

A national learning and access strategy for museums and galleries in Scotland

SCOTTISH
MUSEUMS
COUNCIL



The way forward

for learning, access and involvement



Foreword

Why we need this strategy

I am delighted to introduce Scotland’s first National Learning and Access Strategy for Museums and Galleries. The First Minister’s St Andrew’s Day speech in November 2003, the subsequent launch of the Cultural Policy Statement and the establishment of a Cultural Commission, presented us with an opportunity to advocate the irreplaceable value of museums in fulfilling key social roles. This strategy seizes that opportunity.

Informed by comprehensive research and extensive consultation, the strategy articulates a passionate belief in the significant part museums play in advancing rights of access to cultural activity, active citizenship, social justice, lifelong learning, and community regeneration. We believe that engagement with Scotland’s heritage can enrich, enlighten, enthuse and entertain all people.

The strategy’s objectives aim over three years to make learning and access integral to the management of museums and the delivery of museum services. Actions suggest citizens should take part in museum activities and management, and that museums should become a central and active part in the establishment of a cultural entitlement for all. The development of more integrated, involved and sustainable partnerships is also advocated, as is increased support for museum staff and volunteers.

Although we face significant challenges, the strategy outlines the enormous amount of excellent work in evidence. It also provides us with a unifying vision to aspire towards.

Graeme Roberts, Chair,
Scottish Museums Council

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Message from the Minister

Learning and access:
a citizen-first perspective

The principle of inclusion is fundamental to the Scottish Museums Council's National Learning and Access Strategy for Museums and Galleries in Scotland. Its recommendations will help museums and galleries contribute to the development of a democratic, confident and creative Scotland by playing an invaluable role in advancing equality of access and cultural engagement opportunities for all.

The Cultural Commission has embraced in its remit the premise that each person in Scotland has cultural rights. Museums and galleries work from the same premise, encouraging active citizenship, contributing to community regeneration and demonstrating the positive effects of learning and creativity on individual lives. A healthy culture is one that involves us all. The recommendations in this strategy work towards equitable cultural provision. They lay the foundations for action, which will help museums, and galleries widen access, enhance the learning opportunities they offer and celebrate diversity, paving the way for the promotion of cultural rights.

Museums and galleries offer creative learning environments that inspire, stimulate and provoke inquiry. They are uniquely placed to offer each of us relevant interpretations of Scotland's heritage and distributed national collection. This strategy advocates the complementary nature of the museum learning experience, its integration with community learning plans and the richness it adds to formal education.

Collaboration, co-operation and co-ordination will be the tools for achieving devolved government's vision for the cultural sector. This strategy makes partnership a key priority and excellence a guiding principle. I commend it for its citizen-first perspective and its contribution to a competitive, creative Scotland.

Patricia Ferguson, MSP,
Minister for Tourism, Culture and Sport

Learning from the past, building for the future



Our vision

Museums frame the identity of the nation, illuminating the lives of Scottish people past, present and future. They act as custodians of the past, ensuring each generation learns from and respects the cultures of others. It is hard to imagine how Scotland's diverse and vibrant heritage would be protected and nurtured without the scholarship, conservation and creativity of museums.

At the heart of this strategy is the belief that museums should:

Make learning and access integral to service delivery

- develop as innovative centres of learning that inspire, provoke and stimulate public interest in our shared heritage
- become fully accessible, welcoming and relevant centres of enjoyment, recreation and retreat for visitors of all ages, abilities and backgrounds

Involve everyone

- be a central part of every citizen's cultural entitlement
- place current and potential learners in all their diversity at the heart of museum activities and management

Work in partnership

- work closely with each other and other partners to integrate museum learning fully into a wide variety of contexts, such as community planning, community learning and development, schools, further and higher education, continuing professional development (CPD) and youth work

Become sustainable

- ensure museum learning is recognised and supported as an essential educational, cultural and economic asset for the Scottish nation
- fully support museum staff and volunteers and other educators to undertake access and learning work

Scope

For the purposes of this strategy, the term museums includes galleries. The term learning, rather than education, is also used. Learning embodies the notion of an active, responsive exchange rather than a one-way transmission of knowledge from a 'teacher' to a 'learner'. The concept of lifelong learning is central to the strategy as it encompasses learning from 'cradle to grave' as well as to the diverse ways and contexts in which this activity occurs. For example, lifelong learning provides the opportunity to learn outside formal educational environments.

Without access, learning cannot take place and consequently the two agendas cannot be regarded as separate. The strategy addresses the right and opportunity all people should have to take full advantage of museums, to be involved in their operation and, through decision-making, sharing ideas, working with others or volunteering, to see their cultures revealed and affirmed.

Opening eyes, broadening horizons



Context and challenges:

museums, lifelong learning and social justice

Learning and social justice are key components of Scottish Executive policy. There has never been a more opportune time to promote the value of museum learning and maximise access to it. This strategy outlines the political and practical context within which museum learning and access operates. It highlights the strengths and weaknesses of current provision and provides a framework for realising our vision for learning and access in the future.

Who's telling tales?

“...museums are far more important to human society than simple places of entertainment and large informal education facilities. They are touchstones that go to the very heart of what and who we are and places where ideas are born from a series of unique encounters.”

Nat Edwards, SMC Board member

Museums preserve our heritage but they also select, shape, define and interpret it. Neither the institution nor the objects contained within it are neutral. Herein lies their unique value as dynamic learning environments. Museums have the power to interpret and therefore make history.

The ethical implications of this power are all too clearly recognised by those whose histories have in the past been either systematically included or marginalised. Museums have progressively come to recognise that the power to shape history should be commonly owned rather than guarded as an individual institutional responsibility. The memories, ideas, knowledge and skills of diverse communities should be drawn on to inform service development.



7 Pit Wynd

Archie the miner (played by actor, Andrew Laughton) was the lead character in *Tak Yer Pick!*, a short play written for the '7 Pit Wynd' project.

Case Study

Project: '7 Pit Wynd', Coaltown of Fife

Organisations: Kirkcaldy Museum and Art Gallery, War Memorial Gardens, Kirkcaldy

Location: Fife

Contact: Janice Crane (Outreach Officer)

Funded by: The National Lottery Access and Participation Scheme, administered by The Scottish Arts Council

This creative art project used the Fife coal mining industry as a springboard for a variety of activities. It was developed in partnership with Fife Council's Arts Development Team and Education Services, and in consultation with a number of community groups including Fife Mining Heritage Preservation Society and New Machar's Trust. Set in a recreated 1930s miner's home constructed with materials and artefacts from the museum's own collections, the project was installed on MAC (Museum & Arts Coach). During the summer of 2001 MAC's interior was transformed into an in-the-round theatre set portraying a pre-nationalised Fife miner's cottage. The set was designed to inspire, enable and promote participation in activities such as poetry, music and song, drama, visual art and Scottish traditional arts. From January 2002 until early April 2003 '7 Pit Wynd' went on the road. It visited a wide audience, with 42% of visits made to regeneration areas. In total, 11,876 people passed through the doors of '7 Pit Wynd'. Of those participating in activities, 58% were from educational or community groups. The project successfully involved those with little or no contact with museums by ensuring that 58% of the venues visited were first-time users of the mobile museum service.

The sector now has considerable experience of outreach and project work with a wide variety of different learners and visitors. Working with those whose stories have not been told can result in learning achievements as well as positive personal, social, health, welfare, and employment outcomes. For example, Orkney Museum co-ordinated the 'Museum for a Day' project which invited children, families, teachers and heritage groups from remote communities to source artefacts and documents for exhibitions in local schools. The exhibitions created informal meeting places for the islands' unique cultures and reinforced a sense of shared heritage and identity.

Learning for all is central to the role of museums and they have a duty to explore the social and educational potential of their collections with all the communities they serve.

Working with others

The untapped educational and social potential of museums is being increasingly acknowledged by politicians, the Scottish Executive and other educators. Cross-sector projects, such as those sponsored through the Executive's Regional Development Challenge Fund, are creating valuable social and economic partnerships involving museums, local government and the voluntary sector. For example, North Lanarkshire Museums Service is working with social work departments in Lanarkshire to increase and widen access to museums services. Although resource intensive, such projects lay the foundations from which museum learning can become integral to lifelong learning and social justice generally.

Lifelong learning

The Scottish Executive's lifelong learning strategy has encouraged educators to review ideas about who learners are and how we should meet their varied needs. Museums have an important role in reflecting and meeting the needs of diverse learners, many of whom have been excluded from the formal education system. Projects like 'Back on the Track 1' and 'Back on the Track 2', involving partnerships between the Scottish Railway Preservation Society, Grampian Transport Museum and Scotland Against Drugs, have brought benefits to both the museums and the young people involved. The projects provided environments where recovered drug users could regain confidence and develop new skills to help them return to work.

Community learning partnerships provide a framework for museums to engage with a range of education providers such as universities and colleges, voluntary sector and other learning organisations. The challenge is to move towards more integrated and complementary services that properly meet learners' varied interests and expectations. The museums service at Falkirk Council, for example, is a partner in the local community learning strategy. More needs to be done, however, to ensure museum learning is recognised and supported as an integral part of the wider education delivery system.

A truly integrated lifelong learning infrastructure would provide mobility, flexibility and choice for learners of all ages, abilities and backgrounds.



Case Study

Project: Joint Learning Resource Project

Organisation: South Lanarkshire Museums Forum

Location: South Lanarkshire

Contact: Lu McNair (Project Officer)

Funded by: The Scottish Executive Strategic Change Fund, administered by The Scottish Museums Council

The South Lanarkshire Museums Forum has pooled the resources of South Lanarkshire Council and six museum trusts. By capitalising on their differences, the Forum's members have established a network of complementary learning and access provision. Objectives are progressed through small projects that demonstrate the potential of joint-working. Cross-regional cooperation helps staff and volunteers spend more time on audience-focussed tasks such as developing relevant, complementary learning, taking collections into the community, developing electronic access to collections and encouraging visits. The learning resources resulting from the collaboration will constitute a comprehensive bank of models for adaptation by others. This practical and productive collaboration has helped to build audiences, increase access options and develop sustainable learning resources that respond flexibly to discrete community needs and regional agendas.

Biggar Museum Trust

Biggar Museum Trust digitised 200 photographs from its collection and included these in reminiscence folders. The Trust is now using these resources to prompt and record memories with elderly people at a local residential home.

©South Lanarkshire Council Museums

Young people

Scotland is extremely fortunate in having over 12 million objects in its distributed national collection. With objects ranging from the 1640s Parliament chair to Billy Connolly's banana boots, this represents a stunning educational resource. Each object has the potential to enthral observers, to delight, enlighten, perplex and challenge understandings about self and others. Direct experience of these objects adds power and immediacy to learning encounters.

Museums already successfully deliver learning opportunities to young people through schools, out-of-school and youth services. *Lasting Impressions – a guide to getting the most out of learning in the heritage sector* (developed by SMC in collaboration with the Heritage Education Officers Group) illustrates how the impressive range of topics covered by museum collections enable museum learning to relate right across the curriculum from pre-school to national qualifications.

Recent educational policy developments emphasise creativity, enterprise and citizenship. Museum learning is helping to meet these priorities with projects like 'Pride and Passion'. North Lanarkshire Council and a Young Roots grant supported young people in Coatbridge to investigate the 19th century mass immigration of Catholics and Protestants from Ireland and their settlement in the Coatbridge area. By examining historical documents and artefacts, conducting oral history interviews, installing an exhibition and visiting peers in Belfast, participants learned about rights and responsibilities, tolerance and ethical action while developing a range of vocational and interpersonal skills.

Museums should continually fascinate and unsettle and, by so doing, shape the social wisdom passed from one generation to the next. Many lack the capacity, however, to develop stronger partnerships with non-visiting schools and organisations such as Youthlink Scotland, Young Scot and Children in Scotland. Despite the undoubted success of much museum learning with schools and youth workers, it is also evident that provision is hampered by the lack of sustained funding and difficulties with covering transport costs to and from museums. Provision is fragmented and consequently learning impacts are limited to particular geographical areas and individual schools and youth services. This is a matter of social justice. Museums should consider working with the Commissioner for Children and Young People, the Scottish Executive and local authorities to ensure access to museum learning is part of a national cultural entitlement for young people.

Equality of access to museum learning should be provided regardless of geographical location, social and economic circumstance.



Our Community

'Our Community' promoted Renfrewshire Museums as a learning resource, established creative partnerships, and delivered sustainable benefits for the community.

©Renfrewshire Museums

Case Study

Project: 'Our Community'

Organisation: Renfrewshire Museums

Location: Paisley

Contact: Ioannis Ioannou (Outreach Officer)

Funded by: The Scottish Museums Council and Renfrewshire Council

Through 'Our Community', Paisley Museum and Art Galleries celebrated Renfrewshire's cultural diversity and built new audiences among under-represented community groups in the museum's visitor population. Partnership with the Scottish Interfaith Council and Reid Kerr College Spiritual Care Team produced exhibitions, events and workshops inspired by the community's faith groups. 'Our Community' linked directly with the 5-14 Religious and Moral Education, Personal and Social Development and Global Citizen strands of the Environmental Studies and People and Society curriculum areas. Overcoming identified barriers to access, the museums service worked with local Cultural Coordinators to source funding for transport to school workshops and for educational activities for 20 classes. The project encouraged previously excluded community groups to visit, value and enjoy learning at the museum, and see themselves represented there. It helped develop the relationships between Renfrewshire's schools, museums and Cultural Coordinators. Dialogue and debate also developed between the different communities and an awareness of the value of museums as learning resources was raised.

Innovation

Innovation has to do not just with learning content, styles and teaching, but also the infrastructures and mechanisms that support and deliver learning. For instance, learning providers are encouraged to integrate accessible new technologies into their delivery of learning materials. *A national ICT strategy for Scotland's museums* highlights how Scottish museums 'have led the way in the use of ICT [information and communication technology] to deliver creative and cutting edge electronic services'. Face-to-face experience of real objects needs to be supported by immediate, personalised, and dynamic interactive services. As set out in the national ICT strategy, museums should build on and invest in ICT as a complementary learning infrastructure and an essential access tool.

The Scottish Executive's *Curriculum for Excellence* calls for 'time and space for innovative and creative teaching and learning'. New learning techniques are emerging, which respond flexibly to individual learning styles and outcomes. Object-based learning in museums has resulted in the development of particularly creative and novel means of communication. For example, 'The Hunterian Discovery Trip', funded by SMC, encouraged young people with dyspraxia to develop their motor skills, concentration, confidence and imagination by working with an artist, musician and drama specialist at the Hunterian Museum and Art Gallery. Presented skilfully, objects can stimulate the senses by vividly appealing to sight, hearing, smell and touch. Such work should be applauded and encouraged. Training, financial support and guidance on working with specialist learners and related professionals is, however, required.

Open up to innovation



Workforce development

Following the McCrone report and the community education training review, the pressure to innovate is also accompanied by new opportunities for CPD for teachers and other learning professionals. The Royal Edinburgh Observatory, the Scottish National Portrait Gallery and the Glasgow Museums Service have developed in-service training for teachers. Further efforts to 'train the trainers' will result in lasting benefits for learners and an increase in the visibility of museum learning specifically. Action is needed to consolidate and expand these opportunities into a more coherent national training structure. In the long term, consideration should also be given to seeking accreditation for this training in line with the Scottish Credit Qualifications Framework and the Chartered Teachers' Programme.

In addition to training other educators, there is also a need to diversify and improve the skills of the museum workforce. Scottish Executive strategies for workforce development and a report prepared for the Heritage Lottery Fund provide opportunities for 'high quality in-work training' to combat skills shortages. The proposed establishment of a Creative and Cultural Industries Sector Skills Council is one means through which this might be achieved. SMC's National Workforce Development Strategy, due for publication in early 2006, aims to address many of these barriers.

Lack of specialist staff and time has resulted in uneven take-up of training opportunities across Scotland's museums.

Raising standards and capturing benefits

Changes in the organisation and practice of lifelong learning have been accompanied by parallel developments in other areas of government. Best Value, with its emphasis on continuous performance improvement, efficiency and sustainability, draws attention to organisational accounting and performance functions. This emphasis on standards and best practice is reflected within museum learning through, for example, the Museums, Libraries and Archive's 'Inspiring Learning for All' (ILFA) framework. ILFA provides a 'Measure Learning Toolkit' for museums to develop a common language for assessing, planning and demonstrating the impacts of learning. Supported by SMC, six museums are piloting the framework with a view to promoting its uptake in Scotland.

Learning and access provision in museums should also conform to assured standards that are recognised by the wider education system. The national standards for community engagement being piloted by Communities Scotland are a case in point. The challenge is to develop a scheme that is coherent, meaningful and workable across a range of service providers.

The important contribution museums make to tackling social exclusion and meeting lifelong learning objectives needs to be systematically demonstrated.

The difficulty in capturing and reporting the qualitative benefits of museum learning and accessibility requires innovative solutions through the use of longitudinal studies, for example. Evidence needs to be more effectively gathered and articulated to key stakeholders.

Becoming accessible and inclusive

Museums will need to be equally inventive to meet the new requirements of The Disability Discrimination Act 2004 (DDA). Equality legislation such as the Race Relations Amendment Act 2002 (RRAA) also requires specific actions in relation to employment and service delivery. Such provision encourages sensitivity towards the diverse interests and rights of the entire population. It is no longer acceptable for public bodies to passively assume their services are accessible or inclusive. Positive action to represent the interests and involvement of the entire population is required.

Physical and intellectual access could become part of a formal national cultural entitlement.

Ensuring that quality learning and access policies and practices become integral to overall museum delivery will result in greater public involvement. Glasgow Museums have successfully engaged in this process by restructuring the museum service to reflect learning and access priorities. Glasgow Museums now employ fifty education and access staff who have input as equal partners at extended management level. They work with groups ranging from children in care to women who have experienced domestic violence. The team delivers over 100 workshops per week to formal education learners. Programming and the interpretation of exhibitions have become more responsive to changing audience interests.

This strategy is committed to ensuring learning and access are integrated into museum service delivery as part of standard practice.



BEN and Westerhailes Multicultural Welfare Project

The 'BEN and Westerhailes Multicultural Welfare Project' involved five educational visits to heritage and environment sites, including the 'National Galleries of Scotland's Gallery of Modern Art' in Edinburgh.

Photograph provided by BEN

Case Study

Project: Making contact through local cultural strategies

Organisations: Black Environment Network (BEN) and Westerhailes Multicultural Welfare Project

Location: Edinburgh

Contact: Shaheen Safdar

Funded by: ESF EQUAL and EYSIP

Westerhailes Multicultural Welfare Project and BEN invited a group of young people from diverse ethnic minority backgrounds to take part in a series of heritage and environment oriented visits hosted by organisations like the National Galleries of Scotland. Working with young people from ethnic minority backgrounds for the first time, the Dean Gallery Education Department introduced participants to various works, familiarised them with gallery practices and raised awareness of employment opportunities in the heritage sector. Participants learned about documenting and exhibiting the work they had produced in BEN's 'Ethnic Minority Youth Participation in the Built and Natural Environment' project and exhibition. This stimulating project engaged new audiences and promoted the gallery as a rich source of learning for young people.

Cultural entitlement

The Scottish Executive's Cultural Review has emphasised the importance of the notion of cultural entitlement. The review gives expression to the government's undertaking to ensure 'the right infrastructure is in place to deliver culture for the people of Scotland'. By so doing, it places individual cultural entitlements at the centre of cultural service delivery. This approach potentially has radical implications for public involvement in museum governance. Museums therefore have the opportunity and duty to create more inclusive and equitable operational environments.

Rights of access to services should also form part of any cultural entitlement. For example, the Highland 2007 project, created by the Scottish Executive, Highlands and Islands Enterprise and Highland Council, is developing a Cultural Pledge for young people to ensure they have access to cultural activity during and beyond the 2007 celebrations.

The Scottish Executive's recognition of museums as key contributors to Scotland's development as a 'vibrant, cosmopolitan country and an internationally recognised creative hub' is a matter of record. The national cultural strategy *Creating our Future... Minding our Past* and the subsequent Cultural Review echo the sense of excitement, inspiration and challenge that currently drives cultural provision in Scotland. There is now an unprecedented opportunity to ensure museum learning and access are central to the infrastructure and governance of culture and the establishment of a cultural entitlement for each person in Scotland.

Scotland will need, more than ever before, to develop daring, energetic museums committed to helping create a more humane, just and better-educated society. Through the fascinating and beautiful objects in museums people can draw on their past to help make sense of the present and find the inspiration and spiritual renewal which will enable them to face the future with confidence.

Mark O'Neil, Head of Museums and Galleries,
Glasgow City Council

Learning to meet the challenge

Museums face real barriers that need to be overcome for the vision contained in this strategy to become a reality. SMC's *Museums and Social Justice* highlighted the important contribution museums can make to social justice. Two years later, *A Collective Insight*, SMC's national audit of Scotland's museums and galleries, provided evidence on existing learning and access provision. Importantly, the document highlighted a range of concerns in relation to training, policy development, standards and evaluation, drawing attention to the small number of education officers and the unequal levels of provision across the sector as a whole. Although 53%

of those working in museums are volunteers, many are untrained and unsupported in undertaking learning and access work. Evidence collected for this strategy has reinforced the case for strengthening the capacity of museums to develop and deliver learning programmes, to engage more fully with e-learning, to widen access, build audiences and achieve consistency of learning and access provision across Scotland. Findings also underline the continuing case for revenue investment in relation to staff and infrastructure. A fundamental challenge is to help secure sustained investment both nationally and locally.

Despite their circumstances, many museums have consistently managed to undertake remarkable work with learners of all abilities and backgrounds. The foundations are therefore in place to overcome the barriers outlined above. This strategy provides a coherent framework to enable museums to collectively meet 21st century expectations and standards in relation to learning and access.

The table below summarises the challenges and opportunities which provide the operational context for this strategy.



All ages, all people,
all together



Creating our future



The framework

We are committed to integrating museum learning and access into lifelong learning and social justice practices and into museum governance and delivery.

This strategy is based on findings from a wide-ranging consultation exercise. This consisted of a literature review, interviews and focus groups, questionnaires, written responses and input from individual meetings and the Strategy Steering Group. Opinions, experiences, aspirations and criticisms were provided by museums and galleries, national organisations and agencies, the Scottish Executive, local authorities, funding bodies, voluntary agencies, equalities groups, educators, learning advisers, community planners, training forums, users and non-users. The Steering Group guided consultants in their analysis of results and compilation of initial strategy drafts. The strategy was completed by SMC's Senior Policy Officers (Learning and Access), who provided project management throughout with assistance from an internal SMC Advisory Group.

The strategy provides a three-year vision and framework for the development of museum learning and access in Scotland. It forms an essential part of SMC's ongoing commitment to learning and access in Scottish museums. These priorities will be delivered through our Corporate and Operational Plans, and supported by grant funding schemes.

Our aim is to take a lead in developing learning and access strategically over the coming three years. To achieve this we will work with museums and other partners to ensure the provision of inspiring, entertaining, challenging and diverse learning experiences for all.

Working together to share our past

The following five objectives have been identified to enable SMC and museums to achieve our vision for learning and access. We aim to:

Objective 1

Make quality learning and access policies and practices an integral part of museum delivery

Objective 2

Promote museums as a central part of citizen's cultural entitlements in terms of delivery and widen and integrate public access

Objective 3

Work closely with other education, community and voluntary sector partners to ensure greater integration of services

Objective 4

Enhance the profile of museum learning and access and consolidate resources

Objective 5

Support museum staff and volunteers and other educators to undertake learning and access work

We have identified a number of specific actions in support of these objectives. These actions are intended to guide, inspire and motivate museums and other partners, while acknowledging that institutional capabilities, resources and achievements vary.

To address the issues and actions outlined in this strategy, we will work with museums and key national partners such as Communities Scotland, the Scottish Arts Council, Scottish Executive and Learning and Teaching Scotland.

Objectives and actions

Objective 1

Make quality learning and access policies and practices an integral part of museum delivery

Actions

- 01** Deliver schemes to promote learning and access as a core museum function.
- 02** Support members' development of learning and access policies.
- 03** Establish mechanisms for setting standards and recognising excellence in learning and access provision.
- 04** Promote the adoption of 'Inspiring Learning For All' as a framework for planning and measuring the impact of learning and access activities.
- 05** Extend equal opportunities and disability awareness training to achieve accessible services for all.
- 06** Support museums' site and technology access audits and compliance with the Disability Discrimination Act.
- 07** Support museums' compliance with the Race Relations Act to identify and minimise barriers to access.
- 08** Promote the role and use of ICT tools in widening access and enhancing learning
- 09** Secure funding for and build expertise in e-learning resource development.

Objective 2

Promote museums as a central part of citizen's cultural entitlements and widen and integrate public access

- 10** Explore and pilot cultural entitlement schemes to address barriers to access.
- 11** Continue to advocate and demonstrate the role of museums in honouring individual's cultural entitlement.
- 12** Undertake research on audiences, focussing on non-attendance and diversity.
- 13** Assist museums to acquire audience understanding and develop mechanisms for meeting diverse needs.
- 14** Investigate and promote models of involvement such as citizen's panels, junior boards and youth decision-making structures.

Objective 3

Work closely with other education, community and voluntary sector partners to ensure greater integration of services

- 15** Work with key partners (i.e. in community learning and development, universities and colleges) to influence corporate policies and promote the integration of services.
- 16** Highlight community learning plans as mechanisms to inform partnerships and integrate learning services.

Objective 4

Work closely with other education, community and voluntary sector partners to ensure greater integration of services

- 17 Encourage opportunities for engaging heritage bodies with the school curriculum in response to the Review of the Scottish Schools Curriculum (November 2004) and the Cultural Coordinators scheme.
- 18 Promote the complementary nature of museum learning and museums' contribution to raising attainment levels in formal education.

Objective 5

Enhance the profile of museum learning and access and consolidate resources

- 19 Demonstrate the value of museum learning and access to key stakeholders.
- 20 Enhance the advocacy roles of museum leaders to promote the value of learning and access both internally and to external partners.
- 21 Enhance museums' capacity for self-promotion and marketing.
- 22 Continue to advocate the need for sustainable funding to increase learning staff, invest in resource development and support sustainable learning and access developments.
- 23 Examine funding priorities and highlight funding sources for members.
- 24 Pursue investment at national and local levels to develop access and enable high quality learning provision.

Objective 6

Support museum staff, volunteers and other educators to undertake learning and access work

- 25 Assess the range of initial and CPD provision currently available for museum staff, volunteers and other educators.
- 26 Support workforce development to update skills, diversify the museum workforce and increase understanding and delivery of the learning agenda.
- 27 Work with the Creative and Cultural Industries Sector Skills Council to develop training opportunities for museum staff and volunteers.
- 28 Support initial and CPD provision in and/or by museums for pre-school staff, teachers and community learning and development practitioners.
- 29 Identify, develop and support cross-sector and cross-regional forums to share information and knowledge, advance learning and access developments and share resources, skills and technology.
- 30 Support museum learning and access networks.
- 31 Examine avenues for supporting volunteer managers in partnership with relevant national and local bodies.

Creative teaching, imaginative learning



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Focus Group participants, representing – Scottish Council of Jewish Communities; Glasgow School of Art; Royal National Institute for the Blind; Royal Observatory Edinburgh; North Ayrshire Museums; Glasgow Print Studio; National Museums of Scotland; SCRAN; Falkirk Museum; Scottish Railway Preservation Society; Scottish Borders Council Museum Service; Royal College of Surgeons; East Ayrshire Council; North Ayrshire Museums; Renfrewshire Museums; Tall Ship, Glasgow; Museum of Scottish Lighthouses; St Mungo Museum of Religious Life & Art; Perth Museum & Art Gallery; Renfrewshire Council;

Stirling Council; Edinburgh University; Kirkcaldy Museum & Art Gallery; South Lanarkshire Council; Hillhead Secondary School; Uddingston Grammar School; Gadburn School (Special Needs); Kelvinhaugh Primary School; Arden Primary School; Arts Links Officer, Glasgow; Social Work Services, Glasgow; Craigbank Nursery School; Aberdeen Museums & Galleries; engage Scotland; Collins Gallery; Fruitmarket Gallery; Heritage Lottery Fund; British Deaf Association; Scottish Council on Deafness; Scottish Council for Voluntary Organisations; Council of Voluntary Organisations – East Ayrshire; Momentum; Glasgow City Council; Centre for Sensory Impaired, Glasgow; Stepping Stones

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Further reading

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The Scottish Museum Council's *A National Learning and Access Strategy for museums and galleries in Scotland* is the second in a suite of strategy documents. *A National ICT Strategy for Scotland's museums* was published in June 2004. *A Collections Development Strategy for Scotland's museums and galleries* and *A National Workforce Development Strategy for Scotland's museums and galleries* will both follow in 2006.

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The Scottish Museums Council (SMC) is the main channel for Scottish Executive support to, and the member organisation for, non-national museums and galleries in Scotland. SMC provides strategic leadership and a range of services including grant aid, strategic and operational advice, information and training. SMC has 205 members, which manage 341 museums all over Scotland, including 162 Independent, 142 local authorities, seven regimental and 30 university museums.



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