. Coastal surveys again were dominated by participants in this category, though with smaller numbers of participants who engaged on a less frequent basis. The archive workshops showed the same patterns, though also included an individual who never engaged in heritage activities. These represent traditional heritage-based activities and thus these responses were expected. The Ability Shetland survey day, and the antler workshops, both showed a more even balance, engaging those who take part in heritage activities less regularly, and some who had never engaged before. The former event was targeted at a specific group which did not have a heritage focus, while the latter involved a practical activity which may not typically be associated with archaeology (antler working and craftwork), and therefore may have appealed to a different audience than normal.
- 6.1.3 Participants were asked to provide reasons they did not attend heritage events if they responded rarely or never to the question previously discussed. Answers were categorised and are shown in Figure 20. Many responses reflect those identified by the SHS (Figure 12), though mobility issues were more frequently cited (likely due to the focus of one of the surveys on a group with mobility issues). Additional factors cited were the weather and general lack of interest. Participants at the antler workshop were also asked *Has this event changed whether you are more likely to get involved?* 100% of respondents who reported that they rarely or never engaged with heritage indicated they would be more likely to be involved in future events. Participants at the GIS and archive workshops, coastal surveys and Ability Shetland survey were all asked if they enjoyed the event, and 98% said yes. One participant indicated they were a

little out of their depth at the GIS workshop (note a separate session was run with this participant after the event, and all issues were solved).

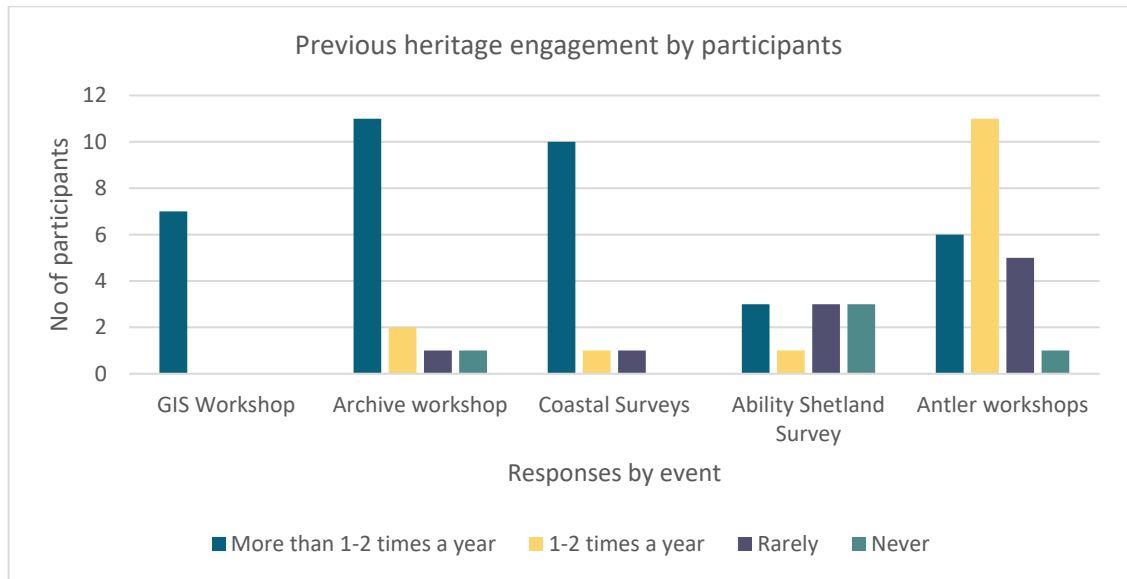


Figure 19 Heritage engagement by participants

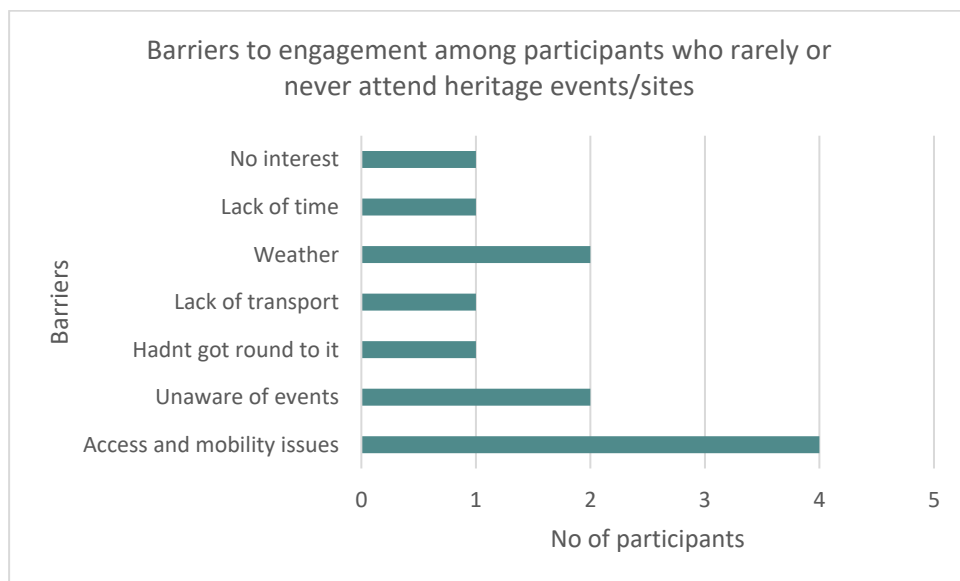


Figure 20 Barriers to engagement among participants who rarely or never attend heritage events/sites



Figure 21 Factors which drew participants to events

- 6.1.4 Participants also commented on what drew them to the event, providing insight into where they heard about the event and what the attraction was (Figure 21). Interest in archaeology, the specific event or the local area were the key reasons for participation, and adverts through a local group or personal recommendations and word of mouth were important ways in which participants had heard about the event. Digital advertising was also a key way.
- 6.1.5 Previous heritage engagement of visitors to pop-up events and exhibitions was also monitored by the project team where possible. It was not possible to collect this data for the majority of the visitors, however, ten of the visitors to the Skye pop-ups indicated that they did not previously engage with heritage events, of which eight were tourists and two were locals, suggesting that pop-up displays may be a way to engage with those not already engaged with heritage. In Shetland these patterns were also noted at the pop-up events. At the Tollclock Shopping centre in Lerwick, 43 people came up and stayed anything from a couple of minutes to half an hour or more talking about their experience of Burra, of fishing, of archaeology etc. All those who stayed for a longer period had previous active engagement with heritage, most commonly through an interest in local history/genealogy or archaeology/metal detecting. Several who engaged at the pop-up didn't have much experience of engaging with heritage but were interested in the finds and came over to look at the pottery, most were impressed by its age and expressed surprise that things like that could just be eroding out of the coast edge. The pop-up display at Easthouse, Burra, engaged a total of 21 people, one of whom was local to the area and was very interested but had little previous heritage engagement, all the others were regularly engaged and had come to Shetland with an active interest in heritage.
- 6.1.6 The pop-up displays therefore appear to be a successful way of engaging those who are not already engaged with heritage.

6.2 Locations

- 6.2.1 Home locations of participants were recorded by project surveys. In total 72 participants indicated the location of their home. This data is shown in Figure 22, with breakdowns of the

home location of participants at different events. The majority of the project events connected with members of the island communities, and 90% of all participants lived on islands where the project was based. Only the antler workshop, artists workshops and archival workshops were attended by those living in non-island areas (with participants from nearby mainland areas such as Knoydart, to the USA). The events were primarily targeted at island communities, and advertised using island networks and local notice boards and internet groups, which likely accounts for the focus of island residents at the project events. This demonstrates that such strategies are successful ways of engaging island communities.

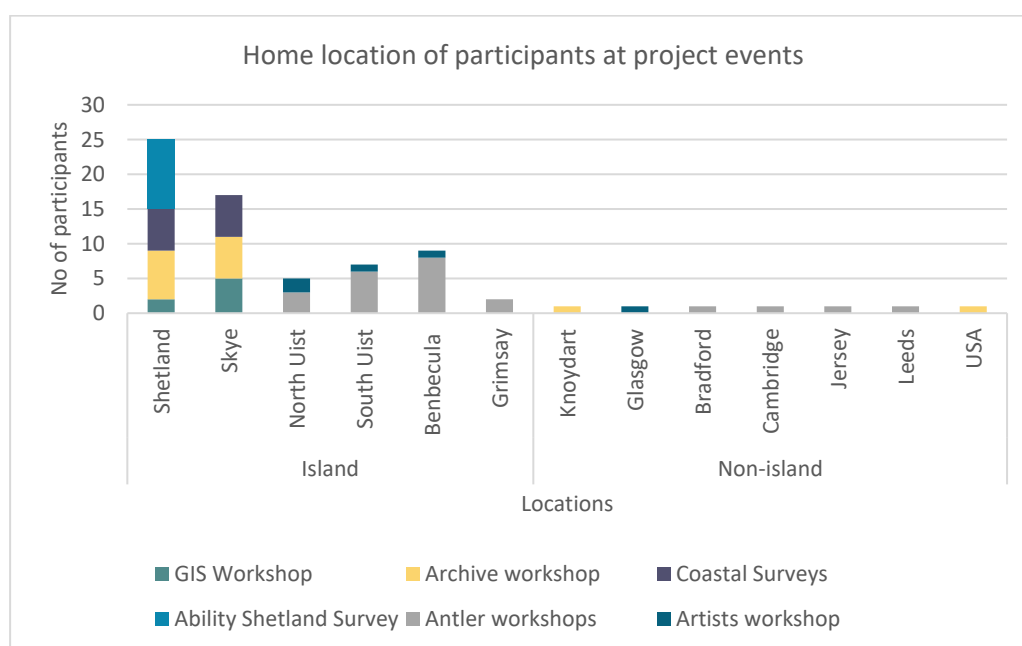


Figure 22 Home location of participants at project events

6.2.2 Home location of visitors to pop-up events and exhibitions was also monitored by the project team. Due to the nature of the interactions (less involved than a workshop) a lighter-touch approach to evaluation was considered appropriate, and participant’s home location was recorded following conversations. Specific addresses were not collected, but conversations sought to understand whether participants were based locally on the islands, or whether they were from elsewhere.

Island	Event	Island (%)	Non-island (%)
Shetland	Exhibition at Easthouse (Burra)	14%	86%
Shetland	Pop-up at Tollclock shopping centre (Mainland Shetland)	76%	24%
Shetland	Pop-up at the park run (Bressay)	50%	50%
Skye	Pop-up Armadale ferry terminal (2 days)	16%	84%
Skye	Exhibition at Museum of the Isles	25%	75%

Table 8 Percentage of locals/non-locals at different pop up and exhibition locations

6.2.3 Islanders and non-islanders were engaged in all locations. In Shetland more local residents were engaged at the Tollclock shopping centre, while on Skye the Museum of the Isles historic stables had the highest percentage of locals within the audience. The higher percentage of locals at the Tollclock is likely due to the fact that this location is a shopping centre where local residents

can buy many of their needs for home etc. The higher percentage at the Museum of the Isles is likely because a café is situated in the historic stables and there are no ticket charges for this area. However, despite the higher percentage the numbers recorded were a small representative sample, and Museum staff indicate that the majority of their visitors are tourists.

6.2.4 The targeted events (workshops etc) had a higher success rate of engaging with island communities, though as seen above the pop-up displays did engage island audiences including those who did not normally engage with heritage.

6.3 Age

Age representation at events

6.3.1 Data on the age of participants was collected in detail at the majority of the events under the project, with the exception of the pop-up events and exhibitions where a lighter-touch approach to evaluation was adopted. Data on age collected at the archive workshops, coastal surveys, Ability Shetland surveys, GIS workshop, antler workshops and artists workshops is shown in Figure 23. The data represents 87 individuals who attended these events and filled in surveys. The data demonstrate that the 66 - 75 age category is best represented, and the over 50 categories in general had the highest numbers of participants, though this drops off after 75. The under 16s are well represented due to a single event (antler workshop) which was run at a local school. Under 16s were not otherwise represented and all categories from 16 – 50 are represented by fewer than five participants across all events.

6.3.2 Those within the 61 – 65 and 66 – 75 brackets attended all types of event. Low numbers from other age brackets makes assessment of patterns difficult, with the exception of the under 16s all represented at the school event.

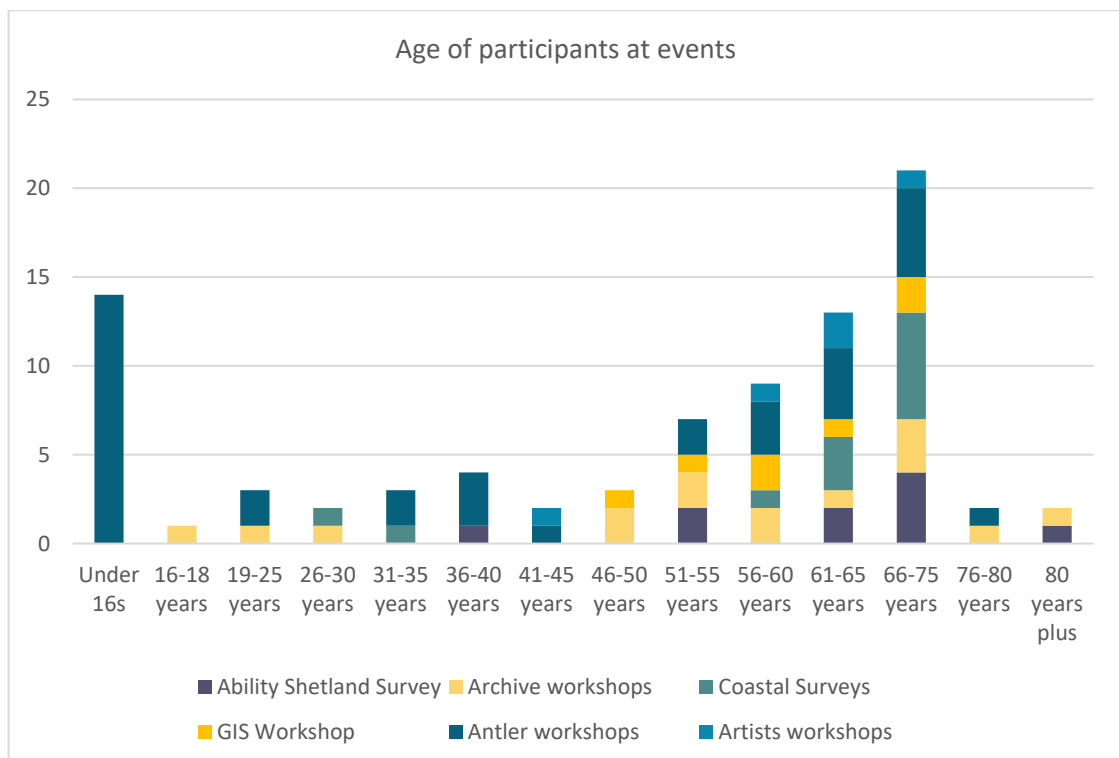


Figure 23 Age of participants at events

Age representation by events on different islands

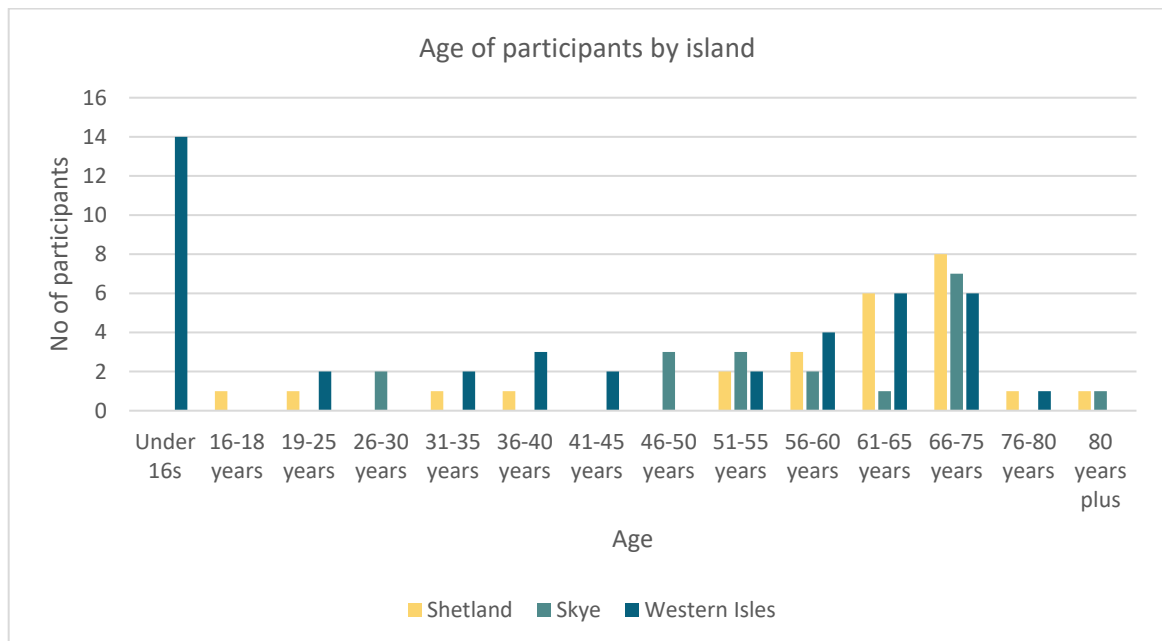


Figure 24 Age of participants by island

- 6.3.3 Figure 24 shows the age of participants by island group. The different island groups largely show the same patterns, with the 66 - 75 group being best represented among each individual island group, as in the overall dataset. On the Western Isles and Shetland the 61 – 65 year olds are also well represented, but there are notably fewer represented by this group on Skye. All other patterns are generally comparable across the islands, with lower numbers for those younger than 56 - 60, making comparison difficult. The under 16s represented within the Western Isles dataset reflects the school group.
- 6.3.4 Although the under 16s were represented only at the school antler workshop within the data collected by the full surveys, lighter-touch surveys were also conducted at the antler workshop at Kildonan Museum (which was run as a drop-in antler crafting workshop) and the pop-up events. Under 16s were recorded at both types of event.
- 6.3.5 At Kildonan Museum five of the 33 visitors were young children (accompanied by their families), representing 15% of the total visitors, with an additional four being young adults. In addition, six of the 76 visitors to the pop-up events on Skye were children under the age of 16 (representing 8% of the visitors), and four of the visitors to the Shetland pop up events (two at the Toll Clock and two at Speldibum) were under 16 (also representing 8% of the visitors to these pop ups). The former were principally interested in the faunal remains which formed part of the Skye display and were keen to discuss the natural heritage which led to discussions of cultural heritage. The latter were drawn by Christina’s art piece, which formed a way in for engagement. These youngsters were enthusiastic and keen to hear about our project, examine the finds we had discovered and learn about what we were doing and why. This suggests that natural heritage, art work and craft activities may be a good way in to engage with younger people about their local heritage.

Age representation at events compared with census and Scottish Household Survey data

- 6.3.6 While an aging population among island communities is noted, the age representation of participants at events generally shows a peak around 66 - 75, whereas the census indicates that the 45 – 59 age groups are best represented within all island groups under study. This indicates that the participants do not just represent the general age profile among the island communities. Age groups above 60 do, however, generally form a larger percentage of the population compared with younger age groups (under 29's).
- 6.3.7 Interestingly the Scottish Household Survey data for Shetland demonstrated that the 40 - 59 age group was better represented at heritage locations (museums and historic places) than the 60+ group, though for archive offices the representation was the same. This was also generally the case in the Highland group, though 16 - 39-year-olds were best represented at historic places, and the over 60's best represented at archives. Likewise, in the Western Isles the 60+ category was not the best represented at any heritage locations, contrasting with the pattern seen within the project data. Differences between the Scottish Household Survey and project dataset may reflect a series of factors:
- Different events and heritage locations were assessed under the current project (GIS workshop, archive workshops, coastal surveys and antler workshops, compared with historic places, archives and museums assessed under the SHS);
 - Skye is incorporated with the Highland area, which includes mainland locations and may alter the observed patterns for island communities;
 - The project dataset was relatively small.
- 6.3.8 Despite the small dataset for the project, anecdotal evidence from stakeholders (including all organisations involved in the project on both Skye and Shetland) does suggest that the data collected represents 'real' patterns, and prior to the delivery of project events many project partners noted the higher frequency of older participants among their previous event demographics, and relatively low numbers of young participants. The high representation of the older generations within the current dataset is therefore thought to reflect a real pattern in the engagement characteristics of these island communities. The pattern may reflect a combination of the fact that older generations represent a high proportion of the island communities, while also reflecting the groups which have most free time (typically following retirement).
- 6.3.9 Young audiences were generally poorly represented within the project activities and engaging with these groups remains an ongoing aim of the project partners and stakeholders. Targeting school groups in the Western Isles proved a successful way of engaging young audiences (Figure 25). Additionally, this engagement also appears to have been long-lasting (beyond the timescale of the project activities). Following the antler workshops run at the local school the school children have set up their own 'antler club', inspired by the antler finds from archaeological sites on the Western Isles. The project team plan to continue working with the local school to bolster and maintain this engagement and enthusiasm.
- 6.3.10 The pop-up events on Skye and Shetland, and drop-in craft session at Kildonan Museum also proved successful in engaging young audiences. The event held at Speldiburn on Bressay coincided with the Bressay park run, which is extremely popular attracting over fifty runners from all over the UK. Many of these runners fall within 19 - 35-year-old bracket and some of

these runners were very interested in what we were doing. As previously discussed, it appears that natural heritage, arts and crafts may also be good ways to connect with younger people about their heritage.



Figure 25 Antler working by school children at Sgiol Lionacleit

6.4 Gender

Gender representation at events

6.4.1 Data on the gender¹¹ of participants was collected in detail at the majority of the events under the project, with the exception of the pop-up events and exhibitions where a lighter-touch approach to evaluation was adopted (as for age). Data on gender collected at the archive workshops, coastal surveys, Ability Shetland surveys, GIS workshop, antler workshops and artists workshops is shown in Figure 26. The data represents 72 individuals who attended these events and filled in surveys.

6.4.2 The majority of the participants (45) were women, and female participants were highest among all island groups under study (Figure 27). Although men did attend events their numbers were much lower (25 male participants). Despite the difference in numbers both men and women attended all six events evaluated here. Although women were more frequently represented across the project, more male participants were present at archival research workshops than women, though figures are generally low. In total eight male participants attended the archival research workshops, and one individual who identified as non-binary trans-masculine.

¹¹ Note, information on gender was collected by this project, and the SHS. The census data reports on sex, but has also been used for comparisons here.

Gender representation by events on different islands

6.4.3 The gender representation at events across the islands showed the same patterns with women being consistently better represented than men, with the exception of at archive workshops.

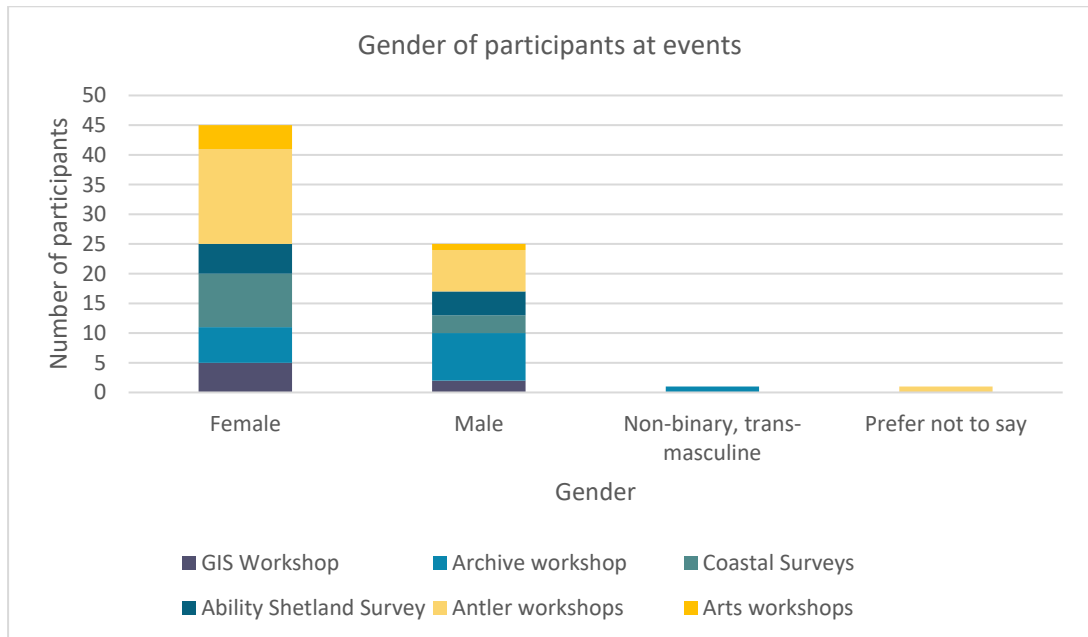


Figure 26 Gender of participants at events



Figure 27 Gender representation by island group

Gender representation at events compared with census and Scottish Household Survey data

6.4.4 The census data indicates that there is a lower percentages of males in the population of Skye and West Burra, though for all other island communities under study there are higher populations of men. The engagement data therefore represents a reversal of the demographic data for the island communities in most cases (excepting Skye). However, the data from the project was broadly in line with the findings of the Scottish Household Survey, which demonstrated lower engagement from males at museums and historic places in Shetland and the Western Isles. A higher percentage of men visited archive offices according to the Scottish Household Survey data for Shetland and the Western Isles, again broadly in line with the project data which found higher engagement by men at archive-related workshops. The Scottish Household Survey found that in the Highland area (including Skye) engagement at archives was greater amongst women, as were visits to historic places. The differences between these findings and the project data may reflect the fact that the Skye data is not available separately from the rest of the Highland data from the Scottish Household Survey.

6.5 Health

Health representation at events

6.5.1 In total 72 participants provided data on their health, through responses to the question: *Do you identify as being D/deaf, having a disability or having a long-term health condition?*

(modified in the Western Isles survey to *Do you identify as having a disability or a long term health condition?*).

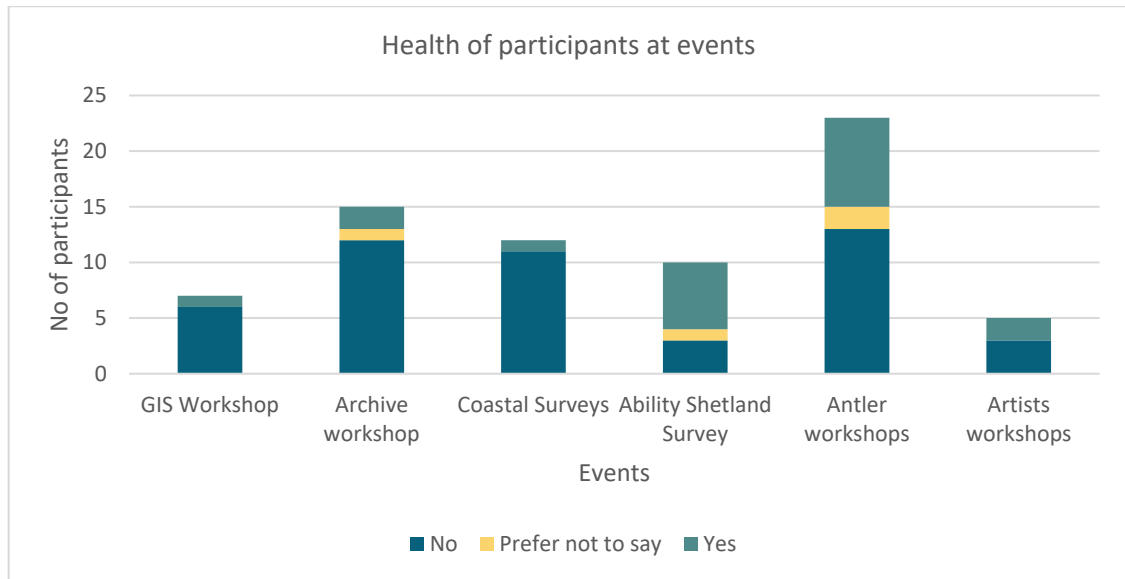


Figure 28 Health of participants at events

6.5.2 Figure 28 shows that those who answered yes to these questions were present at all events run under the project. The Ability Shetland survey was specifically designed for the Ability Shetland community who face a range of health problems, and this event therefore had high attendance of those who answered yes to the aforementioned question. The antler workshops also had a high incidence of positive responses in this category.

Health representation by events on different islands

6.5.3 Figure 29 shows the health of participants at events by island group. Each island group engaged with those who answered yes to the above questions. However, archive workshops in Shetland and the coastal surveys in Skye did not have any participants who answered yes to these questions.

6.5.4 The reasons for this are unclear. Numbers were relatively small for these events, which may account for the absence. All survey sites were assessed prior to the coastal surveys being completed, and Skye and Lochalsh Access Panel indicated where accessibility would be possible. This information was available; however, it was not clearly displayed on promotional materials and as such there may have been some who were put off by not knowing the accessibility at the site. Questions were invited; however, none were received. The general absence of accessible facilities (toilets etc) near to the coastal survey sites may be a reason for the absence. Accessible facilities are problematic in Skye and Lochalsh (C. Gould pers comm. 2022) and many 'accessible' toilets cannot accommodate the large turning circles of modern wheelchairs. Potential strategies for overcoming these issues have been identified within the course of the project through discussions with Skye and Lochalsh Access Panel, and mobile accessible toilets can be hired through PAMIS.

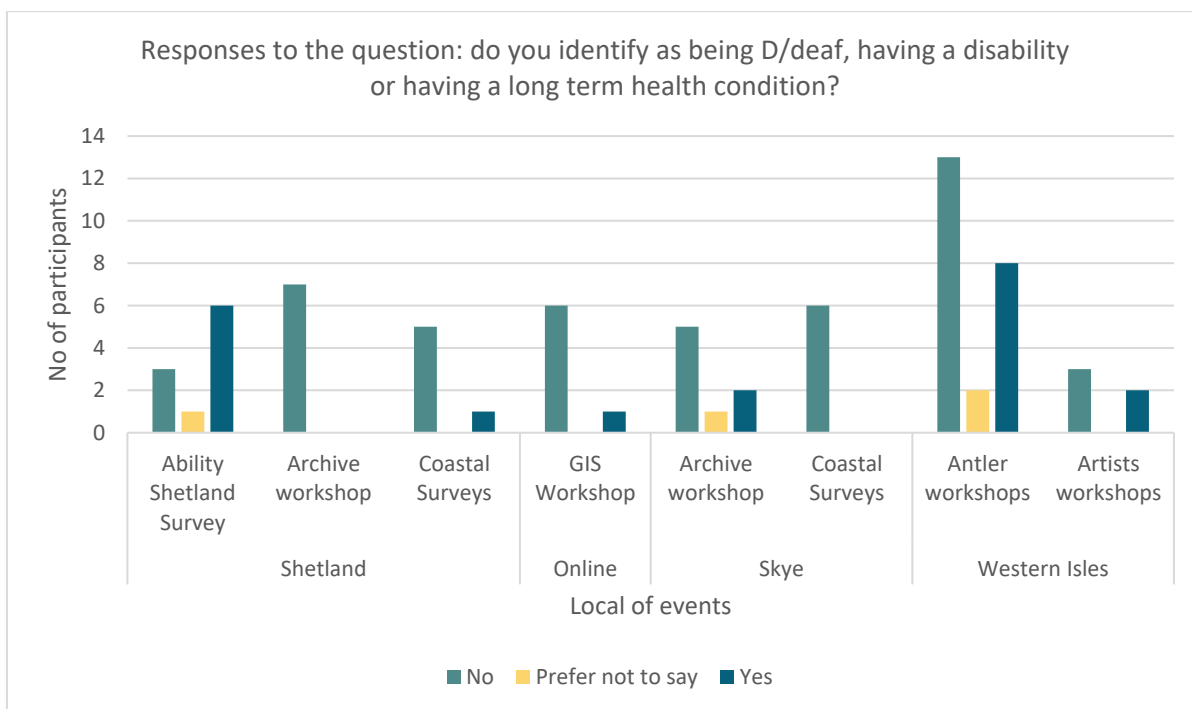


Figure 29 Health of participants at events by island group

Health representation at events compared with census and Scottish Household Survey data

6.5.5 While those who identify as being D/deaf, having a disability or having a long-term health condition were represented at each of the event types, the percentages of those attending compared with the overall percentage of the island population with long term health problems (as recorded by the census) was lower. Between 1% and 3% of participants at the GIS workshop, archive workshop, coastal surveys and artists workshops identified as being D/deaf, having a disability or having a long-term health condition, while between 4 – 9.5% of the populations of the island communities identified as having a long-term health problem and whose day-to-day activities are limited a lot. The wording of the census question differs slightly than the project question, and this may account for some of the difference. However, data from the Scottish Household Survey demonstrates that those with long-term physical/mental health conditions on island generally participate less than those on the mainland, and also far less than those without a disability. Engagement should therefore continue to seek ways to be accessible to participants from these groups.

6.6 Language

Language representation at events

6.6.1 In total 71 participants provided information on the main language they use at home. The majority of participants spoke English at home, however, a mixture of English and Gaelic, Shetland and Scots was also seen in the responses. Participants in the Ability Shetland survey all indicated that they spoke either Shetland dialect or Scots at home. The artist's workshop was the only event where all participants spoke English at home.

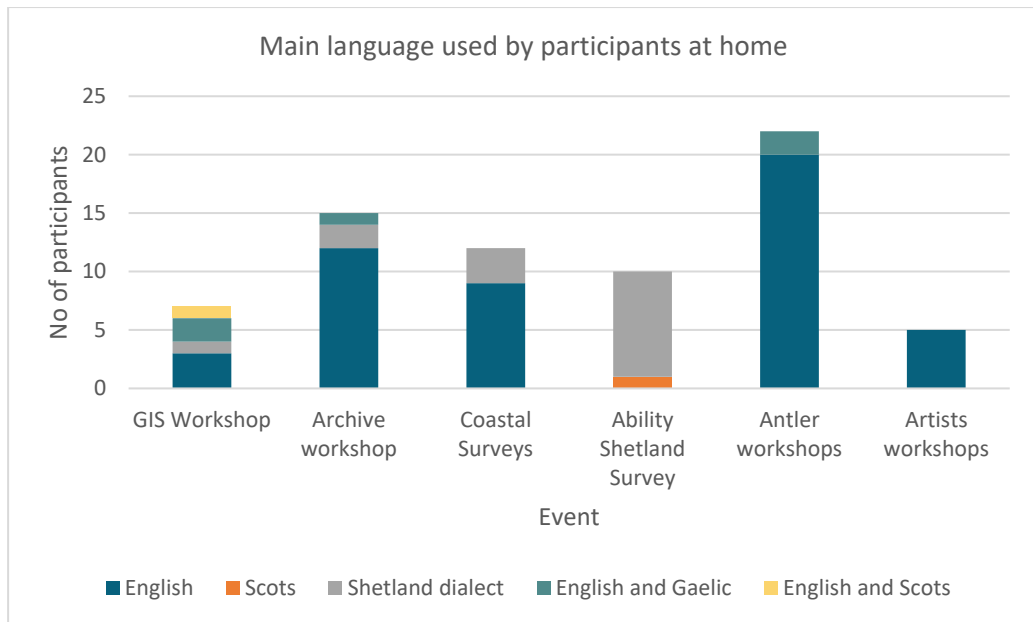


Figure 30 Main language used by participants at home

Language representation by events on different islands

6.6.2 Figure 31 shows a breakdown of the languages spoken by participants at events on the different islands. Shetland speakers are well represented at the events in Shetland, however, Gaelic speakers were less well represented at the events in Skye, and to a greater extent the Western Isles. It was not possible to get Gaelic translations of material within the timescales of the project. This may have influenced engagement with the Gaelic community both in Skye and the Western Isles. Gaelic speakers make up a greater portion of the community in the Western Isles, and so this may have had a greater impact on engagement with that island community.

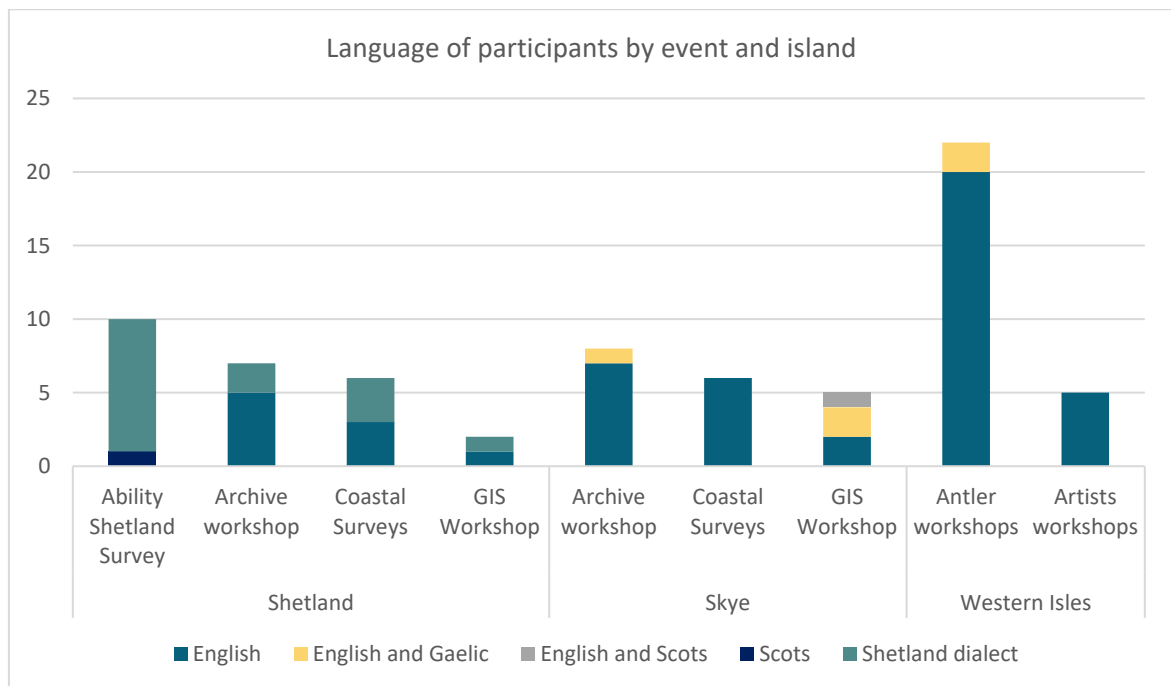


Figure 31 Language of participants by event and island

- 6.6.3 The effects of this were identified within the project. While running a drop-in antler workshop at Kildonan Museum on South Uist, primary school-aged children visited and were involved in antler craftwork. The children attended Gaelic Medium school and therefore although they spoke English, due to their age, they could read only in Gaelic (reading in English is taught in later years). Thus, information about the archaeological sites and finds, which was printed in English, was not accessible to them. The project team dealt with this issue by explaining the content of the material to the children. However, this, in addition to the low attendance by Gaelic speakers, emphasises the importance of Gaelic translations when engaging with communities on the Western Isles and other parts of Scotland where Gaelic is an important component of the local language and Gaelic Medium schools are present. The languages of Scotland are an important part of the country's heritage, and for this reason too heritage engagement projects should seek to value and engage with them. Projects such as Uist Unearthed provide Gaelic translations for all materials, recognising the importance of the language to the region¹².
- 6.6.4 While Shaetlan is in common use in Shetland, in its written form it is less commonly used in formal settings on the island group, though its use on social media and other less formal settings is common and it is frequently spoken in Shetland homes. The language/ dialect is not widely taught in schools (English is taught, though dialect poetry etc is studied at times) and as such the impacts of not having material translated into Shaetlan for direct engagement may not be as strongly felt; it is unlikely to lead to individuals being unable to engage entirely. However, Shaetlan remains an important part of the culture, and translations are likely to support good relationships with the local community.

¹² <https://the-past.com/feature/uist-unearthed-hebridean-archaeology-goes-virtual/>

6.7 Industry

6.7.1 In total 67 participants provided data on the industry of their profession. These have been broadly grouped to tie in with the census industry categories given in Table 3.

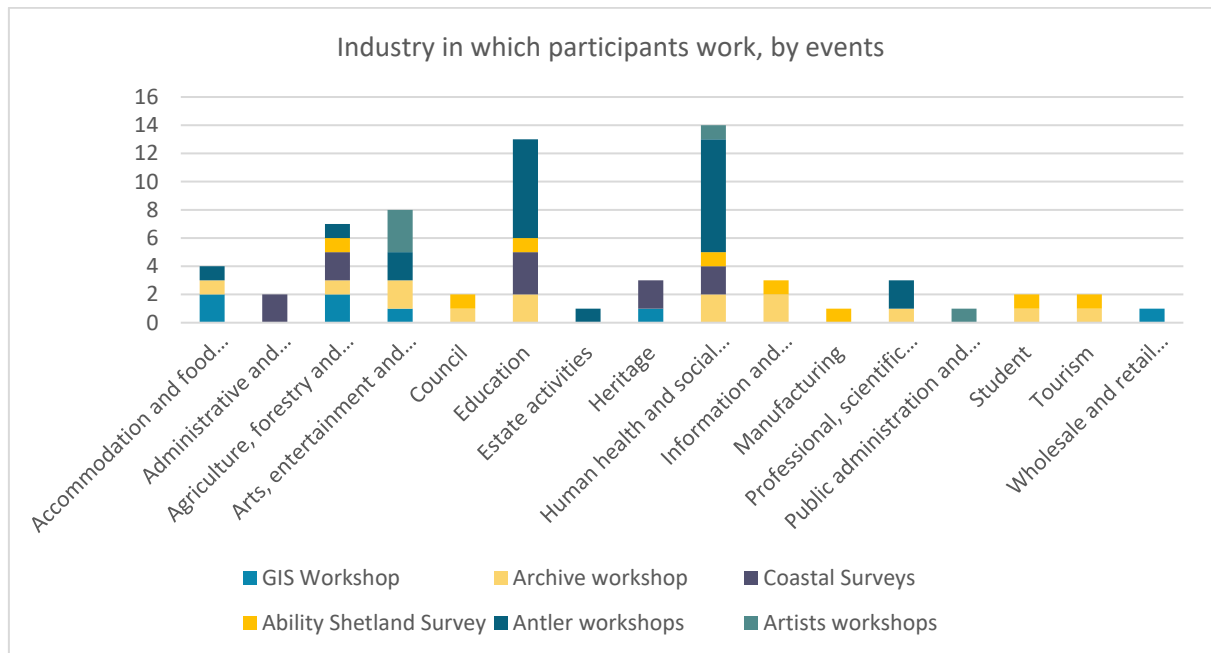


Figure 32 Industry in which participants work

6.7.2 The most frequently represented industry of work was human health and social work activities (14 participants), with education a close second (13 participants) (Figure 32). The majority of these professions were represented at antler workshops in the Western Isles, though individuals from these industries also attended archive workshops and coastal surveys.

6.7.3 Arts, entertainment, recreation and other services was also well represented, with eight participants in this industry, though three of those attended the artist-focused workshop on the Western Isles (Figure 33), reflecting the fact that events targeted on a particular group/industry are a good way to engage. Agriculture, forestry and fishing was represented by seven participants, who attended a variety of project events including the GIS, archives and antler workshops as well as coastal surveys. This group is also represented in all of the islands, though with slightly higher numbers in the Skye and Shetland participants.

6.7.4 Accommodation and food service activities are often associated with tourist industries, and the majority who worked in these areas attended workshops on Skye (Figure 33). This may reflect the pattern seen in the census data which demonstrates a higher percentage of the island's population work in these areas compared with the mainland. Feedback from participants working in these industries indicates that events which occur at change-over times (early/mid-afternoon) are more accessible to those working in accommodation services (bed and breakfasts etc), though the participants also indicated that winter events are more likely to attract islanders working in tourist-based roles, as this is the quiet season.

6.7.5 Differences between Skye and Shetland are relatively minor (with the exception of the aforementioned pattern in accommodation and food, which may be offset by others in Shetland noting that they work in tourism more generally). This may be due to the nature of

the events, with comparable events run across both island groups. The Western Isles events were of a different nature, focused more on making things and this may be the reason for the difference in audiences.

6.7.6 The Scottish Household Survey does not group respondents by industry and comparison is therefore not possible.

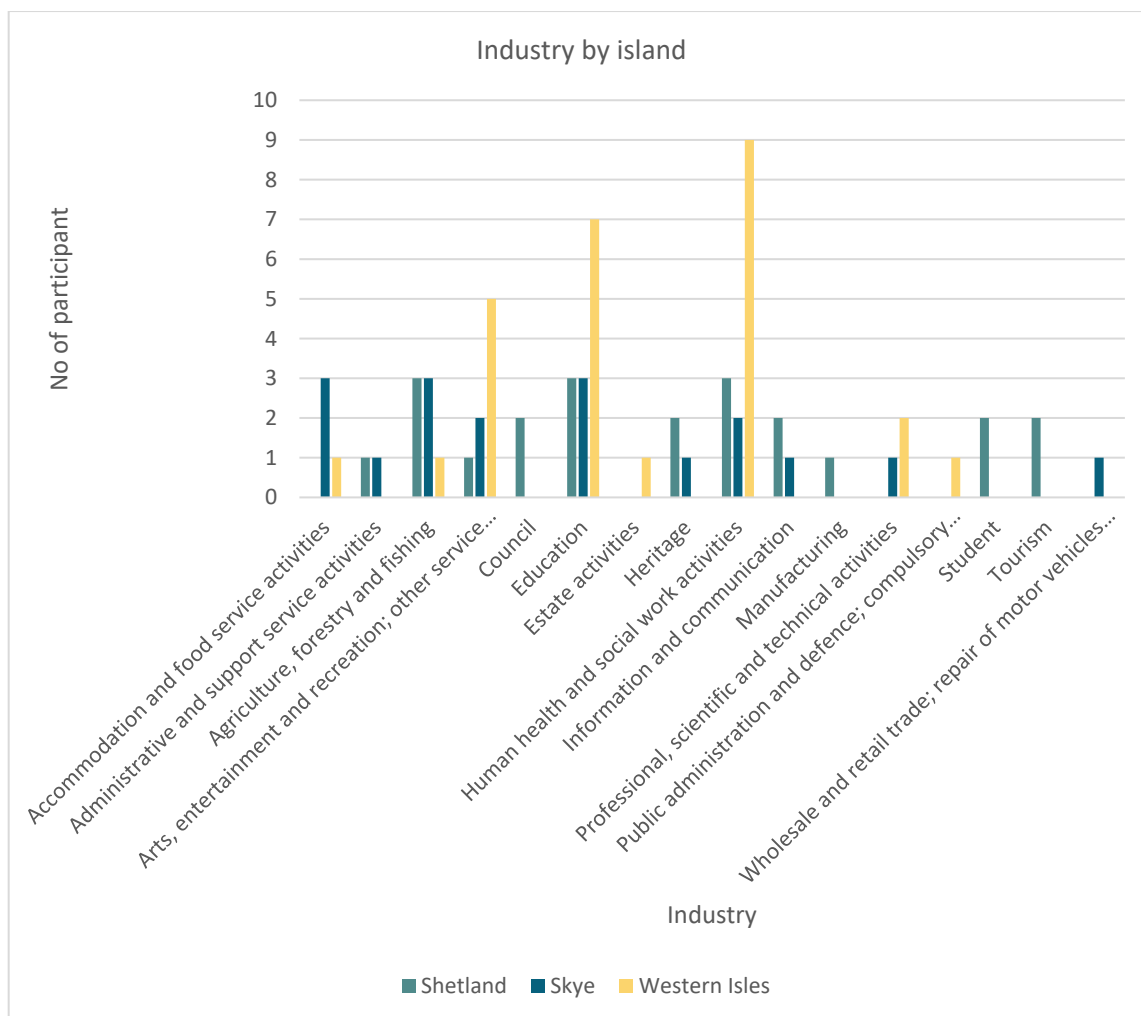


Figure 33 Industry in which participants work by island

6.8 Participant interests and two-way engagement

6.8.1 Information on the specific heritage interests of participants was also gathered during the project. Figure 34 presents this data.

6.8.2 The main findings from this part of the study were that:

- Maritime history and crofting history are the main areas of interest in Shetland, with these areas also being popular in Skye;
- Place names are of greatest interest in Skye;
- Intangible as well as tangible heritage forms an interest for participants in both island groups.

6.8.3 Additional responses in the other categories indicated interest in:

- Family history (1 participant)
- Historic vessels (1 participant)
- Historical relationships with the natural environment (historical ecology and human impacts on environment) (2 participants)
- Social history and organisation (1 participant)
- Medieval churches (1 participant)
- Historic landing places (1 participant)
- Pilgrimage routes (1 participant)

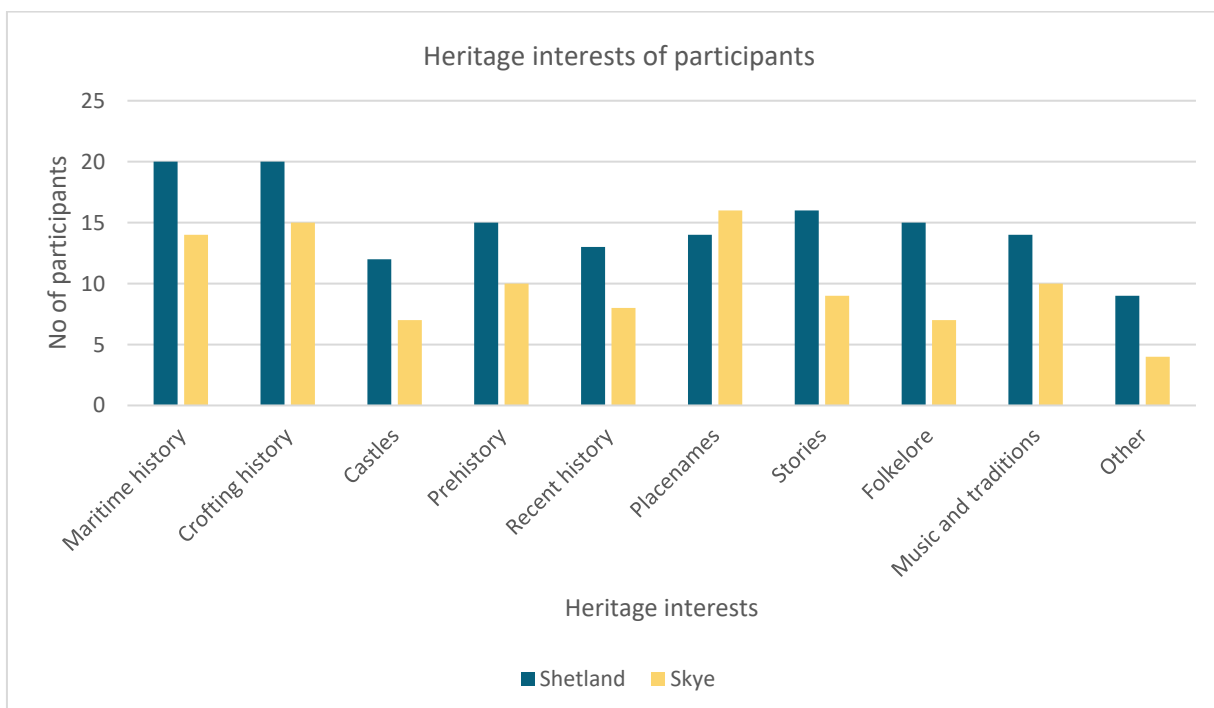


Figure 34 Heritage interests of participants

- 6.8.4 Informal discussions with event participants in both Skye and Shetland also indicated interests in the natural environment demonstrating that highlighting natural and cultural heritage links has good potential for engagement.
- 6.8.5 The project team also asked younger participants what would encourage them to engage. This consultation was done in an informal conversation-based manner. Ideas included combining heritage engagement with creative arts, including photography and graphic novels. This supported evidence from the pop-up displays and craft workshops, which indicate creative approaches may be fruitful ways to encourage engagement among young people.
- 6.8.6 In addition, during all events it was noted that general discussions formed a two-way engagement process. Participants and stakeholders were keen to share their knowledge of the local areas, by conversations, feeding into survey locations (e.g. the survey at Tokavaig was expanded to include sites which were of interest to the local community), sharing stories (e.g. by adding to the ‘share your stories’ map which formed part of the Skye pop up events), and providing their knowledge which is invaluable to understanding, investigating and interpreting the archaeological remains. These conversations have been vital for the project, fostering

relationships based on shared interests, and forming foundations which the team hope to build on with future projects.

6.9 Summary

6.9.1 The key findings from the above data are as follows:

- Non-traditional means of engagement (craft workshops, art focused events and pop-up displays) appear to be a good way to engage new audiences;
- Engagement with new audiences including local residents may be best focused at locations within the community where people pass by during the course of their everyday life;
- Engagement with young audiences remains low, though new young audiences may be engaged by pop-up events, and events with a creative focus, or a natural and cultural heritage focus;
- Engagement with male participants remains lower than female participants, and archive-focused workshops may be a key way to engage this group;
- Engagement amongst those with health issues remains low. Some barriers may be imposed by island infrastructure and mitigating factors have been indicated by project stakeholders. Successful means of engaging identified by this project include working with focused groups (e.g. Ability Shetland);
- The project encountered relatively high numbers of participants speaking Shetland and to a lesser extent Gaelic and encountered issues obtaining translations within the timescale of the project which influenced engagement;
- The focus of employment differs between island groups and each employment type has its own constraints which influence engagement. Island-specific engagement plans are therefore necessary and strategies for engaging different groups were discussed by the project team, stakeholders and participants; and
- Participants also demonstrated a variety of interests in terms of specific aspects of heritage, which included both tangible and intangible cultural heritage. Many participants also showed an interest in natural heritage alongside cultural heritage, and creative arts.

7.0 Engaging with island communities in the future

7.0.1 The project has explored inclusive engagement on Scottish islands, working with communities and gathering data relating to Skye, Shetland and the Western Isles. This section of the report sets out recommendations for how engagement in island settings could be improved in future, relating to the following project objective:

- Objective 4: Evaluate project data and experiences and provide recommendations for how engagement with heritage in island settings could be improved in future.

7.0.2 The project involved a review of baseline data and discussions with island communities to understand the barriers to engagement. Strategies for overcoming those barriers were then put in place for the delivery of project outreach activities. The data gathered through surveys at these events was then compared with existing baseline data provided by the census and Scottish Household Survey. Differences between the Scottish Household Survey and project engagement data were identified (see discussions in Section 6). These differences demonstrates the value of projects like this which focus in on a particular area to gain a more detailed understanding of engagement which can be used as a spring-board for future events and projects.

7.0.3 Many of the findings and recommendations are likely to apply to be applicable to engagement generally, and many of the barriers to engagement similar to those faced by rural and other communities. While general patterns are the same, the project provided an opportunity to better understand the island communities in which the project team are based. Communities, social context, pitfalls and norms differ from one community to the next (this is true on islands as well as mainland areas), and understanding the specifics is vital for successful and genuine engagement with any community. The legacy of this project, for our project team and stakeholders, is the improved understanding and relationships we have fostered and strengthened. New relationships have been established and the project partners and stakeholders now have a better understanding of their visitors and participants, and successful engagement strategies with which they can build new projects and engagement events. The project team plans to continue seeking ways to work together.

7.0.4 The project team also recognise that, while each island community and its people are unique, there is value in inter-island work. This project provided an opportunity to share and learn from our experiences on different islands, sometimes highlighting trends that would be difficult to identify in isolation, and therefore better understand each individual community. Inter-island collaboration also allows us to come together, representing the Scottish island community and helping to understand and voice issues and concerns with a stronger voice than an individual or community could alone.

7.1 Recommendations/ Charter

7.1.1 This section provides recommendations for inclusive engagement in island communities. MSDS Marine and Moder Dy will adopt these recommendations as a charter for their future work with island communities. In addition to the specific details given below, we will also design projects

following other general guidelines on inclusive heritage engagement, including the Guidance for Inclusion, produced by the National Lottery Heritage Fund¹³.

7.1.2 The following recommendations include overarching principles for engagement in island communities which are also likely to be applicable in many other engagement settings, followed by specific findings which are of relevance for engagement work in Skye and Shetland. All have been identified as of being of importance during the current project:

- Scottish islands are a distinct group they are not homogenous. Each island community has a unique identity that coalesces around its geography, identity, politics, and economy. This should be recognised when planning engagement. Input from island communities and stakeholders should be sought and an approach to engagement should be tailored to specific communities;
- Trust is key in community engagement (Scottish Government 2017:15). Take the time to understand the community, speak to locals and existing groups, and be respectful of the social context and norms to build trust and ensure ongoing engagement;
- Work with established groups and 'island networks' when designing projects and advertising engagement. Advertisement through these networks proved very fruitful for this project, and anecdotal evidence from other projects demonstrates that if relationships with these networks are not in place, projects and engagement may be ultimately unsuccessful. The role of individual 'gatekeepers' is also important in small communities, and good relationships with island networks and gatekeepers is vital for ensuring the success of projects and engagement;
- Island heritage, both tangible and intangible is significant and valued. Existing community participants should be valued and new audiences sought, recognising that people's time is important and island communities are often very busy. In particular projects should seek to:
 - Value and ensure accessibility for those who engage already: e.g. where existing audiences are from aging groups then tailor events to ensure they remain accessible;
 - Seek new audiences using non-traditional means of engagement;
 - Build and foster relationships with local heritage and non-heritage community groups;
- Following the National Co-ordinating Centre for Public Engagement projects should value engagement as a two-way process, involving interaction and listening, with the goal of generating mutual benefit;
- Continue to collect data on engagement to continue to improve understanding and practices.

7.1.3 Following on from the first bullet point above, recognising the unique identities of different island communities and the need to create tailored approaches to engagement, the project has identified a series of factors for engagement in Skye and Shetland:

- Gaelic is important for ensuring inclusive engagement in the Western Isles and Skye, and while Shaetlan is less commonly used in its written form its use remains important in Shetland. Translations should be provided, and adequate time to allow for these translations should be factored into project programmes;
- Seeking new audiences: The current project identified that young audiences may be targeted by connecting cultural heritage with natural heritage, or through arts and crafts, or engagement events which target specific groups (e.g. school groups), while other under-represented groups such as men may be best engaged in archive settings.

¹³ <https://www.heritagefund.org.uk/funding/good-practice-guidance/inclusion>

- Seeking new audiences: Events at public but non-traditional locales may prove a fruitful way to engage new audiences and ensure wider engagement and dissemination and hosting heritage events in non-heritage settings such as shopping centres and high streets may prove particularly fruitful;
- Ensuring accessibility: Accessible locations and facilities are few and far between in some island areas (e.g. Skye, C. Gould pers comm.). Projects should seek to find ways to ensure accessibility and consider hiring the Changing Places Pamiloo¹⁴ toilets to ensure accessibility for those with complex needs at remote events and where island infrastructure cannot already provide these facilities;
- Ensuring accessibility: Involve local groups representing less able communities to get their input into appropriate activities, venues and engagement;
- Advertise events using island networks, social media and posters at well-known locations

¹⁴ <https://pamis.org.uk/campaigns/>

8.0 Appendix 1: Barriers to Engagement

By Professor Jacqui Mulville and Anna-Elyse Young at Cardiff University

8.1 Introducing Barriers

- 8.1.1 The literature referenced in this appendix, points to barriers to engagement which are universal across communities in Britain, including communities in Scottish Islands. Some of these already present barriers may be exacerbated by island living, however, the islands should not be considered as one homogenous group; various barriers will affect individual islands differently; for example, 4G coverage varies on the Scottish Isles; Grimsay, North Uist has no 4G coverage, whilst Kirkwall, Orkney has good 4G both indoors and outdoors¹⁵ (note coverage also varies by provider). This effects the use of mapping equipment and general connectivity, as well as the operation of apps which may influence how people engage with heritage.
- 8.1.2 As well as considering communities as a whole, it is also important to consider potential audiences as individuals. Individuals can experience a variety of barriers to engagement at once; particularly those from who are from ethnic minorities, lower socio-economic backgrounds, lower educational attainment, and older individuals, which creates a challenge in creating equity of access to heritage places and events¹⁶. This is supported by the findings of the 2019 Scottish Household Survey which surmised that participation in cultural activity among adults was higher among women, those living in less deprived areas and those with a higher household income; those with professional qualifications or degrees and those without mental or physical health conditions¹⁷.

8.2 Hard and Soft Barriers

- 8.2.1 Barriers to engagement can be considered either 'hard' or 'soft'. Hard barriers are considered to be practical obstacles to accessing heritage, whereas 'soft' barriers are psychological/social barriers¹⁸. These 'soft' and 'hard' barriers can be different for those from different socio-economic backgrounds, different ages groups and different levels of education attainment. This means that barriers to engagement will change as individuals get older, attain different levels of education and as wages change. For example, a survey conducted by ART31 highlights the soft barrier of perception can change with age; only 61% of the 12- to 15-year-olds surveyed stated that the arts were importance, which is far less than the 95% of 19- to 25-year-olds¹⁹.

¹⁵ O2. 2022. Check coverage and network status:O2 Coverage Checker. Available at: <https://www.o2.co.uk/coveragechecker> [Accessed 08/03/2022].

¹⁶ Fancourt, D., Baxter, L. & Lorenatto, F. Barriers and enablers to engagement in participatory arts activities amongst individuals with depression and anxiety: quantitative analyses using a behaviour change framework. *BMC Public Health* 20, 272 (2020). <https://doi.org/10.1186/s12889-020-8337-1>

¹⁷ Scottish Government. 2019. Scotland's People Annual Report; Scottish Household Survey. London: Office of National Statistics. ISBN: 9781839609848. Pp29

¹⁸ Aldam, M. 2020. Overcoming the barriers to participation on NatureScot's National Nature Reserves by disadvantaged communities. NatureScot Research Report No. 1253. Available at: <https://www.nature.scot/doc/naturescot-research-report-1253-overcoming-barriers-participation-naturescots-national-nature> [Accessed 15/02/2022], pp. 5

¹⁹ ART31. 2018. Young People and Arts Engagement: What We Need' Brighton: Arts Council England. Pp.5

This emphasises that barriers are not static within individuals or communities, as priorities and circumstances change.

- 8.2.2 These ‘hard’ and ‘soft barriers’ do not exist in isolation and often intersect both within an individual and in a community. For example, imagine a scenario where an individual does not have a car, therefore needs to take public transport to the heritage location, however, public transport does not have a service which travels there, therefore the physical barrier of having to change modes of transport or possibility walk long distances intersect economic cost of having to pay more for train and a taxi. This then creates a perception that heritage is inaccessible, which is a social barrier. These barriers would then be exacerbated if this individual had a physical or mental health condition. The ‘Future Scotland’ report stated that compared to the population as a whole, barriers affecting participation with culture were more commonly experienced by those on lower incomes (17% higher), members of the LGBTQ+ community (38.6% higher), young people (29% higher), ethnic minorities (23.5% higher) and people with disabilities²⁰.
- 8.2.3 Barriers to engagement can be split into three separate, but intersecting groups: physical barriers, economic barriers and social barriers. Each is defined below. Examples of each barrier are provided, and the specific nature of the barriers with regards to islands in general is discussed. The barriers are then considered in the light of potential solutions to overcoming barriers in the two chosen locales – the Isle of Skye and the Shetland Isles. Finally, barriers which may impact the project are outlined.

8.3 Physical Barriers

- 8.3.1 Physical barriers can arise via a number of routes which include the local environment, transport connections, disability access, or economic limitations²¹. Physical barriers may affect specific groups, for example, those unable to independently travel to locations or negotiate space and access facilities once there^{20,21}. There may also be a lack of suitable or adapted physical resources (e.g. ramps, accessible toilets, changing rooms, lighting, signing). These barriers are likely to be exacerbated for those living in rural and/or impoverished communities²⁰ and the young, the elderly, and those with limiting disabilities are disproportionately disadvantaged.
- 8.3.2 The National Trust for Scotland’s ‘Future Scotland’ survey also found that the one of the five most popular barriers to participation in culture were physical in nature; time²⁰. This correlates with the findings of the Scottish Household Survey, where lack of time was noted as a key factor influencing engagement on islands and the mainland alike.

²⁰ Ballantyne, J. & Hearn, D. 2020. Scotland’s Culture Strategy: overcoming barriers and unlocking benefits; Future Scotland, Edinburgh: National Trust for Scotland. Available at: <https://s3-eu-west-1.amazonaws.com/ws-nts/Production/assets/downloads/A-Scottish-Culture-Strategy-overcoming-barriers-and-unlocking-benefits-January-2020.pdf?mtime=20200207095412> [Accessed 03/02/2022], pp.1, 5-6

²¹ Rahim, N. & Mavra, L. 2009. Barriers to Engagement in Heritage by Currently Under- Represented Groups: An Inclusion Report to the National Audit Office. Available at: https://webarchive.nationalarchives.gov.uk/ukgwa/20170207052351/https://www.nao.org.uk/wp-content/uploads/2009/07/0809881_barriers.pdf [Accessed 02/02/2022].

Physical Island Barriers

8.3.3 On islands physical barriers may be exacerbated, for example, by limited transport networks (for both public and private transport), costs of travel (e.g. fuel poverty) and weather/climate impacts. For example, islands which are reliant on ferries to access other islands, or the mainland may be restricted by weather conditions, where ferries may not be able to run in bad weather. Additional factors may also come into play, such as ferry availability and cancellations (as has been the case recently, connected with Caledonian MacBrayne sailings²², in particular affecting the Western Isles).

Island Barriers: Skye and Shetland

8.3.4 The Isle of Skye is close to the mainland and is physically connected by the Skye bridge which can be used by car, bus or coach²³. However, there are still ferry services from the mainland from the port at Mallaig²⁴. This means that the 'bad weather' barrier is somewhat reduced, when accessing the island. Once on the island there are bus routes and taxis but no rail service or Uber²⁵. Due to the Shetland Isles being a popular tourist destination, there are many ways to access the islands through ferries, flights and cruises, although these may be affected by bad weather, there are still a variety of ways to travel²⁶. When on the island, there is good public transport links both on and between islands, though there is no rail network. Potential barriers may occur for those reliant on public transport in the evenings and on Sunday, where routes are limited or reduced on both islands.

8.3.5 Despite the relative accessibility of transport on both islands, other physical facilities, such as accessible toilets and port-a-loos suitable for modern wheelchairs are in short supply²⁷.

Potential Project Barriers

8.3.6 It should also be noted that the same physical barriers which affect communities may also impact the incoming researchers; in-person engagement can be hampered by an island's physical distance from the mainland and can be a barrier for incoming researchers looking to engage the island community²⁸. Physical barriers should be assessed on an island-by-island basis, as they will vary.

8.4 Economic Barriers

8.4.1 Economic barriers can be perceived as 'hard' and/or 'soft' barriers dependent on the aspects identified. A 'hard' economic barrier would include the lack of financial resources to afford or justify the expense of engaging with a heritage site or event²⁹. Other forms of economic barriers

²² <https://www.heraldscotland.com/news/homenews/20590414.calmac-secretly-fined-3-5m-ferry-disruption-scots-gov-agency-transport-scotland/>

²³ Scottish Tours. 2022. Visit the Isle of Skye Without a Car' Available at: <https://www.scottishtours.co.uk/blog/visit-the-isle-of-skye-without-a-car/> [Accessed: 06/03/2022]

²⁴ Caledonian MacBrayne. 2022. Destinations: Skye. Available at: <https://www.calmac.co.uk/destinations/skye> [Accessed: 06/03/2022].

²⁵ Scottish Tours. 2022. Visit the Isle of Skye Without a Car' Available at: <https://www.scottishtours.co.uk/blog/visit-the-isle-of-skye-without-a-car/> [Accessed: 06/03/2022]

²⁶ Promote Shetland. 2022. Plan your trip: Travel to Shetland. Available at: <https://www.shetland.org/visit/plan/getting-to-shetland> [Accessed 04/03/2022].

²⁷ Hambly, 2022, pers. comm.

²⁸ Edwards 2022, pers. comm.

²⁹ NESP Threatened Species Recovery Hub. 2021. What are the barriers to public engagement with biodiversity conservation? Project 6.3 Research findings factsheet. Available at:

can be 'soft', such as those working are often 'time poor'. In the Scottish Household Survey, the main reported barrier in participating in cultural engagement was 'lack of time', and cost of tickets was also a key factor¹⁷. Similarly, the National Trust for Scotland's 'Future Scotland' survey found that the two of the five most popular barriers to participation in culture were economic in nature; cost and lack of time²⁰.

Economic Island Barriers

8.4.2 Economic barriers are exacerbated within communities with reduced access to a range of employment opportunities. Individuals may have to balance a number of jobs (and personal tasks) a factor which is particularly challenging for those who gain income from working the land, or the sea or in hospitality. Such work may be highly seasonal and include long hours. This can leave those of a working age to be 'time poor' and may not have the time to engage with heritage events²⁷. However, variability of employment between islands needs to be considered on an island-by-island basis²⁷. Employment by industry is represented within the main report (Figure 9, Figure 10, Figure 11), with figures showing the different forms of employment on each island.

Economic Island Barriers: Skye and Shetland

8.4.3 Digital poverty may be a barrier; although broadband is readily available in most islands as part of the 'enhancing island wellbeing initiative', there are still problems with regards to mobile signal on many islands³⁰. This may be a barrier for contacting individuals, as well as running activities in the field, and engaging with heritage via mobile apps.

8.4.4 Other barriers may take form in 'lack of time' especially in peak tourist seasons, as individuals may work multiple jobs, while working their croft²⁷.

Potential Project Barriers

8.4.5 The economic project barriers will be based on time and ensuring that there is adequate support for individuals to travel to events. Seasonal availability may become a barrier to participation for those who are of working age.

8.5 Social Barriers

8.5.1 Social barriers are associated with how individuals perceive and respond to places, events and activities. Individuals are more likely to attend cultural locations, including heritage sites and events, if their peers are attending and this is especially prevalent for young people³¹. The importance given to local heritage sites by local communities may impact the level of

https://www.nespthreatenedspecies.edu.au/media/1dvhrmod/6-3-what-are-the-barriers-to-public-engagement-with-biodiversity-conservation-findings-factsheet_v3.pdf [Accessed 20/02/2022].

³⁰ Island Areas Ministerial Working Group. 2014. Empowering Scotland's Island Communities. Edinburgh: The Scottish Government. Available at:

<https://www.gov.scot/binaries/content/documents/govscot/publications/corporate-report/2014/06/empowering-scotlands-island-communities/documents/00452796-pdf/00452796-pdf/govscot%3Adocument/00452796.pdf?forceDownload=true> [Accessed 06/02/2022].

³¹ Davies, S. 2015. An overview of A New Direction's Cultural Capital research within the context of wider research into the impact of wealth inequality on young people's participation in arts, cultural and extra-curricular activities. Available at: <https://www.anewdirection.org.uk/research/cultural-capital> [Accessed 14/02/2022].

participation³². Pre-existing perceptions can form a personal or community barrier, if groups do not see themselves represented within any activity. A study of underrepresented groups in heritage concluded that heritage is often perceived as 'white, middle class and retired'²¹. For those outside of this description, heritage may not be viewed as accessible, or aimed for them, meaning that certain groups (such as BAME, disabled, from lower income households) may not actively engage in advertised events.

Social Island Barriers

8.5.2 Social dynamics within communities are known to affect engagement and islands communities may have strong personalities. Kier's research showed that the community was divided on the value of the local archaeology at Meur Burnt Mound, Orkney, and this shaped the individuals likely to participate in archaeology events³².

8.5.3 The self-identification of 'incomers' and 'locals', may cause tensions and majority of those who participate may end up coming from one of the two groups³³.

Potential Project Barriers

8.5.4 Although English is the primarily used language within islands, dialects and colloquialisms can be a barrier for researchers engaging with communities²⁸.

8.6 Previous Heritage engagement on Scottish Islands

8.6.1 A number of heritage engagement schemes has taken place on the island, these are a mixture of archaeological excavations, short term and longer-term projects. Three examples are briefly discussed below:

- The ACCORD: Archaeology Community Co-production of Research Data project was a short-term project, which used digital technology to record historic places, and create models in a co-productive manner with the community. They utilised a range of different community groups from pre-existing relationships with project partners (Jones et al. 2018:339). They engaged with communities both on the mainland and on South Uist and Bressay and noted that the main difference was along with some variance in age and gender, rural groups and islanders were self-defining as 'incomers and 'locals', which is a common distinction of population in Scotland³³. The engagement data for this project was qualitative, which includes a blog, which is far more difficult to ascertain results than quantitative data^{33,34}.
- The Pararchive project (2014-2015) was an initiative between the University of Leeds and communities based on the Isle of Bute³⁵. This was a co-productive project which aimed to create community designed digital heritage tools to produce a new platform to create accessible archives³⁵. The project used a mixed approach in the development of resources to enable communities to develop their own projects that explore and collect local history oral narratives. These open access archives enable local communities to keep control of these resources with the intellectual property belonging to them³⁵. This project had an issue

³² Kier, A. 2018. Island Community Archaeology in Scotland, PhD Thesis, Aberdeen University. Available at: https://abdn.primo.exlibrisgroup.com/discovery/delivery/44ABE_INST:44ABE_VU1/12171910210005941 [Accessed: 04/02/2022].

³³ Jones, S., Jeffery, S., Maxwell, M., Hale, A. & Jones C. 2018. 3D heritage visualisation and the negotiation of authenticity: the ACCORD project. *International Journal of Heritage Studies*, 24:4, 333-353.

³⁴ ACCORD. 2015. ACCORD: Archaeology Community Co-Production of Research Data , Blog Home. Available at: <https://accordproject.wordpress.com/> [Accessed: 15/02/2022].

³⁵ Duffy, P.R.J. and Popple, S. 2017 Pararchive and Island Stories: collaborative co-design and community digital heritage on the Isle of Bute, *Internet Archaeology* 46. <https://doi.org/10.11141/ia.46.4>

in retaining volunteers, with 15 at the beginning reducing to five at project completion³⁵. The main identified reason was a lack of free time to engage with the project, with others citing interest in only one aspect³⁵. The main concern of volunteers was producing the data, rather than concerning what happened to said data once the project was complete³⁵. This suggests that the immediate outcomes may be of higher importance to some volunteers. There was a mixed response from the community of Bute using digital technologies, especially when it came to raw data³⁵. This suggests that this project would have benefited from identifying the skills and interests of local communities and utilising them.

- The Ness of Brodgar excavations represents long term Heritage engagement. The excavation began in 2002, with the site director Nick Card stating “Since we started work, one of our main aims was to take the archaeology and share it with as many people as we can”³⁶. This approach has been done through TV appearances, in person and digitally; by 2017 a new website was launched which saw 180,000 visits in two months, and 20,500 in person visits to the site from the general public³⁶. This success has been dubbed the ‘Ness effect’, which has created a positive perception of Orkney as a whole³⁶. The site also offers tours and self-led trails for the surrounding area, placing the site in its archaeological context³⁷. The longevity of the excavation, amazing finds, and open nature to the public, utilising both in person and digital tools to market it have led to its success.

8.7 Recommendations

8.7.1 Although this documents briefly outlines the current literature and barriers there are clear patterns which enable us to provide a number of recommendations and potential solutions for problems that common barriers create. These recommendations will be summarised below, with solutions which have fed into Table 6.

8.7.2 The recommendations are:

- Clearly define the target audience, project aims and specific heritage engagement focus. This will help to identify and mitigate for the key barriers that the audience may face in reaching the project;
- Scottish islands are a distinct group they are not homogenous. Each island community has a unique identity that coalesces around its geography, identity, politics, and economy. This means each community requires a tailored approach;
- Trust is key in community engagement³⁸. To build this trust, from the outset of the project a collaborative and embedded approach is needed. This can be best achieved by working with established key groups and individuals and building on previous work^{27,28};
- Consider looking at some of the barriers within and between islands as a rural vs urban dynamic;
- Using the survey as an initial point of contact to start of continuous engagement and not a single event, where possible;

³⁶ University of the Highlands and Islands Archaeology Department. 2018. UHI Archaeology Institute Annual review 2016-2017. Inverness: University of the Highlands and Islands

³⁷ The Ness of Brodgar Excavation. 2002. World Heritage Area Trail. Available at: <https://www.nessofbrodgar.co.uk/ness-neolithic-trail/> [Accessed 03/03/2022].

³⁸ Scottish Government. 2017. Barriers to community engagement in planning: a research study. Available at: <https://www.gov.scot/binaries/content/documents/govscot/publications/factsheet/2017/05/barriers-to-community-engagement-in-planning-research/documents/barriers-community-engagement-planning-research-study-pdf/barriers-community-engagement-planning-research-study-pdf/govscot%3Adocument/Barriers%2Bto%2Bcommunity%2Bengagement%2Bin%2Bplanning%2B-%2Ba%2Bresearch%2Bstudy.pdf> [Accessed 17/02/2022]

- Incorporate both Shetlean and Gaelic speakers;
- Utilise both in person and digital engagement;
- Using social media, such as local Facebook groups to advertise the project;
- Highlight the benefit of engagement with local heritage, such as wellbeing and cultural relevance³⁹; and
- Collect both qualitative and quantitative data to allow for varied analysis of the project.

³⁹ Historic Environment Scotland 2019. KPI Survey Wellbeing. Available at: <https://www.historicenvironment.scot/archives-and-research/publications/publication/?publicationid=29548bbf-0f3c-4c28-adae-ac1b00d7a663> [Accessed: 20/02/2022].

9.0 Appendix 2: Participant Survey

The following surveys were distributed to project participants.

Today's event has been run as part of the Cladaichean to laebraks project. This project is exploring maritime and coastal heritage on Skye and Shetland, and researching how Scottish island communities can get involved with this work. Please help us with this research by filling in this survey. All responses will be anonymous.

The project is run by MSDS Marine, the Museum of the Isles, Sleat Local History Society, Skye and Lochalsh Access Panel and Moder Dy, Shetland Museum and Archives, Archaeology Shetland, Ability Shetland and the Moving on Employment Project and has been funded by Historic Environment Scotland and Historic England with a grant from the Arts and Humanities Research Council (AHRC). Find out more here: <https://msdsmarine.com/projects/intertidal-fieldwork/cladaichean-to-laebraks/>

This form is also accessible via Microsoft forms, by scanning the QR code:



1	How often do you normally visit historical sites or take part in activities relating to the past (e.g. archaeological projects, local history events, history walks, archival research etc)?	
	Never	
	Rarely	
	1-2 times a year	
	More than 1-2 times a year	
If never or rarely, then why? Or, if more than 1-2 times a year, then why?		
2	What drew you to attend this event?	
3	How did you hear about this event?	
4	Did you enjoy the event?	
5	Is there anything you would change about how the activity was delivered and your involvement in it?	
6	We are collecting information about heritage relating to the sea. But, are you interested in any other aspect of the past? If yes, please tick all that apply:	
	None	
	Maritime history (relating to the sea)	
	Crofting history	
	Castles	
	Prehistory	
	Recent history	
	Place names	
	Stories	
	Folklore	
	Music and traditions	
Other (please specify)		

About you		
This final section is about you. It is a little more personal but is really useful in ensuring that we support equality and fairness, while understanding everyone's interests. We are also keen to understand more about those who are choosing to take part in project activities, to help us to research how Scottish island communities can get involved with projects like this one. But if there are any questions that you would rather not answer, please select "Prefer not to say" or skip to the next question. All personal data will be separated and remain anonymous.		
7	What is the main language you speak at home?	
8	What industry did/do you work in?	
9	What is your postcode?	
10	What best describes your gender?	
	Female	
	Male	
	Prefer not to say	
11	What age bracket do you fall in?	
	16-18 years	
	19-25 years	
	26-30 years	
	31-35 years	
	36-40 years	
	41-45 years	
	46-50 years	
	51-55 years	
	56-60 years	
	61-65 years	
	66-75 years	
	76-80 years	
	80 years plus	
Prefer not to say		
12	Do you identify as being D/deaf, having a disability or having a long term health condition?	
	Yes	
	No	
	Prefer not to say	