

ENGLISH HERITAGE – THE FIRST 21 YEARS

Into the Future

Our strategy for 2005–2010

Simon Thurley *Chief Executive*

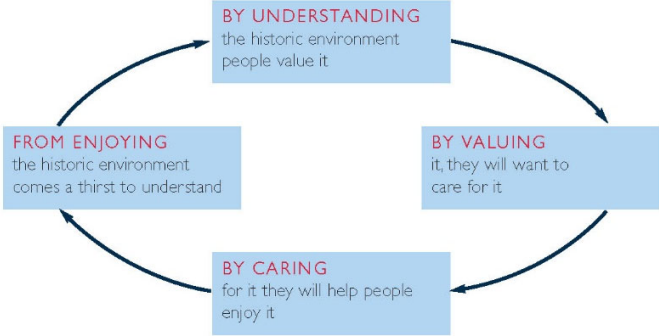
21 years after its foundation, English Heritage is committed to *Making the Past Part of our Future.*

Like that unlikely heritage hero Baldrick (Tony Robinson), English Heritage can now say with confidence that we ‘have a cunning plan’. Indeed a five-year plan to take us into the future. Such plans are commonplace for large organisations, but for English Heritage this presents us with some very real and tough challenges. It will mean that we have to continue to work in new ways relying more on partnership and strategic engagement, speed and flexibility, clarity and consistency of advice, commercial awareness and customer service.

The strategy is called *Making the Past Part of our Future*, which also describes what English Heritage’s mission is. Our aim is to create a heritage cycle where an increasing understanding of the historic environment leads to people valuing it more and as a consequence caring for it better. An environment cared for will be enjoyed, and enjoyment normally brings a thirst to learn more, thus completing the cycle.

OUR STRATEGY FOR 2005–2010

English Heritage exists to make the past part of our future. Our strategy is to create a cycle of understanding, valuing, caring and enjoying. For each part of the cycle we have adopted strategic aims. These are underpinned by a further aim – to make the most effective use of the assets in our care.



For each of the elements in the cycle we have adopted high-level strategic aims. The first is *to help people develop their understanding of the historic environment*. We regard this as an essential prerequisite to dealing with our built heritage, on the macro level as well as the micro. English Heritage will continue to make its own expert contribution to this, but will increasingly help others to do it for themselves. The second aim is *to get the historic environment onto other people's agendas*. We need to foster the recognition that the historic environment is a cross-cutting issue that affects many areas of policy and activity, not just a small box called heritage. Thirdly we need *to enable and promote sustainable change to England's historic environment*. Too often in the past conservation has been about stopping things from happening. We now see it as a process to enable change to take place that will give all parts of the historic environment a sustainable future. We need to practise this ourselves and help other people to do likewise.

Our fourth aim is *to help local communities to care for their historic environment*. Local authorities have the responsibility and powers to protect and enhance our national heritage. Many do it well; many also need the help and advice of a specialist organisation like English Heritage. We need to make sure our help and advice is available, appropriate and consistent. From the fourth part of the heritage cycle, enjoying, comes our fifth aim: *to stimulate and harness enthusiasm for England's historic environment*. The historic environment is one of the nation's favourite pastimes. We need to harness this enthusiasm for good, and stimulate it where possible amongst those who currently do not have access to it.

We also have a sixth aim, which is *to make the most effective use of the assets in our care*. English Heritage has considerable assets, not only £150m a year of taxpayers' money, but the sites and collections which are entrusted to us, our staff and our reputation for expertise. All these we need to use efficiently and effectively for the public good.

If I were to highlight any parts of the plan in terms of specific programmes there would be three that I would identify as being

particularly important. The Heritage Protection Review, which will lead to a White Paper in 2006, will fundamentally change the way protection is managed in this country. The pilot projects we are currently running will inform a new system that will be fairer, faster, more transparent and closer tuned to the needs of today. This system will be complemented by a suite of new conservation principles that English Heritage will adopt later this year and will start to promote and promulgate the year after. These will make it much easier for non-specialists to understand what conservationists are trying to bring about and easier to achieve consistency in recommendations and decisions across the country. Both of these major changes will influence our property development programme, a five-year multimillion-pound investment programme in our sites. The sites will become exemplars of these new ways of looking at heritage and managing it.

Plans and strategies need to be flexible and responsive and over the next five years we will be constantly reviewing progress and updating our strategy to make sure that it is the most effective response to the challenges facing England's historic environment. I am looking forward to working with staff and commissioners and leading English Heritage through the challenge of *Making the Past Part of our Future*.



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The **Vision for Learning** commits the Trust to:

- Becoming an organisation dedicated to learning and to creating opportunities for life-changing experiences for those with whom we engage both internally and externally.
- Ensuring our properties become spaces where visitors can experience inspiration, relaxation, enjoyment and enrichment.
- Enabling visitors and new users to experience and share a sense of discovery by engaging with formal or informal learning experiences at National Trust properties.
- Valuing learning for its own sake and the equality of opportunity it brings in all the work we undertake.

Our aims include:

Meeting the needs of our current core audiences

Learning is seen as a two-way process with importance placed on the National Trust providing ways for people to learn that are appropriate to them. This will be done by:

- Evaluating our work with schools and developing a sharper focus for future formal education programmes.
- Ensuring there is a range of choices at properties to suit the different learning needs of our visitors.
- Improving the formal and informal learning opportunities offered to older audiences.

Reaching out to new audiences

Our strength will be to use our diverse properties as venues and catalysts for learning, enabling new audiences to participate and develop their skills. We will:

- Expand the Trust's work with young people (13-25).
- Enable inclusive and participative access to our properties.
- Actively seek to establish sustained relationships with new or excluded user groups.

Developing a culture of learning for all staff and volunteers

Through examination of both our successes and failures, the Trust will become a learning organisation that encourages experimentation, innovation and observation. We will:

- Encourage an ethos among staff and volunteers that views learning as vital to the Trust's work.
- Offer learning opportunities for staff and volunteers.

Box 2.4 An audience development plan

Before carrying out actions that are designed to attract specific audiences for a heritage activity, museums and heritage organisations need a good understanding of the environment in which they work and the stage they have reached in their own development.

Ask yourself these questions:

- What are we, as a heritage organisation, trying to achieve?
- How does audience development fit in with our corporate or business objectives?
- Are we ready to carry out audience development work?
- Do we have the necessary supporting policies (for example, access, education, equal opportunities, conservation and training)?
- Do we have the necessary skills and resources?
- Who are our audiences now?
- Who do we want our audiences to be in the future?
- How do we reach them?
- What will we offer them?

An audience development plan is a framework for answering these questions and for planning the specific activities that will allow you to reach your target audiences and to offer them a high quality experience.

There are four steps to creating an audience development plan. Each step involves both internal and external consultation, and should always take place in the context of the overall objectives and the particular circumstances of your organisation.

The four steps to creating your plan are:

- 1 assessing where your organisation is now
- 2 understanding your current audiences and the barriers that prevent people taking part
- 3 assessing your organisation's potential for audience development and setting objectives
- 4 setting an action plan for each target audience.

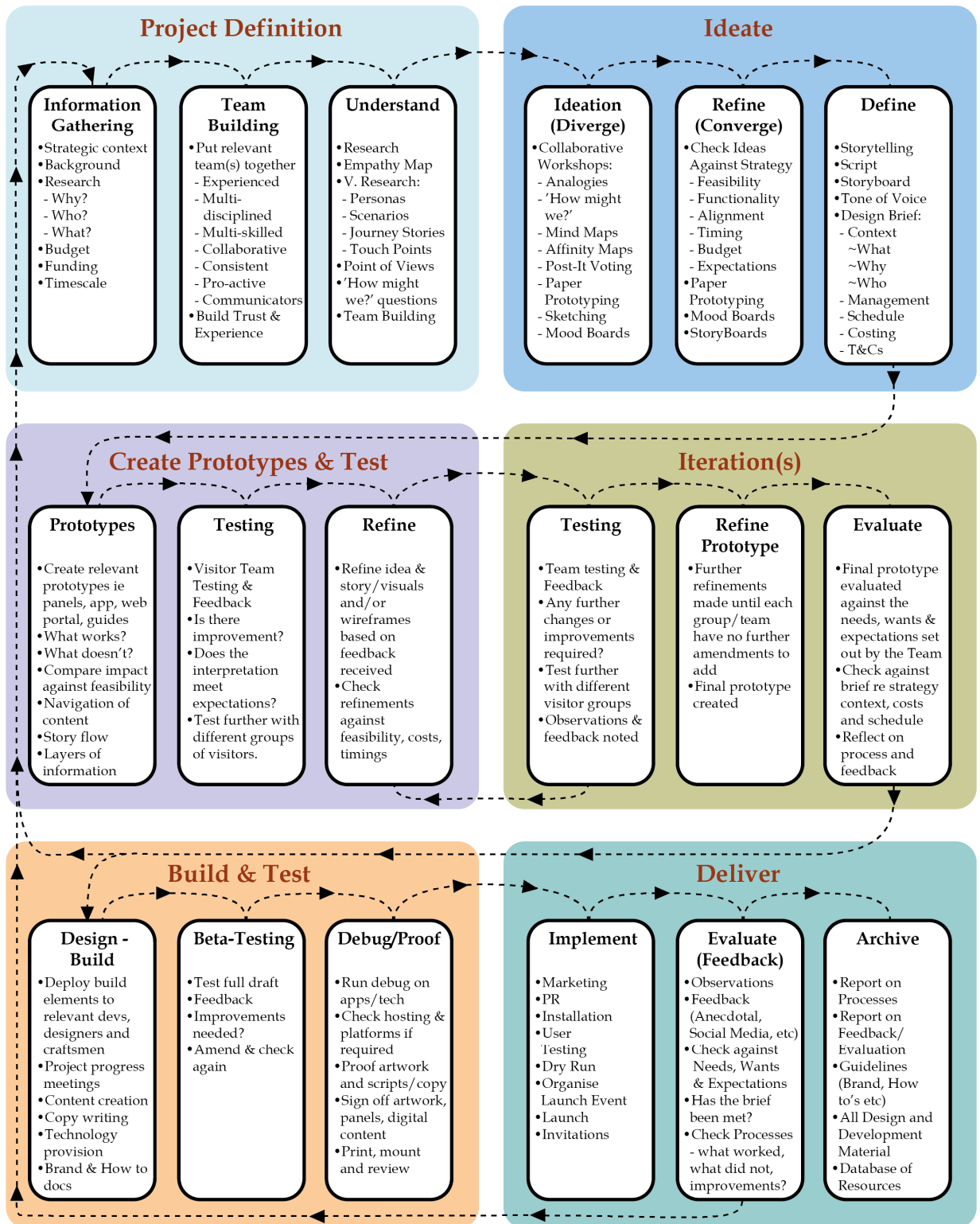
Each of the four steps above should include the four points below:

- the issues you need to consider
- the tools you might use
- the help and resources you might need
- sources of information and advice.

Source: Audience Development Plans, Heritage Lottery Fund

APPENDIX K: SET OF CARDS FOR THE CHSID PROCESS

Collaborative Heritage Site Interpretation Design (CHSID) Process
Debs Wilson - 2018



APPENDIX L: DESIGN PROCESS MODELS



Black's Interpretative Planning Model (Black, 2005)



Veverka's Interpretative Planning Model (Veverka, 1994)



Beaulieu Abbey 'Project Journey, Processes & Methods Used' Model. (Wilson, 2018)



Design Thinking (adapted from Teo Yu Siang & Interaction Design Foundation, 2016)



User Centred Design Process Remix (adapted from McWeeney, 2016)