



Herbert Baker Society Pilot Training Days & Visits are made possible with The National Lottery Heritage Fund, as part of the Medway Heritage Place Programme. Thanks to National Lottery players, we have been able to offer pilot training days and visits to heritage sites for Medway students, aged 16-25..

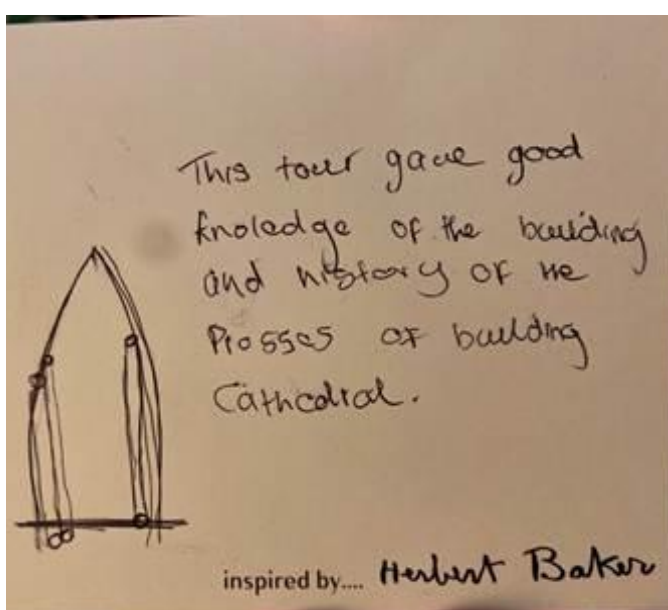
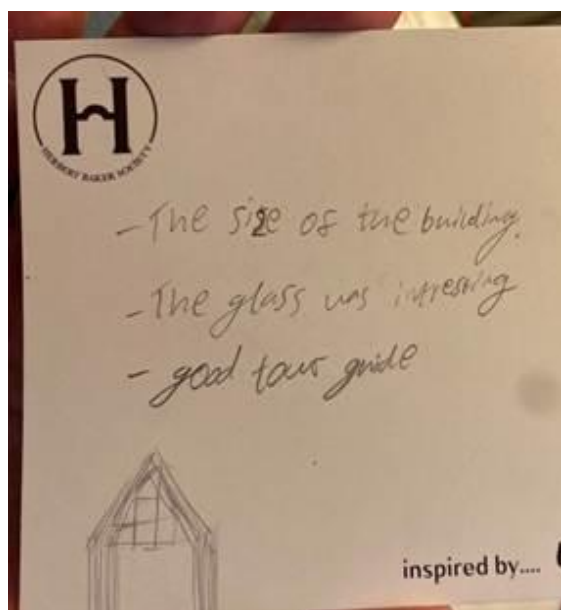
HBS Pilot Feedback from Heritage Events Jan 2025

Part 1: The Heritage Day Workshops

This feedback was gathered during and after our 3 workshops, via recorded conversations, email exchange or 'postcards'. Feedback from the Students: we provided a notebook and pencil to each student to keep, for their own use, to encourage them to really look while they were visiting. Our feedback was done on a postcard, with space to draw and/or write. It was open ended- tell us what you learned? What did you think? Should we run these again? Why should funders give us money to run more of these - are they worth it?

Their drawings demonstrated their learning: in this case about the history of architectural styles as shown in the evolution of arches seen in Rochester Cathedral.





Written Feedback (students)

I enjoyed my time, learnt and appreciated different works and skills with block work and architecture. I learned what stone sculptors do through interactive learning as I got to try it myself.

Increased appreciation for heritage (skills) in students

Masonry was new and exciting. I saw lots of heavy blocks. **It's very different from bricklaying and fun!**

I was interested in learning about the structural support of the building and being able to see all the bits that you wouldn't be able to normally.

It would be terrible for the skills to be forgotten because we will lose a unique and cool style of buildings

"Restoration work is very interesting, it's not publicised, noticed or being put out there that old structures need to be kept alive. If skills such as carpentry, stonemasonry etc aren't shown in these areas, these old monuments, buildings will die out. I think it should be taught and put out there. Opportunities for this work to be taught. Opportunities for history to be carried forward."

Fun

I enjoyed it and learnt a lot from it. **Good day out.** Today was fun and new. It got me out of class.

It was lots of fun. It was a good day out, thank you. Really good day. It was enjoyable. It was a good experience.

I enjoyed my time at Canterbury Cathedral. I learned a lot that I didn't know. It was a good day.

Educational

I enjoyed the trip since **I learned about the history of Canterbury Cathedral** along with how a stone mason preps their work.

I learnt new methods and discovered a lot about history in the chapels.

It was educational and got me out of class.

I enjoyed both the practical and learning new things. Definitely recommend.

Connection to and appreciation of place

The cathedral was so big!

I cut a stone which they will use for the cathedral.

I enjoyed stone masonry. The experience was new and fun. I did enjoy parts of the chapels.

I enjoyed my time and it was deffo worth the money. I would like to climb the building.

New Skills

"I enjoyed and learnt a lot so far (lunchtime) It has taught me a skill that has a valuable use in woodwork and I believe more should get an understanding of it"

"I enjoyed it because I learnt how to use a draw knife and learnt to carve wood."

"I have enjoyed my trip here at Canterbury. I have learned some skills from the stone masons. It was a good day. **I learnt lots, thank you. It's worth doing and we learn the process and how it was to try a good technique**, and the cathedral was good."

Unexpected Learning - different materials

This tour gave good knowledge of the building and history of the process of building the Cathedral.

The glass was interesting.

It was really good to get to feel other materials. Getting to be hands on was really good.

The following feedback is from the adults, volunteers and organisers involved,

1: How have you found the process of working with the Herbert Baker Society?

Tutors/organisers/volunteers were inspired too - and learned something too

"We have enjoyed working with the Herbert Baker Society **and have even expanded our knowledge of a local personality! The enthusiasm and energy of Camilla and Anna was infectious.**"

"For a mainly new build Bricklayer Lecturer **it was really good to see and hear how things were done many years ago and that some of these processes still exist now.**"

"It's been lovely to work with the Herbert Baker Society. I really appreciate the opportunity to be involved in this project, and **you've been incredibly generous and supportive in working with me.** I'm very grateful to you for trusting someone as young as me with filming these events, and I've had a brilliant time doing it. Thank you!" (Volunteer)

"What I have been involved in seems to have gone smoothly and worked well." (Tutor)

The power of meeting industry experts

This has been an amazing experience for our learners. The opportunity to be 'hands on' was great for them and they have really enjoyed the day. **The engagement with staff at Cathedral and stone masons has been great and well received.** Thank you!

Appreciation of heritage skills

I have learned that young people value dying or 'at risk' skills more than anticipated and value carrying them out, for what they are and how they make you feel. (Tutor)

It's been a brilliant experience which I've been able to enjoy from both a filmmaking and history/heritage perspective. (Volunteer)

2. a) Do you feel the events were a success?

My biggest compliment or achievement I could say about both trips is that **the students really got to think outside the box**, A couple of examples are, **They were amazed at how high the buildings** were at Canterbury and that people had to get materials up that high to **build it but without the machinery** we have now days, many of them only see the houses or flats in the areas they live and how things are done now.

Inspiring Location

"The locations for the events were brilliantly chosen, and a great part of their success in my eyes - history and heritage reach another level when you're standing in front of a Cathedral or learning how to build a wooden hurdle!" (Tutor)

Engagement of students

“The responses from students are - I feel - a testament to the success of the events. **There was a real sense of interest and curiosity across all the days, especially during the hands-on sessions.**” (Tutor)

“There is **clearly a strong interest and a readiness to learn** about heritage amongst many young people.” (Tutor)

“I feel it was a success in highlighting the need for restoration joiners, in **highlighting the skills used and being lost.** “

“Also, at Weald and Downland the students were amazed how the timber objects **were made by hand and not machine**, and they hadn't given this a thought previously. On both trips the students **couldn't believe that someone was giving them the opportunity to make something themselves.** They thought they would be there just to listen to people talking, this helped them engage so much more and **you could see how proud they were with their achievements.**

The educators also trialled something new

Bringing the students here I was unsure of the interaction and interest. I feel the students were of the same thought. After a brief talk and explanation **the students got involved physically - all students - straight away you could see they were enjoying themselves**, though they really liked that they could achieve the finished result. **They got to keep what they made - and this was a really good thing,** (Tutor)

“**A hidden benefit for us was making contact with the local college** who had never visited before. It also gave us **confidence in knowing that we can adapt our tours** to match the learning requirements of students undertaking building / carpentry courses.” (Heritage Education Lead)

Wider Career/Life Skills

For me **as a Lecturer I found this really good not only at the time but to speak to them in our employment lessons, showing them that there are many different jobs out there that had never crossed their minds before.** Especially at Canterbury where a couple of the people doing their careers, had said it wasn't what they intended to do but have now found a job that gives them a good sense of enjoyment. This helps me by explaining we don't know what we will do for the rest of our career but to try hard in all their lessons as you never know what might be.” (Tutor)

Thank you for taking him - **he never was allowed to go on trips at school** (Parent)

2b) What areas could be improved?

“There weren't really things I could say that needs improving at the moment as it seemed to work well.” (Tutor)

Longer lead in

The events went well. For us, we would have preferred a longer lead-in as the Cathedral diary gets very busy. We understand that this was not possible on this occasion because of the timing constraints to the grant.

Tailoring length/content of talks

“Because it was in a cathedral some students stated some/a lot of the talks felt too religious in content Our students do well with material designed for a primary school audience - as hands on as possible.

Possible ways to improve/ grab the attention of the students:

1. Have a replica of the green man and short sections of the surrounding rafters on a table, that can be slid apart to reveal the joints used,
 - a. Given the opportunity to do sketches of the joints used.
2. Have a smaller replica of different doors/ rafters from around the building, again like a puzzle where they "have a go" at putting the door/ rafter together.
 - a. Could also have a "label it" puzzle
3. Possibly have an "have a go" area where students can have a go at carving/making a traditional joint for a door/rafter (this can also work for the stone side too)
4. Maybe a treasure/tip/quest hunt type game for them to find each item with a clue to the next?
5. Have Frottage examples of what was once on the walls/ carved into doors and get students to see what they can identify, could talk about possible techniques used to create these images. (I mean the stand with the large water bowl is intricate and beautifully carved)
6. Possibly have a usable workshop of how it would have looked back when the building was being built that students could have a go at using the tools of the time.” (Tutor)

Part 2: The Role of Herbert Baker Society and building a case for support

An equally important part of the pilot was to establish if there is a need for these kinds of workshops, (or something different) and what role we could have as a new organisation. The following feedback was gathered from general emails, as well as discussions and group documents created during our RoundTable event

3. Do you feel there is a need for a programme to support young people looking at pathways in to heritage craft skills?

“Absolutely! **Traditional crafts are a dying art and the more we can do to encourage growth, the better.** We have many historical buildings and artefacts in this country **and it is essential that future generations have the skills and knowledge to repair and preserve** as well as creating from scratch”

“Yes, **pure and simple. There definitely needs to be a progression/programme to support a route into a level 2/3 and further for restoration qualification.** From both college and work areas.” (Tutor)

“Absolutely, and the response to this pilot programme has given me a lot of confidence that creating this would be very achievable; **The skills involved in conservation are**

incredibly unique, and are themselves a very important part of our understanding of history, so I feel it is vital that they are kept alive, not just for the sake of the buildings they help preserve, but also for the sake of the crafts themselves.”

“Yes definitely, We will need young people to be able to carry on the trades that have been around for so long and **there is a good opportunity to become a specialist** as not so many people even know about these jobs anymore. Also, it seemed that **everyone involved in these jobs seemed to like what and why they were doing it.** “

4. Would you be happy to be part of a longer term project with the Herbert Baker Society to support training in heritage craft skills?

. Definitely! I've had a great time on this project, and **the work you're doing is very important**, so I'd love to continue being involved with it in the future.

Yes, we would love to be part of a longer-term project with the Herbert Baker Society, because we feel there are vital skills being lost if it continues the way the education direction is going in regard to Joinery.

Yes I feel it's a great way forward and especially as the college is **positioned in an area that was close to where Herbert Baker himself was born and died.** I think it also **shows the students that local people have and can achieve** in their future from this area.

With sufficient planning and lead-in time we would be delighted to be involved.

**Thank you for supporting our mission to inspire the
next generation of artists, makers and designers.**