

# **The Antonine Wall**

## **Research to Inform an Education Strategy**



**Commissioned by Historic Scotland**



## **Contents**

<b>Executive Summary</b>	<b>3</b>
<b>1.0 Introduction</b>	<b>6</b>
<b>2.0 Methodology</b>	<b>8</b>
<b>3.0 Review of the Literature</b>	<b>10</b>
<b>4.0 Results of the audit</b>	<b>14</b>
<b>5.0 Consultation with schools</b>	<b>22</b>
<b>6.0 Further and Higher Education</b>	<b>35</b>
<b>7.0 Community learning and special interest groups</b>	<b>38</b>
<b>8.0 Triggers and Barriers</b>	<b>45</b>
<b>9.0 Examples of good practice</b>	<b>47</b>
<b>10.0 Detailed Recommendations</b>	<b>50</b>
<b>11.0 Identification of additional funding resources</b>	<b>53</b>
<b>12.0 Appendices</b>	<b>55</b>

## **Executive Summary**

### **Aim and Objectives**

The aim of this report is to provide recommendations to Historic Scotland (HS) and partners on the development of an Education Strategy for The Antonine Wall (TAW) and its component sites.

The key objectives in our research were

- to establish what education resources connected to TAW currently exist, who holds them, who uses them and how;
- to establish what is currently being delivered by way of education programmes connected to TAW, by whom and for whom;
- to establish to what extent engagement with TAW is currently seen to be successful in supporting learning and teaching in communities, for special interest groups etc. and to identify other ways in which these non-formal education groups would like to engage with the Wall;
- to establish how engagement with TAW does already, and could further, support studies in the formal education sector, outlining educational relevance and linkages with Curriculum for Excellence (CfE) as well as learning and teaching in Colleges and Universities;
- to identify key target audiences in both the formal and non-formal education sectors;
- to identify perceived barriers to engagement with TAW and how these could be overcome;
- to identify transferable models of good practice in relation to use of resources and delivery of educational activity for both formal and non-formal education audiences;
- to identify gaps in provision required to meet the aspirations of both formal and non-formal education audiences;
- to identify prospective collaborations between partner organisations to fulfil the learning potential of TAW in a cost-effective manner through sharing skills, resources and approaches; and
- to identify potential additional funding sources

### **Outline of methodology**

To achieve these objectives the study included:

- a literature review
- an audit of resource amongst partners and providers
- telephone interviews with schools (nursery, primary and secondary)
- telephone interviews with FE/HE sector

## **Key results**

The study highlighted the range of educational activity and programmes in all the local authorities on the topic of Romans. This activity principally takes place in schools or in school visits to museums.

- The enthusiasm for Romans as a primary school topic predates the new status of TAW and the challenge is to communicate to schools that the sites can be visited and will provide value for money in terms of adding enrichment, activity and information to the learning experience.
- The Curriculum for Excellence emphasis on outdoor, local learning and cross curricular initiatives within schools should encourage the use of the new resource by secondary as well as primary and nursery schools. A number of schools are unaware of the special concession scheme for schools visiting HS properties and this, together with how a visit to TAW marries with the Curriculum for Excellence, should be communicated to schools. Our consultations with teachers suggested that CPD opportunities would be welcomed what form that should takes requires further clarification.
- Difficulties of physical access and poor interpretation are barriers, or perceived barriers, to maximising the educational potential of the individual sites. All groups welcome activity and /or expertise at the site that they can tap into.
- Museums in general share practice and some make good use of their resources and programmes for different audiences at weekends and at holiday times and through events and festivals. Artefacts are used by many schools studying 'the Romans'.
- Some community and special interest groups are very active but there is no coherent standard across the groups many of whom are not in touch with one another. The expertise, knowledge and enthusiasm amongst these groups could also be harnessed to deliver outreach and onsite activities to schools and other visiting groups with an interest in TAW.
- Consultation with schools reiterated previous research findings that access, curricular relevance, support materials, familiarity with venue and onsite activities are key to influencing the decision to visit an external site. TAW needs to look at the examples set by Jurassic Coast and Hadrian's Wall in communicating education packages to schools and encouraging their engagement with the site.
- The study has highlighted the role a website can play in communicating the key benefits and strengths of a site for educational visits. We acknowledge the cost in terms of producing and maintaining a site and if this is prohibitive suggest that a means of signposting interested parties to key sites should be considered. It is important that an opportunity/forum is agreed upon where best practice etc can be shared to encourage greater engagement with TAW.

## **Key recommendations for the education strategy**

An Education Strategy should

1. Provide an overall framework of activity from which local authorities can choose to meet the demands of different groups in their area eg providing resources for schools; using community groups at sites as volunteer guides; apprenticeship schemes with FE colleges; 'virtual' archaeological digs; information leaflets for groups such as walkers and cyclists; facilities for students; gala days and events.
2. Encourage the TAW to be used for a variety of formal, informal and non formal educational activities, recognising the limitations of the sites and facilities, the important relationship between museum collections, 2-dimensional resources and the sites and the need to improve access and enrich the educational experience on site.
3. Put in place a coordinated action plan for production of education resources for schools in line with Curriculum for Excellence; a training plan for teachers and volunteers; and an improved communication network. Themes such as identity and conflict, already referenced in the draft Interpretation Plan and Access Strategy document, which examine the relevance today of our history and cultural heritage remain to be explored more fully in the context of TAW.
4. Aim to improve the TAW website so that it acts as a source of information, downloadable resources, information on facilities at sites and nearby to sites, a means of sharing of good practice and establishing a network of users. Hadrian's Wall website is held up as a good example but TAW is a less well known site and has still to create a popular identity in the minds of the public. Such improvements will be determined by available funding.
5. TAW should be marketed and packaged to specific educational groups in a coordinated way by HS and the local authorities in order to provide a consistency of approach and of product. We would suggest a TAW e-newsletter for educational use might be a first step in promoting this network and giving the TAW a marketing identity.
6. If no funding is available partners would have to prioritise their financial resources. In our experience the biggest education audience is primary schools and resources (including digital resources), facilities on site and marketing should all be targeted at this group. Other initiatives like training community groups to act as guides would enhance school visits and provide a enriched learning experience.
7. As a way of funding these recommendations HS and partner local authorities could explore the potential of a joint application to HLF to implement the education strategy and fund a coordinator who would take the actions forward.

## 1.0 Introduction

In July 2008 the Antonine Wall achieved international recognition by being inscribed as part of the Frontiers of the Roman Empire World Heritage Site (FREWHS) by UNESCO's World Heritage Committee. The elevation of the Wall's status is part of a larger, international effort to see Roman frontiers across Europe, the Middle East and North Africa recognised. The other two key partners in the FREWHS are the German Limes and Hadrian's Wall.

A Management Plan for The Antonine Wall (TAW) was developed as part of the nomination process for inscription and sets out the aims for the WHS. There are 32 actions laid out in the Management Plan of which the following gave rise to this commission-:

*to formulate an integrated interpretation and education strategy encompassing Historic Scotland, the five local authorities along the line of the Wall and all museums holding artefacts from the Antonine Wall.*

It is intended that education provision for the WHS will be developed using a consensual strategic and sustained approach over the next five years in order to meet the expectations of:

- the formal education sector, such as schools, colleges and universities; and
- non-formal education audiences, such as organised community and special interest groups
- WHS partner organisations

Opportunities for informal and non-formal education will be improved through the upgrading of interpretation as a means of enhancing enjoyment and appreciation of the universal value and status of the WHS, and its setting. An Interpretation Plan and Access Strategy is in place to take this forward.

The aim of this report is to provide recommendations from user groups and other stakeholders to Historic Scotland (HS) and partners on the development of the Education Strategy for TAW and its component sites.

The key objectives in our research were

- to establish what education resources connected to the Antonine Wall currently exist, who holds them and who uses them and how;
- to establish what is currently being delivered by way of education programmes connected to the Antonine Wall, by whom and for whom;
- to establish to what extent engagement with the Antonine Wall is currently seen to be successful in supporting learning and teaching in communities, for special interest groups etc. and to identify other ways in which these non-formal education groups would like to engage with the Wall;
- to establish how engagement with the Antonine Wall does already, and could further, support studies in the formal education sector, outlining educational relevance and

linkages with Curriculum for Excellence(CfE) as well as learning and teaching in Colleges and Universities;

- to identify key target audiences in both the formal and non-formal education sectors;
- to identify perceived barriers to engagement with the Antonine Wall and how these could be overcome;
- to identify transferable models of good practice in relation to use of resources and delivery of educational activity for both formal and non-formal education audiences;
- to identify gaps in provision required to meet the aspirations of both formal and non-formal education audiences;
- to identify prospective collaborations between partner organisations to fulfil the learning potential of the Antonine Wall in a cost-effective manner through sharing skills, resources and approaches; and
- to identify potential additional funding sources

In the following sections of this report we detail our approach to the study together with the key findings and recommendations.

## **2.0 Methodology**

To achieve these objectives we undertook three key elements in our research – the literature review, an audit of resources and consultation with schools, Further and Higher Education groups and community and special interest groups

### **2.1 Literature review**

We familiarised ourselves with the previous audience research and the educational activities of the other FREWHS sites noting areas of educational practice. Historic Scotland had commissioned several pieces of valuable research leading up to and since the recognition of TAW as a part of the FREWHS. All of the reports have significant points to make about the interests and needs of education users which have been noted in the IP&AS report.

### **2.2 Audit of resources**

We carried out an audit of existing education provision along TAW through consultation with partners and stakeholders. This was done through a series of visits to individual museums, group meetings with members of partner organisations and further telephone interviews. The purpose of the audit was to find out the current situation – resources, levels of service and demand - across the formal and informal education sectors. We asked about the gaps in provision and the potential for fruitful partnerships going forward. In our research methodology we have worked in close cooperation with Historic Scotland and the five signatory local authorities along the line of TAW and have involved the other organisations who are principal stakeholders (List in Appendix 1A).

### **2.3 Consultation with schools**

Scotinform Ltd undertook a series of telephone interviews with teachers/head teachers in nursery, primary and secondary schools. Twenty three interviews were conducted from a sample created by Scotinform and representing each of the five local authority areas. The sample was also informed by the interviews conducted by JWF consultants as part of the audit process.

Schools were selected at random from the sample, and an email was sent to the teacher/head teacher informing them that the study was taking place, its aims and objectives and inviting them to participate. The schools were then contacted by telephone and asked to take part in the interview process.

The questionnaire was designed by Scotinform and circulated for comment at an interim meeting in February 2011. The questionnaire was finalised in collaboration with the client group, and included a mix of pre-coded and open-ended questions to provide quantitative and qualitative data.

Questions explored:

- Involvement with teaching/researching Roman history or local history
- Resources used – including any visits, other resources
- Examples of good (and poor) resources/experiences
- Awareness of TAW – locally and elsewhere
- Experience of teaching/research related to TAW



- Visits
- Research – web-based and other
- Talks/lectures
- If no experience: barriers to finding out about Antonine Wall
- If experience: views – including strengths/weaknesses

#### **2.4 FE/HE education**

A total of four depth telephone interviews were conducted with Professors/Senior Lecturers/Depute Directors of further and higher educations. The sample was informed by the client group and previous research undertaken by HS. The interviews were conducted by Scotinform and facilitated by a topic guide which aimed to explore their current engagement with TAW, whether they took students to the site and how TAW could be developed to meet the needs of FE/HE lecturers and their students.

#### **2.5 Community learning/special interest groups**

Consultation with community learning groups/special interest groups took the form of depth telephone interviews following initial contact made by Scotinform via email.

A total of 14 depth telephone interviews were conducted with contacts identified through:

- consultation with the client group
- contacts identified within Historic Scotland's Learning and Access Strategy, and
- recommendations made by community learning groups/special interest groups during the consultation process.

The topic guide which facilitated these interviews provided the opportunity to explore, in depth:

- Levels of interest in engagement with TAW
- Support required to encourage engagement
- Barriers to engagement
- Types of learning resources required
- Test out response to ideas from partner and organisation interviews
- Priorities for development
- Effective methods of informing organisations about development

### 3.0 Review of the Literature

#### 3.1 Previous research reports.

Historic Scotland has commissioned several pieces of valuable research leading up to and since the recognition of The Antonine Wall (TAW) as a part of the Frontiers of the Roman World Heritage Site (FRWHS). All of these reports have significant points to make about the interests and needs of education users. They were used and are summarised (with the exception of the last) in the Draft Interpretation and Access Strategy produced by HS in March 2011.

*QA Research Report 2005.* This is an in depth review of the potential for education provision along TAW. From this small sample, a number of factors, generally acknowledged to be important in encouraging school visits, were confirmed as being of significance: access, curricular relevance, support materials, familiarity with venue, onsite activities.

The authors made an important comment on their own findings: 'that they had identified a large proportion of people who are unsure about the suitability of the venue [for an educational visit]. This indicates a body of "potentially convertible" respondents.' That comment was made of their finding that 52% of respondents were 'unsure' about TAW. This is reinforced when the miscellaneous circumstantial reasons teachers gave for not responding to the questionnaire at all are taken into account

This has been acknowledged in the draft Interpretation Plan and Access Strategy (p31).

*Progressive Report, March 2010.* This deals with awareness of TAW among the general population of Scotland and the north of England and it has no specific education focus, but provides valuable background. It provides conclusions about awareness of TAW and how that might be improved and the Draft Interpretation Plan acknowledges this as an integral part of improving access for all users.

*Star Development Report January 2010.* This is a report on community engagement with TAW in the Twechar/ Croy/ Kilsyth area. It details the opportunities for informal and non-formal learning with a variety of local organisations along with experience of links with the school sector.

*Space Unlimited Report, 2009.* This is an account of a project undertaken in an attempt to assess the potential for teenage engagement in caring about TAW.

It addressed the idea that there is potential in approaching heritage sites not just for their specific historical (or natural, or scientific) worth, but as community/national assets which young people can be persuaded to take ownership of and care for.

The project involved 52 pupils of different ages and six members of staff from four secondary schools along with 14 staff from Historic Scotland, Glasgow City Council, the Hunterian Museum, East Dunbartonshire Council, Falkirk Council and Space Unlimited.

This was a complex, collaborative, labour-intensive project which adopted innovative methodology with the young people. For that reason the report would need to be read in full

by anyone working with young people who wanted to repeat the experience and to benefit fully from it.

However it did generate 'outputs' which have relevance to the wider task of increasing educational potential. The young people made it clear that experience 'fun' and 'active participation' were essential for them then to respect and care for the monument. They believed that technology such as podcast guides would help people interact with it.

The project was for secondary pupils of all ages and it did not address any specific curricular area. In this it has particular relevance to approaches required by CfE in the use of 'outdoor education'. This approach is developed in an article <http://www.scotedreview.org.uk/pdf/283.pdf>.

For TAW it has the advantage of showing what potential there is in sites that are not top of the public's or teachers' lists of favourites for visits. The disadvantage may be that it also shows that even very local visits to sites of much less historical significance than TAW can fulfil the same educational objectives.

CfE's own document is at

[http://www.ltscotland.org.uk/Images/CfEoutdoorlearningfinal\\_tcm4-596061.pdf](http://www.ltscotland.org.uk/Images/CfEoutdoorlearningfinal_tcm4-596061.pdf)

### 3.2 Other FRE sites

It has been useful to compare how the educational potential of the other Frontiers of the Roman Empire (FRE) sites is delivered. These are principally Hadrian's Wall and the Deutsche Limes. The historical and geographical contexts of these sites are similar (historical, by definition as FREWHS). They are also similar in being stretched along a much wider area than most historical sites, being managed by partnerships between individual sites and an overarching organisation and in being situated alongside important natural and other cultural resources which complement the interpretation of the walls themselves.

*The Deutsche Limes* comprise 550 kilometres of the north Roman frontier across several south German states. A great deal of coordination of activity along the German Limes has taken place, currently under the auspices of the FREWHS in cooperation with the Bavarian State Conservation Office, funded by the German Government. (<http://www.museenmainlimes.de/content/1-welterbe/1-museen.en.php>, English) They do not offer an education strategy and there does not seem to any other agency doing that or providing any coordinated guide to educational activities or opportunities. However some sites do have an educational focus and are of interest because they identify broad contextual themes for study, such as German or European identity. This ties in with the already identified need for TAW to be approached not just from the point of view of 'Roman' history, or as the 'Romans in Scotland' but across traditional subject boundaries. This conclusion is further supported by our current research. Acknowledged funding of most of the Limes website and the associated activities was from FREWHS and/or the local state and/or the EU, and, in two outstanding resources, the Goethe Institute and TV networks.

*Hadrian's Wall* seems to offer a more tightly coordinated approach to undertaking the objectives of *FREWHS*, including the educational objectives. The Wall stretches for 120 kilometres through ten local authority areas across the North of England. Hadrian's Wall

Heritage Limited (HWHL) currently runs the site and its official website <http://www.hadrians-wall.org> has comprehensive information about the organisation and content of its educational programmes. The individual sites and museums, under separate management, have extensive experience of providing educational services. Information about these is currently most accessible through an education directory - an 80 page publication which consists mainly of guides to all the individual sites for education users so that they have information about contact addresses and booking procedures, facilities for visits, provisions for group, advice for group leaders, background information, transport links, 'key areas of study' (relevant areas of Curriculum), site highlights and suggestions for other nearby attractions that could be covered on the same day. In our research many interviewees regarded this site as an excellent model for TAW website development.

*Jurassic Coast* in Dorset and East Devon is a WHS based on the significance of geological, geomorphological and palaeological features along 95 miles of coast. It is managed by a steering group led by the two constituent LAs and including representatives of a wide range of partner organisations. A portal website gives access to guides (in different languages), basic background information and information about the various 'gateway' and 'anchor' towns and museums along the coast. So, in much the same way as at Hadrian's Wall, a series of related sites is brought together to develop access and interpretation.

There are specific educational resources (targeted at geography, citizenship and science in the English National Curriculum) available via the portal site and a 'Kids' Zone' including a couple of games and badges and sticker books.

Their management plan seemed to put more emphasis on *celebrating* WHS status than the other FREWHS sites. Certainly their Olympic-related programme, 'Creative Coast' is entirely arts based.

Jurassic Coast has a World Heritage Education Coordinator responsible for developing and leading on the education programme for the Jurassic Coast WHS. Her role includes guiding education policy, recommending priorities and leading on education strategy development and review. In addition she also develops curriculum resources for schools accompanied by a fully supported training programme for teachers at primary and secondary level. Much of her work focuses on communicating the Earth Science and World Heritage values of the Jurassic Coast to a wide range of audiences, including those that are new to science.

### **3.3 Conclusions from the literature review**

The findings from the literature review highlighted that:

- there is a significant overlap of factors which encourage general public interest in and access to a site such as TAW with factors which encourage specifically educational use of such a site. Teachers are also members of the public too. They pick up on the educational potential of a site from general public awareness and from their own personal experience of using the site.
- the interest from potential education and community users of TAW revealed in current research has been built from a very low base through contacts with individual schools and organisations.

- intensive work with education and/or community groups can reveal to them value in using the site and that these experiences can be used as exemplars of good practice.
- the other FRE sites (and Jurassic Coast) face similar, though not identical challenges as TAW. Each plays to its strengths and to opportunities which arise. For example, the Deutsche Limes sites concentrate on a fairly strictly historical/archaeological approach to interpretation in response to the German public's interest in both of these disciplines and in questions of identity. Hadrian's Wall is able to make complementary use of a string of well-established sites all of whom have experience of developing educational access. Jurassic Coast is currently making good use of the funding and footfall available through the coincidence of their site being used in the Olympic Games.

### 3.4 Recommendations from the literature review

- That priority be given to issues of basic physical access and signposting to the sites.
- That contacts with individual schools and community organisations which have already shown interest be maintained and their activities supported where possible.
- The research has highlighted the importance of an education co-ordinator who is responsible for developing and leading on an education programme for TAW as currently happens at Jurassic Coast WHS and at Hadrian's Wall. This individual would communicate the key benefits of visiting TAW and its fit with the Curriculum for Excellence.
- At a site where there is little to see physically, efforts need to be made to capture the imagination of those who require visual stimulus. The Progressive Research report highlighted that there needs to be a strong "human interest" angle when interpreting the site and also something which helps visitors to visual the Wall in its entirety. This theme also emerged from the other research reviewed, eg Space Unlimited Report.
- That TAW take advantage of its geographical stretch across Scotland and devise opportunities to make itself known at events and sites which can be made complementary. This is in line with the British tradition of widely based interpretation of historical sites and in line with the CfE emphasis on cross-curricular outdoor learning. It could provide opportunities for the 'fun' which is likely to be necessary to engaging a wide range of young people
- That special projects such as that conducted by Space Unlimited can reveal valuable insights about young people's reactions to a site but that caution should be exercised in providing as example of good practice such a project which was heavily resourced and unlikely to be easily replicated
- The research undertaken by *Progressive* highlighted the need to raise awareness of TAW with suggestions including signposting its key locations to assist people to identify its location and producing materials which could be accessible via the internet and key locations such as libraries.

## **4.0 Results of audit**

The audit was conducted by JWF Consultants who interviewed a number of stakeholders (list in appendix 1). These interviews varied from telephone interviews to face to face interviews with one or more of the local authority stakeholders. The interviews were based on questions which were taken from the key objectives of the HS brief which address particularly the role of providers.

### **4.1 Resources – what are they, what are they used for and who uses them?**

The sites themselves are a major educational resource. Those in East Dunbartonshire, Falkirk, and North Lanarkshire are used by schools and community groups, sometimes along with artefacts and/or a visit to a museum which has artefacts for handling such as the National Museum of Scotland, Edinburgh, the Auld Kirk Museum, Kirkintilloch or Callendar House in Falkirk.

The sites within Falkirk district principally at Callendar House, Kinneil Estate, Seabegs Wood, Polmont Wood, and Rough Castle are used well. Glasgow University principally uses Rough Castle in Falkirk for site visits for first year archaeological students, because of the good parking facilities and easy access for students.

Workshops with displays for educational use take place at Callendar House and can be adapted for a variety of groups including adult learning, family learning at weekends and special needs groups. The museum has a loan box with real artefacts free to Falkirk District schools and Falkirk libraries have topic boxes with replica artefacts and books for loan also.

The sites at Croy, North Lanarkshire and Bar Hill, East Dunbartonshire, are used less regularly for educational purposes due to the difficulty of access. They are also arguably the most difficult to make meaningful sense of without the benefit of archaeological expertise. Community groups such as those at Croy and Lambhill in Glasgow are keen to recognise the importance of local history in their area. Roman remains are seen as part of that local history.

The major museums which hold Roman artefacts are the National Museum of Scotland, Edinburgh (NMS), the Hunterian Museum in Glasgow which has just refurbished its Roman gallery and the Auld Kirk Museum in Kirkintilloch, East Dunbartonshire which has also refurbished its displays.

NMS has a Roman handling box containing mostly replica items which schools can use on a self-directed visit (i.e. no museum staff involved). This is booked out most days in term time by Edinburgh and Lothian schools. There is also a Roman pack on the NMS website and displays in the 'Early People' gallery. The NMS website has an interactive map with TAW marked and uses the results of excavation at the Birnie site to give some indication of what Scotland was like at the time of Roman occupation.

The Auld Kirk Museum has a substantial collection of local history objects including Roman artefacts and handling boxes which can be used by visiting groups and can be loaned to schools.

Handling boxes are loaned out from libraries e.g. in East Dunbartonshire, North Lanarkshire and Glasgow. Archaeology topic boxes are available in Glasgow from the Library service and from Archaeology Scotland (AS). AS has a national remit for archaeology and they work with other organisations to help develop archaeological investigations. They have a Roman artefact investigation kit which is used by schools and youth groups. They have supported teachers on site visits and note that many teachers have little or no experience of archaeology.

The Hunterian Museum in Glasgow University has a newly opened gallery on the Romans in Scotland. The Director explained that he saw the principal audiences for the museum as the student body, other departments in the University and the people who attended the Dept of Adult and Continuing Education. For example the University Archaeological department are increasing the use of the museum resources by building in a museum visit to their new modules for students. The new Honours module has TAW as an element and there will be two teaching sessions in the Museum using the new displays to support this module. The University would like to create a Masters course on TAW, and wants to promote the use of the gallery by the students on the Museum Studies course and post graduate student teachers. Mindful however of the new Roman galleries as a rich resource for the Roman topic in schools, the Director was anxious to build capacity through partnership with, for example, Glasgow Life.

The main access to RCAHMS resources for educational users is through the Scran and Canmore databases. The former, a commercial membership network, is free for use by Scottish schools and easy to navigate and download resources. An Education Officer with Scran verified the introduction of the new tool *Contribute* whereby teachers could upload their project to Scran and share it with other schools through GLOW, the national intranet for schools. Scran would be interested in promoting case studies through Scran and have offered to create a new Pathfinder Pack for TAW. However, currently Scran statistics show downloads of images of TAW by schools are infrequent. There is potential for some of the images from the Canmore database to be made available to schools. RCAHMS have a large collection of drawings from original excavations including water colour drawings of excavation at Castlecary Castle, near Falkirk.

Lambhill Stables, Glasgow, have a History and Heritage Coordinator and have just received a small HLF grant to fund the collection of local history information. They have a local history display (reaching back beyond the time of the Romans) at the Stables, and on their website. They would be delighted to work with Glasgow City Council on TAW and that is where they would look for one source of funding to develop any resources for TAW.

#### **4.2 Education programmes connected to TAW.**

The Romans is a popular topic for primary schools and most make reference to TAW but not all visit a site. The part of TAW which can be seen from the Forth and Clyde canal are used

by The Waterways Trust in their two week boat trips for schools and their statistics show they are fully booked. It is difficult to extrapolate from this what is the interest in TAW, per se.

NMS employs freelance people to enact Roman scenes in an interactive way with schools and families at weekends e.g. *Romans and Gladiators* and the *Antonine Guard*.

In North Lanarkshire most Roman workshops take place in Motherwell Museum, in Strathclyde Park or in schools a part of outreach. Approximately 50 workshops run a year and uptake is very good, particularly from P3. This is also the age group highlighted by NMS in Edinburgh and schools doing Roman topics in Glasgow.

In East Dunbartonshire (ED) there is a new programme for primary schools, given impetus by new displays at the Auld Kirk Museum, Kirkintilloch, and the coming together of Museums and Libraries as part of the new ED Leisure and Culture Trust. This programme will be facilitated on site as their market testing shows that schools want staff on site to facilitate the visit.

Falkirk programmes with secondary schools are slowly increasing as schools develop material for the outdoor learning as part of Curriculum for Excellence and within available funds. Examples of projects: - Boness Academy created a video interpretation of the route of TAW in Falkirk with the Head of English; Falkirk High History and Social Studies departments will work with Historic Scotland in the creation of film about TAW on the theme of Scottish identity.

Example of good practice of educational use of TAW can be found on the RCAHMS website eg *Treasured Places* which features TAW as one of the projects. This project is also useful to see how RCAHMS resources, sites and artefacts can be used to inspire people and help them engage in learning in a creative way.

Staff from the Hunterian Museum and the Department of Computing Studies in the University of Glasgow were involved in piloting the use of digital technology at Balmuildy, Croy and Bar Hill. Also at the University, a book called *Roman Treasures* is about to be published and in June 2011 teaching resources will be available for the Hunterian displays. There is a proposal for museum studies students to deliver workshops and tours as part of holiday and weekend events, beginning in April 2011. The Museum Studies programme within the School of Humanities allows students to create and deliver a work programme within a museum as an alternative to a dissertation, leading to Masters Degree. This programme provides new opportunities for students' learning on the value of using historical objects in teaching and learning, while enabling the students themselves to be used a resource to build capacity for delivery of educational programmes to wider public audiences which could include schools.

#### **4.3 Engagement with community and special interest groups.**

In general, most community education projects are focussed on local history and not specifically on the Roman period of history. The latter has been the focus of work by groups such as those who meet at Lambhill Stables, in Glasgow, the Twechar Community Action



Group, East Dunbartonshire and the Friends of Auchenstarry and the Croy Miners Welfare, North Lanarkshire. The Waterways Trust also run regular weekly 'health walks' with the Croy Miners Welfare.

In East Dunbartonshire an Arts Development officer ran a successful summer activities programme in 2011 at the Roman Bath site in Bearsden using storytelling as a 'tool' for activity and in Glasgow the Young Archaeologist Club which meets in Kelvingrove Museum every second Saturday, has visited the site.

Groups from Community Learning and Development also use the workshops and displays at Callendar House as well as the site of the TAW. Health and Well-being groups, young mums, adult education all find the material successful. A number of years ago a project focussing on multiculturalism and TAW was successful with Asian women who had come to settle in Falkirk. The overarching theme was that 'cultures move and shape the place you stay in'. The Lead Heritage Officer commented that sometimes an oblique approach to topics rather than 'off the peg learning' programmes enables one to tailor the offer to the needs of different community groups. Their Young Archaeologist club are involved in a film project based on Falkirk's historic monuments. There is a lively local history society which undertakes walks along TAW led by the Trust curator. Falkirk Community Trust has strong links with all the local areas and publicity is easy to distribute.

Weekend family workshops are a good way of getting the public involved in doing things. The consensus seems to be that more community and special interest groups would visit if access was improved to TAW and more information was provided. Groups need help in identifying remains and making sense of them.

#### **4.4 Support for Curriculum for Excellence and Colleges and University courses.**

The approach to the primary school sessions which are offered to schools supports CfE, whether delivered by the class teacher, by museum/library staff or by freelancers. The approach is generally an investigative and participative one and in the main chimes with the topics identified in the Interpretation Plan and Access Strategy especially 'Daily Life along the Frontier' and the 'Roman soldier'. While education provision for the topic is quite traditional, to support CfE the resources are more contextualised around 'Romans in Scotland' with a desire to use more Scottish resources. Experts can be used in an innovative way and there is potential for sessions to be technologically 'smart' in both primary and secondary schools.

The Education Officer at Callendar House described a new project with Laurieston Primary School in which the Arts Development officer is working with the Head teacher, a P4 class and a local artist. As part of World Heritage Day the children's work will be exhibited, a Roman herb garden made by the children will be opened, the artist will exhibit her own work and the children would deliver the Roman workshop to families on an Open Day.

During the interviews other examples of good practice were highlighted. For instance Bellahouston Academy in Glasgow made an excellent presentation on TAW at the World Heritage Conference in New Lanark in 2011.

Storytelling sessions developed from the Bellahouston Project which was supported by original characters researched from artefacts held at the Hunterian Museum. In the pilot the Hunterian Museum assisted pupils from Glendale Primary on a visit to Croy and Bar Hill and enabled them to 'dig' at the site and 'find' some artefacts which they were then able to collect virtually and see actually on display in the Auld Kirk Museum, Kirkintilloch. Good practice noted here was the innovative use of modern technology and the use of facilities and resources at both museums as a base for outdoor learning.

New resources are being provided on Glasgow On-line as part of 'Challenge Glasgow' – aimed at 3<sup>rd</sup> level of CfE. New TAW resources may be commissioned using storylines which provide a framework for primary teachers for CfE.

NMS who work to CfE guidelines contribute to the GLOW network (national intranet for schools) run by Education Scotland in particular to the 'Glow Meets' section. This is a type of video conferencing where pupils can dial into 'experts' e.g. curators at a site. NMS mentioned that CPD could be done this way which would be cost effective for teachers and the providers.

The Hunterian Director described the new collections, study and training facilities that would be available in the old Kelvin Hall, Glasgow (within walking distance of the University) in 2016. He hoped the Hunterian Museum displays would be used for research and the topic approach would be broad and creative, with the School of Education and DACE making full use of the galleries and the new Kelvin Hall facilities.

The Waterways Trust has some informal links with colleges through their volunteers. Cumbernauld College was involved in the Vital Spark Project which created interpretation panels on the Forth and Clyde Canal from Twechar, East Dunbartonshire to Wyndford in North Lanarkshire.

The Forth Valley College is the one nearest to TAW. Staff have been identified for further interview using the topic guide and the results are outlined in section 6 of this report. .

#### **4.5 Gaps in provision**

Interviewees overwhelmingly argued that an overall educational approach to providing resources for TAW should be undertaken, preferably coordinated by HS. In the short term it was suggested that education resources should be created from those currently available which would help market the potential of a TAW experience.

From the providers' perspective, it was agreed that the educational focus should be on Romans in Scotland and that the major gap in provision was the initial visual stimulus for the imagination which would encourage teachers and other groups to include TAW in their topic, visit a site or even to see the wall as interesting. This issue was also highlighted in previous research (*Space Unlimited 2009*). Primary schools mainly approach the topic from the point of view of Roman life and the Roman soldier. The context of Roman Scotland could provide for a much wider cross curriculum focus such as has been described in relation to Hadrian's

Wall education projects and can be investigated locally e.g. many of the soldiers came from different parts of the Roman Empire so multicultural and identity themes could be explored.

One or two interviewees talked about podcasts, virtual reconstructions and the aim to make on-site activities more interesting to get people out of school and for in-school virtual activities (e.g. smart board presentation) to encourage a visit to the site. There was a general demand for more resources in the form of an education pack or downloadable resources relating to TAW. While it is recognised that studies on TAW could support the history curriculum at all levels, other curriculum areas such as geography, film and media, and technology for example, had great potential to exploit the rich resources hidden in the sites themselves, the digital material – maps, drawings and visual images - and the stories related to the many artefacts in museums.

The interviewees commented that TAW needs to be marketed as an educational opportunity for groups other than schools - community and special interest groups and students at colleges and universities. Access such as cycle and walking routes would enable more people to access the sites and are a major focus for interest groups. Any published print or web material should be upbeat to enhance the site. Good quality photos, a white board presentation and animation of the major sites were some of the other resources mentioned.

Many interviewees highlighted the lack of a good website which would raise recognition and awareness of TAW. Most interviewees were very positive about the way Hadrian's Wall has been maintained and is promoted. Of particular note was the way its website includes local facilities and signposts to other interesting places to visit along the path eg castles, medieval churches, etc. All interviewees supported the timely implementation of the Action Plan of the IP&AS which would facilitate access by all groups and the potential for educational use.

#### **4.6 Partnerships**

Most of the providers interviewed recognised that sharing resources and working in partnership is the best way to promote the use of TAW to various audiences. Most of the current partnerships are within local authorities. For example Glasgow City Council (GCC) is keen to work with the Waterways Canal group which may be helpful for TAW at Balmuildy and nearby schools. Glasgow University partnership with the Hunterian Museum and the Computing Studies department has been successful in the past and new partnerships with the Museum Studies students and the DACE should also be fruitful.

Archaeology Scotland has collaborated with many other organisations across Scotland through their work and would welcome the opportunity to partner with other organisations in the creation of resources for TAW.

There is an existing five-year Helix project with Creative Scotland and Big Lottery Funding focussed on the redesign of the landscape between Falkirk and Grangemouth in which artworks are used to interpret the landscape on which TAW sits – an approach which compares with the German Limes who have used reconstruction as an interpretation tool.

TAW could tap into the local partnerships such as the Healthy Walks network, John Muir Trust, Kelvin Walkway, Gala Days, Scottish Archaeology Month and Open Days to attract interest. Interviewees were keen to promote TAW and its new status. They argued that a holistic approach to marketing TAW to all audiences should be taken and packaged for different audiences. They felt that the new status of the wall requires more marketing and promotion by HS and the local authorities in order to provide a consistency of approach and of product.

#### **4.7 Conclusions arising from the audit.**

The audit illustrates the range of resources across the TAW, where they are found and how they are used to serve a variety of educational purposes. It has explored the activity of community and interest groups as well as that in one University and three museums. It has highlighted the need for resources for schools and the demand for a website. The Scotinform interviews will explore these findings further with the identified audience groups. The main conclusions are:-

- The demand from local authority education departments is for resources (including digital resources) from which they can create packages for schools to support CfE. There are opportunities for schools to share these resources online.
- Museum education staff and cultural development officers are very aware of the CfE requirements and acknowledge the difference in materials/resources required for teachers engaging with primary and secondary school pupils. The resources required for secondary school classes is more time consuming, demands more expertise and requires keener scheduling than that of the earlier years.
- Programmes created for schools can be used for community groups, some of whom already make use of TAW for informal education activities. Similarly some students in formal education visit TAW on their courses.
- Partnership projects enable resources and stakeholders to come together with school pupils and bring the TAW to life but require external additional funding.
- Local authorities underlined the usefulness of a website to promote TAW for educational and other purposes. They saw this as a task coordinated by HS and externally funded.
- Improvements of site access and interpretation proposed by Interpretation Access and Learning Strategy group are key to the successful implementation of an education strategy.

#### **4.8 Recommendations arising from the audit.**

The creation of Education resources for primary schools focussing on a visit to TAW (either actual or virtual) should be a priority in the TAW Education strategy. There is potential for one local authority to take the lead in the development of a primary school package and for the structure and content to be adapted by the other authorities. Historic Scotland could work in partnership with and resource the lead local authority to complete this.

Of lesser priority is the roll out of CPD sessions in local authorities. Again a local authority or a national organisation could be designated the lead in creating a CPD package. Other

National organisations should contribute their expertise or their premises to the CPD sessions.

The Education Strategy should encourage Universities to research the use of artefacts and site visits for enhancing educational experiences and feed the results into TAW a long term educational strategy.

The Education strategy should encourage good communication tools among the partner stakeholders regarding educational activity and incorporate this into their action plan. We recommend the appointment of an HS Activity coordinator for the TAW for a limited time (eg 2/3 years) to manage for example the development of a website which could be used by all audiences. It is likely that external funding would have to be found.

## 5.0 Consultation with schools

### 5.1 Introduction

This section of our report details the findings from 23 telephone interviews conducted with schools in the five local authority areas.

Throughout this section, the term “respondents” refers to teachers who took part in the study. Tables of data from the consultation with teachers appear as Appendix 3 of this report.

### 5.2 Profile of respondents

Twenty-three schools across the five local authority areas took part in a telephone interview with 15 primary schools included in the sample, six secondary schools and two nursery schools.

Nine of the respondents based in primary schools were heads/deputy heads and three of the respondents in secondary schools were history teachers. The majority of respondents had been teaching for 11 years or more – with 11 of the 15 primary teachers having taught for that length of time.

### 5.3 Subjects taught

Primary and secondary school respondents were asked which subjects, from a prompted list, they taught. Respondents were most likely to teach local history and less likely to teach outdoor learning.

- A total of 18 respondents were teaching local history: 13 primary school teachers and five secondary school teachers.
- 13 respondents were teaching “The Romans” – all primary school teachers
- “Romans in Scotland” was being taught by 12 teachers: 10 primary school teachers and two secondary school teachers
- 12 teachers were teaching pupils about the environment – nine primary school teachers and three secondary school teachers
- Citizenship/national identity was being taught by 11 teachers – six primary and five secondary school teachers
- 11 teachers were involved in outdoor learning – seven of these were primary school teachers and three were teaching secondary school pupils.

In nursery schools, pupils were most likely to “study” curriculum based subjects during the transition period from nursery into P1. Five of the 21 teachers were delivering all six of the topics with which they were prompted whilst eight were delivering four of the six. Four respondents were delivering just one topic: of these four, one teacher was delivering the local history topic, one the citizenship topic and two were teaching their pupils about the Romans.

#### 5.4 Sources used to inform lessons

The BBC website was the resource most likely used by both primary and secondary teachers to inform their lessons: eleven teachers were using this as a source for lesson planning. Four teachers mentioned the Learning Teaching Scotland/Education Scotland website and three mentioned Glow and SCRAN.

The findings suggest, however, that there is a wide range of resources available to teachers with the following also mentioned during the interview programme:

- local library
- National Museums Scotland
- [www.romanscotland.org.uk](http://www.romanscotland.org.uk)
- Local authority website
- Activehistory.co.uk
- Bitesize
- Clanranald Re-enactment Group
- Community groups
- Croy Historical Society
- DVDs and television programmes about the Romans
- East Dunbartonshire Council supply topic boxes
- Hodden and Gibson publication
- Ian Stewart website.
- Auld Kirk Museum
- Local people with local knowledge
- Neil Oliver books on Scotland
- Scottish Waterways (who sent a centurion out to the school)

When asked whether they had sufficient resources available to them to inform lesson planning relating to the six topics with which they were prompted, the majority (18 of the 21), felt that there was. Comments regarding current provision of resources included:

*“There is a vast amount out there on websites.”*

*“A lot of sites are geared towards primary school children.”*

Other comments highlighted the need for resources which addressed current changes to Curriculum.

*“There could always be more Curriculum for Excellence resources.”*

*“To keep up with changes as in Curriculum for Excellence.”*

*“Things in line with the new curriculum.”*

*“New qualifications coming in. Going through a big change with Nat 4 and Nat 5.”*

## 5.5 School trips

### 5.5.1 Where respondents had visited

Edinburgh and Stirling Castles were the locations most likely to have been visited by teachers and their pupils, with five respondents each stating that they had visited one of the Castles. Four teachers had taken pupils to the Scottish Parliament and three to Scotland Street School and the Riverside Museum.

Venues mentioned by two respondents respectively included:

- Vikingar in Largs
- Summerlee, Coatbridge
- People's Palace
- National Museum of Scotland
- Hunterian Museum
- Bannockburn Heritage Centre
- New Lanark
- Kelvingrove Art Gallery
- Our Dynamic Earth
- Callendar House
- The Antonine Wall

One respondent respectively also mentioned Edinburgh Dungeons, Tall Ships, Burrell Collection, Burns Cottage, Glasgow Museum Resource Centre, Bothwell Castle, Dumbarton Castle, Mitchell Library, Kinneil Estate, Denny Tank, Kirk Museum.

The nursery school in North Lanarkshire had taken pupils into Glasgow to visit the Riverside Museum and Kelvingrove Art Gallery. The Falkirk based nursery school very seldom took pupils outwith the nursery environment.

### 5.5.2 Factors which influence choice of venue/location for a school visit

The QA Research Report 2005 reviewed at the project's outset, see page 10, highlighted that access, curricular relevance, support materials, familiarity with venue and onsite activities were key to encouraging school visits.

Cost was most likely to be mentioned, unprompted, by 13 of the 21 teachers as an important factor when selecting a venue/location for a school visit. Relevance to Curriculum and relevance/appropriateness for the age group they were teaching were also of importance, mentioned by nine and eight respondents respectively. Journey time/distance from school and transport were also factors which influenced school visits with "*appropriate facilities*" and "*facilities to suit all weather*" of less importance. It is interesting to note, however, that access to pre-visit and post-visit materials were not factors which were mentioned by teachers in response to this unprompted question.

Other factors taken into consideration when selecting a location for a school visit included:



*“Appropriate and educational workshop.”*

*“Indoor/outdoor space.”*

*“Artefacts.”*

*“Interactive.”*

*“That it’s organised.”*

When asked which of the factors mentioned was the MOST important when selecting a venue/location for a school visit, “*relevance to curriculum*” was the factor of most importance to teachers followed by “*cost*”.

For nursery teachers the issue of teacher/child ratio could be prohibitive to taking pupils outwith the nursery. One nursery school had a wide pool of parent volunteers who would assist with trips outwith the nursery but this was not the case for the other nursery school who took part in the study.

When piloting the questionnaire our discussions with teachers highlighted the importance of the inter-disciplinary potential of a school visit. Whilst none of the teachers within the interview programme mentioned, unprompted, inter-disciplinary potential as an important factor when selecting a location for a school visit. Once prompted with this factor all primary and secondary school respondents stated that it was important – 15 of the 21 stated that it was a “*very important*” factor.

One of the nursery respondents felt that inter-disciplinary potential was important especially in the transition period from nursery to primary. She felt that it was important that by the time pupils were in P1 they could build upon the skills they had started to learn at nursery.

## **5.6 The Antonine Wall**

The next section of the questionnaire sought to gather teachers’ views on TAW, whether they had visited and reasons for not previously visiting.

### *5.6.1 Visits to The Antonine Wall*

Ten of the teachers who took part in the survey had taken pupils to TAW. All four teachers based in Falkirk local authority area had taken pupils to the Wall but none of the teachers based in the North Lanarkshire local authority area had done so. This is most likely due to the easier access to the sites and facilities at Falkirk as opposed to those in North Lanarkshire. Eight of the primary school teachers and two of the secondary school respondents has visited TAW but neither of the nursery schools had taken pupils there.

Eight of the ten schools (six primaries and two secondaries) had combined their visit to TAW with a visit somewhere else. These “*other*” locations included Callendar Park, Kinneil Museum, Falkirk Wheel and the Hunterian Museum.

Nine of the ten respondents who had taken school pupils to TAW were satisfied with their visit – seven of the ten were “*very satisfied*” suggesting that it had been a positive school visit experience and the comments provided by respondents reflected this.

*“It has got better. Key points have pictures of Romans.”*

*“We learned about the slaves that were captured to build the wall.”*

*“The children can imagine beyond what adults can.”*

*“It helps the children understand what it was like.”*

*“There was an archaeologist there explaining things.”*

*“Personally very interested. In previous school ran a little archaeological group. A bit more to see at Bar Hill and Croy Hill.”*

### 5.6.2 Reasons for not visiting The Antonine Wall

The eleven primary/secondary schools who had not taken pupils to the Wall were asked why this was the case. The main reason for not taking pupils to the Wall were because it didn’t “*fit*” with what was being taught (mentioned by four of the 11 respondents) but the findings also suggest that a few teachers had little knowledge of what there was to see and/or thought there was not enough for pupils to see or do there.

## 5.7 Proposals for developments at The Antonine Wall

### 5.7.1 The Wall’s heritage status

Approximately two thirds of respondents (14 of the 23 interviewed) were aware that The Antonine Wall was a Frontiers of the Roman Empire World Heritage Site along with Hadrian’s Wall in England and the German Limes. Two of the eleven teachers who had visited the Wall were not aware of its status but five of the 13 who hadn’t visited the Wall were.

Fourteen of the 23 teachers stated that the status of the Wall would not impact on their likelihood to visit. Seven of the 11 respondents, however, who had not visited TAW stated that its status *would* impact on their likelihood to visit suggesting that the fact that the Wall is a Frontiers of the Roman Empire World Heritage Site should be more clearly communicated to schools to encourage visits.

### 5.7.2 Level of interest in proposals for developing school visits

A series of proposals relating to developing school visits to TAW were read out to respondents who were asked to state how interested they were in each of them. These proposals were linked to those which appeared within Historic Scotland’s Interpretation and Access Strategy for The Antonine Wall whilst others emerged from further discussion with the client group at the project’s outset.

All proposals were greeted with high levels of interest but of most interest to teachers were “guided tours given by Romans across the site” with 19 of the 23 interviewed stating that they were “very interested” in this proposal. Of less interest was “a tour of the Wall looking at nature/wildlife/local environment” although 15 of the 23 respondents stated they were “very interested” in this proposal.

**Table 5.1: Level of interest in proposals to develop school visits**

Base = all respondents (23)

	Very interested	Quite interested	Neither/nor	Not interested	Not at all interested	Don't know
	Number of respondents					
Guided tours given by Romans across the site	19	1	0	1	0	0
Opportunity to explore challenges faced by the Romans that are relevant to today's society	18	2	0	1	0	0
Exhibitions with interactive displays	18	2	0	1	0	0
Opportunity to met a Roman soldier	18	1	0	1	0	1
Interpretation to inform learning about Romans and how they lived	18	1	1	1	0	0
Helping pupils understand what the Antonine Wall would have looked like	18	1	0	1	1	0
Someone on site to tell you about how the Wall was built, why it was built, materials used etc	18	0	0	1	2	0
Meeting someone on site to talk about its archaeological importance	18	0	1	2	0	0
Opportunity for pupils to dress up as Roman	17	2	0	1	0	1
A visit to the Antonine Wall combined with a visit to local museums/attractions	17	2	1	1	0	0
A tour of the Wall looking at nature/wildlife/local environment	15	4	0	1	1	0

All fifteen primary schools stated that they were “*very interested*” in the following proposals:

- opportunity for pupils to dress up as Romans
- opportunity to explore challenges faced by the Romans that are relevant in today’s society
- exhibitions with interactive displays
- meeting someone on site to talk about its archaeological importance
- helping pupils understand what the Wall would have looked like
- someone on site to tell you about how the Wall was built, why it was built, materials used, etc

Five of the six secondary schools were either “*very interested*” or “*quite interested*” in the following suggestions regarding developing the site for school visits:

- opportunity for pupils to dress up as Romans
- opportunity to “*meet*” a Roman soldier
- guided tours given by “Romans” across the site
- interpretation to inform learning about Romans and how they lived
- opportunity to explore challenges faced by the Romans that are relevant in today’s society
- a visit to the Antonine Wall combined with a visit to local museums/attractions
- exhibitions with interactive displays

### 5.7.3 Facilities

All teachers were asked how important specific facilities, from a prompted list, were to them when visiting a site. “*Access to toilets*” was rated as “*very important*” by 21 of the 23 respondents with “*somewhere to go in bad weather*” rated as “*very important*” by 20 respondents. Eighteen respondents considered that “*somewhere to eat lunch*” was “*very important*” and 17 considered that “*a learning studio where workshops can be carried out*” was “*very important*”.

### 5.7.4 Learning materials

Twelve of the 21 primary/secondary respondents considered that learning materials/resources were relevant pre-visit, during and post-visit whilst eight respondents considered they were most relevant pre-visit. The findings highlight the important role learning materials play as part of an overall school visit experience despite the fact that they were not mentioned, unprompted, when respondents were asked what factors influenced their choice of school visit.

A list of proposed materials/resources linked to TAW were read out to all respondents who were asked which would be of interest to them especially in terms of context for learning. The majority of proposed materials/resources appeared of interest to teachers with the exception of “*the app for a smart phone*” with only five of the 23 stating that they were “*very interested*” in this option.

**Table 5.2 Levels of interest in proposed materials/resources**

Base = all respondents (23)

	Very interested	Quite interested	Neither/nor	Not interested	Not at all interested	Don't know
	Number of respondents					
Handling materials	20	1	1	1	0	0
Photographs and maps of the site – now and then	20	1	1	1	0	0
A 3d visual showing what the Wall looked like and what happens over time when it isn't taken care of	20	2	0	1	0	0
A dedicated Antonine Wall website showing what learning opportunities exist across the site	19	3	0	1	0	0
An app for the class smart board	19	3	0	1	0	0
Insight into the social history of the time in which the Wall was built, eg how people lived	19	3	0	1	0	0
A timeline from when the Wall was built	19	1	1	1	1	0
Access to experts eg archaeologists	18	3	0	1	1	0
Worksheets for pupils to use during the visit	12	5	5	1	0	0
Understanding what World Heritage status means and links with the other Roman Empire World Heritage Sites eg Hadrians Wall and Limes	11	6	3	1	2	0

Developing links with schools in the town where the other World Heritage Sites are located	10	6	4	1	1	1
An app for a smart phone providing information about the Wall	5	2	12	1	2	1

Whilst the response to all proposed materials/resources was very positive, of particular note is that all 15 primary schools stated that they were “*very interested*” in the following:

- insight into the social history of the time in which the Wall was built, eg how people lived
- handling materials
- photographs and maps of the site – now and then
- a 3D visual showing what the Wall looked like and what happens over time when it isn’t taken care of
- Five of the six secondary schools stated that they were either “*very interested*” or “*quite interested*” in the following proposals:
- insight into the social history of the time in which the Wall was built, eg how people lived
- handling materials
- photographs and maps of the site – now and then
- an app for the class smart board
- a 3D visual showing what the Wall looked like and what happens over time when it isn’t taken care of
- a dedicated TAW website showing what learning opportunities exist across the site
- worksheets for pupils to use during the visit

Nineteen of the 21 primary/secondary respondents stated a preference for materials/resources in online format with seven stating a preference for CD and five for hard copy. All six secondary school teachers’ preference was for online materials/resources with none of them stating a preference for materials/resources in either hard copy or CD format.

#### 5.7.5 Schools outreach programme

Eighteen of the 23 teachers were “*very interested*” in a schools outreach programme linked to TAW and four teachers were “*quite interested*” in this option. Only one teacher – from a secondary school – stated they were “*neither interested nor not interested*” in an Antonine Wall schools outreach programme.

When asked what format a schools outreach programme should take it was quite clear that teachers were looking for an interactive approach with suggestions including:

*“Visual input, hands-on with the children. Drama – dressing up.”*

*“Bringing it alive. A drama performance from someone who lived in that time – a Roman. Interactive not paper based.”*

*“Someone in character.”*

*“A performance with follow-up workshops. Something the children can get involved in.”*

*“The children get a chance to build a wall, interactive.”*

*“Show and tell, artefacts, interactive, someone talking about experiences of a Roman soldier.”*

*“Experts in the field. Raising awareness of the history of the Wall and the importance of it in Scottish history.”*

*“A Roman soldier in uniform, also tools used to construct the Wall.”*

*“3D of the wall, talk to the children, something arty for them to do.”*

The idea of outreach – specifically Roman soldiers coming into the school – was well received by nursery teachers who felt that it was vital that any outreach was pitched appropriately at nursery age children.

*“You don’t want to scare or frighten them.”*

One teacher was particularly positive about the suggestion that links could be made with pupils at schools near Hadrian’s Wall and Limes.

*“Curriculum for Excellence would love this.”*

#### *5.7.6 Continuing Professional Development (CPD)*

Thirteen of the 23 teachers were “*very interested*” in CPD relating to TAW with six teachers “*quite interested*” in this suggestion but four stating they were “*neither interested nor not interested*”. Eight of the 15 primary school teachers and five of the six secondary school teachers were “*very interested*” in CPD relating to TAW.

#### *5.7.7 Level of interest in visiting The Antonine Wall*

Twenty of the 23 teachers stated that they would be likely – either very or quite likely – to take pupils to the Wall with nine of the 13 teachers who had not previously taken pupils to TAW stating that they would be either “*very likely*” or “*quite likely*” to visit. The findings suggest that proposed developments mentioned to teachers as part of the interview programme have generated interest in the Wall.

Comments regarding likelihood of visit confirmed the importance of the link between the subject being taught and the location for a school visit with seven teachers stating that the decision to visit TAW would be based on what subject/topic they were teaching. A further seven stated that the proximity of the Wall meant that they would visit again whilst four respondents felt that if the proposals suggested in the questionnaire were actually developed then the Wall would be somewhere they would take pupils.

*“Although it is on our doorstep (about a mile away), depends on Curriculum.”*

*“If everything we have just talked about is in place, also resources beforehand.”*

*“If all the things we have discussed come to fruition.”*

*“It depends on the teacher, not as prescriptive to themes as we used to be.”*

All 23 teachers stated that they would like to be kept informed of developments at TAW suggesting that this group has the potential to be a panel to inform resources/materials as well as developments at the site itself.

One nursery Head teacher whose school featured a part of TAW in its playground would welcome the opportunity to work with Historic Scotland and her local authority on a project which raised the profile of the school and its links with the Wall. She felt it would be beneficial to the local community and highlight to them the history on their doorstep. She also felt that it was a great opportunity to share the learning from such a project with other school pupils in the five local authority areas through which the Wall passed as well as schools in Germany and the North of England.

### **5.8 Conclusions arising from consultation with schools**

- The study has confirmed the findings of those from the QA Research Report 2005 (see page 10 of this report) which acknowledged the importance of access, curricular relevance, support material, familiarity with venue, onsite activities as being key drivers to influencing school visits to an external location.
- The consultation with teachers/head teachers has confirmed the necessity for all resources linked to lesson planning to be relevant to the Curriculum for Excellence.
- Schools tended to combine their visit to TAW with a visit elsewhere. Previous research conducted with schools by Scotinform has identified the importance of providing teachers with a “day package” for a school visit with a full day of activities including perhaps two locations or a half day visit offering a full morning or afternoon of activities.
- There were significant levels of interest in proposals for development at the site and materials/resources linked to TAW. The development of such proposals would ensure that TAW becomes a key school visit for those studying the Romans in Scotland as well as other topics linked to geography and technology. The range of proposed activities/resources/materials linked to TAW generated high levels of interest amongst



respondents demonstrating the potential for developing an education programme which meets the needs of primary and secondary school pupils. The development of visual stimulus linked to TAW would assist teachers in communicating the important role it played.

- Facilities at TAW, eg toilets, workshop area, were of interest to teachers but our interviews with community learning/special interest groups (see next section) highlight the opportunity to identify facilities at other sites/visitor attractions for use by those accessing TAW, eg Falkirk Wheel and Croy Miners, and these could be part of a “*package*” of information made available to teachers.
- A schools outreach programme linked to TAW was of interest to teachers specifically if it had an interactive approach – this was relevant to nursery, primary and secondary school teachers.
- The interview programme has brought TAW front-of-mind with teachers who had not visited the site or had not visited for some time. There was genuine enthusiasm for the proposed developments and materials with all teachers stating they would be interested in hearing further about plans for TAW. Contact details will be forwarded to Historic Scotland and its partners who should consider using this panel of teachers to inform the development of TAW’s education strategy.

## **5.9 Recommendations arising from the consultation with schools**

- The Curriculum for Excellence must be the key driver in the development of any school resources/materials for TAW with particular note made of the site’s inter-disciplinary potential. Learning materials were identified as being very important to teachers and these should be designed to be appropriate for pre, during and post visit to TAW.
- Historic Scotland and its partners should identify locations which could be combined with a visit to TAW – this may include, for instance, a visit to Callendar House and the Kinneil Estate for those visiting TAW at Rough Castle.
- Our study has highlighted that teachers access a plethora of material via the Internet to inform their lesson planning. A website which clearly signposts the following for schools should include:
  - a map detailing the full length of TAW and those parts which are still clearly visible and accessible to schools
  - TAW’s link with Curriculum for Excellence across different topic areas
  - what TAW would have looked like, in 3D format, when built and why it looks as it does now
  - what TAW can offer in terms of engagement for children at different educational levels
  - links to the other World Heritage sites

- Given the high levels of satisfaction amongst those teachers who had taken pupils to visit TAW, the opportunity exists for them to become ambassadors for the site providing testimonials for teachers yet to visit. These testimonials, highlighting the topics covered during the visit and its link with Curriculum for Excellence could be communicated via a schools section of TAW website and through any marketing materials distributed to schools.

## 6. 0 Further/Higher Education institutions

### 6.1 Introduction

Four depth telephone interviews were conducted with respondents in higher and further education establishments including a Professor of Roman Archaeology, a Senior Lecturer in the School of History, Classics and Archaeology, a Senior Lecturer in Environmental Sciences and a Deputy Principal. The Senior Lecturer in Environmental Sciences noted that a visit to TAW was not directly linked to his curriculum nor was it located on his side “*of the valley*”. For these reasons he would not include TAW within his lectures.

The interviews were facilitated by Scotinform using a topic guide which addressed the study’s key objectives.

### 6.2 Visits to The Antonine Wall

Sources of information used by participants at the Professor and Senior Lecturer in Archaeology to inform lecture planning tended to be published sources with some cynicism, from the Professor, about the accuracy of online sources. David Breeze’s book “The Frontiers of Imperial Rome” was mentioned as a source of information as well as Historic Scotland publications. It was noted that some of the available material was “*quite old*” and that there was always a challenge to find updated information. Both University participants regularly took part in excavations in the UK and overseas which informed their teaching and research interests.

The two University respondents who taught archaeology had taken students to Hadrian’s Wall and to TAW with each offering a very different visitor experience. The former gave students a sense of what the Roman frontier looked like with the latter requiring more imagination to understand the impact the Wall had in Scotland’s Central Belt. It was noted that overseas students tended to find Hadrian’s Wall more impressive but the fact that one Wall was made of stone and the other was not was a key factor addressed within the visits.

Croy Hill and Bar Hill were noted as the key areas of TAW visited by the University of Edinburgh students with each noted as being accessible by public transport.

The participants noted no issues with existing interpretation with a preference for a minimal number of panels rather than “*information overload*”. Key information to include within interpretation was:

- the site is a Frontier of the Roman Empire World Heritage Site along with Hadrian’s Wall and the German Limes
- the full extent of the Wall from the West to the East of Scotland
- why the Wall was built and with what materials

The Professor of Roman Archaeology would like to see a small area of the Wall rebuilt in order to communicate its size and its appearance.

### 6.3 Developments at The Antonine Wall

**Facilities:** The respondents perceived that there was no need for facilities at The Antonine Wall stating that the facilities at Falkirk Wheel were used by them when visiting Rough Castle, and that there were existing facilities also available at Croy.

**Reconstruction of the Wall:** the Professor and Senior Lecturer suggested that a reconstruction of a small part of the Wall “*would be advantageous*” as it would give visitors insight into the Wall’s appearance and structure. The idea of 3d imagery was of interest especially if it showed the Wall in the context of the Central Belt landscape then and now.

**Interpretation panels:** the interpretation with the areas visited by the student groups was felt to be “*sufficient*” with respondents noting that students tended to photograph them for future reference. Discussions highlighted the need to take into consideration that many students accessing TAW as part of their archaeological degrees did not speak English as their first language. This meant that they had problems initially with interpreting and understanding words such as “ramparts”.

**Website:** an Antonine Wall website would be of interest if it linked website visitors to “*valuable, relevant, accurate*” information. This was also where a 3d image of the Wall could be located.

**Collaboration with FE students:** The further education respondent expressed great interest in working with Historic Scotland to identify potential Antonine Wall projects for his students. It was noted that as part of Curriculum for Excellence within the further education sector, lecturers and students would welcome the opportunity to work on Antonine Wall projects which used and developed the skills they were learning, eg IT, tourism, civil engineering and creative industries.

### 6.4 Conclusions arising from consultation with HE/FE sector

- The consultation with representatives from the HE/FE sector has highlighted that TAW has a role to play in the furthering of students’ understanding of the Roman Empire in Scotland with its links to history and archaeology.
- Lecturers have identified those areas of TAW which they perceive as being the most accessible and providing students with the opportunity to gain insight into where the Wall was located and the landscape within which it sat.
- Existing interpretation at those areas of TAW visited by lecturers and students was sufficient for their needs. One lecturer, however, identified the need to take into consideration when developing interpretation that visitors and overseas students may not be able to understand some of the terminology used.

- A website which provided details of TAW was felt to be of interest as it provided the opportunity for students to see what the Wall would have looked like through 3D imagery. Lecturers registered their concerns, however, that any information relevant to TAW and available via a website should be accurate and relevant.

### **6.5 Recommendations arising from consultation with HE/FE sector**

- Lecturers and their students had also visited Hadrian's Wall and welcomed the opportunity to compare and contrast that site with TAW. They felt that the information and resources available for Hadrian's Wall were good and this should influence any development of a website linked to TAW.
- Identification of further/higher education courses for which TAW would have relevance would provide Historic Scotland and its partners with a potential audience for which resources could be developed to assist in lecture planning and project work.
- The findings highlight the role visual imagery would have in stimulating students' imagination and learning.
- Consultation with representatives in the FE sector identified the potential for projects with students through Curriculum for Excellence or Apprenticeships Schemes.
- There is potential for Historic Scotland and its partners to collaborate with FE students either through CfE or Apprenticeship Schemes etc. Reference was made to the stonemasonry training centre at Forth Valley College which provides Historic Scotland apprentices with the opportunities to learn traditional buildings skills and to gain insight into the building of historic sites such as TAW.

## 7.0 Community learning/special interest groups

### 7.1 Introduction

This section of our report details the findings from the 14 depth telephone interviews conducted with community learning/special interest groups.

### 7.2 Interests

The interviews highlighted how active community learning groups/special interest groups were, with activities usually led by members who had experience, knowledge and interest in a range of topics including history (local and national), archaeology, the environment and nature.

Groups tended to have regular meetings with guest speakers and group visits to places of interest. The special interest groups identified relevant guest speakers from other special interest groups or tapped into the knowledge within their membership, with a member speaking about a topic about which they were interested or in which they specialised. For example, Clydebank Historical Society's membership includes an archaeologist from the University of Glasgow and he, together with other archaeologists in the Society, delivers an annual archaeology lecture. External speakers mentioned by respondents included National Trust for Scotland, Historic Scotland and National Museums Scotland. Two Roman specialists were mentioned in relation to talks about the Antonine Wall: Geoff Bailey, the Keeper of Archaeology and Local Historian at Falkirk Museum, was mentioned by six participants as a Roman expert and someone whose knowledge of the Antonine Wall was "*impressive*" and Jim Walker, President of Glasgow Archaeological Society, who acted as a guide to the central section of the Wall for several local groups and societies.

The Croy Historical Society had the most frequent meetings: this group meets up twice a week at the Croy Community Centre to research the history of Croy, update archive material and update databases. They also run the display relating to The Antonine Wall in the Croy Community Centre.

Factors which influenced group visits were often linked to locations which were "*in the news*", eg the Riverside Museum, Dumfries House, or Robert Burns Birthplace Museum. It was noted, however, that a visit would often be somewhere which could be part of a two centre visit, eg a visit to the Robert Burns Birthplace Museum combined with a visit to Ayr. Summer walks were usually local (not involving any transport) and guided by a member or guest who had specific knowledge of the area/topic.

Accessing information/materials about a site pre-visit was often undertaken by key members of the group specifically those who enjoyed undertaking research and/or were particularly interested in the location identified as a potential group visit. Sources of information included SCRAN, National Library of Scotland and the archives at Callendar House. All participants felt that online sources of information were by far the most important for their members.

## 7.3 The Antonine Wall

### 7.3.1 Awareness and sources of information

All respondents were aware of The Antonine Wall and its importance in Roman history. All had visited the Wall but, in the main, as part of a visit to a specific area in which it was located rather than specifically to see The Antonine Wall. Archaeology and special interest groups noted their visits to Castle Cary accompanied by Geoff Bailey who took them around the area and talked about the history relating to the Wall. Walks in the central area often included The Antonine Wall, though usually as part of a wider visit eg along the canal or to Kinneil Estate.

Key sources of information about the Antonine Wall, identified by community learning/special interest groups within the interview programme, included:

- David Breeze's book "The Frontiers of Imperial Rome"
- Ann S Robertson's book, "The Antonine Wall. A Handbook to the Surviving Remains" which was revised and edited by Lawrence Keppie
- The Antonine Wall website, created by the Hunterian, and perceived as in need of development
- Archaeologists who are members of individual special interest groups. Dr Ewan McKay of the University of Glasgow is a member of the Clydebank Historical Society
- The Glasgow Story website, <http://theglasgowstory.com>, which features the Antonine Wall located within the Glasgow area
- archives at Callendar House
- SCRAN website
- National Museums Scotland Roman collections
- local archives/libraries

### 7.3.2 Visits to The Antonine Wall

Whilst the majority of respondents had visited The Antonine Wall, only two groups had visited in the past year. This was not due to any negative issues surrounding a visit to the Wall but rather that the community learning/special interest groups tended to include a wide range of visits to meet the interests of their membership.

Castle Cary, Croy, Bar Hill and Rough Castle were the areas identified as most accessible for those wishing to visit The Antonine Wall. The fact that in some areas there was very little to see meant that it was of less interest to some community learning/special interest members, whilst for others it was a positive factor as it made the visit "*different*" and the members felt they were learning at first hand from the person leading group, without the distractions of interpretation and signage.

### 7.3.3 Reasons for not visiting The Antonine Wall

As noted above, although most groups had not recently visited the The Antonine Wall, this was because of the range of interests of the group rather than a negative perception of the

Wall. Many groups mentioned that they would have a “Roman” topic once a year or once every two years, and that could include a winter lecture, a visit to a museum or a visit to the Wall. This frequency of visit was perceived as satisfying members who had a wide range of interests in other topics.

#### 7.3.4 Projects relating to The Antonine Wall

Community learning/special interest groups tended to be proactive in their approach to areas of interest to them including The Antonine Wall. Within this section of our report, we detail the projects mentioned by community learning/special interested groups which identify their role in ensuring awareness and history of the Wall is made known to residents and visitors:

**Milngavie and Bearsden Historical Society:** this Society’s membership includes Directors of Apo Typomata Arts who worked with local schools on a project about TAW entitled “Our Constant Neighbour”. Full details of the project can be found in the Examples of Good Practice section of our report. Apo Typomata Arts ([www.apotypomata.com](http://www.apotypomata.com)) conceived, designed, managed and ran the project and partners included Milngavie and Bearsden Historical Society, the 24th Glasgow Scout and Cub Scout Troops, Bearsden North Community Council, Ashworth Maps and Bill Wilkie, Lecturer from Glasgow University.

The success of this project and the invaluable connections made in the community, the in-depth knowledge of the subject and the great response from the local community has prompted the design of a bigger project about TAW including all schools connected to the Wall in Glasgow. The project is at the first stages of development.

**Friends of Kinneil** was created when the Bo’ness Museum was threatened with closure and local residents were concerned that there would be nowhere for visitors to go which provided them with interpretation relating to TAW. The Group created the Big Roman Week which started on 19<sup>th</sup> September 2011 and aimed to “*make people more aware of the heritage right on their doorsteps*”. The event started with “Meet the Romans” events at Callendar House Museum in Falkirk and Bridgeness Miners’ Welfare in Bo’ness. Other activities included:

- Walks along TAW
- Talks from historians
- Displays on the area’s Roman heritage
- Fun days in Bo’ness and at the Falkirk Wheel
- A showing of the comedy “A Funny Thing Happened on the Way to the Forum” at the Barony Theatre in Bo’ness
- A history walk from the Falkirk Wheel to Roughcastle

**Clydebank Historical Society** asked its local Council to keep the grass long around the remains of the Wall and a Roman Fort area located within Golden Hill Park. The longer grass serves as an outline for the Wall and Fort. The Society has worked with three local primary schools to plant wildflowers within the grass surrounding the Wall and Fort. The Society was in receipt of a grant of £1700 from its Council to prepare and erect interpretation panels relating to the Wall in Golden Hill Park. The Secretary of this Society has been



involved in the preparation of heritage trail leaflets which feature on the West Dunbartonshire Council website <http://www.west-dunbarton.gov.uk/arts-culture-and-libraries/arts-and-heritage/heritage/heritage-trail-leaflets/>. Heritage trail leaflets for the following areas have been produced and include, where relevant, mention of TAW. The Society liaises with the Head of Cultural Services at West Dunbartonshire Council with regards to the leaflets and it has been agreed that these will be reprinted.

- Clydebank
- Dumbarton
- Duntocher, Hardgate and Faifley
- Old Kilpatrick, Bowling and Milton
- River Leven

**Friends of Kelvin Valley** has received funding for two Antonine Wall projects:

- Leader funding (with North Lanarkshire Council) of £40,000 for 12 kissing gates along the line of the wall and a Roman soldier at Castle Cary (2010)
- £12,000 funding from the local authority for signage and seating in Kilsyth Village and guided walks along TAW (2012)

**Bo'ness Community Council** has arranged for a replica of the Bridgeness Slab (found in 1868 and now in the National Museum of Scotland) to be placed near the site it was found. The Community Council has filmed the process of laser scanning the original slab and cutting the replica and has also devised an interpretation panel which will be placed next to the slab.

#### *7.3.5 Developments at The Antonine Wall*

Most community learning/special interest groups felt that developments to The Antonine Wall should not include the building of facilities; they stressed the importance of signposting visitors to the Wall to existing local facilities/locations, eg Kinneil Museum, Croy Community Centre, etc. It was felt to be entirely inappropriate to have new build located next to a historical site which, in some instances, was in need of care/maintenance.

*“Make sure the way to local toilets is signposted for instance at Callendar.”*

*“Make use of existing facilities such as those at Croy, Twechar and Castle Cary Hotel.”*

Responses to a range of proposed developments are described below. It should be noted that ' comments mainly related to their perceptions of developments that would encourage the general visitor/tourists rather than the specific needs of community and special interest groups.

**Signage:** The majority of respondents cited instances when they had been made aware that visitors to the area were unable to find where the Wall had been located. There was a need to improve existing signposting in order that the key elements of the Wall could be identified.

Current signage was described as “*variable*” with areas of The Antonine Wall in Falkirk and North Lanarkshire perceived as having better signage than in East and West Dunbartonshire.

Car parking also needed to be signposted to improve awareness and access.

**Interpretation panels:** There were mixed views on the quality of content and presentation of existing interpretation panels linked to the Wall. In developing interpretation at the site, it should be noted that too much text would be inappropriate but that detailing the start and finish of the Wall together with clear pointers to what could be seen at the relevant sites along the Wall were essential.

Participants recommended that interpretation needed to be addressed at Kirkintilloch and Callendar House as well as adding interpretation between Castle Cary and Falkirk/Kirkintilloch.

**Leaflets:** A few Councils and local history groups currently produce heritage trail leaflets (see section 3) and, in some instances, these have been reprinted, highlighting that they are well used. Respondents felt that these were useful to both local people and to visitors. It was suggested that these leaflets could highlight days/dates when events relating to The Antonine Wall would be taking place and when a ranger or guide would be available for guided walks. Any leaflet should contain maps which outline where the Wall was situated along the Central Belt. These leaflets should be available at local libraries, local tourist information centres and available to download from key websites.

**Website:** The majority of respondents were aware that the existing website had not been up-dated due to change in personnel at the Hunterian Museum: developing the site to ensure that it was up-to-date was described as “*essential*”. The Hadrian’s Wall website was perceived as “*best practice*” as it not only provided information about the Wall but links to the local communities through which the Wall passed. This was a model which many participants favoured as it benefited local communities and highlighted other places of interest. Participants acknowledged, however, that the key challenge for the website was its ability to meet the needs of the different types of audiences eg pupils, teachers, archaeologists, historians, etc and those who may or may not have knowledge about the Wall and its history.

**Trail:** Many participants would be keen to see a trail which quite clearly signposted The Antonine Wall from its start in Old Kilpatrick to its end. In this way, the full impact the Wall would have had on Central Scotland could be clearly communicated.

**Guided tours:** whilst respondents acknowledged it would be inappropriate, given assumed visitor numbers, to have Rangers located at the Wall, it was suggested that specific dates/times when Rangers would be on site would encourage those with an interest to attend and find out more about the Wall from those who are most informed.

Note: our discussions with the Rangers Service in West Dunbartonshire highlighted the need to ensure that Rangers were well informed about the history of TAW if they are to act as guides.

Tours designed in conjunction with local history societies, archaeology groups, the Canals and Museums should also be developed. It was noted that Jim Walker of Glasgow Archaeological Society acts as guide on the Wall for societies and groups.

**Accurate research database:** had limited interest in suggestions that an accurate research database could be created. They were keen to access information in their own way and part of the enjoyment of doing this was finding links/websites at their own pace.

**Reconstruction of the Wall:** some form of visual image/digital animation which clearly communicated how the Wall would have looked in Roman times would, it was felt, be beneficial especially to school and visitor groups. This could be a 3d image created by computer graphics and displayed on leaflets and on a website. A few participants, however, suggested that building a small part of the Wall would be of interest to illustrate the height of the Wall and the materials used to create it.

**GPS apps:** a GPS app for a smart phone would provide visitors with information highlights where artefacts were found and parts of the Wall were visible. In conjunction with this, a junior app could be created for school parties.

#### **7.4 Conclusions arising from consultation with community learning/special interest groups**

- Our study has identified a number of active community learning/special interest groups who are well informed about TAW and, in some instances, work with their local community and Councils to inform developments on those areas of the Wall which feature in their neighbourhood. The study has highlighted the opportunity to work with these groups to increase awareness of TAW and to develop projects with which different audiences can engage.
- Within the community learning/special interest groups there exists a wealth of knowledge about TAW and Roman history, archaeology. Historic Scotland and its partners should tap into this knowledge to ensure that it is shared widely, particularly with school groups.
- Respondents were not keen on the idea that facilities should be created along the Wall. Their preference was that links with existing facilities were created e.g. Croy Miners and Falkirk Wheel.
- Facilities at TAW were also of interest to teachers but our interviews with community learning/special interest groups highlight the opportunity to identify facilities at other sites/visitor attractions for use by those accessing TAW, eg Falkirk Wheel and Croy

Miners, and information about these could be part of a “package” of information made available to teachers.

- Respondents could not identify any gaps in existing information provision with their members enjoying researching specific topics. Their preference was that Historic Scotland and its partners focussed attention on ensuring that the Wall was well signposted and that leaflets/trails were created to encourage visits.

### **7.5 Recommendations arising from consultation with community learning/special interest groups**

- The opportunity exists to create channels of communication through which community learning and special interest groups can share information and good practice with schools. This could be achieved via a TAW website highlighting case studies and links to local community learning and special interest groups.
- Community learning and special interest groups registered their concerns that there is insufficient signposting for TAW making it difficult for those seeking the site and making it unlikely that visitors would come across the Wall during a day out. Consideration should be given to the development of signposting for the key sites of TAW which are the most accessible.
- Community learning and special interest groups could provide the resources and individuals required to deliver outreach relating to TAW within schools. Their knowledge and enthusiasm of local history and TAW would provide excellent lessons for primary and secondary school children.
- There are opportunities for increasing the role of community learning and special interest volunteers to deliver the history of TAW to groups actually visiting the site. Training may be required to ensure that volunteers deliver the history of TAW in a way appropriate to the schools groups with whom they are engaging.
- Community learning and special interest groups should be consulted in developing interpretation and activities at TAW as they have significant knowledge of the Wall at a local and national level.
- The leaflets produced by community learning and special interest groups are well received and provide the background to TAW in key locations throughout Scotland. Efforts should be made to “join up” these leaflets thereby telling the story of TAW in its entirety. These leaflets should be available to download via a TAW website and through key local venues such as libraries.

## **8.0 Triggers and barriers**

We have identified a number of physical, emotional, intellectual and financial triggers and barriers which an education strategy should address in prioritising an action plan. A SWOT analysis of TAW as a site for educational use is contained in Appendix 4.

### **8.1 Triggers**

#### **Emotional**

- The achievement of World Heritage status for TAW raised awareness of the significance of the site and acted as a trigger for local authority activity.
- A site of such historical note and heritage status based in Scotland can raise pride and self esteem and stimulate the imagination and motivation for learning.

#### **Intellectual**

- The implementation of CfE in all school sectors and further education colleges. The TAW presents many opportunities for pursuing study of different subjects - english, mathematics, expressive arts and environmental studies - as well as cross-curricular activities using learning tools such as storytelling, poetry, art drama, photography, writing and filmmaking.
- Availability of a wide range of resources especially those in museums, RCAHMS and Scran. Museums have excellent links with schools and run programmes designed for CfE. Scran enables teachers to share resources.
- Looking at examples of good practice can be a trigger for new ideas and innovation.

#### **Physical**

- The improvements to sites thus far and the potential to share facilities at sites.

#### **Financial**

- Potential to attract new funding because of world heritage status.

### **8.2 Barriers**

#### **Physical**

- Across Scotland there is a wide variety of places for schools to visit which have a more established educational offer and better facilities for groups than TAW.
- Lack of access and facilities at some sites

#### **Intellectual**

- TAW competes with Hadrian's Wall which presents the same heritage and is a stronger site with a much higher public awareness
- Lack of skills of users groups. Most of the sites are difficult to make meaningful sense of without the benefit of archaeological or other expertise.

- Some resources are not well known or the information is in such a form that would be a barrier to learners
- Lack of awareness of knowledge of location of the sites and how to get there
- Lack of activity for users at sites. CfE requires pupils to be engaged in their own learning so appropriate 'hooks' are required for their learning. Adult learners also have a variety of learning styles.
- The lack of an educational website presents a barrier to the sharing educational resources, especially across schools, and also contributes to the lack of awareness of the sites and of TAW in general

### **Emotional**

- Loss of momentum following the FREWHS award
- Perception by schools that visits would be unsatisfactory due to lack of facilities or activity
- Perceived lack of leadership in implementing the strategy

### **Financial**

- The management of TAW is complex and in times of budgetary constraint, participating authorities and organisations may prioritise other projects
- Lack of funding to roll out examples of good practice. It is important to look at the sustainability and 'value for money' of projects. There have been some exciting projects but these are mostly 'one offs' and resource intensive.
- Lack of investment in the use of modern technology to establish TAW in the minds of educational groups e.g. in establishing a website to improve communication, share good practice and download classroom resources.

## **9.0 Examples of good practice**

During our research, examples of good practice were found to be occurring in many partner organisations and in all local authorities especially where schools and museum work together and sites are available nearby. For example the website for Falkirk Community Trust which has responsibility for museums enables schools to find out about the workshops for heritage learning at TAW at Callendar House and Kinneil Fort before they visit.

<http://www.falkirkcommunitytrust.org/heritage/learning/resources-for-schools/romans-antonine.aspx>

Some examples of partnerships which could serve as a model of good practice from other projects were put forward. For example the Young Apprenticeship Scheme might be appropriate for some projects e.g. apprentices will be used in the restoration of the Vulcan, launched in 1819 as the first all iron-hulled vessel to be built, which is presently in disrepair at Summerlea Heritage Centre.

Similar examples of good strategies for community engagement projects which were recommended are the Lincolnshire Heritage at Risk and Scapetrust projects. These projects are about showing people in communities and interest groups how to record, and then make public, information about buildings or places at risk in their own local environment. They provide a model of practice which could be transferred to TAW sites.

The following are three examples that emerged during the research, two of which work across local authority boundaries and were led by national organisations and one which was community led within an authority and was cross-generational. They provide models of good practice which give food for thought and could be replicated in whole or in part by other groups.

### **9.1 Village Storytelling Centre: Dec 2010 – Feb 2011**

In late 2011 and early 2012 Historic Scotland commissioned the Village Storytelling Centre in Pollok, Glasgow to deliver and manage a project with two Glasgow schools, one primary and one secondary, with support from the Hunterian Museum and Glasgow City Council. They were asked to employ storytelling and story making as methods for engaging primary and secondary school children with the history of the Antonine Wall.

An initial aim had been to involve ten S6 pupils from the secondary school together acting as mentors to a class of P5/6 pupils from a primary school to develop and hone their storytelling skills, helping them to shape and share their stories of the Antonine Wall. However due to the timing of the project which clashed with an exam period for the secondary pupils, the latter were unable to be as closely involved as had been anticipated. Feedback recommends that a more favourable time for primary/secondary class projects would be April/ May or August/ September .

The underlying context for the project was a study of cultural identity – who are we? To support this aim the project explored the multi-cultural history of the Antonine Wall's

inhabitants by focusing upon developing the 'stories' of five 'characters' about whom there is some historic evidence.

The project was delivered by Storyteller Joanna Borgs and managed by Vanessa Paynton, Co-Director of the Village Storytelling Centre. An artist was employed to help the children visualise the characters.

The schools involved were Glendale Primary and Bellahouston Academy, from Glasgow.

Ten two hour sessions took place over the course of January and February with a final session observed by parents where the P5/6 told their stories with expression to P1. A final performance was given in the City Chambers in Glasgow and also a presentation in Edinburgh Castle to members of the Limes group and Fiona Hyslop MSP.

Prior to the Project the class had visited Croy Hill and Bar Hill and the Auld Kirk Museum, Kirkintilloch with a member of staff from the Hunterian Museum. This staff member acted as a source of expertise to staff and pupils throughout the Project. On the visit they had used i-pods to 'dig' at the site and 'find' some artefacts which they were then able to collect virtually and see actually on display in the Auld Kirk Museum, Kirkintilloch and/or the Hunterian Museum. This latter pilot is now being developed by University of Glasgow and the five local authorities as part of the Minerva Project.

A full evaluation from the Storytelling Project is available at Appendix 4

## **9.2 "Our Antonine Wall" as part of the RCAHMS Programme 'Treasured Places' March 2009**

*Treasured Places* ran from September 2007 to May 2009 and was a community workshop programme delivered in 10 areas across Scotland. The workshops allowed participants to explore their own historical and cultural heritage through creative interpretation of RCAHMS archive material with artists and RCAHMS specialists.

Over the weekend of 27 - 29 March 2009 young people from Falkirk Young Archaeologists Club and Kersiebank Youth Group were invited to explore the history of the Antonine Wall and experience it in its modern context in order to create their own photographic interpretations. The workshop was designed to facilitate the generic learning outcomes (GLOs) identified by the *Museums Libraries Archives 'Inspiring Learning for All'* (ILFA) framework and to connect with *Curriculum for Excellence*, aimed at enabling all young people to become '*successful learners, confident individuals, responsible citizens and effective contributors*'.

Resource specialists were Kathleen Little, Photographer and Workshop Leader, Geoff Bailey, Falkirk Council Archaeologist and the RCAHMS Treasured Places Team

*The workshop provided the children with a more detailed insight into the scale of the wall and the different aspects still visible today.* Linda, Young Archaeologist Leader

Full account of the activities is given at

<http://www.treasuredplaces.org.uk/workshops/central.php>



### **9.3 Our Constant Neighbour Jan 2010:**<http://www.ourconstantneighbour.org.uk/>

Our Constant Neighbour is an arts and heritage project for the community of Bearsden, East Dunbartonshire, centred on local schools and led by Castlehill Primary School which lies adjacent to the line of the Antonine Wall and is named after the nearby hill which is the site of a Roman fort. The Project celebrates the presence of the UN World Heritage Site in the midst of the community. The Wall is a starting point to explore the heritage of the area from Roman times to the present day and how the area has developed and changed.

These topics are an opportunity to reflect on what heritage means and signifies today: change and continuity, borders and barriers, our place in a wider world. By progressing to creative work around these ideas, the project addressed aspects of both the social studies and expressive arts agendas of the Scottish Curriculum for Excellence and embodied an interdisciplinary approach encouraged by Curriculum. The approach included studying maps and with the help of a cartographer discussing ideas of land division and neighbouring concepts. On the topic of communication, the project looks at communication methods of the Roman soldiers on the Wall and pupils discussed sending signals and present day communication and distances.

Castlehill Parent Council secured Heritage Lottery Funding and support from Bearsden North Community Council for the project. Castlehill Primary took part in a series of workshops and activities leading to the Celebratory Event. All pupils in the school were involved in the project - from Nursery to Primary 7 and the Language Resource Centre. Other local primary school pupils and members of local youth groups took part in a variety of activities organised by the Parent Council in conjunction with Apo Typomata Arts, a locally based arts group.

The project was not just for school children and attracted support from local groups and individuals including the Milngavie and Bearsden Historical Society, the 24<sup>th</sup> Glasgow Scouts as well as East Dunbartonshire Libraries.

Activities included a siege engine competition for local schools and youth groups, a photo competition for 5-12 year olds and an exhibition and celebratory event. The celebratory event was held in a local church hall at the end of March and soldiers of Legio VIII Augusta, a re-enactment group, brought the Roman past to life. The event featured presentations of work by children from the Castlehill Primary, with contributions from classes at Mosshead, Bearsden, St Andrew's and Killermont primary schools and a showcase of heritage and arts activities the children had been working on. Cubs and Brownies were also represented. Also featured was the final of a Roman war machine competition – children (with some adult help) demonstrated their skills in making and firing model Roman siege engines.

All the learning and teaching materials generated by the project are held in a Resource Centre at Castlehill Primary and is available to the schools in the area and further afield. Part of the project was a mail out to all schools in the Glasgow area with connections to the Wall to let them know about the project, the outcome and the Resource Centre.

## **10.0 Recommendations.**

A number of recommendations from providers and audience groups have been identified at the end of each section. In summary they are

### **10.1 Key recommendations from the review and audit**

- An overall educational approach to providing resources for TAW should be undertaken with HS providing the leadership and some finance to make this happen.
- The commissioning of a website for TAW of which education could be a microsite.. All groups had an awareness of the importance of marketing and the potential usefulness of a good website not only to signpost to other relevant websites but for the sharing of TAW experiences/visits.
- Learn from the experience of Jurassic Coast and Hadrian's Wall in benefitting the local area by doing joint promotions via website, e.g. if you visit here's where else you can visit and here is where you can eat, drink etc.
- There should be more partnership working to create projects that can attract funding, enable the sharing of expertise and resources and meet needs.
- In the short term it was suggested that education resources should be created from those currently available which would help market the potential of a TAW experience.
- A coordinator be appointed to ensure coordination of developments in a communication network such as website and leaflets, creation of resources for schools and opportunities to make TAW known along its geographical stretch at event and sites which can be complementary and which will reach communities and special interest groups.

### **10.2 Key recommendations emerging from our consultation with schools**

Curriculum for Excellence should be the key driver in the development of any school resources/materials for TAW, with particular note made of the site's inter-disciplinary potential and support for outdoor learning

- Material relevant to CfE is essential and the wording/terminology used within CfE should be mirrored in any resource material created for TAW
- The following materials/resources were highlighted as of interest to schools to encourage visits to TAW, to bring it alive onsite and in the classroom:
  - Visual images that capture the imagination are particularly relevant for younger children. The idea of a 3d image of the Wall was very well received as it allowed pupils to see its height, length and the materials with which it was built.
  - Increase in on-site activities, eg meet a Roman soldier, an insight into what it was like to live next to the Wall
  - Highlight the most accessible parts of the Wall and provide information of how to get there
  - Access to downloadable resources for use pre, during and post visit to TAW
  - Development of an app for the class smart board

- Training on using archaeological evidence was of interest to school teachers as it provided pupils with the opportunity to have a hands-on experience.
- CPD on using TAW was well received and provides the opportunity to ensure teachers are well informed about the site, the facilities and the value it can bring to the learning experience.
- Opportunities to share good practice and work with schools not only across the five local authority areas but with schools based near Hadrian's Wall and the Limes.
- Whilst schools would welcome facilities, eg toilets, on site, the interviews with other key users suggested that signposting to facilities near to the key areas of the Wall would be appropriate.
- Providers recognise the importance of the interdisciplinary nature of a topic and there is potential to clearly communicate within resource materials how a visit to TAW can deliver the key elements of TAW.
- To capitalise on the trend for the wider use of technology an app (or equivalent) for use with an interactive white board or handheld device could be used to download images which schools could combine with their own images and make an output which meets the Literacy agenda and promotes pupils working together.

### **10.3 Key recommendations arising from the consultation with those in the FE/HE sector**

CfE also has a role to play in the further education sector and any materials/resources prepared for FE students should be developed with this in mind

- FE/HE students and their lecturers/professors are recognised as an important audience but many lecturers/professors are sceptical of the accuracy of information captured via the Internet. Any information made available to any audience, but specifically this audience, should be clearly referenced for authenticity.
- Apprenticeship schemes should be considered as part of the education provision specifically for FE students providing them with the opportunity to use the skills they are learning at the College, eg stonemasonry/HS at Forth Valley College.
- More prominence, for this audience, should be given to research into learning from artefacts and sites.
- Reconstruction of part of TAW as a visual learning resource would be of interest to this audience and help to communicate what the Wall was like when it was originally built and throughout its history.

### **10.4 Key recommendations from community learning/special interest groups**

- Community learning/special interest groups have a wealth of knowledge/experience which should be shared not only with other community learning/special interest groups but schools and visitors to the site.
- Our study has highlighted projects where community projects have acquired external funding to collaborate with schools on projects relating to TAW. These should be encouraged through local authorities and through a TAW website.
- Community learning/special interest groups did not perceive that they required further interpretation on the site but felt that it was necessary for visitors who were not as

well informed as them. Volunteers from these groups could assist with interpreting the site and for “talks and walks” with visitors.

- These groups also felt that on-site activities, including open days, should be encouraged along with visual stimulus of how TAW would have looked.
- Improved access to the site via signposting was perceived as crucial to encourage visitors. Community learning/special interest groups provided examples of visitors coming to an area to see TAW but not actually being able to find it.
- The community learning/special interest groups concurred with others with whom we consulted that a TAW website was required. The Hadrian’s Wall website was perceived as best practice as it not only provided information about the Wall but about the local communities which it ran through thereby assisting the local economy through promotion of places to eat/drink/stay.

The key recommendations to inform the education strategy are detailed or synthesised below:

### **10.5 Key recommendations for the education strategy.**

An Education Strategy should

1. Provide an overall framework of activity from which local authorities can choose to meet the demands of different groups in their area eg providing resources for schools; using community groups at sites as volunteer guides; apprenticeship schemes with FE colleges; ‘virtual’ archaeological digs; information leaflets for groups such as walkers and cyclists; facilities for students; gala days and events.
2. Encourage the TAW to be used for a variety of formal, informal and non formal educational activities, recognising the limitations of the sites and facilities, the important relationship between museum collections, 2-dimensional resources and the sites and the need to improve access and enrich the educational experience on site.
3. Put in place a coordinated action plan for production of education resources for schools in line with Curriculum for Excellence; a training plan for teachers and volunteers; and an improved communication network. Themes such as identity and conflict, already referenced in the draft Interpretation Plan and Access Strategy document, which examine the relevance today of our history and cultural heritage remain to be explored more fully in the context of TAW.
4. Aim to improve the TAW website so that it acts as a source of information, downloadable resources, information on facilities at sites and nearby to sites, a means of sharing of good practice and establishing a network of users. Hadrian’s Wall website is held up as a good example but TAW is a less well known site and has still to create a popular identity in the minds of the public. Such improvements will be determined by available funding.
5. TAW should be marketed and packaged to specific educational groups in a coordinated way by HS and the local authorities in order to provide a consistency of approach and of product. We would suggest a TAW e-newsletter for educational use

might be a first step in promoting this network and giving the TAW a marketing identity.

6. If no funding is available partners would have to prioritise their financial resources. In our experience the biggest education audience is primary schools and resources (including digital resources), facilities on site and marketing should all be targeted at this group. Other initiatives like training community groups to act as guides would enhance school visits and provide a enriched learning experience.
7. As a way of funding these recommendations HS and partner local authorities could explore the potential of a joint application to HLF to implement the education strategy and fund a coordinator who would take the actions forward.

## 11.0 Identification of funding resources.

In the current economic climate the cultural and heritage budgets of local authorities are under threat and some have already been reduced. It follows therefore that cooperation and partnership working could potentially enable costs relating to the development of educational use of TAW to be shared and to be applied more effectively.

The Heritage Lottery Fund has been shown to be a valuable supporter of community initiatives as has been shown in the *Our Constant Neighbour* project in East Dunbartonshire. Matching funding has come from the local authority which has different pots of money e.g. the Culture and Leisure Trust and Community and Area Councils. These smaller pots of money are useful for community projects and should be encouraged.

Programmes run by the larger stakeholder such as HS and RCAHMS are often funded externally from Heritage Lottery Fund Grant programmes, the Big Lottery and/or Foundation or Trust Funds such as Clore, Esmée Fairbairn or The Robertson Trust. Application to these funds can be time consuming and the aims and objectives of each programme must match the priorities of the external funding body. This underlines the need for continuing coordination and cooperation of national organisations and local authorities such as was seen for the FREWHS application. Care should be taken that larger projects should have a long shelf life and that the assets accrued should be made available to all partners.

The Scottish Government's heritage education travel subsidy is offered to schools throughout Scotland to encourage visits to heritage sites of national importance in support of Curriculum for Excellence and outdoor learning. It provides financial assistance with transport costs between the school and the chosen site for either teacher-led visits or for groups taking part in facilitated education programmes and full details are available on the HS website. Glasgow City Council has free bus transportation for schools through a scheme called 'Class Connections' which allocates a number of free outings to schools in the City.

Our research has shown that TAW has potential as a educational resource for a wide variety of audiences to encourage users to learn and experience their heritage, to reflect on their identity and to be creative about their future. The development of TAW as a site for educational purposes could form the basis of an application to the HLF either for a Your Heritage grant (up to £100,000) or a major grants application up to £2m for decision by HLF Scotland. This would enable partners to work together in a coordinated fashion, add value to the financial resources of each partner and put in place a long term strategy for a World Heritage site on the European and international stage.

An HLF grant for a coordinated approach is our preferred recommendation as an approach to fundraising. The application process can be as short as six months for a Your Heritage grant or almost 2 years for a major two stage grant. Work towards the writing of an education strategy can continue while the application is in progress as can audience development through the channels already established. The development of a brief for a website can be drawn up and fully costed so that the expectations of all partners of such a website are fully considered.

If this approach is not adopted, the implementation of an education strategy may be tackled in a phased way with different local authorities taking the lead in different parts of the action plan as has been suggested in section 4. The approach to seeking additional funding will be wider than simply education and could be packaged as part of regeneration agendas of the local authorities such as tourism, healthy living etc. This approach may give a more immediate stimulus to the implementation of an educational strategy but some energy may be lost unless robustly managed and coordinated.

## **12.0 Appendices**

<b>Appendix 1</b>	<b>List of interviewees</b>	<b>56</b>
<b>Appendix 2</b>	<b>Survey Questionnaire for schools.</b>	<b>58</b>
<b>Appendix 3</b>	<b>Data from Questionnaire for schools data</b>	<b>66</b>
<b>Appendix 4</b>	<b>SWOT Analysis</b>	<b>76</b>



## Appendix 1

### List of interviewees of organisations and personnel who provide educational experiences relating to The Antonine Wall

The following stakeholders have been interviewed

Ruth Barr	Quality Improvement Officer, Glasgow City Council Education Dept.
Kate Dargie	Heritage Officer, Dept of Regeneration Services, Glasgow City Council
Emma Webb	Senior Education Officer, National Museums Scotland
Frances Macarthur	Lead Officer, EDLC Trust, East Dunbartonshire
Lu McNair	Museum Officer, North Lanarkshire Council
Cat Knops	Education Officer, Archaeology Scotland
Jim Devine	Freelance Education Officer (formerly Hunterian Museum)
Steven Cole	Community Liaison Edinburgh and Lothian
Fraser Hunter	Senior curator, National Museums Scotland
Neil McLennan	President Scottish Association of History Teachers
Nick Morgan	Internal relations Officer, Education Scotland
Gillian West	West Dunbartonshire Ranger Service
David Gaimster	Director, Hunterian Museum, Glasgow
David Cruikshank	History/Heritage Gp, Lambhill, Glasgow
Gill Graham	Lib/Mus, Educ Services, West Dunbartonshire(WD)
Ann Louise Anglim,	Senior Officer Learning and Access, Libraries and Museums(WD)
Lynn Wells,	Depute Head, Kilbowie Primary School, Clydebank, (WD)
Peter Stott	Lead Officer, Arts/Heritage Trust, Falkirk District Council
Nikki Stevens	Museum Schools Officer, Falkirk District Council
Alan Muirden	Education and Outreach Manager, RCAHMS
Robin Turner	RCAHMS
Rebecca Jones	Senior curator (Roman specialist)
Jackie Sangster	SCRAN

### Special interest groups – depth telephone interviews

Bearsden History Group	Helena Koumbousiz
Bo'ness Community Council	Madeleine Hunt
Clydebank Local History Society	David Caron
Croy History Society	Seamus Coleman
East Dunbartonshire Council Rangers Service	Ian Ireland
Falkirk Local History Society	Anne Philip
Falkirk Museum	Geoff Bailey
Friends of the Kelvin Valley	Paul Carter
Friends of Kinneil Charity	Adrian Mahoney
Glasgow Archaeological Society	Jim Walker
Kirkintilloch and District Society of Antiquaries	Don Martin
Lennox Heritage Society	Jeremy Watson
West of Scotland Archaeological Service	Hugh McBrien
Young Archaeological Club	Katy Firth

**Schools: telephone interviews**

**East Dunbartonshire:**

Holy Family  
Twechar Primary  
Wester Cleddens Primary  
Bearsden Academy

**Falkirk:**

Bo'ness Primary  
Carronshore Primary  
Denny Primary  
Bo'ness Academy

**Glasgow:**

Cadder Primary  
Glendale Primary  
Wester Common Primary  
Cleveden Secondary

**North Lanarkshire:**

Dunrobin Primary  
Ladywell Primary  
St Aidans Primary  
Kilsyth Academy

**West Dunbartonshire:**

Aitkenbar Primary  
Barrhead Primary  
Goldenhill Primary  
Our Lady and St Patrick's High School  
Dumbarton Academy

## Appendix 2

### HISTORIC SCOTLAND /THE ANTONINE WALL TEACHERS' QUESTIONNAIRE

Name of respondent ..... Tel  
.....

Name ..... of ..... School  
.....  
.....

Post code ..... Email address  
.....

#### Classification

##### Type of school:

- Nursery
- Primary
- Secondary

##### Local authority area:

- East Dunbartonshire
- Falkirk
- Glasgow
- North Lanarkshire
- West Dunbartonshire

##### Position of interviewee

###### Secondary:

- Head of History
- Head of Social Studies
- Head of Modern Studies
- History teacher
- Social Studies teacher
- Modern studies teacher
- Other Please specify
- .....

###### Primary:

- Head/Deputy Head
- P1-P3 teacher
- P4-P5 teacher
- P6-P7 teacher
- Other Please specify
- .....

###### Nursery:

- Head
- Deputy Head
- Other Please specify
- .....

Good morning/afternoon. My name is ..... from Scotinform Ltd, an independent research company, working on behalf of Historic Scotland and its partners. Thank you for agreeing to take part in our study. Your comments will be vital in helping us to develop facilities and resources for schools visiting The Antonine Wall.

**SECTION ONE: SELECTING A DESTINATION**

**1. Which of the following do you teach? READ OUT LIST AND TICK ALL THAT APPLY**

- The Romans
  - The Romans in Scotland
  - The environment
  - Local history
  - None of the above
- ASK FOR RELEVANT CONTACT/S WITHIN SCHOOL. THANK AND CLOSE

**2. What resources (both online and published) do you currently use to inform your lessons? DO NOT PROMPT. MULTICODE POSSIBLE**

- Learning Teaching Scotland (LTS)/Education Scotland website
- Glow
- BBC website
- The Guardian's Motorboard blog
- TES Connect (Times Education Supplement)
- National Museums Scotland resources
- Roman Scotland website
- Hunterian Museum resources
- Local museum Please specify
- .....
- Local authority website
- Historic Glasgow
- Local library Please specify
- .....
- Other Please specify

**3. Where have you taken pupils on school visits relevant to the topic/s mentioned at Q1? WRITE IN RESPONSES**

4. **What factors are important to you when selecting a venue/location for a school visit?  
DO NOT PROMPT. MULTICODE POSSIBLE**

5. **And which of these factors is the most important? REMIND RESPONDENT OF THOSE  
MENTIONED AT Q4. ONE RESPONSE ONLY.**

	Important	Most important
Relevance to curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Cross-curricular potential	<input type="checkbox"/>	<input type="checkbox"/>
Relevant/appropriate for age group I am teaching	<input type="checkbox"/>	<input type="checkbox"/>
Cost	<input type="checkbox"/>	<input type="checkbox"/>
Journey time/distance from school	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation from other teachers	<input type="checkbox"/>	<input type="checkbox"/>
Access to pre-visit materials	<input type="checkbox"/>	<input type="checkbox"/>
Access to post-visit materials	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate facilities, eg toilets, lunch area, etc	<input type="checkbox"/>	<input type="checkbox"/>
Facilities to suit all weathers	<input type="checkbox"/>	<input type="checkbox"/>
Someone on site to engage with the pupils and tell them about the venue	<input type="checkbox"/>	<input type="checkbox"/>
Other Please specify	<input type="checkbox"/>	<input type="checkbox"/>
.....		
....		
.....		
.....		
.....		
.....		

6. **Do you feel you have sufficient resources available to you when preparing lessons relating to the topics mentioned at Q1?**

- Yes
- No
- Don't know

7. **What gaps do you feel there are in current provision?**

**SECTION TWO: VISITING THE ANTONINE WALL**

**8. Have you and/or your colleagues taken pupils to visit The Antonine Wall?**

- Yes GO TO Q10
- No ASK Q9
- Don't know/can't remember ASK Q9

**9. Why have you not previously taken a school group to The Antonine Wall? DO NOT PROMPT. MULTICODE POSSIBLE**

- Cost of travel
- Lack of time
- Don't know what's available there
- There's nothing to see
- Not enough for pupils to do there
- Doesn't fit with anything I am teaching
- Don't know where it is
- Journey time
- It's only a "good weather" location
- Other

Please specify

**NOW GO TO Q15**

**ASK Q10 OF THOSE WHO SAID "YES" AT Q8**

**10. Where did you visit along the Antonine Wall? READ OUT LIST. MULTICODE POSSIBLE**

- Bearsden Bath House
- Watling Lodge
- Croy Hill
- Rough Castle
- Bar Hill Fort
- Castlecray
- Seabegs Wood
- Don't know/can't remember
- Other

Please specify if "other"

**11. Did you combine your visit to The Antonine Wall with a visit elsewhere?**

- Yes ASK Q12
- No GO TO Q13

12. **With which other venue did you combine your visit to The Antonine Wall?**

**MULTICODE POSSIBLE**

- Callendar Park
- Kinneil Estate
- Falkirk Wheel
- Roman Park
- Hunterian
- National Museum of Scotland
- Auld Kirk Museum, Kirkintilloch
- Other

Please specify if "other"

13. **Overall, how satisfied were you with your visit to The Antonine Wall?**

- Very satisfied
- Quite satisfied
- Neither/nor
- Not satisfied
- Not at all satisfied
- Don't know

14. **Why do you say that? PROBE FULLY FOR REASONS FOR RESPONSE TO Q13**

### **SECTION THREE: THE ANTONINE WALL**

15. **Were you aware that The Antonine Wall is a World Heritage Site?**

- Yes
- No

16. **Does the fact that Wall has such status have an impact on your likelihood of visiting?**

- Yes
- No
- Don't know

**READ OUT TO ALL RESPONDENTS:** The Antonine Wall was built during the years following AD 142 and was the north-western frontier of the Roman Empire following a line 60 km from modern Old Kilpatrick on the north side of the River Clyde to Bo'ness on the Firth of Forth. As part of the development of the site, Historic Scotland and its partners want to ensure that it provides an educational resource for schools.

**17. I am going to read out some proposals regarding developing school visits to The Antonine Wall and would like you to tell me how interested you are in each of these? READ OUT LIST AND TICK ONE RESPONSE PER PROPOSAL**

	<i>Very intereste d</i>	<i>Quite intereste d</i>	<i>Neither/ nor</i>	<i>Not intereste d</i>	<i>Not at all intereste d</i>	<i>Don't know</i>
Opportunity for pupils to dress up as Romans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to "meet" a Roman soldier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided tours given by "Romans" across the site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpretation to inform learning about Romans and the way they lived	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to explore challenges faced by the Romans that are relevant in today's society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A tour of the Wall looking at nature/wildlife/local environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A visit to the Antonine Wall combined with a visit to local museums/attractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibitions with interactive displays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting someone on site to talk about its archaeological importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone on site to tell you about how the Wall was built, why it was built, materials used, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**18. In terms of facilities at the site, which of the following are important to you? Please rate your response on a scale of "very important" to "not at all important". READ OUT LIST AND CIRCLE ONE RESPONSE FOR EACH FACILITY**

	<i>Very intereste d</i>	<i>Quite intereste d</i>	<i>Neither/ nor</i>	<i>Not intereste d</i>	<i>Not at all intereste d</i>	<i>Don't know</i>
Access to toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somewhere to eat lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Somewhere to go in bad weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A learning studio where workshops can be carried out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. **When are learning materials/resources of most relevance to you, pre the visit, during the visit, or post visit? TICK ALL THAT APPLY. MULTICODE POSSIBLE**

- Pre visit
- During the visit
- Post visit
- All of the above

20. **Which of the following materials/resources would be of most interest to you? Please rate your response on a scale of “very interested” to “not at all interested”.**

	<i>Very interested</i>	<i>Quite interested</i>	<i>Neither/nor</i>	<i>Not interested</i>	<i>Not at all interested</i>	<i>Don't know</i>
A timeline from when the Wall was built	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Insight into the social history of the time in which the Wall was built, eg how people lived	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding what World Heritage status means and links with the other Roman Empire World Heritage Sites eg Hadrian's Wall and Limes in Germany	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing links with schools in the towns where the other World Heritage Sites are located	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Photographs and maps of the site – now and then	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
An app for a smart phone providing information about the Wall	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
A dedicated Antonine Wall website showing what learning opportunities exist across the site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worksheets for pupils to use during the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. **In what format do you prefer materials/resources? MULTICODE POSSIBLE**

- Online

- Hard copy
  - CD
  - Other
- Please specify if "other"

**22. How interested would you be in the prospect of the Antonine Wall coming to you, eg as part of a schools outreach programme?**

- Very interested
- Quite interested
- Neither/nor
- Not interested
- Not at all interested
- Don't know

**23. What format should an outreach programme take? PROBE FULLY: WHAT WOULD YOU LIKE TO SEE COMING INTO THE CLASSROOM, WHAT MATERIALS/RESOURCES, ETC**

**FINAL THOUGHTS**

**24. How likely would you be to take pupils to The Antonine Wall in the future?**

- Very likely
- Quite likely
- Neither/nor
- Not likely
- Not at all likely
- Don't know

**25. Why do you say that?**

**26. Would you be interested in being kept informed of developments at the Antonine Wall?**

- Yes                    TAKE FULL CONTACT DETAILS AND PREFERRED MEANS OF COMMUNICATION .....
- No
- Don't know

**THANKS AND CLOSE**

### Appendix 3

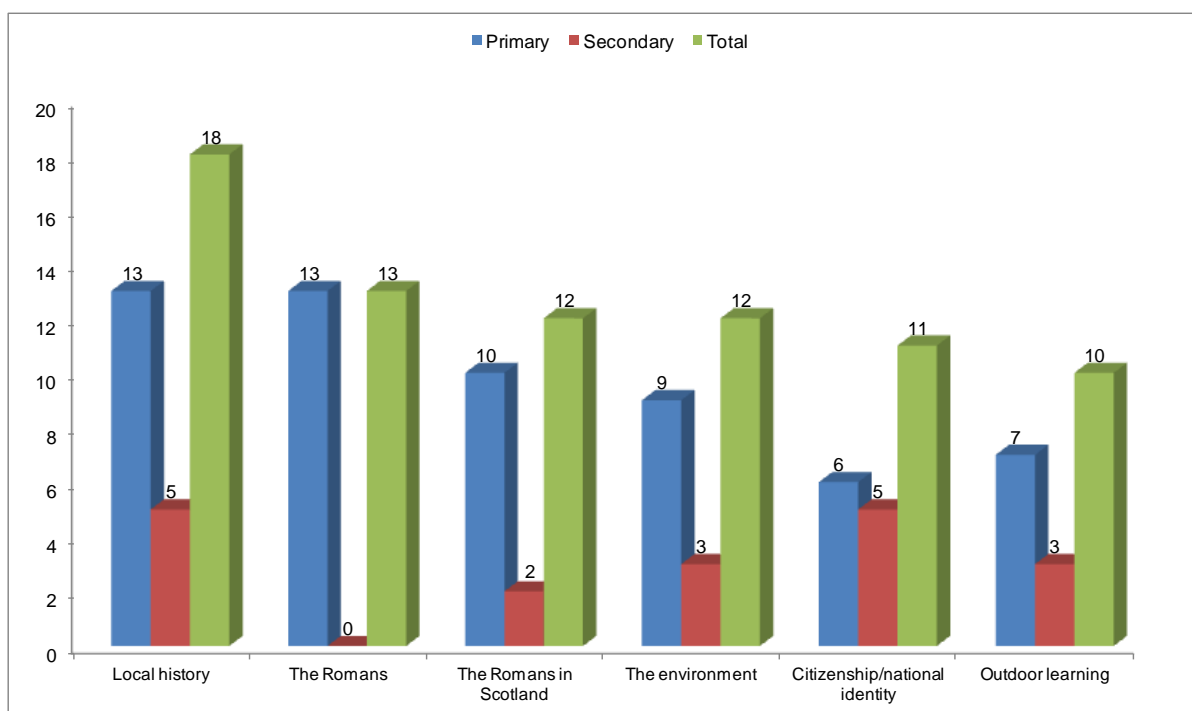
#### CONSULTATION WITH TEACHERS: TABLES OF DATA

**Table 1: Profile of respondents**  
**Base = all respondents (23)**

	Number of respondents
Primary	15
Secondary	6
Nursery	2
East Dunbartonshire	4
Falkirk	5
Glasgow	4
North Lanarkshire	5
West Dunbartonshire	5
Position: Nursery/Primary school	
Head/Deputy Head	11
Principal Teacher	4
P4-P5 teacher	1
P6-P7 teacher	1
Position: Secondary school	
History Teacher	3
History Teacher/Modern Studies Teacher	1
Head of Humanities	1
Social Studies Teacher	1
Length of time teaching:	
Less than one year	1
1-2 years	0
2-5 years	1
6-10 years	5
11 years +	12

### Chart 1: Subjects taught

Base = all primary/secondary respondents (21)



In nursery schools, pupils were most likely to “study” curriculum based subjects during the transition period from nursery into P1.

### Table 2: Sources used to inform lessons

Base = all primary/secondary respondents (21)

	Number of respondents
BBC website	11
Learning Teaching Scotland/Education Scotland website	4
Glow	3
SCRAN	3
Local library (Wishaw and Motherwell)	2
NMS resources	1
Roman Scotland website: <a href="http://www.romanscotland.org.uk">www.romanscotland.org.uk</a>	1
Local authority website	1

A range of other sources were mentioned by teachers including the following:

- Activehistory.co.uk
- Bitesize
- Clanranald Re-enactment Group
- Community groups

- Croy Historical Society
- DVDs and television programmes about the Romans
- East Dunbartonshire supply topic boxes
- Hodden and Gibson publication
- Ian Stewart Frozen website
- Kirk Museum
- Local people with local knowledge
- Neil Oliver books on Scotland
- Scottish Waterways (who sent a centurion out to the school)

**Table 3: Sufficient resources for informing lessons**

Base = all primary/secondary respondents (21)

	Primary	Secondary	Total
	Number of respondents		
Yes	13	5	18
No	1	1	2
Don't know	1	0	1

**Table 4: School visits**

Base = all primary/secondary respondents (21)

	Number of respondents
Edinburgh Castle	5
Stirling Castle	5
Scottish Parliament	4
Scotland Street School	3
Riverside Museum	3
Vikingar in Largs	2
Summerlee, Coatbridge	2
People's Palace	2
National Museum of Scotland	2
Hunterian Museum	2
Bannockburn Heritage Centre	2
New Lanark	2
Kelvingrove Art Gallery	2
Our Dynamic Earth	2
Callander House	2
The Antonine Wall	2

One respondent respectively also mentioned Edinburgh Dungeons, Tall Ships, Burrell Collection, Burns Cottage, Glasgow Museum Resource Centre, Bothwell Castle, Dumbarton Castle, Mitchell Library, Kinneil Estate, Denny Tank, Kirk Museum.

**Table 5: Factors which influence choice of school visit**

Base = all primary/secondary respondents (21)

	Primary	Secondary	Total
	Number of respondents		
Cost	8	5	13
Relevance to curriculum	6	3	9
Relevant/appropriate for age group I am teaching	5	3	8
Journey time/distance from school	4	2	6
Transport	3	2	5
Someone there to engage with pupils and inform them about venue	3	1	4
Appropriate facilities	0	2	2
Facilities to suit all weather	1	1	2
Inter-disciplinary potential	0	0	0
Context for learning	0	1	1
Recommendation from other teachers	0	0	0
Access to pre-visit materials	0	0	0
Access to post-visit materials	0	0	0

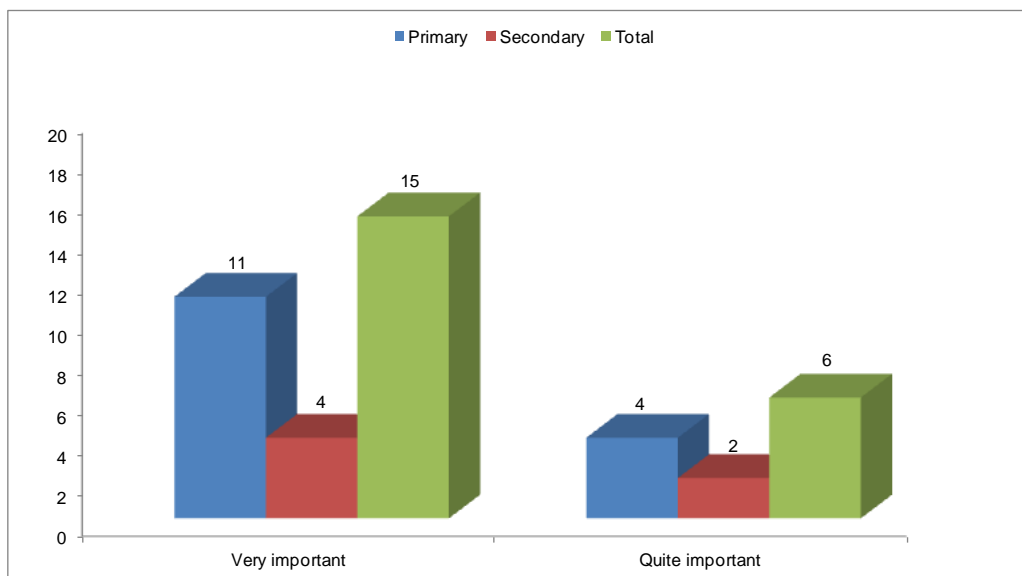
**Table 6: Factors which most influence choice of school visit**

Base = all primary/secondary respondents (21)

	Primary	Secondary	Total
	Number of respondents		
Relevance to curriculum	6	2	8
Cost	3	3	6
Journey time/distance from school	1	1	2
Someone there to engage with pupils and inform them about venue	2	0	2
Context for learning	0	1	1
Relevant/appropriate for age group I am teaching	0	0	0
Appropriate facilities	0	0	0
Facilities to suit all weather	0	0	0
Inter-disciplinary potential	0	0	0
Recommendation from other teachers	0	0	0
Access to pre-visit materials	0	0	0
Access to post-visit materials	0	0	0

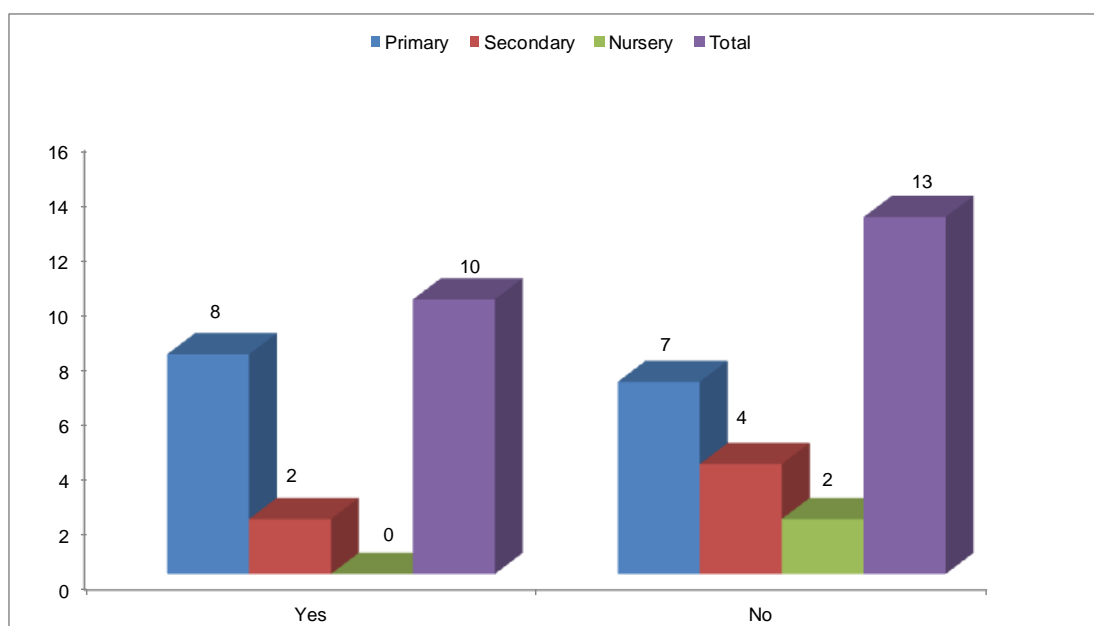
**Chart 2: Importance of inter-disciplinary potential**

Base = all primary/secondary respondents (21)



**Chart 3: Visits to The Antonine Wall**

Base = all respondents (23)



**Table 7: Satisfaction with visit to The Antonine Wall**

Base= those primary/secondary schools who had visited (10)

	Primary	Secondary	Total
	Number of respondents		
Very satisfied	5	2	7
Quite satisfied	2	0	2
Neither/nor	0	0	0
Not satisfied	0	0	0
Not at all satisfied	0	0	0
Don't know	1	0	1

**Table 8: Reasons for not taking school group to TAW**

Base = those primary/secondary schools who had not taken pupils to The Antonine Wall (11)

	Primary	Secondary	Nursery	Total
	Number of respondents			
Doesn't fit with anything I am teaching	1	3	0	4
Don't know what's available there	0	1	2	3
There's nothing to see	1	0	0	1
Not enough for pupils to do there	1	0	0	1
Don't know	2	2	0	4

**Table 9: Awareness of the Wall's status**

Base = all respondents (23)

	Nursery	Primary	Secondary	Total
	Number of respondents			
Yes	1	8	5	14
No	1	7	1	9

**Table 10: Impact of Wall's status**

Base = all respondents (23)

	Nursery	Primary	Secondary	Total
	Number of respondents			
Yes	1	6	2	9
No	1	9	4	14



**Table 11: Level of interest in proposals to develop school visits**

Base = all respondents (23)

	Very interested	Quite interested	Neither/nor	Not interested	Not at all interested	Don't know
	Number of respondents					
Guided tours given by Romans across the site	19	1	0	1	0	0
Opportunity to explore challenges faced by the Romans that are relevant to today's society	18	2	0	1	0	0
Exhibitions with interactive displays	18	2	0	1	0	0
Opportunity to met a Roman soldier	18	1	0	1	0	1
Interpretation to inform learning about Romans and how they lived	18	1	1	1	0	0
Helping pupils understand what the Antonine Wall would have looked like	18	1	0	1	1	0
Someone on site to tell you about how the Wall was built, why it was built, materials used etc	18	0	0	1	2	0
Meeting someone on site to talk about its archaeological importance	18	0	1	2	0	0
Opportunity for pupils to dress up as Roman	17	2	0	1	0	1
A visit to the Antonine Wall combined with a visit to local museums/attractions	17	2	1	1	0	0
A tour of the Wall looking at nature/wildlife/local environment	15	4	0	1	1	0

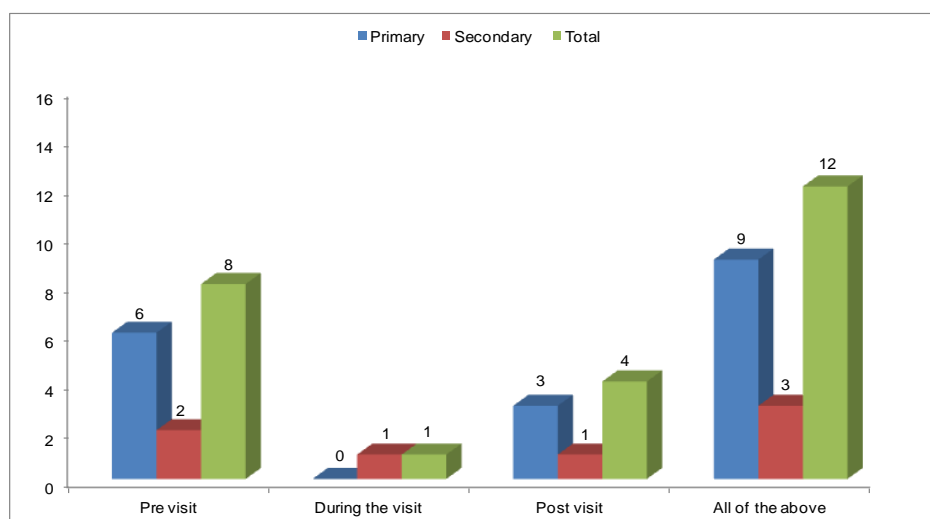
**Table 12: Facilities at The Antonine Wall**

Base = all respondents (23)

	Very important	Quite important	Neither/nor	Not important	Not at all important	Don't know
	Number of respondents					
Access to toilets	21	2	0	0	0	0
Somewhere to go in bad weather	20	2	0	1	0	0
Somewhere to eat lunch	18	1	3	0	0	0
A learning studio where workshops can be carried out	17	3	2	0	0	0

**Chart 4: Relevance of learning materials**

Base = all primary/secondary respondents (21)



**Table 13: Levels of interest in proposed materials/resources**

Base = all respondents (23)

	Very interested	Quite interested	Neither/nor	Not interested	Not at all interested	Don't know
	Number of respondents					
Handling materials	20	1	1	1	0	0
Photographs and maps of the site – now and then	20	1	1	1	0	0
A 3d visual showing what the Wall	20	2	0	1	0	0

looked like and what happens over time when it isn't taken care of						
A dedicated Antonine Wall website showing what learning opportunities exist across the site	19	3	0	1	0	0
An app for the class smart board	19	3	0	1	0	0
Insight into the social history of the time in which the Wall was built, eg how people lived	19	3	0	1	0	0
A timeline from when the Wall was built	19	1	1	1	1	0
Access to experts eg archaeologists	18	3	0	1	1	0
Worksheets for pupils to use during the visit	12	5	5	1	0	0
Understanding what World Heritage status means and links with the other Roman Empire World Heritage Sites eg Hadrians Wall and Limes	11	6	3	1	2	0
Developing links with schools in the town where the other World Heritage Sites are located	10	6	4	1	1	1
An app for a smart phone providing information about the Wall	5	2	12	1	2	1

**Table 14: Level of interest in visiting The Antonine Wall**

Base = all respondents (23)

	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	Number of respondents			
Very likely	1	11	2	14
Quite likely	1	2	3	6
Neither/nor	0	2	1	3

#### Appendix 4

#### SWOT Analysis: TAW as an educational resource:

Strengths	Weaknesses	Opportunities	Threats
A heritage site with some publicly acknowledged significance	Competes with Hadrian's Wall which presents the same heritage with a stronger site and much higher public awareness	There is substantial potential for raising general public awareness that a site of such historical note and with heritage status is based in Scotland	Attempts to raise public awareness oversell TAW as an attraction or resource.
A heritage site of established interest to academic and specialist interest groups	There is little awareness of TAW at present among the public at large	There is potential in expanding interest in the Roman history and archaeology associated with the site	
There are significant museum collections of artefacts associated with TAW	Artefacts associated with TAW are not displayed adjacent to the site	With appropriate information and encouragement, visitors to museum collections can be directed to TAW	
TAW site is spread across the whole of Central Scotland making it of potential interest to a large proportion of the Scottish population	TAW is physically scant along most of its length	It would be possible to mark key points of TAW to make the line more evident, and thus stimulate interest	
		The parts of TAW which have been physically obliterated by later development can be made known to local communities interested in local history, or even to individuals interested in the history of their	Possible future construction on parts of the site.

Strengths	Weaknesses	Opportunities	Threats
		own houses	
		Education users can be encouraged to use various imaginative means of responding to the history or heritage of the site	
At key points, TAW is adjacent to other distinctive features of Central Scotland eg the Forth and Clyde Canal	The Forth and Clyde Canal is a competing attraction for general interest groups	TAW can be presented as a complementary site to the Forth and Clyde Canal for general interest and school groups	
		Although the focus of educational interest in TAW is always likely to be history and archaeology, there is potential in developing interest in educational themes in geography. It would also be a rich focus for projects in literacy, expressive arts and media studies.	
TAW passes through and enriches the educational potential of a variety of natural and built environments	Current techniques in education which encourage the use of 'outdoor learning' and 'interdisciplinary learning offer a very wide choice of sites other than TAW where these can be practised	Worked out topics for particular sites along TAW based on the use of 'outdoor learning' and 'interdisciplinary learning' could be used to draw teachers to the site	
		Although the focus of educational interest in TAW is always likely to	

Strengths	Weaknesses	Opportunities	Threats
		<p>be history and archaeology, there is potential in developing interdisciplinary learning including geography, literacy, numeracy, expressive arts etc.</p>	
		<p>The vulnerability of the TAW site alongside its antiquity and significance offers opportunities to use it as a focus for discussions and projects about conservation and heritage</p>	<p>Much of the TAW site is vulnerable to various forms of developmental or environmental degradation</p>
<p>TAW is a WHS which brings status, some publicity and requirements on LAs and others to develop interpretation and access. This is already in process in the IP&amp;AS Action Plan.</p>	<p>These obligations do not come with additional funding</p>	<p>There are significant opportunities in linking groups who develop an interest in TAW with those learning from other WHS, especially FREWHS, sites.</p>	<p>Current economic climate</p>
		<p>WHS status should be an asset for funding</p>	
<p>TAW is owned/managed by a range of important national and local organisations who are brought together by WHS status</p>	<p>There are difficulties associated with so many authorities being involved in management of the site</p>	<p>These organisations make available impressive resources of expertise, personnel and money</p>	<p>Particularly in times of budgetary constraint, participating authorities and organisations may prioritise</p>

Strengths	Weaknesses	Opportunities	Threats
			other projects
<p>Many of the participating organisations have already invested resources in developing successful educational programmes linked to TAW</p>	<p>Individual education programmes are not linked and presented to potential users in a way that maximises access</p>	<p>These programmes can be a crucial first step in the development of an overall education strategy for TAW. They provide examples of good practice and they have already involved partnerships which should be able to move on to further programmes.</p>	<p>A fragmented approach to educational provision would limit TAW as a local, 'special project' resource</p>
<p>There is copious secondary information about the historical context of TAW</p>	<p>This is not currently easily accessible in formats appropriate to different education groups</p>	<p>Maps, historical texts, archaeological notes and photographs could be made available in a flexible format either on a single structured website or through links from a dedicated site.</p>	<p>Excessive or inappropriate information would be a barrier to learners</p>