



An Roinn Leanai
agus Gnóthaí Óige
Department of Children
and Youth Affairs

An Chomhairle Oidhreachta
The Heritage Council



An Roinn Cultúir,
Oidhreachta agus Gaeltachta
Department of Culture,
Heritage and the Gaeltacht

2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Our Heritage, Your Say:

Report on the Consultation with
Young People on the Future of
Heritage in Ireland





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The views expressed in this report are those of the children and young people who took part in the consultations and not necessarily those of the Heritage Council

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The Child Law Clinic based in the School of Law, University College Cork works to advance children's rights through research and advocacy. The Clinic conducts research into children's rights implementation and it has particular experience in child participation in decision-making, conducting research in partnership with government departments and international non-governmental organisations. The Child Law Clinic is led by Professor Ursula Kilkelly, an international children's rights scholar who has published widely on children's rights, and the work of the Clinic is supported by academic and research support staff in the School of Law in UCC.

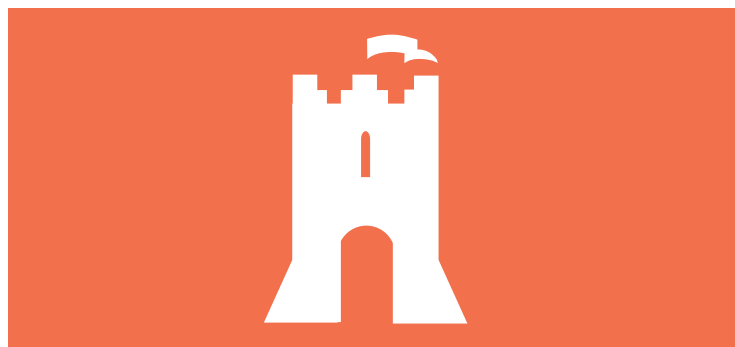
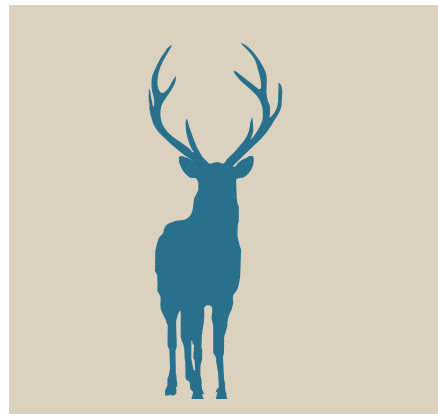


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Background and Methodology

As the Heritage Council formulated its strategic plan for the period 2018-2022, consideration was given to key questions including: how the Council can reach a wider audience; how heritage can help with the difficulties in Irish society and how technology can be used to promote understanding of and appreciation of heritage. This strategic planning process also considered what its three main priorities should be over the next five years. As part of this process, the Council sought to understand which aspects of heritage appeal most to young people; how young people could be encouraged to engage more with their heritage and how best to communicate with young people about their heritage.

As part of the development of the strategic plan, therefore, the Heritage Council sought the views and opinions of young people on these questions. A consultation was arranged by the Heritage Council in liaison with the Department of Children and Youth Affairs (DCYA). This in turn reflects the

commitment of the DCYA to value and prioritise the participation of children and young people and which is now embedded in Irish policy, through the adoption of 'Brighter Outcomes, Better Futures', and 'The National Strategy on Children and Young People's Participation in Decision-Making 2015-2020'.

To ensure that the views of young people were accurately recorded and presented to the Board of the Heritage Council, the Child Law Clinic at University College Cork was commissioned to document the consultation process and to collate the views gathered from young people. The format of the consultation, the topics to be discussed and the questions to be asked were developed and agreed between DCYA and the Heritage Council.

Ethical approval for the observation of the consultation process and the production of the report was granted by the Social Research Ethics Committee at University College Cork.





Consultation Process

A call for participants was issued through the Comhairle na nÓg network around the country. Information sheets were shared among Comhairle facilitators providing the necessary information about the nature and purpose of the consultation; the details of when and where it was taking place; transport options for travelling to Kilkenny and contact details of the DCYA organiser.

Twenty eight young people from Comhairle na nÓg groups in Carlow, Cork City, Kildare, Kilkenny, Limerick, Mayo, Roscommon, Tipperary and Wexford attended the consultation in Kilkenny in February 2018. Registration was open from approximately 10 a.m. and participants were provided with refreshments upon arrival as well as

lunch during the day. Any costs incurred by participants were reimbursed by DCYA and signed consent forms were obtained from each participant as well as their parent/guardian.

The group was made up of 14 girls and 14 boys, all of whom were in second-level education. Participants ranged in age from 14 to 17, with most (22) aged 16 or 17 years. The day was introduced by the facilitators from DCYA, explaining what participants could expect from the day and the purpose of the consultation. The Child Law Clinic was introduced and its role explained and the Heritage Council also explained the importance of the input from young people to its strategic planning. Participants were assured that



all opinions and thoughts shared as part of the consultation were valid, with no right or wrong answers to any of the questions asked. As the process was entirely anonymous, participants were invited to speak freely and frankly.

The programme for the consultation itself was broken into three separate sections and began in earnest following some ice-breaker exercises aimed at helping those in the group to get to know each other and to feel comfortable sharing their thoughts and experiences with the wider group.

For the first section of the consultation participants were invited to share their thoughts on a Graffiti Wall – a large poster. The question on the Wall was “What is Heritage?” and participants were asked to write, in their own time, their own answers to that question.

The second part of the consultation saw the group of 28 separated into three smaller groups. The first task of these smaller groups was to complete a Lifelines exercise. Each group was given a large worksheet on which the outline of a river was drawn. A line was drawn down the middle of the

worksheet to separate the sheet into two age ranges. The first age-range was 0-12 and the second was 13-17. Participants were then asked to discuss and record what their experiences of heritage in Ireland had been when they were younger, i.e. in their early childhood and primary school years, and more recently, in their secondary school years. Each participant was then asked to place a sticky dot next to the three answers that were most important/relevant to them in each age range.

The third part of the consultation took the form of two ‘World Cafés’. This exercise saw each table being assigned a topic and each group being asked the same set of three questions about their particular topic. After discussing the topic at their primary table and writing down the various answers suggested by the group, each group moved briefly to each of the other group tables. Here they were given the opportunity to discuss, in less detail, the topics considered by the other groups and to add any suggestions that they felt had been omitted by those groups. Sticky dots were again used by all participants to indicate which answers they felt most important or relevant.

The questions asked for each topic were:

- a) What do you like about this?
- b) What would encourage you to get more involved?
- c) How should this be promoted?

For the first World Café session, the topics discussed by the groups were:

- 1. Heritage in Secondary Schools (**Table 1**)
- 2. Museums, Objects and Artefacts (**Table 2**)
- 3. Customs and Traditions (**Table 3**)

Once all sticky dot votes had been cast by participants in the first World Café, a break was taken for lunch, with participants returning afterwards to complete a second World Café, following an identical format to the first. There were slight changes to the make-up of the tables for the afternoon session, with Table 1 having ten young people (6 male; 4 female); Table 2 had nine young people (6 male; 3 female) and Table 3 had nine young peoples (2 male; 7 female).

For the second World Café session, the topics discussed by the groups were:

- 4. Historical Sites (**Table 1**)
- 5. Native Flora and Fauna (**Table 2**)
- 6. Festivals and Heritage Events (**Table 3**)



Results



Graffiti Wall

A single sheet placed on a board at the beginning of the consultation day with all participants invited to write what their answers to the question “What is Heritage?”

The responses provided by young people to the open question on the Graffiti Wall revolved first and foremost around identity, with answers such as “Who I am” and “Who we are” being most common.

Participants also recorded answers such as “Where I’m from”, “tradition”, “culture”, “language” and “history” noting that heritage is “important”, “a way of life”, “celebrating our past” and what “shapes our society”.



Lifelines

HOW IT WORKED:

Each group was given a Lifeline sheet depicting a river. A line was drawn down the middle with each half of the sheet representing two separate age periods. The first was the age range 0-12 and the second the age range 13-17. During discussion, young people were asked to write in each section what they thought of heritage and the experiences or memories they had of heritage – things they have done, places they have been, for example. When all discussion was complete, the group was asked to vote by sticky dot to identify the top three elements for each age range.

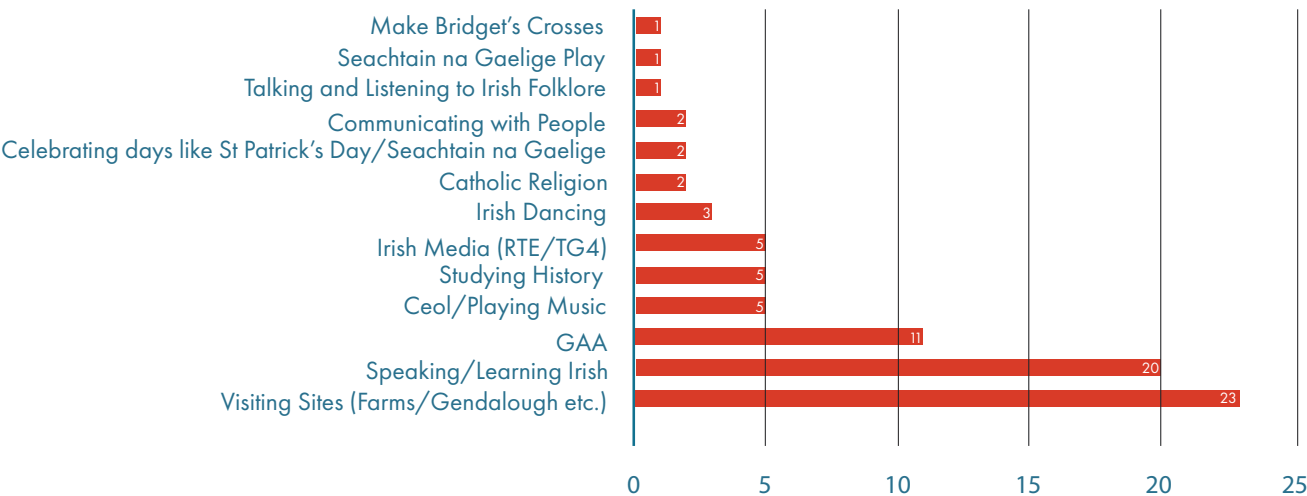
LIFELINES (0-12)

Overall, the Lifeline exercise provided an opportunity for participants to share their memories of heritage as young children, as well as their contemporaneous experiences. The results gathered for the Lifelines exercise in relation to the participants’

memories of their heritage experiences as younger children showed quite a high degree of uniformity. Three experiences stood out above all the others with a high number of young people agreeing that visiting heritage sites (such as Glendalough; Queen Maebh’s grave; dolmens; Blarney Castle) was a significant part of their interaction with heritage from the ages of 0-12. The number of votes cast overall for this was 23. Learning and speaking Irish, both at school and at home, was the next most popular vote in the 0-12 age bracket with 20 votes cast.

In third place for this age group was GAA, both playing and watching, with votes tallying to 11 overall. Of 81 votes cast, these three experiences accounted for 54 votes or 67%. The remaining one third of votes for this age group were cast for activities such as music, dancing, folklore and Irish media.

Overall Lifelines: Age Group 0-12

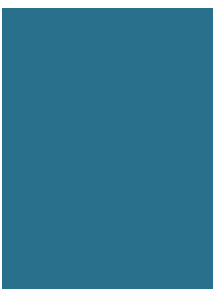
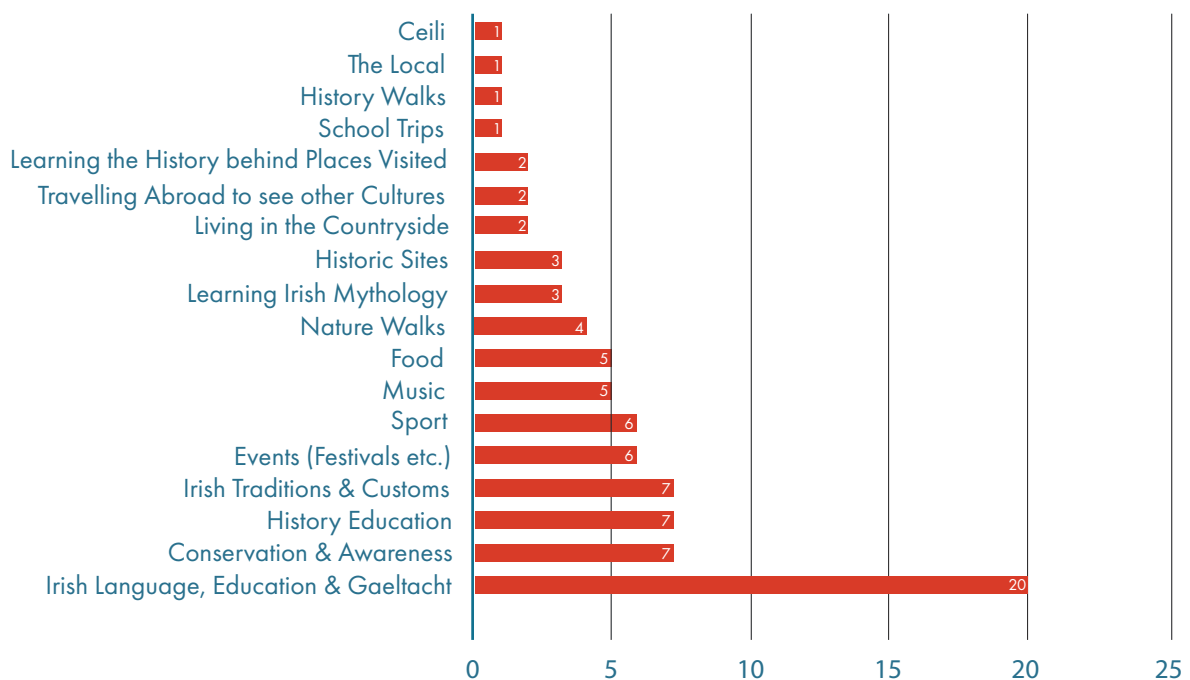


LIFELINES (13-17)

As the participants considered their more recent heritage experiences, i.e. those encountered between the ages of 13 and 17, the focus on language remained with learning and speaking Irish, especially time spent in the Gaeltacht, achieving the highest number of votes. History education; learning about conservation and awareness of specific projects such as native bird and squirrel

conservation and learning about the preservation of Irish traditions and customs each received the same number of votes. The experiences of older children reflected a change that drew the focus away from visiting heritage sites and instead saw a greater role for engagement with heritage through education and schools.

Overall Lifelines: Age Group 13-17



OUR HERITAGE

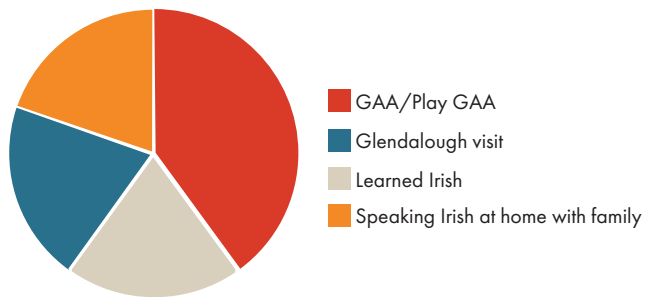
YOUR SAY



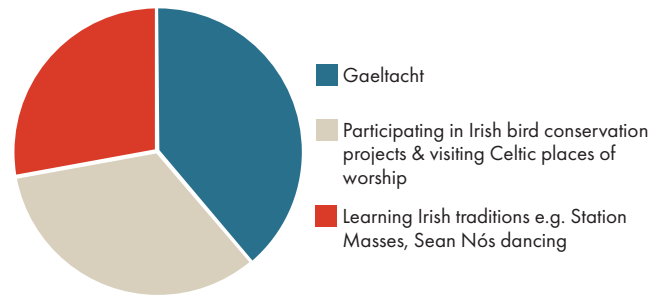
LIFELINES

The top results for each table and for each age range are outlined below:

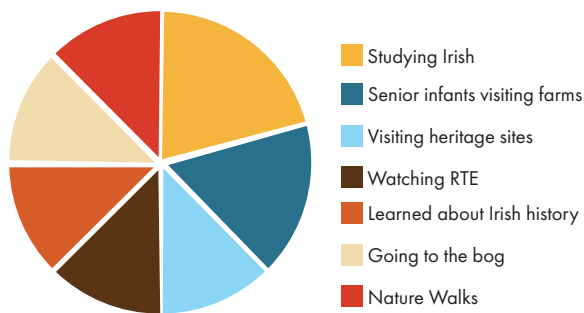
Lifeline Table 1: Age 0-12



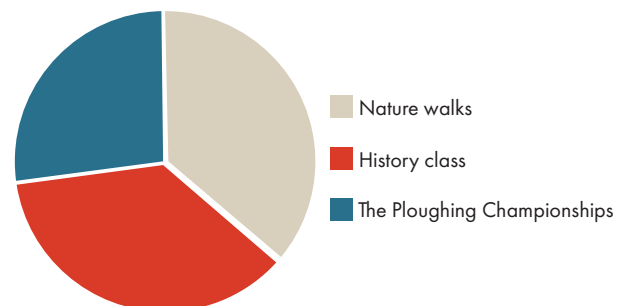
Lifeline Table 1: Age 13-17



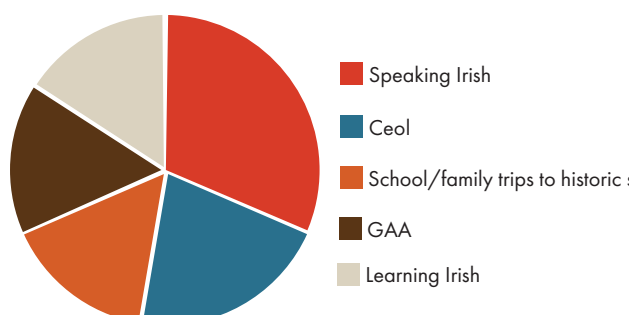
Lifeline Table 2: Age 0-12



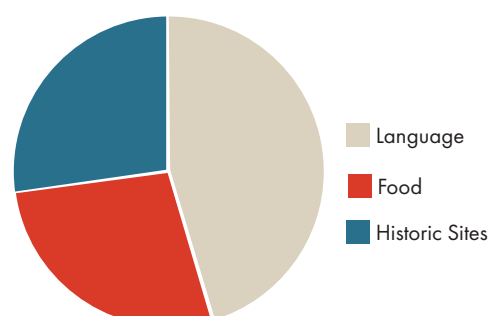
Lifeline Table 2: Age 13-17



Lifeline Table 3: Age 0-12



Lifeline Table 3: Age 13-17



WORLD CAFÉ

HOW IT WORKED:

Each group was given one of the following topics - Historical Sites; Native Flora and Fauna; Festivals and Heritage Events; Heritage in Secondary Schools; Museum Objects and Artefacts and Customs and Traditions - and three questions to consider in relation to that topic as follows:

- What do you like about this?
- What would encourage you to get more involved?
- How should this be promoted?

Participants spent approximately 20 minutes discussing the questions and sharing their personal experiences, thoughts and suggestions. Participants then moved to each of the other tables in rotation and had a brief discussion of the topics at those tables. They were asked to make any additions to any of the questions if they felt those answers were not represented. Returning to their own table, each participant was then given 9 sticky dots – 3 for each question – and they were asked to mark their top three answers to each question. This was then repeated at each table to give a holistic view of the group's opinion on each topic.

TOPIC 1: HISTORICAL SITES

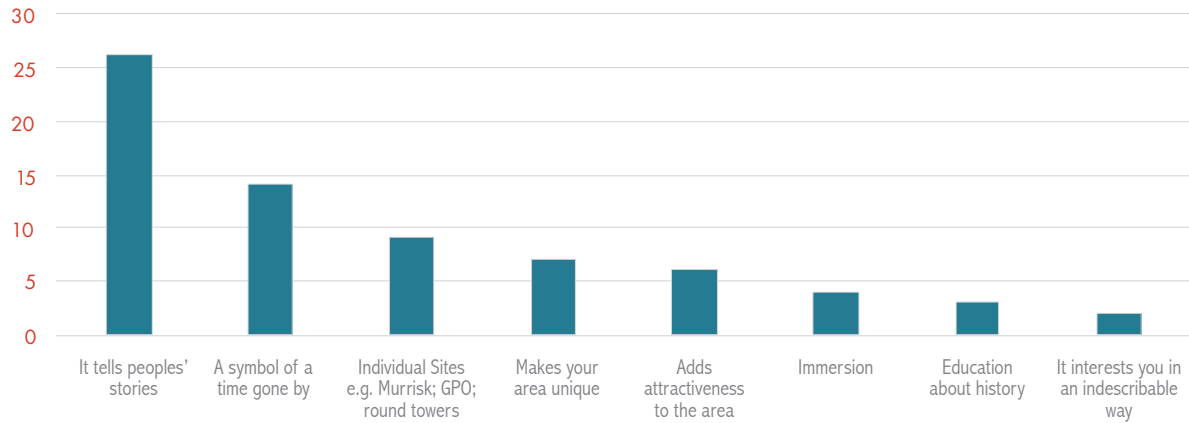
This was a popular topic among participants and were seen by many as a means to link people today to the stories and histories of those gone before. Individual local sites in particular were referenced, indicating that young people have strong associations with those sites and which had earlier been noted as important in the Lifelines exercise. Improving the accessibility of transport to historical sites, adding facilities such as restaurants and cafes and strategies to make such sites child-friendly, were cited as the key ways to encourage young people to become more involved with them and to visit them more often. Use of images and interactive displays and the provision of accessible information were given as examples of how sites could become more child-friendly.

Education was deemed to be the most important tool in the promotion of historical sites with suggestions including the linking of existing curricula to heritage sites. Project work and trips were seen as central to the delivery of this material in schools. Following education, the next most popular recommendation for promotion revolved around social media and advertising more generally. Direct involvement through the employment of young people as guides or ambassadors at local historical sites was also a popular suggestion around the promotion of such sites among young people.

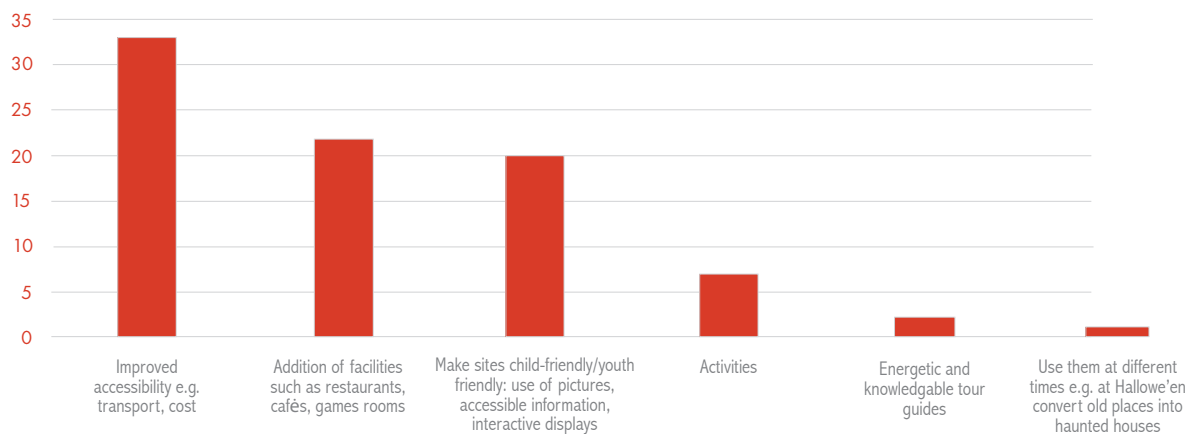


TOPIC 1 RESULTS: HISTORICAL SITES

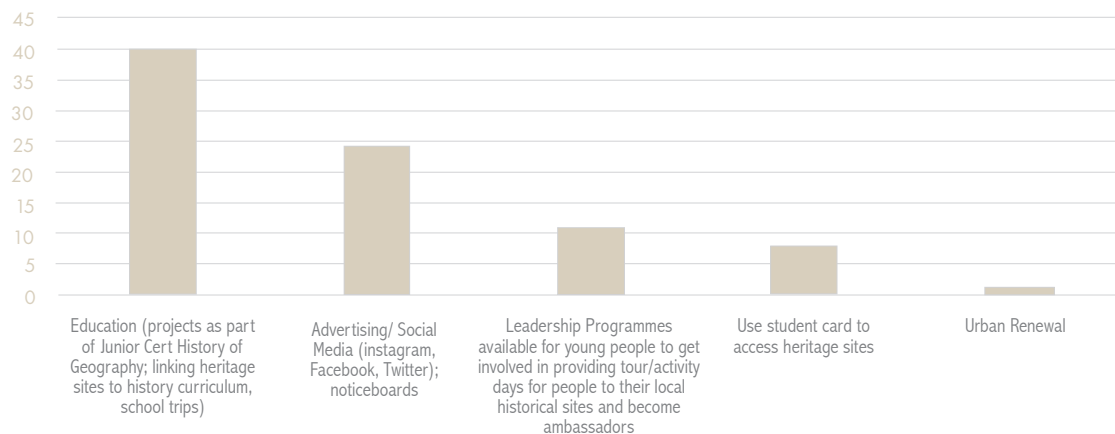
Question 1: What do you like about this?



Question 2: What would encourage you to get more involved?



Question 3: How should this be promoted?



TOPIC 2: NATIVE FLORA AND FAUNA

The unique and beautiful nature of Ireland's native flora and fauna was the primary response at the table considering this subject. The value of such natural heritage in attracting tourists, the importance of the environment and the economic considerations linked to this area were all discussed by participants. Education featured most significantly in relation to the encouragement required for young people to be more involved.

Participants expressed a strong interest in the introduction of education and conservation projects, along with school trips and events centred on native flora and fauna. Encouraging native animals, plants and flowers to thrive in urban green areas, highlighting areas of special importance that already exist and introducing people to native species

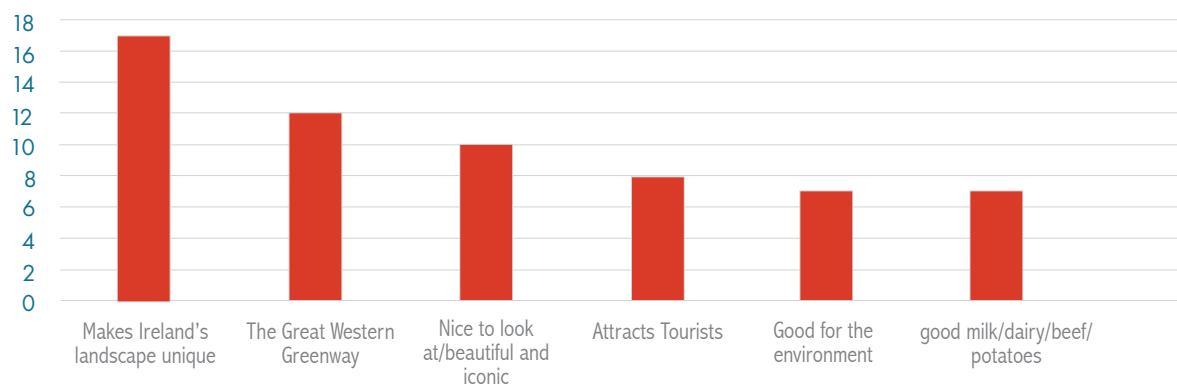
in familiar settings such as zoos, parks and open farms were among suggestions shared.

Education also featured heavily when participants discussed the promotion of native flora and fauna. Awareness-raising on the consequences of not looking after native species was noted especially important, with a number of tools to achieve this put forward, such as trips, Transition (TY) projects and introduction of conservation as a school subject.

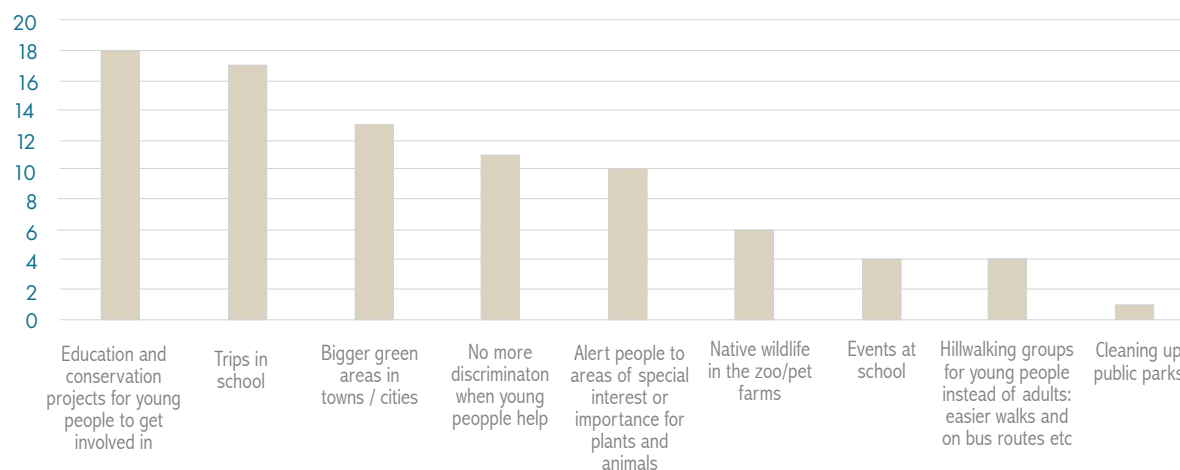


TOPIC 2 RESULTS: NATIVE FLORA AND FAUNA

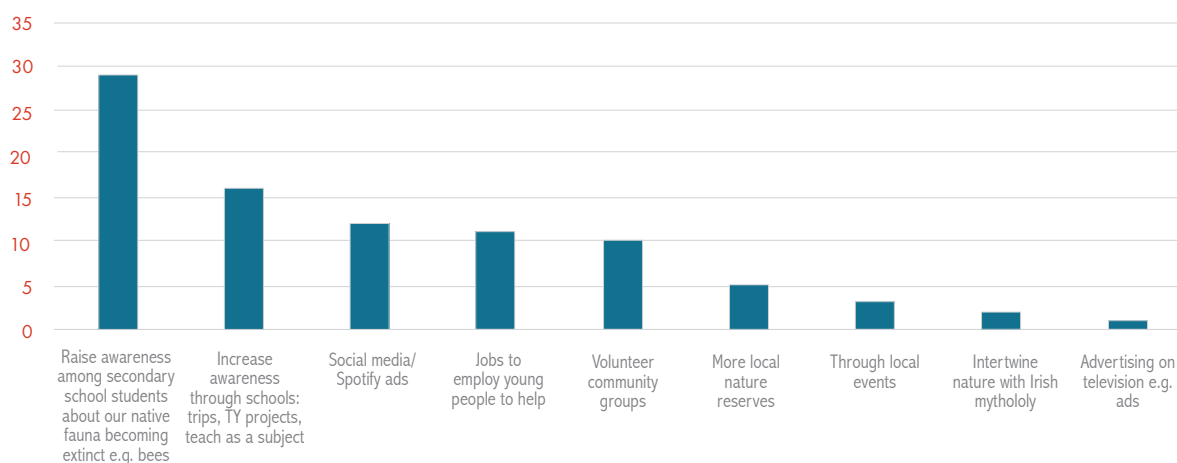
Question 1: What do you like about this?



Question 2: What would encourage you to get more involved?



Question 3: How should this be promoted?



TOPIC 3: FESTIVALS AND HERITAGE EVENTS

The good atmosphere and creating a sense of identity were reported as being among the positive elements of heritage festivals and events. Using arts and music was seen as a fun way of engaging with times past. Providing a greater focus on events for young people and involving them in the organisation of such events was cited as a means of encouraging involvement by young people.

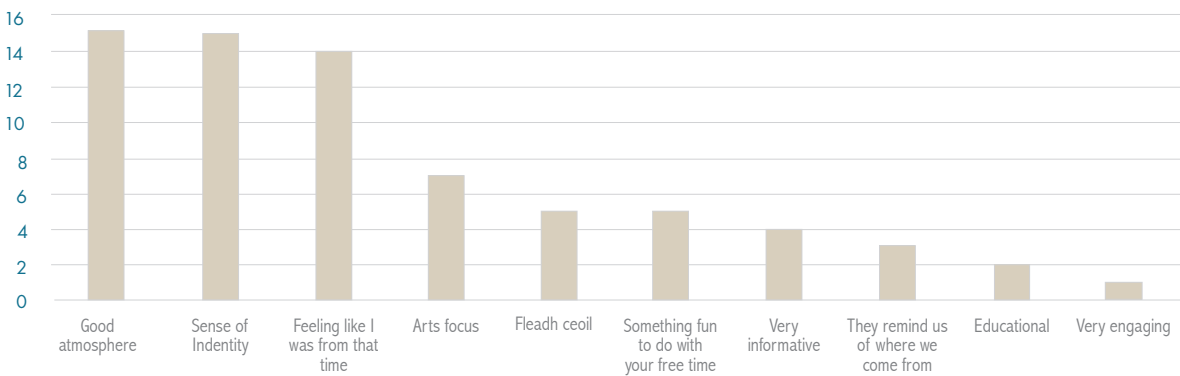
Blending the work of popular artists with traditional music was a very popular sug-

gestion around promotion of such events. Social media platforms such as Facebook, Twitter, Instagram, Snapchat should be employed, as well traditional advertising methods targeted specifically at children and young people. This could include use of noticeboards and other advertising/promotion at locations where young people gather such as schools and youth groups. Advertising through newer platforms such as Spotify (the digital music streaming service) was also suggested.

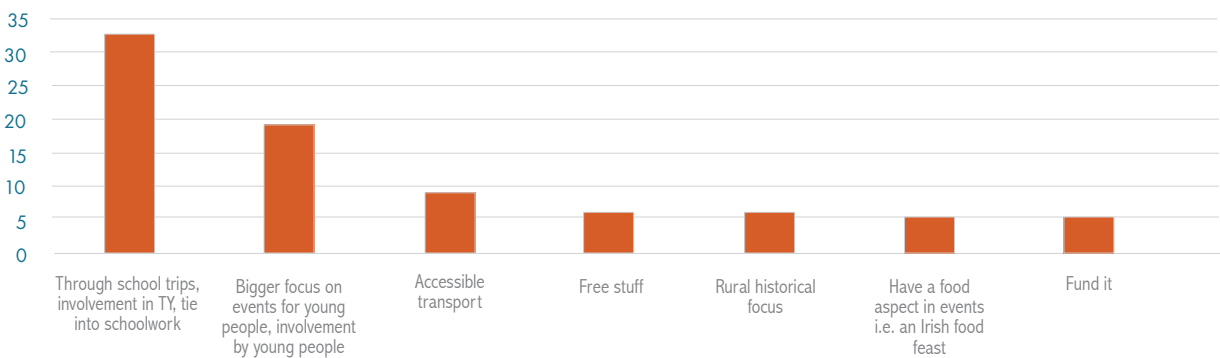


TOPIC 3 RESULTS: FESTIVALS AND HERITAGE EVENTS

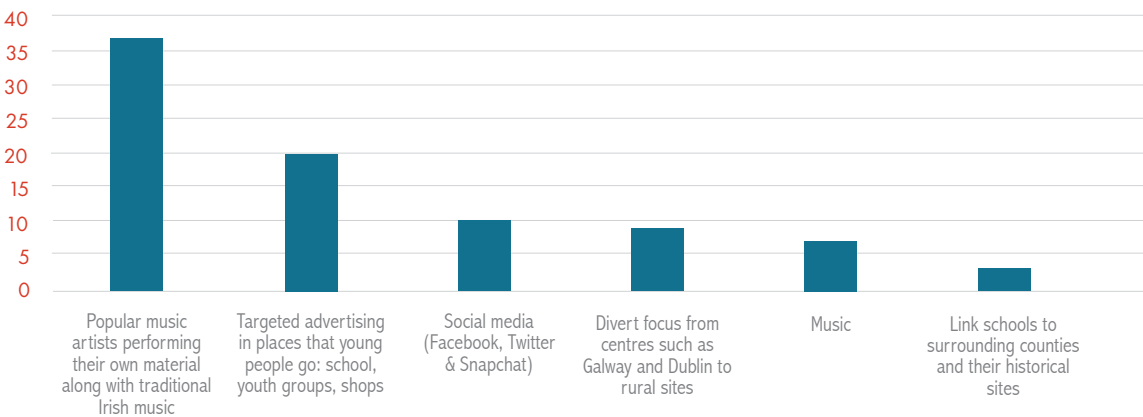
Question 1: What do you like about this?



Question 2: What would encourage you to get more involved?



Question 3: How should this be promoted?



TOPIC 4: HERITAGE IN SECONDARY SCHOOLS

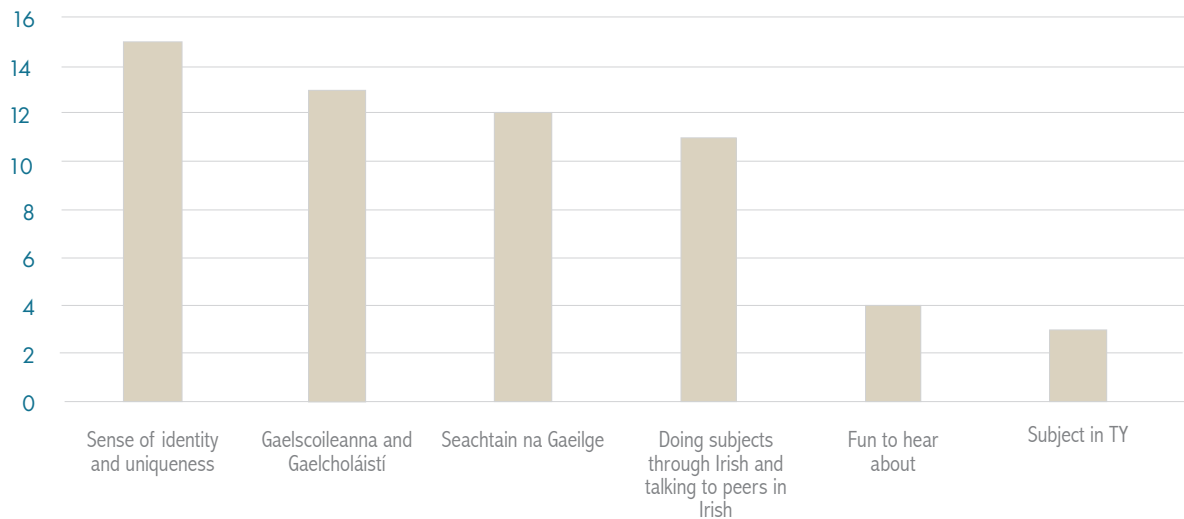
When considering heritage in Secondary Schools, the Irish language featured very prominently and was a factor in two thirds of responses to the question “What do you like about this?” Meaningful interaction with heritage in secondary school was the strongest message delivered through the responses around how to encourage involvement. Participants expressed a desire to have Irish language taught primarily with an aim to promote fluency in communication rather than as an exam subject that is purely results-driven. Creative ideas around engaging with heritage through education were also set out – sugges-

tions included trips involving re-enactment of lives and lifestyles from times past; exchange programmes between schools that focus on visiting local historical sites with host students acting as guides; history projects related to local historical figures. In order to promote heritage in secondary schools, the overwhelmingly popular suggestion was to engage young people in the restoration and maintenance of historical sites as part of their secondary school education. A willingness to engage with heritage in a ‘hands on’ way was very evident among participants

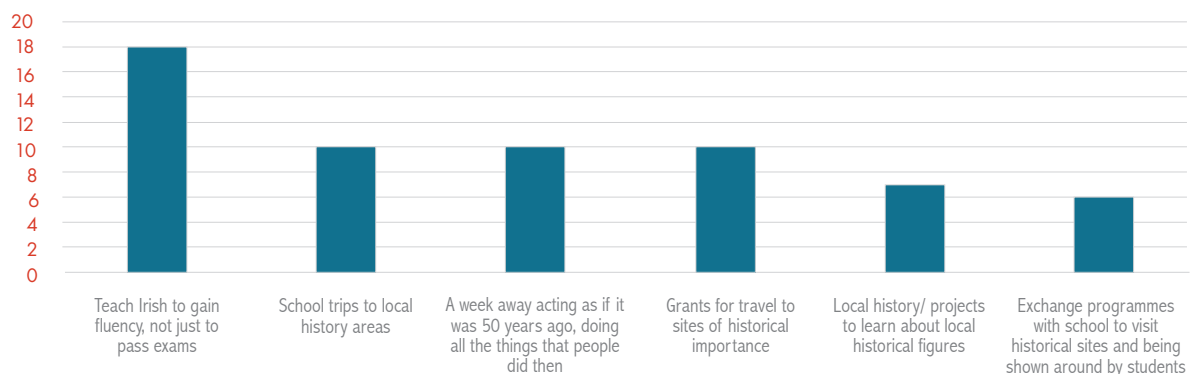


TOPIC 4 RESULTS: HERITAGE IN SECONDARY SCHOOLS

Question 1: What do you like about this?



Question 2: What would encourage you to get more involved?



Question 3: How should this be promoted?



TOPIC 5: MUSEUM OBJECTS AND ARTEFACTS

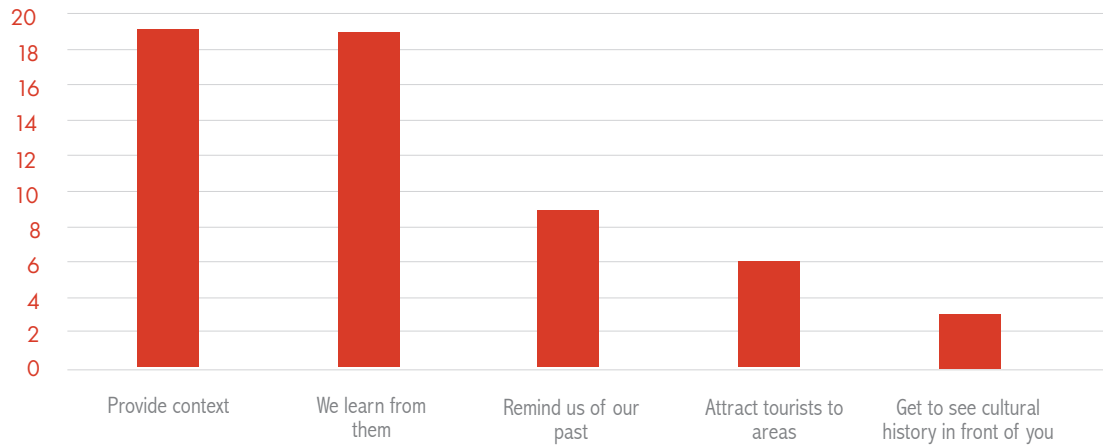
The educational role of museums in providing historical context through objects and artefacts was highlighted by those considering that topic, as was the role in such institutions in attracting tourists to a given area. Participants reported that making museums more child friendly and also more welcoming of young people would encourage greater involvement by younger age groups. Interactive displays and youth friendly events were suggested, along with school trips to museums.

Continuing with a link to education, it was also recommended that exhibitions in museums should be tailored so as to provide a link to the Junior and Leaving Cert history curriculum that would be meaningful to students of these subjects.

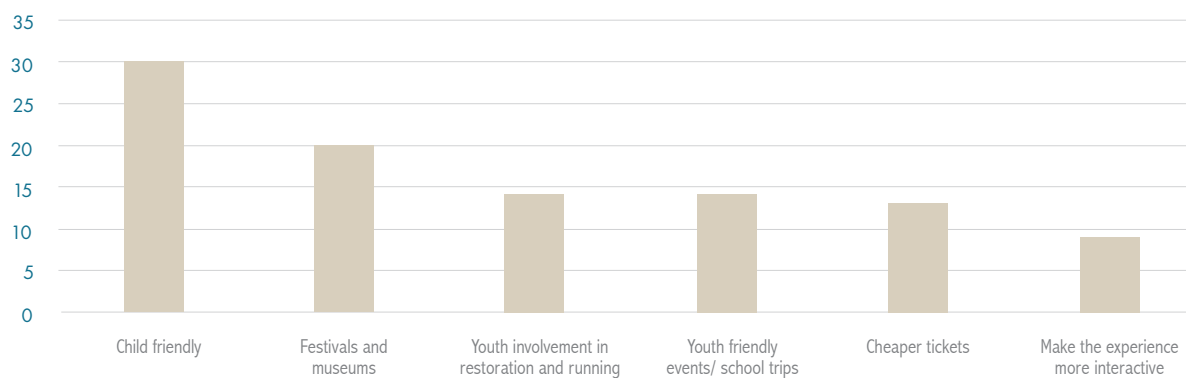


TOPIC 5 RESULTS: MUSEUM OBJECTS AND ARTEFACTS

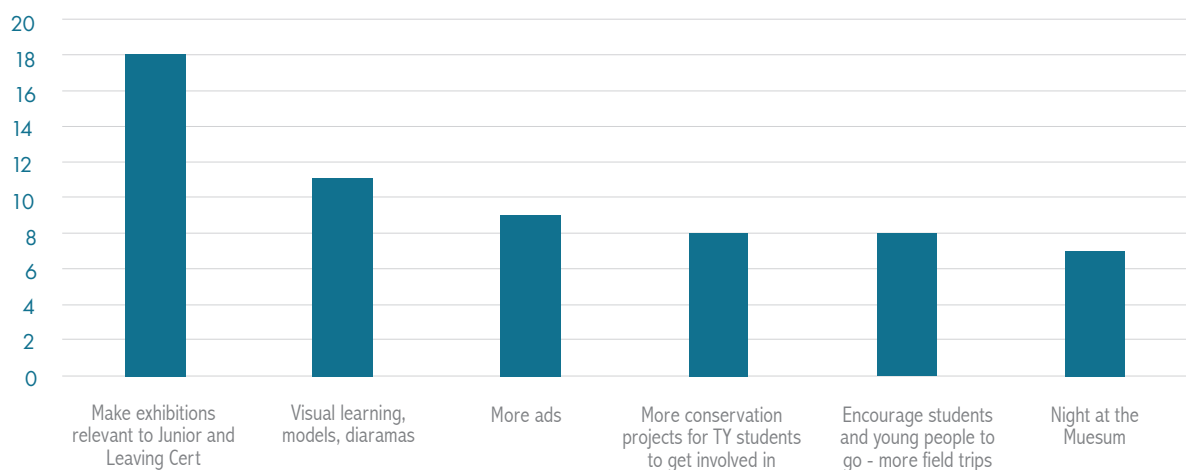
Question 1: What do you like about this?



Question 2: What would encourage you to get more involved?



Question 3: How should this be promoted?



TOPIC 6: CUSTOMS AND TRADITIONS

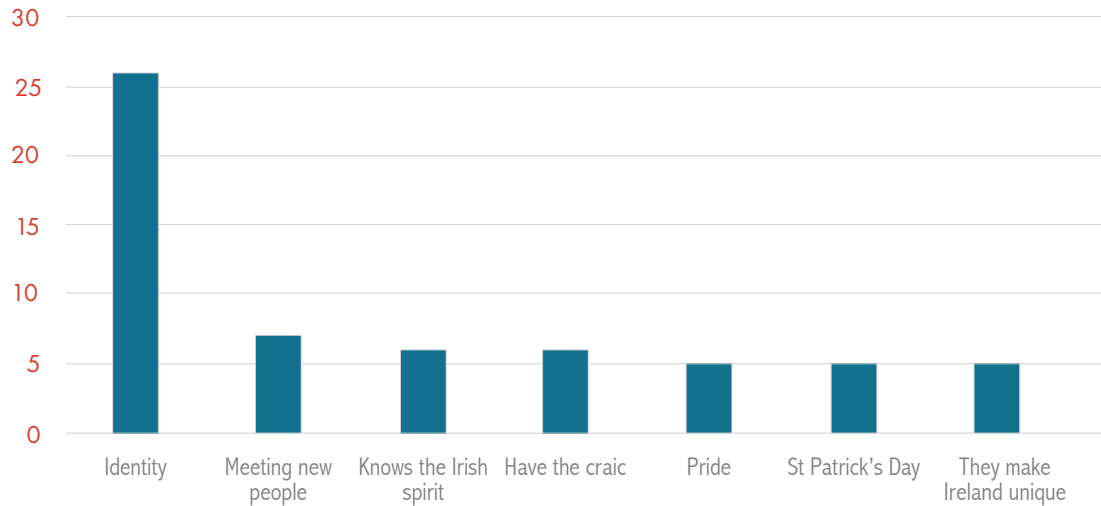
The sense of identity created by customs and traditions was by far the most important element identified in this category and participants were keen to encourage ideas that actively bring generations together, young and old. Modernisation and updating of older traditions and encouragement, in particular, of events such as céilís to encourage traditional dancing were suggested.

Advertising targeted at young people; provision of funding; the promotion of youth clubs and running of festivals for teenagers were among the most popular suggestions for promotion of customs and traditions in Ireland.

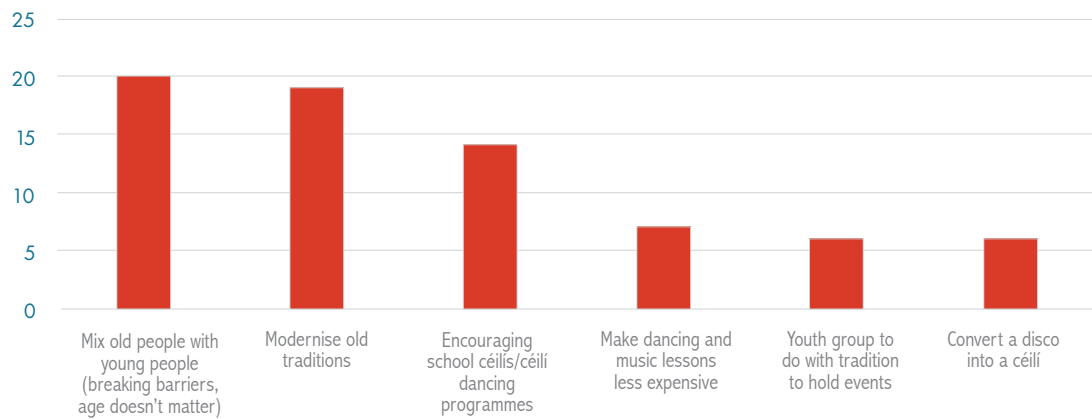


TOPIC 6 RESULTS: CUSTOMS AND TRADITIONS

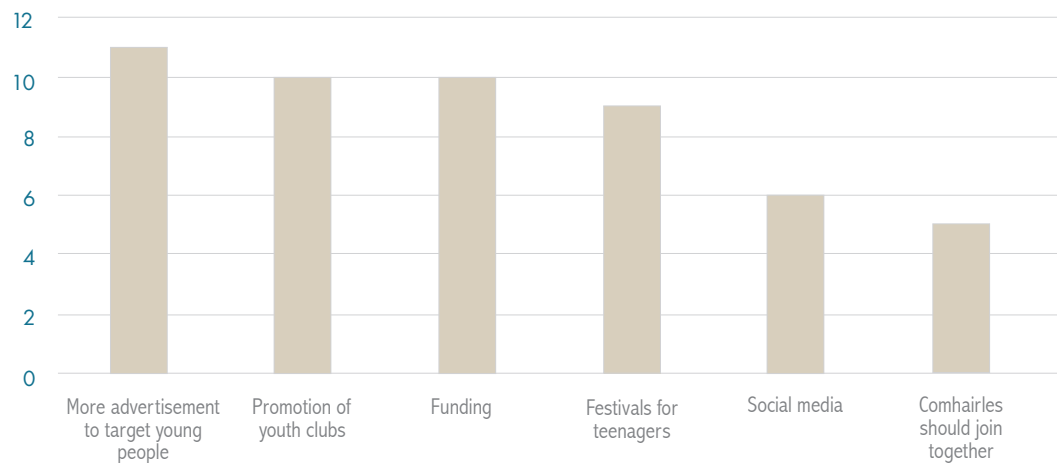
Question 1: What do you like about this?



Question 2: What would encourage you to get more involved?



Question 3: How should this be promoted?





Conclusion:





The consultation demonstrated that young people see a very strong connection between heritage and themselves. They recognise clearly what heritage is, its importance within society and they articulated that they would like to play an active role in the preservation and promotion of heritage, especially within their local communities. Central to their suggestions is a desire to see a child-friendly or youth-friendly focus at heritage events, at heritage sites and in museums. Schools are key to engaging with young people on heritage as this is the most effective outlet through which young people can access facilities and information. Transition year (TY) was identified often as a stage at which meaningful interaction between young people and their heritage can take place. However, several references are made to the Junior Cycle at post-primary level and great-

er interaction between the school curriculum and heritage resources such as museums and historical sites. Pride in the unique aspects of Irish heritage is evident and for many of the young people consulted, this is most clearly demonstrated through their interest in the Irish language and a desire to shift the focus of the language away from exams and toward its use as a living language.

Several innovative methods of achieving the Heritage Council goals of reaching a wider, and younger audience have been suggested. In particular, the young people consulted have identified how best to communicate with them as a group generally and also how to harness the power of new communication technologies to advance the understanding and appreciation of heritage in the community as a whole.



APPENDIX 1: INFORMATION SHEET

 <p>An Roinn Leanaí agus Gnóthaí Óige Department of Children and Youth Affairs</p>	<p>An Chomhairle Oidhreachta The Heritage Council</p> 	
<p>WHAT IS THE CONSULTATION ABOUT?</p> 	<p>‘Our Heritage, Your Say: consultation with young people on the future of heritage in Ireland</p> <p>The Heritage Council is currently putting together a five-year plan on heritage in Ireland and invite you to have your say on its future. They have asked the Department of Children and Youth Affairs (DCYA) to collaborate with them in making sure that the voice of young people is heard and included in their Strategic Plan 2018-2022.</p> <p>The Department of Children and Youth Affairs is carrying out a consultation with young people to find out about the aspects of heritage that appeal most to young people, how we encourage young people to engage more with their heritage and how best to communicate with young people about their heritage.</p> <p>Their views will be presented to the Board of the Heritage Council and will be taken into account when drafting the Heritage Council’s ‘Valuing People & Place: Strategic Plan 2018-2022’.</p>	
<p>WHEN IS IT ON?</p> 	<p>Tuesday 20th February 2018, 11:30 – 15:30</p> <p>Please feel free to arrive any time after 10.30am – we will have snacks available before the meeting and lunch in the middle of the day!!</p>	
<p>WHERE IS IT ON?</p> 	<p>Heritage Council offices, Áras na hOidhreachta, Church Lane, Kilkenny, R95 X264</p> <p>Google maps link: https://goo.gl/maps/ngs9DmEq4u22</p> <p>The Heritage Council is located close to St Canice’s Cathedral, across the river from Kilkenny McDonagh train and bus station.</p> <p>A map and directions are included with your pack.</p>	
<p>HOW WILL I GET THERE?</p> 	<p>We will make it as easy as possible for you to get there. If you are getting a bus or train, please find enclosed directions to get to the venue. You may also take a taxi from the station. Please keep the <u>receipts</u> for your bus, train or taxi fares and we will reimburse you on the day!</p>	
<p>WHO DO I CONTACT IF I HAVE A QUESTION?</p>	<p>If you have any questions, you can contact Karyn Farrell</p> <p>t: 01-8584525 m: 086 8498602 email: kfarrell@youthworkireland.ie</p>	

APPENDIX 2: CONSULTATION METHODOLOGY AND OUTLINE

OUR HERITAGE; YOUR SAY

VENUE: THE HERITAGE COUNCIL, KILKENNY

DATES: 20TH FEBRUARY

CONSULTATION AGENDA

10:00	REGISTRATION - Graffiti Wall (Q: What is Heritage?)
11:30	INTRODUCTION - Heritage Council - Games
11:50	LIFELINE EXERCISE - Key Question: What heritage things have you done/do through your life? (Lifeline split into 3 age groups) - Sticky dot to prioritise the top three activities
12:20	WORLD CAFÉ 1: Three groups working on 3 themes: 1. Historical Sites (buildings and monuments) 2. Native flora & fauna (animals, insects, plants and trees) 3. Heritage Events (festivals, heritage open days etc) Questions - What do you like about this? - What would encourage you to get more involved? - How should this be promoted? Method for World Cafe: - Start discussions at first table (20 mins) - Two table changes to add opinion at other 2 themes (20 mins each) - Back to original table for a final discussion (5 mins) - Sticky dot voting at the three tables (15 mins)
13:25	LUNCH
14:05	WORLD CAFÉ 2: Three groups working on 3 themes: 4. Heritage in secondary school 5. Museum objects and artefacts 6. Customs and Traditions Questions - What do you like about this? - What would encourage you to get more involved? - How should this be promoted? Method for World Cafe: - Start discussions at first table (20 mins) - Two table changes to add opinion at other 2 themes (20 mins each) - Back to original table for a final discussion (5 mins) - Sticky dot voting at the three tables (15 mins)
15:05	EVALUATION FORMS
15:15	CLOSE OF CONSULTATION



APPENDIX 3: CONSULTATION PARTICIPANTS AND PROCESS

CONSULTATION PARTICIPANTS: All of the young people in attendance were recruited through Comhairle na nÓg, facilitated by their local coordinators. 28 young people in attendance in total. There were 14 boys and 14 girls. The group ranged in age from 14 to 17. They attended from the following Comhairles: Carlow, Cork City, Kildare, Kilkenny, Limerick, Mayo, Roscommon, Tipperary, Wexford

DETAILED CONSULTATION PROCESS: 28 young people from Comhairle na nÓg groups in Carlow, Cork City, Kildare, Kilkenny, Limerick, Mayo, Roscommon, Tipperary and Wexford attended the consultation in Kilkenny on Tuesday 20th February, 2018. Registration was open from approximately 10 a.m. and participants were provided with refreshments upon arrival as well as lunch during the day. Any costs incurred by participants were reimbursed by DCYA and signed consent forms were obtained from each participant as well as their parent/guardian.

The group was made up of 14 girls and 14 boys, with all participants in second-level ed-

ucation. Participants ranged in age from 14 to 17, with most (22) aged 16 or 17 years. The day was introduced by the facilitators from DCYA, explaining what participants could expect from the day and the purpose of the consultation. The Child Law Clinic and its role was introduced and explained and the Heritage Council also explained the importance of the input from young people to its strategic planning. Participants were assured that all opinions and thoughts shared as part of the consultation were valid, with no right or wrong answers to any of the questions asked. As the process was entirely anonymous, participants were invited to speak freely and frankly.

The programme for the consultation itself was broken into three separate sections and began in earnest following some ice-breaker exercises aimed at helping those in the group to get to know each other and to feel comfortable sharing their thoughts and experiences with the wider group.

For the first section of the consultation participants were invited to share their thoughts on a

Graffiti Wall – a large poster. The question on the Wall was “What is Heritage?” and participants were asked to write, in their own time, their own answers to that question.

World Cafes. The groups remained the same as for the Lifelines exercise.

The second part of the consultation saw the group of 28 separated into three smaller groups, seated at three tables. Table 1 had nine young people (five male, four female); Table 2 also had nine young people (four male; five female) and Table 3 had ten young people (five male; five female).

The first task of these smaller groups was to complete a Lifelines exercise. Each group was given a large worksheet on which the outline of a river was drawn. A line was drawn down the middle of the worksheet to separate the sheet into two age ranges. The first age-range was 0-12 and the second was 13-17. Participants were then asked to discuss and record what their experiences of heritage in Ireland had been when they were younger, i.e. in their early childhood and primary school years, and more recently, in their secondary school years.

Following the discussions and sharing of the different experiences, all of which were recorded on the worksheet, participants at each table were then given six sticky dots each and asked to place the dots beside the three most important or relevant comments in each of the two halves of the work sheet. The third part of the consultation followed on immediately from the Lifelines exercise, with the first of two World Cafes. The groups remained the same as for the Lifelines exercise.

The World Café exercise saw each table being assigned a topic and each group being asked the same set of three questions about their particular topic. After discussing the topic at their primary table and writing down the various answers suggested by the group, each

group moved briefly to each of the other group tables. Here they were given the opportunity to discuss, in less detail, the topics considered by the other groups and to add any suggestions that they felt had been omitted by those groups. Returning to their original table, participants were then provided with sticky dots and again, asked to place a dot beside the three most important answers in each of the question circles on the worksheet. Each participant placed up to nine dots on their own group worksheet and also on each of the other group worksheets.

The questions asked for each topic were:

- What do you like about this?
- What would encourage you to get more involved?
- How should this be promoted?

For the first World Café session, the topics discussed by the groups were:

1. Historical Sites (Table 1)
2. Native Flora and Fauna (Table 2)
3. Festivals and Heritage Events (Table 3)

Once all sticky dot votes had been cast by participants in the first World Café, a break was taken for lunch, with participants returning afterwards to complete a second World Café, following an identical format to the first. There were slight changes to the make-up of the tables for the afternoon session, with Table 1 having ten young people (6 male; 4 female); Table 2 had nine young people (6 male; 3 female) and Table 3 had nine young peoples (2 male; 7 female).

The topics discussed in the second World Café were:

1. Heritage in Secondary Schools (Table 1)
2. Museums, Objects and Artefacts (Table 2)
3. Customs and Traditions (Table 3)

APPENDIX 4: STICKY DOT VOTING RESULTS

LIFELINES:

What heritage things have you done in the past (aged 0-12) and more recently (13-17)

OVERALL LIFELINES: AGE GROUP	
Visiting Sites (Farms, Glendalough etc)	23
Speaking/ Learning Irish	20
GAA	11
Ceol/ Playing Music	5
Studying History	5
Irish Media (RTE/ TG4)	5
Irish Dancing	3
Catholic Religion	2
Celebrating Days like St Patrick's Day/ Seachtain na Gaeilge	2
Communicating with People	2
Talking and Listening to Irish Folklore	1
Seachtain na Gaeilge Play	1
Make St Brigid's Crosses	1
Learned a different culture, dancing, GAA etc	0
Activities	0
Hay Bale Jumping	0
The Plough	0
Nature Tables	0
Road Bowling	0
Writing Poems about our Heritage	0
Adventures	0
Travel (historical)	0
Walking the Dog	0

OVERALL LIFELINES: AGE GROUP

Irish Language, Education and the Gaeltacht	19
Conservation and Awareness	7
Irish Traditions and Customs	6
History Education	7
Music	5
Events (festivals etc)	6
Sport	6
Nature Walks	4
Learning Irish Mythology	3
Learning the History behind Places Visited on Holidays and on School Trips	2
School Trips	1
History Walks	1
The Local	1
Learning Different Subject	0
Movies (Wind that Shakes the Barley/ Michael Collins)	0
Irish Slang/Accent	0
Proclamation	0
Did Heritage in 4th Year	0
Church	0
Attending Heritage Meetings	0
Took an Interest in Irish History in my own Time	0
Other Traditions becoming 'Irish' from people Immigrating to Ireland from abroad e.g. sport/music/dance	0

WORLD CAFE 1

Themes:

1. Historical Sites
2. Native Flora and Fauna
3. Heritage Events

Questions:

- a) What do you like about this?
- b) What would encourage you to get more involved?
- c) How should this be promoted?

THEME 1: HISTORICAL SITES		A) WHAT DO YOU LIKE ABOUT THIS?
It Tells People's Stories		26
A Symbol of a Time Gone By		14
Individual Sites, e.g. Murrisk/ GPO / Round Towers		9
Makes your Area Unique		7
Adds to the Attractiveness of the Area		6
Immersion		4
Education about History		3
It interests you in an Indescribable Way		2
B) WHAT WOULD ENCOURAGE YOU TO GET MORE INVOLVED?		
Improved Accessibility e.g Transport Costs		33
Addition of Facilities Such as Restaurants, Cafes, Games Rooms		22
Makes Sites Child Friendly/Youth Friendly e.g. use pictures, accessible info, interactive displays		20
Activities		7
Energetic and Knowledgeable Tour Guides		2
Use them at Different Times e.g. At Halloween convert old places to haunted houses		1
C) HOW SHOULD THIS BE PROMOTED?		
Education (Projects linking Heritage sites to the curriculum; school trips)		40
Advertising/ Social Media (Instagram, Facebook, Twitter); Noticeboards		24
Active Involvement by Young People with local Heritage Sites e.g. Ambassadors/ Tour Guides		11
Use Student Card to Access Heritage Sites		8
Urban Renewal		1
The Historic Sites aren't Romanticised Enough: Promote these places better, e.g. Grand Canyon		3
More Activities like an Open Day Catered towards a Specific Age Group		0
Historical Information accessible for Young People		0
Natural Pride in History		0

THEME 2: NATIVE FLORA & FAUNA	A) WHAT DO YOU LIKE ABOUT THIS?
Makes Ireland's Landscape Unique	17
The Great Western Greenway	12
Nice to look at /Beautiful and Iconic Landscape	10
Attracts Tourists	8
Good for the Environment	7
Good Milk/Dairy/Beef/ Potatoes	7
Camping Sites	5
Public Parks	3
Fresh Air	2
Diversity of Flora and Fauna	2
Best Potatoes in the World	2

B) WHAT WOULD ENCOURAGE YOU TO GET MORE INVOLVED?

Education and Conservation Projects for Young People to get Involved in	18
Trips with School	17
Bigger Green Areas in Towns and Cities	13
No More Discrimination when Young People Help	11
Alert People to areas of Special Interest or Importance for Plants and Animals	10
Native Wildlife in the Zoo/Pet Farms	6
Events at School	4
Hillwalking Groups for Young People instead of Adults: easier walks /on bus routes	4
Cleaning up Public Parks	1

C) HOW SHOULD THIS BE PROMOTED?

Raise Awareness among Students about our native Flora & Fauna becoming Extinct	29
Increase Awareness through Schools: trips; TY projects; teach as a subject	16
Social Media/ Spotify Ads	12
Jobs to Employ Young People to Help	11
Volunteer Community Groups	10
More Local Nature Reserves	5
Through Local Events	3
Intertwine Nature with Irish Mythology	2
Advertising on Television, e.g. ads	1

THEME 3: HERITAGE EVENTS	A) WHAT DO YOU LIKE ABOUT THIS?
Good Atmosphere	15
Sense of Identity	15
Feeling like I was from that time	14
Arts Focus	7
Fleadh Ceoil	5
Something fun to do with your free time	5
Very Informative	4
They remind us where we come from	3
Educational	2
Very Engaging	1
Speakers	0
A bit of Fun	0
The Style/Clothes/Architecture	0

B) WHAT WOULD ENCOURAGE YOU TO GET MORE INVOLVED?

Bigger focus on events for young people; involvement by young people	19
Accessible transport	9
Free Stuff	6
Rural Historical Focus	6
Have a food aspect in events i.e. an Irish food fest	5
Fund it	5
More publicity - social Media (snapchat, instagram etc)	4
Encourage people to go to local events/festivals	2
Have it at weekends/ school holidays	1
More events	1
Bigger focus on speaking Irish at the events	1
Music - youth performers	0

C) HOW SHOULD THIS BE PROMOTED?

Popular Music Artists performing their own material along with traditional Irish music	37
Targeted advertising in places that young people go: school, youth groups, shops	20
Social Media (Facebook, Twitter, Snapchat)	10
Divert Focus from centres such as Galway and Dublin to rural sites	9
Music	7
Link schools to surrounding counties and their historical sites	3
Through Local Newspapers	0
Spotify Ads	0

WORLD CAFE 2

Themes:

4. Heritage in Secondary Schools
5. Museums, Objects and Artefacts
6. Customs and Traditions

Questions:

- a) What do you like about this?
- b) What would encourage you to get more involved?
- c) How should this be promoted?

THEME 4: HERITAGE IN SECONDARY SCHOOLS		A) WHAT DO YOU LIKE ABOUT THIS?
Sense of Identity and Uniqueness		15
Gaelscoileanna and Gaelcholáistí		13
Seactain na Gaelige		12
Doing Subjects through Irish and talking to peers in Irish		11
Fun to hear about		4
Subjects in TY		3
Siamsa		0
Catholic Schools		0
B) WHAT WOULD ENCOURAGE YOU TO GET MORE INVOLVED?		
Teach Irish to gain fluency, not just to pass exams		18
School trips to local history Areas		10
A week away acting as if it was 50 years ago, doing all the things that people did then		10
Grants for travel to sites of historical importance		10
Local history projects to learn about local historical figures		7
Exchange programmes with school to visit historical sites & being shown around by students		6
History Project		4
Heritage Week		2
Hold Events		1
Make History more engaging		1
Curriculum featuring projects about Heritage and History		0
C) HOW SHOULD THIS BE PROMOTED?		
Employ Young People to restore and look after Historical Sites - e.g. Goblin's Path in Antrim		49
Make Irish Conversational, not learning off		13
Heritage Week through the Curriculum		13
Heritage Youth Festival		11
Competitions		10
Get Secondary School Pupils Teaching Primary School Pupils about Heritage		7
Posters/ Information Sheets/ Booklets		2
Forest Walks in Rural Areas		2
Bring in Native Pet Farms		1
More Project Work		1
Social Media/Radio/TV		0
Irish Scientists		0
Conservation of Woodland		0
Competitions		0
Essay-writing on Topics regarding Heritage		0
Workshops, Trips, Assessment Folders as part of the Junior Cert Exams		0

THEME 5: MUSEUM OBJECTS AND ARTEFACTS**A) WHAT DO YOU LIKE ABOUT THIS?**

Provide Context	19
We learn from them	19
Remind us of our past	9
Attract Tourists to Areas	6
Get to see Cultural History in front of you	3
Look Cool	2
Helps to realise what life was like	1
Informative	0
Pretty	0

B) WHAT WOULD ENCOURAGE YOU TO GET MORE INVOLVED?

Child Friendly	30
Festivals and Museums	20
Youth Involvement in restoration and running	14
Youth Friendly events/school trips	14
Cheaper Tickets	13
Make the Experience more Interactive	9
Hold events for people e.g. banquet at Bunratty Castle	2
More unique museums e.g. bee museum	1
Family - More Interactive	0
Involve Youth Groups in Museums e.g. have them promote	0
More Interaction (actors, comedy, animals)	0

C) HOW SHOULD THIS BE PROMOTED?

Make Exhibitions relevant to Junior and Leaving Curricula	18
Visual Learning; models; dioramas	11
More Ads	9
More bee conservation projects for TY students to get involved in	8
Encourage Students and young people to go - more field trips	8
Night at the Museum	7
Mobile Museums	3
Specific grants e.g. for schools or youth organisations	2
Sharing Heritage	1
Social Media	1
Bring students to see every new exhibition that comes on so they're never missing out	1
Learn from other countries	1
Campaign as to why people should go	1
Encourage people to go	0
Use Age-appropriate messaging	0
TV	0

THEME 6: CUSTOMS AND TRADITIONS**A) WHAT DO YOU LIKE ABOUT THIS?**

Identity	26
Meeting new People	7
Knows the Irish Spirit	6
Have the Craic	6
Pride	5
St Patrick's Day	5
They make Ireland Unique	5
Irish Music	4
All-Ireland Final	3
Connected to the Past	3
Sense of Community	1
Entertainment	1
Hunting Leprechauns	1

B) WHAT WOULD ENCOURAGE YOU TO GET MORE INVOLVED?

Mix Old People with Young (breaking barriers; age doesn't matter)	20
Modernise old traditions	19
Encouraging school céllís/céllí dancing programmes	14
Make dancing and music classes less expensive	7
Youth Group to do with Traditions to hold events	6
Convert a disco into a Céllí	6
Modernise the way Irish is Taught e.g. teach social media terms	5
Hold More Events	5
Get Young people involved in organising the events to encourage their friends to go	4
Comhairles could hold Céllís	3
Mix International Culture with Irish: showcase culture to international students	1
More Céllí	1
Advertise dances more	0
Modernise Traditional customs, make dancing competitions less like pageants	0

C) HOW SHOULD THIS BE PROMOTED?

Conservation Projects such as Save the Bees	17
More Advertisement to target Young People	11
Promotion of Youth Clubs	10
Funding	10
Festivals for Teenagers	9
Social Media	6
Comhairles should join together	5
Promote céllís on social media	4
Through Schools and Youth Groups	3
Through Youth Clubs	2
Education Young People about Traditions and Customs	1
More pop-up Gaeltacht	0

APPENDIX 5: CONSULTATION EVALUATION

The final element of the consultation process was the completion by participants of an evaluation questionnaire which asked seven questions, a mixture of both closed and open questions:



Question 1: Did you get a chance to give your opinions

☐ Yes, whenever I wanted ☐ Yes, some of the time ☐ No

Question 2: Did everyone in your group have a chance to give their opinions?

☐ Yes ☐ No

Question 3: Do you know what will happen to what you said today?

☐ Yes ☐ No

Question 4: What did you think of the meeting room?

☐ Not Good ☐ OK ☐ Very Good ☐ Excellent

Question 5: What did you think of the food?

☐ Not Good ☐ OK ☐ Very Good ☐ Excellent

Question 6: What would you change about today?

Question 7: Any other comments?

Evaluation Results:

The results of the evaluation forms were generally positive with all participants reporting that they felt they had the opportunity to contribute either whenever they wanted (86.21%) or some of the time (13.79%). The impression that others could contribute was also overwhelmingly positive with 93.1% reporting that they could and 6.9%, or two respondents, replying with No.

89.66% of participants were happy that they understood the purpose of the consultation and what would happen to their contribution.

The venue and food provided were both rated highly, with just under 59% judging the venue to be 'very good' or 'excellent' and a further 76% giving the same rating to the food.

Question 6, about what changes the participants would make, was not engaged by all participants and of those that did answer (25), nine reported that they would make no changes. The venue, both location and the room itself, was the subject of a further nine comments which primarily recommended a more central location and a larger space within which to work.

Smaller groups with more opportunity to speak with others from other Comhairle organisations was suggested by a small number of participants and being afforded an opportunity to directly address the Board of the Heritage Council was also mooted.

In response to the open question 7, whether participants had any other comments, 14 young people engaged with four replying that they had nothing further to add. Another five comments were broadly positive and complimentary of the people they met and the experience generally. Poor transport links to the location and suggestions for alternative catering were also noted and a recurrent theme from the day, on the importance of bees, was also mentioned.

A further comment on engaging young people on the Board of the Heritage Council was included and finally, one young person was encouraged to positive action commenting that "From today, I took the knowledge that the youth are not as informed on old Irish customs therefore I personally will make an effort at home to spread awareness."

In addition to the feedback received from the young people, the consultation facilitators also engaged in a short debrief session at the end of the day. This session identified that certain topics were more difficult than others to engage on, such as customs and traditions, and due to a lack of 'negative spaces' or a question that allowed young people to identify weaknesses or gaps, it was felt that perhaps some relevant information might have been omitted as there was no clear place for this information to be collected. Finally, it should be noted that while there was a very good mix of participants from around the country, there was no young person present from Dublin.

APPENDIX 6: YOUNG PERSON ASSENT FORM



Heritage Council Consultation

Young Person Assent Form

Name of consultation: 'Our Heritage, Your Say': consultation on the future of heritage in Ireland

Date: Tuesday 20th February 2018

Place: Heritage Council, Áras na hOidhreachta, Church Lane, Kilkenny, R95 X264

Time: 11:30 (registration & refreshments from 10:30 onwards)

Consultation information

The Heritage Council is currently putting together a five-year plan on heritage in Ireland and invite you to have your say on its future. They have asked the Department of Children and Youth Affairs (DCYA) to collaborate with them in making sure that the voice of young people is heard and included in their Strategic Plan 2018-2022.

The Department of Children and Youth Affairs is carrying out a consultation with young people to find out about the aspects of heritage that appeal most to young people, how we encourage young people to engage more with their heritage and how best to communicate with young people about their heritage.

Their views will be presented to the Board of the Heritage Council and will be taken into account when drafting the Heritage Council's 'Valuing People & Place: Strategic Plan 2018-2022'.

Information about you

Your name	
Your address	
Your date of birth	
Your email address	
Your age	
Your medical conditions or special needs	
Foods you cannot eat	

Please read and tick the boxes you agree with:

- ☐ I understand why I am going to the consultation or someone has explained it to me.
- ☐ I agree to take part in the consultation on 'Our Heritage, Your Say':
- ☐ I agree that photographs, video and voice recordings of me can be used for publicity and

SignedDate
or the name of any other young person will not be used in the report.

APPENDIX 7: PARENT/GUARDIAN CONSENT FORM



Heritage Council Consultation

Parent / Guardian Consent Form

Name of consultation: 'Our Future, Your Say': consultation on the future of heritage in Ireland

Date: Tuesday 20th February 2018

Place: Heritage Council, Áras na hOidhreacht, Church Lane, Kilkenny, R95 X264

Time: 11:30 (registration & refreshments from 10:30)

IF YOU WOULD LIKE SOMEONE TO EXPLAIN THE INFORMATION ON THIS FORM, PLEASE PHONE KARYN FARRELL ON 086 8498602

Consultation information

The Heritage Council is currently putting together a five-year plan on heritage in Ireland and invite you to have your say on its future. They have asked the Department of Children and Youth Affairs (DCYA) to collaborate with them in making sure that the voice of young people is heard and included in their Strategic Plan 2018-2022.

The Department of Children and Youth Affairs is carrying out a consultation with young people to find out about the aspects of heritage that appeal most to young people, how we encourage young people to engage more with their heritage and how best to communicate with young people about their heritage.

Their views will be presented to the Board of the Heritage Council and will be taken into account when drafting the Heritage Council's 'Valuing People & Place: Strategic Plan 2018-2022'.

Details of young person

Name of young person	
Address of young person	
Date of birth of young person	
Age of young person	
Dietary requirements	
Other relevant information (medical conditions or special needs)	

Contact details of parent/guardian/care worker

Name of parent or guardian	
Relationship to young person	
Address	
Parent/guardian contact number	
Contact details of person collecting the young person (if different from above)	
In case of emergency, please contact (if different from above)	
Contact details of young person 's doctor	

Please read and give permission for the points below by ticking the boxes:

- ☐ I give permission for the young person named above to take part in the consultation with young people on 'Our Future, Your Say': consultation on the future of heritage in Ireland
- ☐ I understand that there will be suitable supervision at the consultation and that young people attending will not have permission to leave the premises without prior arrangement.
- ☐ I understand that the DCYA will only take responsibility for the young person named above from the time of arrival at the consultation, up to the time of departure from the consultation. No responsibility will be taken during the process of travelling to and from the consultation.
- ☐ I understand that my child is taking part voluntarily.
- ☐ I understand that the consultation will be attended by researchers who are writing a report of the consultation. This report will be anonymous and no young person's name will be used.
- ☐ In keeping with *Children First: National Guidance for the Protection and Welfare of Children* 2017, I understand that if the facilitators learn about any risk to the safety or welfare of my child or another young person they will manage this information in line with their policy.
- ☐ I agree that photographs, video and voice recordings of the young person named above can be used for publicity and promotional purposes and in printed and online reports with the permission of the young person.
- ☐ In the event of illness or accident, I give permission for medical treatment to be administered to my child where considered necessary by a suitably qualified medical practitioner and/or hospital. I understand that every effort will be made to contact me as soon as possible.

Signed (parent/guardian)

An Chomhairle Oidhreachta
The Heritage Council

