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# Stobs Camp Project Evaluation

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## Final Report

*for Archaeology Scotland*

*July 2019*



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## **Executive summary**

### **Introduction**

This report presents the evaluation of the Stobs Camp Project. The report has been produced by Rob Robinson Heritage Consulting and is a final evaluation report for the completed Stobs Camp Project.

Stobs Camp, located near Hawick in the Scottish Borders is an internationally important site relating to Scotland's preparation for war and the subsequent handling of First World War prisoners.

### **Project activities**

The project was led by Archaeology Scotland and aimed to promote an understanding of Stobs Camp by inspiring people to:

- Investigate the archives
- Collate and share the records on a dedicated website
- Record the remaining standing buildings on and off-site
- Investigate and excavate the abandoned cemetery
- Investigate, record and compare the different practice trenches

In terms of activities, the project has delivered:

- A series of public talks to some 821 people
- Illustrated tours at Stobs throughout the project to some 416 people
- A total of 20 training workshops for volunteers and schoolchildren including workshops on 'Survey techniques', Total Station EDM, 'finds processing' and Home Front Legacy training
- Archive research collating almost 675 newspaper articles and some 750 photos/postcards which have been added to the project catalogue and the CALM archive at the Heritage Hub in Hawick
- Oral history recordings, now available online and featured on the app
- Building surveys and small-scale excavations including finds processing, identifying and recording 21 structures, hut foundations and missing huts, metal detecting and small scale excavations on the German cemetery, two fortification trenches, a practice trench and the light railway
- Landscape feature recording and EDM surveys of six huts and walkover survey of rail links, sewage system and hospital site
- Involvement of local primary and high schools and the production of a project learning resource for Primary age children (9-14 year olds) which has been given (in hard copy) to all the schools in the area. A digital version is available online at <http://www.stobscamp.org/new-educational-learning-resource/>
- A digital exhibition (touchscreen), new website and heritage trail app
- Theatrical performances by Borders Youth Theatre and Napier University
- Rebuilding of the German memorial and a moving commemoration event on Sunday 11<sup>th</sup> November 2018
- An exhibition, created in partnership with the Internment Research Centre, has travelled to Birmingham and Ireland and is set to travel to South Africa, USA, Canada and Barbados before returning to Newcastle by the end of 2019

## Project impacts

The impacts of the project have been considerable, not only have the previously mentioned activities and elements been delivered, but in doing so:

- A total of 153 volunteers have taken part contributing over 4,250 volunteer hours to the project (to end June 2019)
- Over 150 people have been trained through the project developing valuable skills and experience
- The project has a social media following of 701 Twitter followers, the website has had over 52,500 page views and over 13,700 users and the app has had almost 3,000 views and over 700 full content plays (to July 2019)
- Some 45 pupils from Kelso and Hawick High Schools have been presented with Archaeology Scotland's Explorer Heritage Hero Awards for their excavation work and are currently working towards their Gold Award
- The project received a Champion award for its recording of building remains and submission of condition surveys to Home Front Legacy and this will subsequently inform the Historic Environment Record
- The project has had an extremely high media profile, as demonstrated on <http://www.stobscamp.org/2017-2019-project/in-the-media/>
- The project staff awarded the quality of the research and the project outputs as **5 out of 5** and felt that they had developed new skills and / or increased their understanding of community archaeology and Stobs Camp's heritage through this project with a rating of **4.7 out of 5**. The staff unanimously regarded participation in this project as a rewarding and enjoyable experience, rating it **5 out of 5**
- The project partners were proud to be associated with the Stobs Camp Project giving it a rating of **4.5 out of 5** and favoured the continuation of the project into the future
- Most volunteers / trainees rated their enjoyment of the activities as excellent or good with the memorial re-build and armistice event gaining the highest praise
- Most volunteers / trainees have learnt new information about the history of Stobs Camp, the project had made them view the local area more positively and would recommend volunteering in the project to others
- Volunteers / trainees most enjoyed meeting and working with like-minded people, learning new skills and the practical fieldwork
- School children were not only given an insight into the history of Stobs Camp but given an introduction to archaeology with some children even being inspired to think about a future career in heritage and archaeology
- Feedback directly from the primary school pupils noted that:
  - They had enjoyed the tours at Stobs Camp
  - The guide gave them lots of information
  - They could now explain to their friends and family what it was like for soldiers and prisoners at Stobs during the First World War
  - They would like to learn more about Stobs Camp

### **Key lessons learnt**

The lessons learnt from undertaking the project, as identified by the Project Manager and Project Officer were that:

- People very soon develop a sense of place and ownership
- Volunteers develop a great passion and dedication to the tasks of the project
- Collaboration with other project partners is rewarding but can sometimes be quite challenging
- The fantastic camaraderie and sense of family within the volunteer group
- The more you learn the more there is to question and explore
- The value of outdoor learning should not be underestimated as even three or four pupils seeing a possible career path is rewarding
- The international reach and impact of the memorial rebuild and armistice event was outstanding and emotional
- Not to underestimate the time involved in getting a community organised
- The lengths you have to go to get a school out on site – buses, permission, time, teachers, etc.
- Not enough time or money for larger excavations
- Volunteers need more advanced notice before running activities
- Films shown during an Open Day event need to be short and not reliant on sound unless it has a dedicated audience

If the project was to happen again or continue, the project staff would make the following changes:

- Budget for more staff time and equipment
- Recognise different learning styles and accommodate that when asking volunteers to complete tasks
- Timetable activities and events more clearly and further in advance
- Involve volunteers in the planning so that they feel equipped to lead activities
- At future Open Day events ensure that a volunteer is available to welcome members of the public

#### **Evaluation consultant comment**

The Stobs Camp Project was ambitious, aiming to deliver a wide variety of outputs in a rural community, and is set to deliver all of these with only minor alterations to two elements based on necessity and maximising value. Indeed, in many respects the Project has delivered well beyond its targets, not only in terms of volunteers involved and people trained but also in terms of tangible outputs.

Some of the most significant successes of the Project are where the project has gone the extra mile to deliver additional benefits beyond those initially identified in the HLF application. For example, the rebuilding of the German memorial and the centenary event, the considerable media coverage throughout the project, the school resource pack and maximising project partnerships to deliver theatrical performances and providing valuable resources for the Hawick Museum exhibitions and the Heritage Hub (Internment Research Centre), all enabling the project to reach a larger and more diverse audience.

The project is largely complete at the end of July 2019 with only the interpretation panels to install and there is a strong desire (by staff, partners and volunteers) to continue the Project into the future now that the appetites for Stobs heritage are whetted, volunteers are enthused and so many people have been trained.

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July 2019

## **1.0 What we wanted to happen**

### **1.1 Introduction**

This report presents the evaluation of the Stobs Camp Project. The report and the evaluation methodology follow the NLHF project evaluation guidance and comprises four main sections: What we wanted to happen; What actually happened; Review; and Summary of lessons learnt.

### **1.2 Project overview**

Stobs Camp (4 miles south of Hawick) is an internationally important site relating to Scotland's preparation for war and the subsequent handling of First World War prisoners. The project aimed to promote an understanding of Stobs by inspiring people to investigate the archives, collate and share the records on a dedicated website, record the remaining standing buildings on and off-site, investigate and excavate the abandoned cemetery and to investigate, record and compare the different practice trenches and other targeted sites.

The project was led by Archaeology Scotland with support from Scottish Borders Council, Historic Environment Scotland (HES), academic and military experts, the Hawick Archaeological Society, Borders Family History Society, Hawick Callants Club, Hawick museums and archives and local schools.

### **1.3 Approved purposes and planned activity**

The starting point for the evaluation are the approved purposes agreed with HLF / NLHF. It was agreed that the Stobs Camp Project would deliver the following:

- To provide training for volunteers and schoolchildren in research, oral reminiscence, building surveys and archaeology
- For volunteers to carry out research and collect stories of those who lived and worked at the camp
- School children will research the lives of German POWs and make contact with German schools
- A contractor will carry out aerial surveys of Stobs Camp, using a drone
- To carry out building surveys and small-scale excavations
- To organise public talks
- To organise school workshops
- To carry out guided walks and talks on site
- To create a digital exhibition, interpretation boards and an app
- To hold an international conference in Hawick

The table below presents the core planned project elements and activities against the approved objectives:

<b>Approved objective</b>	<b>Relevant project elements</b>
1. To provide training for volunteers and schoolchildren in research, oral reminiscence, building surveys and archaeology	<ul style="list-style-type: none"> <li>• Volunteer training workshops</li> </ul>
2. For volunteers to carry out research and collect stories of those who lived and worked at the camp	<ul style="list-style-type: none"> <li>• Buildings recording</li> <li>• Archive research (incl. newspaper research)</li> <li>• Oral reminiscence</li> <li>• Collating research material</li> </ul>
3. School children will research the lives of German POWs and make contact with German schools	<ul style="list-style-type: none"> <li>• School research</li> <li>• German school links</li> </ul>
4. A contractor will carry out aerial surveys of Stobs Camp, using a drone	<ul style="list-style-type: none"> <li>• Aerial survey</li> </ul>
5. To carry out building surveys and small-scale excavations	<ul style="list-style-type: none"> <li>• Finds processing</li> <li>• Missing huts (incl. Armstrong type &amp; Nissen huts)</li> <li>• Standing building recording</li> <li>• Small scale excavation</li> <li>• Landscape feature recording</li> <li>• Survey rail links, sewage system and hospital site</li> </ul>
6. To organise public talks	<ul style="list-style-type: none"> <li>• Public talks</li> <li>• Conferences</li> </ul>
7. To organise school workshops	<ul style="list-style-type: none"> <li>• School training workshops</li> <li>• Exploring the site / recording</li> </ul>
8. To carry out guided walks and talks on site	<ul style="list-style-type: none"> <li>• Guided walks and talks</li> </ul>
9. To create a digital exhibition, interpretation boards and an app	<ul style="list-style-type: none"> <li>• Create digital exhibition</li> <li>• Create interpretation boards</li> <li>• Create mobile phone app</li> <li>• Create 3D model</li> </ul>
10. To hold an international conference in Hawick	<ul style="list-style-type: none"> <li>• Re-enactment event</li> <li>• Commemoration event</li> <li>• International conference</li> <li>• End of project celebration</li> </ul>

In addition to the items identified above relating directly to the approved purposes were the following key project elements:

- Staff posts – Project Manager / Project Officer / Digital Archivist
- Documentary filming
- Publish book
- Condition reports / Conservation Management Plan
- Rebuilding of the cemetery memorial

## 1.4 Methodology

A detailed scope of work was developed and agreed outlining the methodology for the evaluation. In summary this comprised:

1. Project document review
2. Preparation of feedback forms (for print and online) for:
  - a. Staff
  - b. Project partners
  - b. Event / activity volunteers and trainees
  - d. Teachers / schools
3. Element evaluation (see table below)
4. Images / activity and element documentation
5. Professional review of completed installations including website, mobile app, digital exhibition and interpretation boards
6. Information analysis
7. Report production

For the element evaluation a detailed programme of measures and methods of evaluation were identified and used.

Element	Targets & Measures of success	Methods of evaluation
<b>Training</b>		
Volunteer training workshops	Number of workshops Number of volunteers Volunteer satisfaction Skills learned	Project data / counts Volunteer feedback Staff feedback Partner feedback
School training workshops	Number of workshops Number of pupils Teacher satisfaction Skills learned	Project data / counts Teacher feedback Staff feedback
<b>Volunteer and school research</b>		
Buildings recording	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of recording	Project data / counts Volunteer feedback Staff feedback
Archive research	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of research	Project data / counts Volunteer feedback Staff feedback
Oral reminiscence	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of recording	Project data / counts Volunteer feedback Staff feedback
Collating research material	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of research	Project data / counts Volunteer feedback Staff feedback
School research	Number of pupils Teacher satisfaction	Project data / counts Teacher feedback Staff feedback
German school links	Number of pupils Teacher satisfaction	Project data / counts Teacher feedback Staff feedback
<b>Surveys and excavations</b>		
Finds processing	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of work	Project data / counts Volunteer feedback Staff feedback Partner feedback



<b>Element</b>	<b>Targets &amp; Measures of success</b>	<b>Methods of evaluation</b>
Missing huts (Armstrong and Nissen)	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of work	Project data / counts Volunteer feedback Staff feedback Partner feedback
Standing building recording	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of work	Project data / counts Volunteer feedback Staff feedback Partner feedback
Small scale excavation	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of work	Project data / counts Volunteer feedback Staff feedback Partner feedback
Landscape feature recording	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of work	Project data / counts Volunteer feedback Staff feedback Partner feedback
Survey rail links, sewage system and hospital site	Number of volunteers Number of volunteer hours Volunteer satisfaction Quality of work	Project data / counts Volunteer feedback Staff feedback Partner feedback
<b>Guided walks and talks</b>		
Guided walks and talks)	Number of walks / talks Number of attendees	Project data / counts Staff feedback Anecdotal feedback
<b>Interpretation</b>		
Create digital exhibition	Exhibition created Quality User numbers / hits	Project data Audit Staff feedback
Create interpretation boards	Panels created Quality	Audit Staff feedback
Create mobile phone app	App created Use Quality	Audit Use figures / downloads Staff feedback
Create 3D model	3D model created Quality	Audit Staff feedback
<b>Conference and events</b>		
Borders Heritage Festival Tour	Event held Number of people involved Number of people attended Satisfaction	Project data / counts Staff feedback Partner feedback
Commemoration event	Event held Number of people involved Number of people attended Satisfaction	Project data / counts Staff feedback Partner feedback
International conference	Event held Number of people involved Number of people attended Satisfaction	Project data / counts Staff feedback Partner feedback
End of project celebration	Number of attendees	Project data / counts
<b>Other</b>		
Staff posts	Staff posts filled Length of stay / turnover	Number of posts Length of stay in post
Rebuilding of the cemetery memorial	Work undertaken / completed by contractor	Confirm work completed to suitable standard
Documentary filming	Films produced	Audit - view filming
Publish book	Published book Quality of book	Confirm book is published Audit – assess quality
Condition reports / CMP	Production of plan	Confirm production of final report

## 2.0 What actually happened

### 2.1 Introduction

This section of the evaluation report presents what was actually delivered as part of the project. It presents the activity under the 'approved objectives' headings and matches each objective to the relevant HLF outcomes. It also covers the 'other' areas not mentioned in the approved objectives such as project management and staffing.

While this section includes quantitative evaluation the qualitative feedback is presented in section 3; review.

It is worth noting that in delivering this project, Archaeology Scotland had a number of project partners including Historic Environment Scotland, Scottish Borders Council Archaeology Service, Live Borders Museums and Archives, Hawick Archaeological Society, Hawick Callants Club, Project Hawick, Borders Family History Society, University of Aston, Edinburgh Napier University, landowners and other organisations (including Youth Borders and Voice Of My Own), individual volunteers and local schools. Key partners within the project included:

- Aston University (AHRC project on internment in the Commonwealth) provided support and information sharing throughout the study and plan to do so into the future
- Hawick Heritage Hub and Museum staff hosted various events and have been on the core steering group
- HES staff who helped with guidance initially and provided excellent research materials
- County archaeologist who provided considerable in-kind support and advice throughout the project

Following permissions to start, the project began its delivery phase in February 2017 with the official launch of the project held at Hawick Museum on 1<sup>st</sup> April 2017, attended by over 60 supporters, funders, volunteers and partners. The MSP, John Lamont, gave a short speech and the project team presented a summary of the project.

### 2.2 Areas of activity

#### 1. To provide training for volunteers and schoolchildren in research, oral reminiscence, building surveys and archaeology

A total of 20 training workshops were held for volunteers and schoolchildren during the project. These have included:

- 'Survey techniques' workshop to train volunteers in the use of measured and plane table survey and drawing elevations to which 12 volunteers attended – this was followed a few days later when volunteers came out on site to use the plane table to survey



- one of the practice trenches
- Total Station EDM (electronic distance measurement) training over several days
- Initial 'finds processing' workshops were held to demonstrate how to clean and record the finds from the excavations and metal detecting surveys – to which almost 20 volunteers attended
- Home Front Legacy training workshop learning archaeological recording and digital skills
- Heritage activities workshops at Hawick youth club
- Archaeology workshops at the family fun day as part of the Borders Science Festival in May 2018, focusing on metal detecting activities
- Oral history interviews, training session to help volunteers undertake oral reminiscence interviews
- 'How to' workshop on conducting genealogical research
- Annotation workshop on how to record image details, e.g. location, content and messages contained in old photographs and postcards
- Newspaper research workshop with Hawick High School
- Schools workshop on site with schoolchildren learning to GPS locate buildings, draw elevations, plane tabling, map regression, sketch and discuss buildings
- On site workshop with volunteers in assisting with metal detecting survey
- Facilitated workshops on producing theatrical productions with Borders Youth Theatre
- On site workshops in masonry skills and stone carving to reconstruct the memorial monument
- Six on-site archaeology training workshops for excavation techniques with volunteers and schoolchildren

Over the course of the project over 150 people have learned new heritage skills or built upon previous skills as part of this project.

## **2. For volunteers to carry out research and collect stories of those who lived and worked at the camp**

*Outcomes for heritage – Better interpreted and explained / Identified / recorded*  
*Outcomes for people – Developed skills / Learnt about heritage / Had an enjoyable experience / Volunteered time*

During the course of the project this volunteer research has comprised:

- Archive research (incl. newspaper research) / collating research material – over the course of the project almost 675 newspaper articles on Stobs Camp have been researched and summarised by a team of volunteers. Selected entries have been added to the website timeline. Research continued with a particular focus on the First World War years. In addition this team of 15 volunteers annotated some 750 photos/postcards and



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added these to the project catalogue, the CALM archive at the Heritage Hub in Hawick and also added some of these to the website timeline <http://www.stobscamp.org/timeline/>

- Catalogue entries added to Hubcat – Records were created for newspapers, postcards, officials' reports and photographs. There are now 1,556 records online with a further 300 to be added in the coming months. A portion of these were tagged with key terms and linked to a Stobs Camp location file. In all cases the UK Archival Standards were applied to ensure consistency throughout. This collection of terms and location tags made the material search friendly, making it accessible to individuals and academics. Project staff helped the local archive, which hosts the Project material, to discover the full potential of their cataloguing system resulting in several local individuals commenting on how much better the catalogue was to use
- In collaboration with Aston University and David Sutherland the project contributed to creating Stobsiade.org which is a web resource giving the original 40 Stobsiade (camp newspaper) and translations to English. This resource will aid further research into internees of the camp in the future.
- Oral reminiscence – Oral history recordings and transcriptions were produced with Walter Oliver, and his sister Reene Currie, who had lived at a number of farms on the Stobs estate during the Second World War, and with John Common who was a soldier at Stobs in 1945. In addition the previously recorded reminiscence with Jimmy Barnes who was stationed at Stobs in 1941 was also transcribed and all added to the website at <http://www.stobscamp.org/oral-history/>
- Sharing information – the Stobs Camp Project volunteers were filmed for Channel 5's "Walking Britain's Lost Railways" programme. The staff and volunteers promoted the project and the local heritage and the programme will have a national reach when it airs in September/October 2019. One volunteer took centre stage in front of the camera and other volunteers were filmed taking part in fieldwork activities. The project staff are now having follow-on discussions with the production company for filming a longer feature for the project's Phase 2



### **3. School children will research the lives of German POWs and make contact with German schools**

*Outcomes for people – Developed skills / Learnt about heritage / Changed their attitudes and/or behaviour Had an enjoyable experience*

School children from Drumlanrig Primary School, Tweedbank Primary School, Hawick High School and Kelso High School have all been involved in the project, indeed 45 pupils from Kelso and Hawick High Schools were presented with Archaeology Scotland's Explorer Heritage Hero Awards for their excavation work and some were working towards their Gold Award. While Drumlanrig Primary School, following their tour of Stobs, built a scale model of the PoW Camp.

School involvement primarily focused on site tours and practical involvement in archaeological excavation. The German connections research was undertaken by 11 volunteers from the Borders Family History Society who researched connections to prisoners – comprising 31 family histories and biographies for 25 prisoners. The research also included over one hundred Kings Own Scottish Borderers who were believed to have been at Stobs. They were subsequently drowned when their ship, the Royal Edward, sunk in the Aegean in August 1915.



As part of a learning experience the project took over 20 volunteers, including children to visit the 'Digging In' project in Glasgow. Organisers staged the famous Christmas Day truce with volunteer re-enactors.

#### **4. A contractor will carry out aerial surveys of Stobs Camp, using a drone**

*Outcomes for heritage – Better interpreted and explained / Identified / recorded*

Aerial photographs of the site were taken by Border Archaeology in Autumn 2016, many of which are available on the web <http://www.stobscamp.org/2017-2019-project/aerial-photography/>. These have since been added to with the use of a more detailed drone survey. Following careful planning drone flying and filming began in October 2018 and the footage is now being edited to form a 3D render of the PoW Camp. This includes close recording of the upstanding buildings and some high-level filming of the Barns Moss firing range.

Drone flying is still continuing in 2019 as the pilot halted proceedings during lambing and calving. However, close-up images of many of the buildings have been recorded which can be rendered to 3D models and then transcribed to 2D for sharing and publishing. Overall the images of the camp exceed 100mb which provide an excellent resource for future researchers but will only be used in part to create short films on YouTube and the website as per the practice trenches shown here <http://www.stobscamp.org/videos/>

#### **5. To carry out building surveys and small-scale excavations**

*Outcomes for heritage - Better interpreted and explained / Identified / recorded*

*Outcomes for people – Developed skills / Learnt about heritage / Had an enjoyable experience / Volunteered time*

Considerable building surveys and small-scale excavations have been undertaken throughout the project. These comprise:

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- Finds processing workshops continued throughout the project for volunteers to brush, weigh, describe and write up hundreds of finds. In addition, members of the Hawick Camera Club assisted in capturing professional images of the artefacts found during excavation and the metal-detecting surveys. They also took pictures of other items donated to the project;
- Missing huts (incl. Armstrong type & Nissen huts). The Hut Search Group identified 21 huts of which 15 were upstanding. These included Makerstoun Village Hall and a storage hut at Selkirk, which were both assessed for condition and recorded through a building survey.
- Standing building recording – the first building the team recorded was a drying hut near to Barns Farm. This was originally used to dry horse tack and soldiers' uniforms. Since then the project has also recorded outlying structures at Makerstoun, Robertson, Hawick, Selkirk and Deloraine;
- Metal detecting days preceded the excavations, often over several days. The two days of metal detecting survey to assess 'Camp B' involved 18 metal detectorists and a further eight volunteers who explored and recorded finds in both the hut area and the exercise yards. Detectorists came from all over Scotland with the farthest travelled coming from Largs. Almost 300 objects were uncovered ranging from the fairly recent to mid-Victorian pennies. The most exciting finds were regimental buttons, cap badges, coins and a plethora of bullets and mortar casings;
- Small scale excavations were undertaken on:
  - The German cemetery (a team of 10 volunteers were joined by several young children on the second day) who helped with digging and recording and made a short film with VOMO.tv <http://www.stobscamp.org/videos/>;
  - Two fortification trenches which involved 19 volunteers on site each day (for two days) and included adult volunteers and Kelso High School pupils;
  - A 2-day small scale excavation on a First World War practice trench – assisted by 15 young people from year 3 at Hawick High School and several adult volunteers who helped with de-turfing, excavation and sieving the spoil heap. This sieving



- produced the star find for dating evidence – a tunic button from the Seaforth Highlanders giving a precise date of 1907 for that particular section of practice trench;
- Light railway excavation, over two days 13 volunteers excavated and recorded the trench under the supervision of Archaeology Scotland and a contracted archaeologist;
- Landscape feature recording included walkover surveys, for example, to ascertain which of the many practice trenches soldiers had dug would be most accessible and tell us the most about construction techniques used. Following EDM training, EDM surveys of six huts across Camps A, B, C and D were found and surveyed;
- Walkover survey of rail links and sewage system. A metal-detecting survey was commissioned at the POW Camp hospital. The aim was to compare this area of the camp with the finds uncovered in Camp B and to learn more about its use as a medical facility. Although the day started out with heavy rain a team of eight detectorists from SARG and SDC managed to locate over 185 finds;

## 6. To organise public talks

*Outcomes for heritage – Better interpreted and explained*

*Outcomes for people – Learnt about heritage*

*Outcomes for communities – More people and a wider range of people will have engaged with heritage / Hawick will be a better place to live, work or visit*

The project has been particularly active in terms of delivering talks to promote the project, generate interest and share the information and research emerging from the project.

In total some 821 people have attended talks delivered through the project. These include:

<b>2017</b> <b>12 talks to 485 people</b>	<b>2018</b> <b>7 talks to 187 people</b>	<b>2019</b> <b>4 talks to 149 people</b>
<ul style="list-style-type: none"> <li>• Old Gala Club</li> <li>• Caddonfoot Hall</li> <li>• Friends of Kelso Museum</li> <li>• Hawick Community Council</li> <li>• Saving &amp; Sharing Conference</li> <li>• Hawick Rotary Club</li> <li>• Lauderdale Probus</li> <li>• Edinburgh Archaeological Field Society</li> <li>• Jedforest Historical Society, Hawick Archaeological Society</li> <li>• Community Heritage Conference and Peeblesshire Archaeological Society</li> </ul>	<ul style="list-style-type: none"> <li>• Cogsmill WI</li> <li>• Innerleithen Probus</li> <li>• Hawick Rotary Club</li> <li>• Lauderdale Historical Society</li> <li>• Ancrum &amp; District Heritage Society</li> <li>• Selkirkshire Antiquarians</li> <li>• Maxton Meets</li> </ul>	<ul style="list-style-type: none"> <li>• Legacies of the First World War Conference, Birmingham</li> <li>• Knockaloe Civilian Internment Conference, Isle of Man</li> <li>• Borders Family History Society</li> <li>• Lauderdale Probus</li> </ul>

In addition, a talk on the project was given at 'Digging In' at Pollok Park Glasgow and the Project Officer attended prize-giving at Drumlanrig Primary School (who made the model of the camp). Further requests for talks have also been received.

## **7. To organise school workshops**

*Outcomes for people – Developed skills / Learnt about heritage / Had an enjoyable experience*

As noted above school children have been heavily involved in the project through a series of site visits, talks and on site excavation work.

In addition to school visits and involvement in the project, a learning resource was produced in collaboration with Aston University. "Minorities on the Homefront" resource is for Primary age children (9-14 year olds) and was given (in hard copy) to all the schools in the area. A digital version is available online at <http://www.stobscamp.org/new-educational-learning-resource/> and via the Heritage Resources Portal <https://archaeologyscotland.org.uk/learn-resources/> for teachers anywhere. This is a high quality publication including excellent reference material and eight class activities plus additional follow-on activities.

## **8. To carry out guided walks and talks on site**

*Outcomes for heritage – Better interpreted and explained*

*Outcomes for people - Learnt about heritage / Changed their attitudes and/or behaviour / Had an enjoyable experience*

*Outcomes for communities – More people and a wider range of people will have engaged with heritage*

The Project Officer led illustrated tours at Stobs throughout the project, to which a total of 416 people have attended. These include:

- 2017 - Old Gala Club, Borders Heritage Festival and individual groups. Forty-five members of the public attended a guided walk as part of the Borders Heritage Festival, at which members of the "Scots in the Great War" living history group erected a bell tent near the entrance;
- 2018 – Archaeology Scotland Summer School (attended by over 70 people), Peeblesshire Archaeological Society, Hawick Library, HES Board, Tweedbank Primary, Drumlanrig Primary plus individuals;
- School visits included over 40 children from Tweedbank Primary School and over 150 pupils from Drumlanrig Primary School. Each tour focused on the history of the camp prior to, and during, the First World War and visited key areas including the British Guard camp and the former PoW cemetery;
- In 2019 the school visits extended into England as the Project Officer conducted a tour at Stobs Camp for 28 pupils and teachers from Bridgewater Primary School in Newcastle. The trip was organised in





partnership with Northern Cultural Projects – a project exploring the lives of minority ethnic communities in the North-East of England during the First World War. This was a great opportunity to work with the team and to share the story of Stobs with schools south of the border;

- The Project Officer will also lead a free tour in September 2019 as part of Doors Open Days.

## **9. To create a digital exhibition, interpretation boards and an app**

*Outcomes for heritage – Better interpreted and explained*

*Outcomes for people – Learnt about heritage*

*Outcomes for communities – More people and a wider range of people will have engaged with heritage*

- Create interpretation boards – these are currently fully designed and are with the printers ready for production and installation
- Create a 3D model – will be available shortly for researchers. As each file is over 100mb clips will be taken of different areas and posted as videos and jpgs of 3D images for use on the web and for publicity
- Create a mobile phone app – the mobile heritage trail app was produced to help illuminate the visible and hidden remains of the camp. The app is available on site and is accessible from the internet encouraging wider public interest <http://www.stobscamp.org/stobs-camp-heritage-trail/>. There are 19 trigger points that focus on specific features of Stobs Camp. It includes modern and historic photographs and recorded voiceovers using two local volunteers and some audio description from Reene Currie. The app had over 200 downloads within the first two months of release and has now had over 700 full content plays
- Create a digital exhibition – this took two forms; an interactive touchscreen in Hawick Museum and the project website
  - The interactive touchscreen was installed as part of the new Hawick Museum War Memorial Room. This new exhibition includes artefacts from Stobs Camp and tells the stories of Hawick's people in Britain's wars – from the Napoleonic to recent conflicts. The interactive touchscreen display includes drone footage of the site, a tour of the camp, oral reminiscences and images of artefacts from Stobs. In addition, the project team worked closely with the museum curator to develop the content for both the permanent exhibition and the temporary exhibition 'Behind the Wire: Civilian Internment in the British Empire, 1914-1919', which it should be noted was extended due to its popularity;
  - The project website <http://www.stobscamp.org/> is the depository for all aspects of the project and is an extremely high quality site. Of particular note is the media section <http://www.stobscamp.org/2017-2019-project/in-the-media/> which highlights over 40 articles of the project in the press. The website includes a historical summary of the camp, its use during the First World War, interwar years, Second World War and the post-war period. It also includes an illustrated timeline, video footage of various project elements, including drone footage, key aspects of the project (including oral history interviews) and links

(including to the Internment Research Centre which is also hosted on the site)

- The Internment Research Centre (IRC) was launched in November 2018 in partnership with Aston University and has subsequently been widely publicised. An exhibition created between the IRC and the Stobs Camp Project has travelled to several locations, including Birmingham and Oldcastle, Ireland. Thereafter it will travel to Pietermaritzburg, South Africa; Salt Lake City, USA; Saskatoon, Canada; Barbados, Eastern Caribbean and return to Newcastle by the end of 2019.

## **10. To hold an international conference in Hawick**

*Outcomes for communities – More people and a wider range of people will have engaged with heritage / Hawick will be a better place to live, work or visit / Hawick's local economy will be boosted)*

Within this objective are not only the international conference but also the re-enactment event, commemoration event and end of project celebration:

- International conferences – the Project Officer gave a workshop at the Legacies of the First World War Conference in Birmingham in partnership with Aston and De Montfort Universities to 25 participants and a presentation to 75 people at the Knockaloe Civilian Internment Conference on the Isle of Man
- End of project celebration – held on 27<sup>th</sup> April 2019 in Hawick to showcase the work to the public and congratulate the volunteers on all they had achieved. This included a “*Scots in the Great War*” living history stall, the model of the PoW camp produced by Drumlanrig Primary School, a showing of the “*A Night at Stobs*” film and a demonstration of the archive. Volunteers brought their personal collections or artefacts and documents and it was attended by around 75 people
- Re-enactment event – the “*Scots in the Great War*” living history group attended the Borders Heritage Festival and brought Stobs Camp back to life as did theatrical performances by Borders Youth Theatre and Napier University:
  - The Stobs Camp Project commissioned the Borders Youth Theatre (BYT) to stage an evening performance of ‘Delving Deep’ at Hawick High School. Delving Deep was a contemporary multimedia performance inspired by local poetry written during the First World War, exploring the impact of war on the lives of young people. BYT ran daytime workshops for the pupils of Hawick High and gave a stunning and moving performance for the general public in the evening. A spokesperson from the school said that following the performance some of the pupils had enquired about joining the theatre group. BYT subsequently repeated the workshops and performance at Eyemouth High School;



- Napier University also produced theatre performances of “A Night at Stobs”, with Stobs Camp Project collaboration which were staged in Hawick, Edinburgh and Glasgow), all of which sold out;
- Commemoration event – the Armistice event at the rebuilt German Memorial was a particular highlight of the project. On Sunday 11<sup>th</sup> November 2018, the Stobs Camp Project unveiled the re-instated memorial to remember the German civilians, soldiers and sailors who had died at Stobs during the First World War. Speakers at the Armistice ceremony included Colonel Jean-Bernard Lacroix, Minister and Security Co-ordinator at the German Embassy in London, Margaret Elliott, Deputy Lieutenant of Roxburgh, Ettrick and Lauderdale and the Reverend Michael Scouler. The Hawick Saxhorn Band played two pieces of short music and a poem written by a pupil from Hawick High School was read out by one of the project volunteers. Colonel Lacroix read out the names of the German prisoners who had died and this was followed by a two-minute silence.



Following the Armistice ceremony the Project received an overwhelming response to the new memorial, including a 2-page article in The Hawick Paper. A film of the event is available on the website

<http://www.stobscamp.org/unveiling-of-stobs-memorial-armistice-day-2018/>

In addition, and as noted above, the project also contributed to the Hawick Museum permanent and temporary exhibitions, the latter will tour venues in Europe. The museum exhibition launch along with the launch of the Internment Research Centre in the Hawick Heritage Hub and the Armistice event brought a considerable number of visitors to Hawick, creating an estimated contribution of around £5,000 to the local economy through visiting speakers and guest accommodation, meals, transport, etc.

Members of the public were invited to drop in and talk to project volunteers about the work they had been doing at an open day at the Lesser Town Hall in Hawick. They were also invited to record their stories and share their memories of Stobs. The aim of the day was to celebrate the work achieved so far but also to encourage more volunteers to sign up for further activities. It was a considerable success attended by 12 volunteers and 45 members of the public.

**In addition to the items identified above relating directly to the approved purposes, were the following key project elements:**

*Outcomes for heritage – Better managed / In better condition / Better interpreted and explained / Identified / recorded*

- Staff posts – appointment and retention for the duration of the project of the Project Manager, Project Officer and Digital Archivist (2FTE)
- Documentary filming – by Voice-Of-My-Own.tv of the archaeological dig at the German cemetery <http://www.stobscamp.org/videos>

- Condition report of the remaining in-situ hut – completed by Addyman Archaeology
- Conservation Management Plan – in progress with SBC county archaeologist
- Rebuilding of the cemetery memorial – involving some four hundred volunteer hours and creating a vital lasting legacy of the project
- Publish book – many volunteers, staff and partners were interviewed and encouraged to describe their experience of working on the project. The resulting book has now been completed and is currently with the designer. It should be printed and ready for circulation at the end of July
- Brown sign – Scottish Borders Council have agreed to install a brown Heritage sign at the entrance road to Stobs. This is something the volunteers very much wanted!

The 2018 Hawick Archaeological Society Transactions journal featured the Stobs Camp Project on some 10 pages, as well as a glowing heartfelt thanks from the President of the Society identifying Andy (Project Officer) and Dianne (Project Manager) as 'great advocates for Hawick during the process'

### 3.0 Review

#### 3.1 Overall what worked well and why?

##### The project in numbers

Targets	Achievements
<b>Volunteer target 150</b>	A total of 153 individuals taking part in the project contributing over 4,250 volunteer hours to the project
<b>Training target 80</b>	Over 150 people have been trained and learned new skills through the project
<b>FTE post target 2FTE</b>	Recruited and retained the following amounting to 2FTE <ul style="list-style-type: none"> <li>• Development Manager</li> <li>• Stobs Camp Project Officer</li> <li>• Digital Archivist</li> </ul>

In addition, the website and social media use is also worthy of note:

- Social media – as at July 2019 the Stobs Camp Project Twitter account has 701 followers and has made over 1,238 tweets and retweets and liked 860 external tweets thereby spreading the reach. Website – during the course of the project the website had 13,724 users, on 19,102 sessions making 52,670 page views. Users grew from 1,780 in 2016. Most users are from the UK (69%) followed by the USA (12%) and France (4%). Only 1.59% were from Germany (analysis conducted 24 July 2019)
- App – as at July 2019 the app has had some 2,994 views and 724 full audio content plays. Of these 60% have triggered it manually and 40% via GPS suggesting at least 289 people have enjoyed the full app on site so far

##### From the Staff

The staff feel that the Stobs Camp Project has met its objectives with a rating of **4.3 out of 5**. This is primarily due to:

- Through survey and excavation we have recorded the remains at Stobs to help provide a picture of the First World War camp and other phases of its history
- Targeted excavations and metal-detection have helped elucidate the life of the camp's residents, both the British Army and the internees
- The surviving upstanding buildings have been recorded for the historic environment record and Home Front Legacy and include structures on site and in the wider Scottish Borders area
- We now understand their historic uses and current condition
- Recording these structures will help preserve their record but can also be used towards a future management plan for the site
- We conducted a geophysical survey and small-scale excavation in the former cemetery to establish whether the original headstones had been laid in the vacant graves as part of disinterment
- We measured, recorded and excavated three practice trenches that pre-date the First World War to establish how the trenches were dug and to confirm the date of their construction

- We conducted oral reminiscences to help provide an insight into the people who served at the camp, were involved in its construction or were related to prisoners
- Newspaper research has been integral to establishing how the camp was perceived by the outside world whereas postcard annotation has revealed the personal views of soldiers and prisoners
- Digitally, the project has produced a mobile heritage trail app, built a new website and is currently developing a 3D model of the camp with a drone
- More recently the project team worked over 400 hours to re-instate a stone memorial in the former cemetery to commemorate the soldiers who had died at the camp
- The project has included volunteers from all walks of life
- By having a high profile in the local newspapers and via social media it was successful in attracting non-traditional heritage audiences to participate in project activities
- We trained volunteers in a variety of new skills including archival research, oral reminiscence, surveying, excavation and finds processing
- We believe that the community now has a better sense of place and pride in their heritage

The staff rated the quality of the research and the project outputs as **5 out of 5!**  
Of particular note, the staff commented on:

- The project receiving a Champion award for its recording of upstanding buildings for the historic environment record and submission of condition surveys to Home Front Legacy
- One particular project output that I felt very important was the reinstatement of the Memorial at the Camp especially in relation to current events
- We have been lucky to have outstanding and dedicated volunteers and partners with their own areas of expertise

The staff felt that the delivery phase of the project reflected the development phase planning with a score of **4.7 out of 5**, particularly:

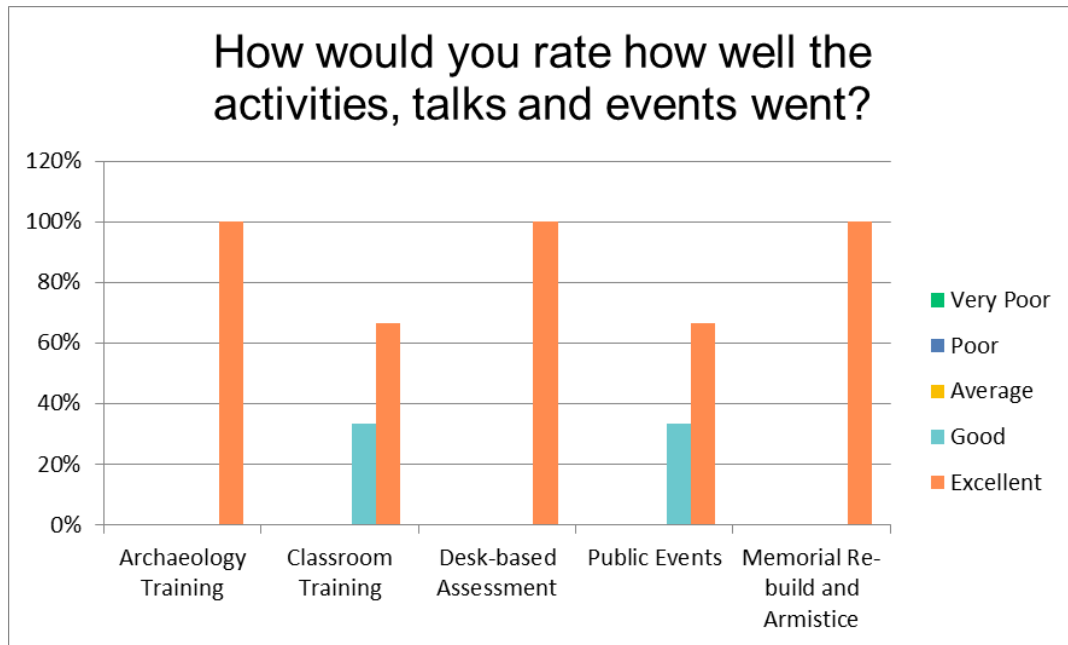
- I feel that we were really clear with our objectives during the planning stage so we could hit the ground running when we came to deliver them

The staff felt that they had developed new skills and / or increased their understanding of community archaeology and Stobs Camp's heritage through this project with a rating of **4.7 out of 5**:

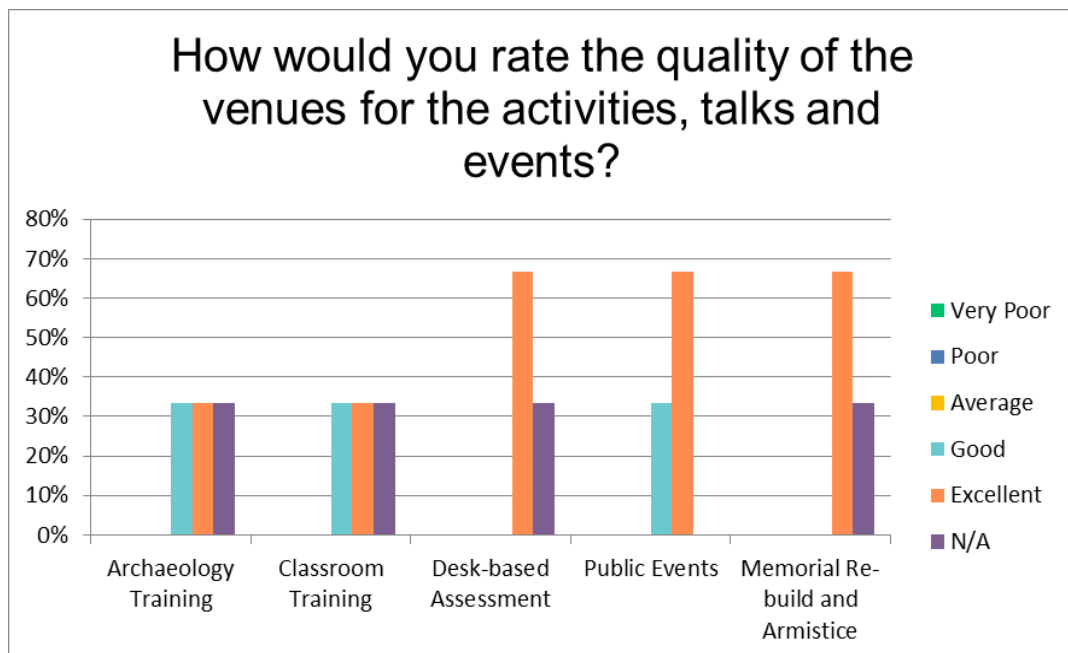
- Although I have worked with communities on archaeology projects before this is the first time that I had been a Project Officer. I had not managed a large group of volunteers like this before and had never delivered talks to large groups. So I have learnt a lot in those respects. I knew very little about Stobs before becoming the Project Officer
- I feel like I have developed my skills around project management and expanded greatly on my digital skills. Not only in my Stobs Camp role but I feel taking on this project has had a positive impact on my role at the Heritage Hub as well

- I knew little about the camp prior to the project and have learned a great deal. Also, this project is so community-led it has been interesting trying to accommodate their desires and achieve outcomes for heritage

The staff feel that the activities, talks and events went well, particularly the archaeology training, desk based assessment and memorial rebuild and armistice event:



The staff feel the quality of venues for the talks was good to excellent. They noted that 'using local halls and the heritage hub was ideal, although most halls were not very salubrious'.



The staff unanimously regarded participation in this project as a rewarding and enjoyable experience, rating it **5 out of 5**:

- Working on the Stobs Camp Project has been very rewarding for me. I have enjoyed watching our family of volunteers demonstrate their passion for the camp and it has been very encouraging to see them develop their skills. I get an immense sense of pleasure working with the schools and delivering talks on Stobs. I am very proud of what we have achieved including the Home Front Legacy award, the re-instatement of the memorial in the cemetery, the development of an interactive display for the museum and our mobile heritage trail app. I spent a lot of personal time working on the interactive display and app so it is really great to see them reach their potential
- I have built relationships with several members of the local community, learned new skills, and been able to take on new challenges
- The greatest joy is seeing the dedication and the excitement from volunteers and professional partners. I don't think anyone found it a chore

Again the staff were unanimous (**5 out of 5**) in being proud to be associated with the Stobs Camp Project and keen to be involved in another phase of the Stobs Camp Project:

- I am very proud of our volunteers and what we have achieved. Highlights for me include the Home Front Legacy award, the re-instatement of the memorial in the cemetery, the development of an interactive display for the museum and our mobile heritage trail app. I am truly astonished that our volunteers have worked over 4,000 hours on the project. I am proud to have helped inspire them
- As I said previously the impact of the Project has been excellent. There has been nothing but positive feedback from everyone I talk to. It is great to be in an area which is only just being explored by archivist [digital] as well and finding the best ways to overcome the challenges from it.
- I think overall it has achieved far more than we set out to do

### **From the Partners**

The following Project Partners responded to an online evaluation survey:

- LiveBorders
- Aston University
- Project Hawick
- Hawick Archaeological Society
- Scottish Borders Council
- Edinburgh Napier University
- BCCF Environmental

Their views are summarised below.

Overall the project partners felt that the Stobs Camp Project (or their part in it) met its objectives giving it a rating of **4.3 out of 5** noting:



- Very well organised. Fantastic motivated staff. Excellent collaboration with partners;
- The project has achieved so much in such a short space of time, but with additional funding could create a permanent legacy at Stobs;
- I think the majority of outcomes have been achieved and, in most cases, exceeded. I think there is still scope for further excavation, management planning and encouraging local ownership of management;
- Stobs Camp Project has definitely succeeded in putting Stobs back on the map and raising awareness of the camp beyond the immediate local area. Based on my impressions (at meetings/events/through social media), the project effectively worked with community groups/different age groups and other organisational partners, such as ourselves. It's been a real privilege working with the Stobs Camp Project staff and their input, support and enthusiasm allowed us to fulfil our own objectives of raising awareness of theatre, music and creativity at Stobs and other camps around the world;
- As a funder, site visits have shown all is well.

The project partners rated the quality and effectiveness of Archaeology Scotland in running the Stobs Camp Project as either very high (2/3) or high (1/3), noting:

- Was better than expected
- The Archaeology Scotland team are very professional, courteous, and always up for a challenge
- The dedication, passion and quality of work from the project team has been top notch!
- Very competent and enthusiastic staff – a pleasure and privilege to work with
- Good communication

The project partners were proud to be associated with the Stobs Camp Project giving it a rating of **4.5 out of 5** noting:

- Has encouraged interest the area
- Important local and national impact
- It has been a pleasure, despite not being able to attend the majority of training/engagement events
- It's been a privilege to be associated with the Project and to collaborate with the staff in the context of an Arts and Humanities Research Council grant. I have learned a lot from their local expertise and have benefitted personally and academically, as a researcher
- The BCCF Environmental Board felt this was a very worthwhile project to support (and be seen to support) and is pleased at the outcome

The project partners also noted the following benefits that they felt the Stobs Camp Project had brought to their organisation:

- Increased publicity
- "Was part of successful AHRC impact project. Cooperation will feed into Impact Case Study for Research Excellence Framework 2021".
- An increased knowledge of the local historic environment

- This has helped SBC promote the heritage of the region. More importantly it has helped us deliver on Single Outcome Agreements on education, health and well-being and care for the environment
- The Project gave us access to local knowledge/expertise and resources – without these, meeting our own objectives (delivering public engagement activities around WWI internment, in particular a series of performances re-staging music and theatre as it would have been performed at Stobs Camp) would have been impossible. We are extremely grateful to the staff at Stobs Camp Project for their generosity and effective collaboration

Additional comments from the Project Partners comprised:

- The Stobs Camp Project still has a long way to go yet in understanding the area's involvement in WW2 and beyond. I sincerely hope Archaeology Scotland can secure extra funding to achieve even more than they have already
- This has been such a positive and outstanding project! It has exceeded my own expectations and I have been very proud to see the project achieve what it has for Hawick and the wider region. Stobs is such a rich site and to now have it on the map is a jewel in the crown for the Borders' heritage
- Going forward, there should be more and deeper links built between Stobs and people in Hawick as both a heritage and educational resource for the area. Working with landowners, there are opportunities for further archaeological work, conservation and perhaps creating an open-air museum. More importantly there needs to be a concerted effort to ensure the management of the site for future generations
- Really impressed with the Project - it's been an honour to be a part of it, and I hope that we will be able to build on this partnership in the future
- BCCF Environmental is pleased the way in which the project objectives have been achieved and the grant spend keeping to the budget

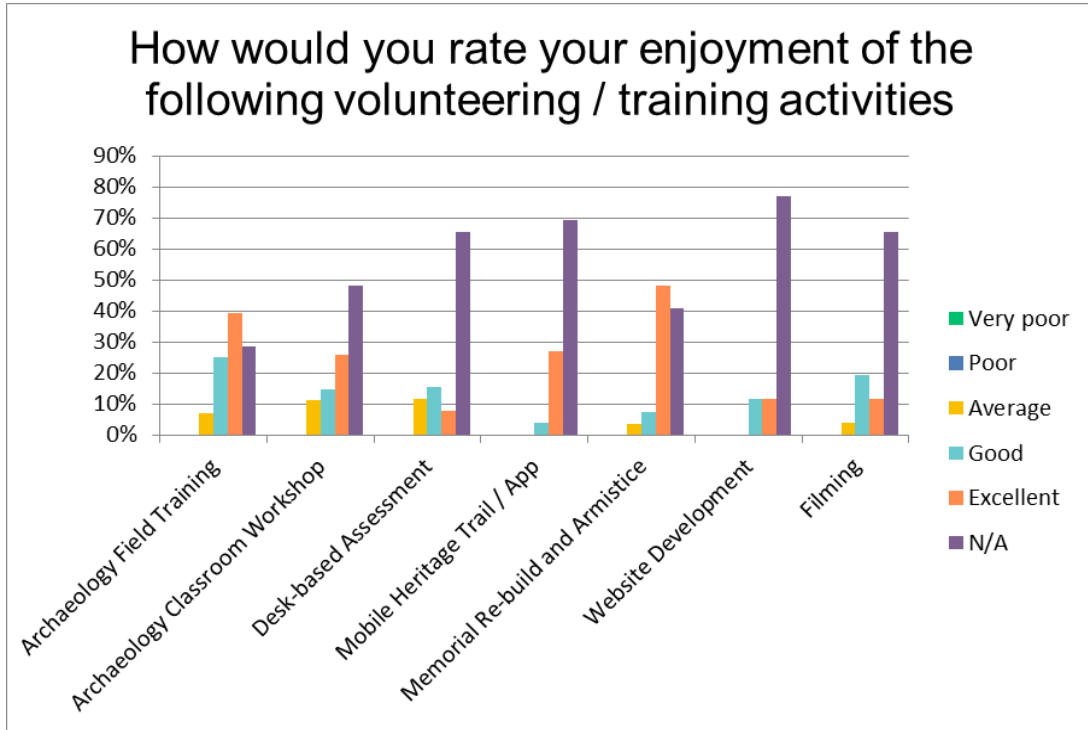
### **From the Participants**

This section draws on online evaluation feedback from volunteers and trainees as well as paper based feedback from schoolteachers and pupils during the project.

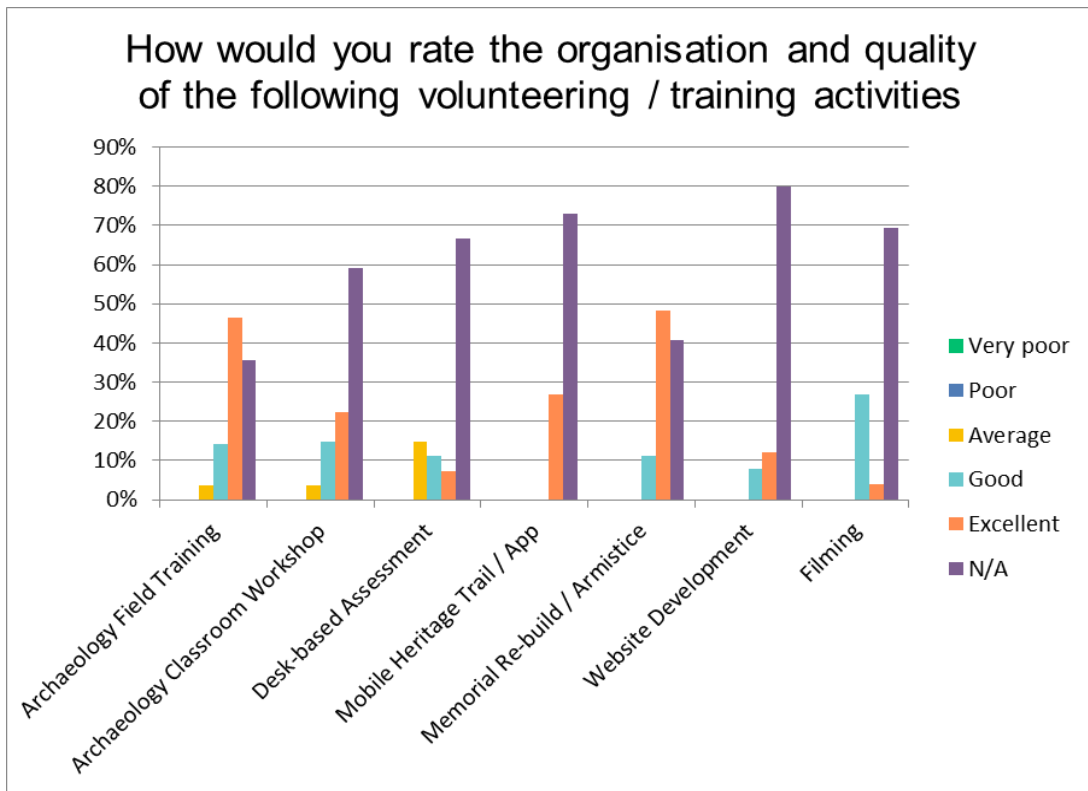
Some 29 volunteers / trainees (c.20%) took part in the evaluation survey, of which, two thirds were volunteers only and one third were volunteers and trainees.

Most volunteers / trainees rated their enjoyment of the activities as excellent or good with the memorial re-build and armistice event gaining the highest praise. The desk based assessments received the lowest scores with the 'average' proportion outweighing the 'excellent' although even in this case the most common response was 'good'. No one regarded any of the activities as 'poor'.

Similarly in terms of the organisation and quality of the activities 'excellent' was the most common feedback for all activities with the exception of desk based assessments which was 'average'. Again none were regarded as poor.

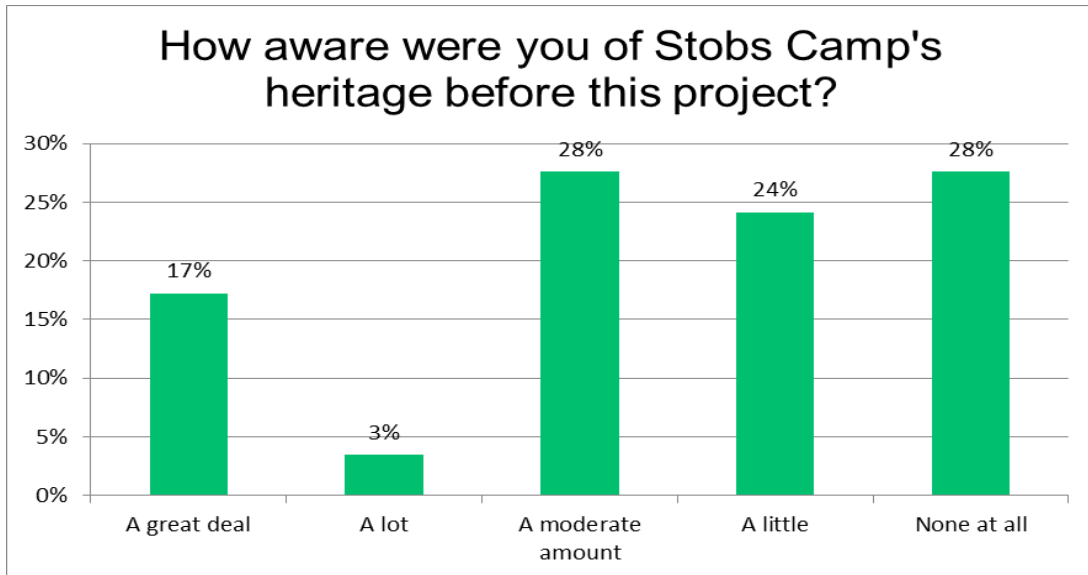


Base: 29



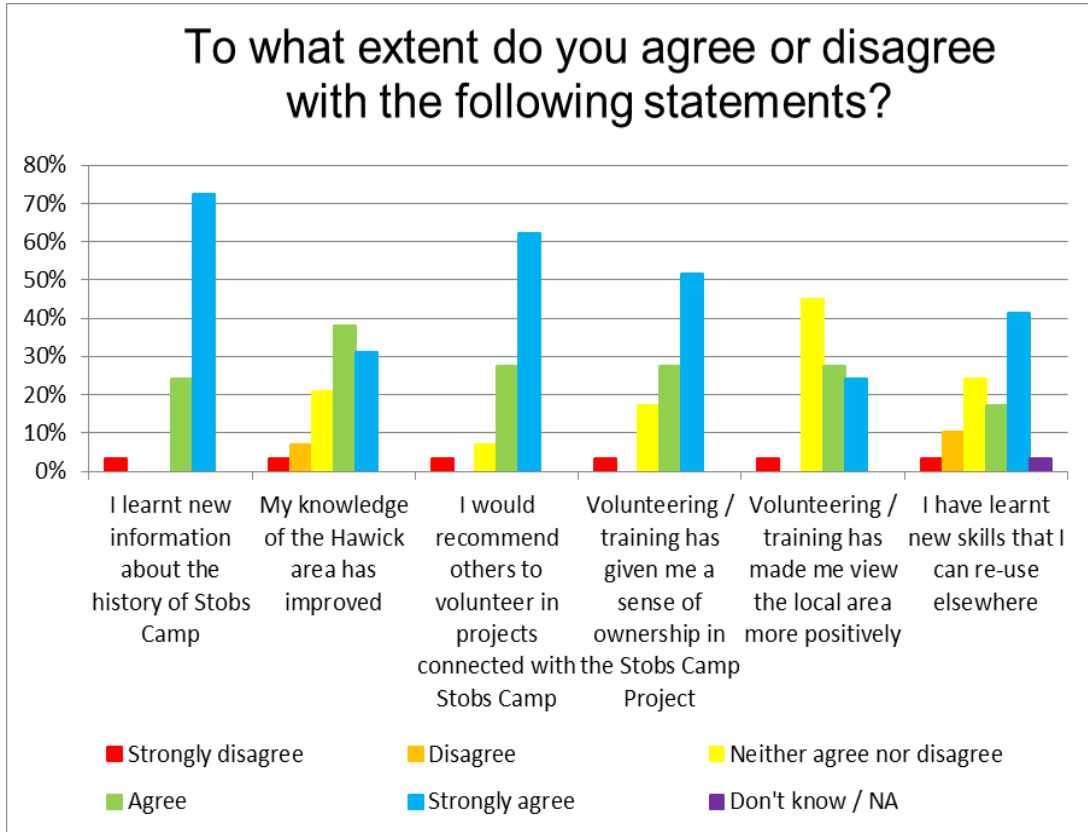
Base: 29

In terms of how aware volunteers / trainees were with Stobs Camp's heritage before this project, over half had either only a little or no prior knowledge, while only one in five had a lot / a great deal.



Base: 29

The survey clearly shows that in the vast majority of cases volunteers / trainees have learnt new information about the history of Stobs Camp, has made them view the local area more positively and would recommend volunteering on the project to others. Learning transferable skills and increasing knowledge of the Hawick area, although still applicable to the majority of volunteers / trainees received a slightly lower agreement level.



Base: 29

In terms of what volunteers / trainees enjoyed most about volunteering / training, people particularly liked meeting and working with like-minded people, learning new skills and the practical fieldwork.

Like-minded people:

- Comradeship of likeminded people
- The opportunity to meet members of my community who I would unlikely ever having the opportunity of meeting and the realizing that my interest in the history of my town is shared by so many diverse people
- Working as a team with other like-minded people
- Meeting other people with the same interest – and using my skills
- Meeting new people with similar interests, the camaraderie and especially helping to preserve and promote the local areas past

Learning:

- Learning new skills and meeting new friends
- Learning something new; giving something back to the local community
- Learning more about Stobs Camp, even though I have an extensive collection of postcards and letters all written up with details
- Learning about a piece of history I was previously unaware of and being a small part of a large effort to extend this knowledge
- Having a detailed insight into the life of the camp
- Learning about how the camp developed
- Learning about the development of Stobs Camp
- Learning new skills
- The opportunity to explore in depth the history of an internationally important site and to share my findings
- Learning about the camp's history and internment in a physical environment
- Finding out what happened at the camp. Finding interesting items that were found at the camp and the history

Practical fieldwork:

- Visiting the old Nissen Huts in their present settings
- Visiting locations connected with Stobs
- Field Work
- Metal-detecting; evaluating the finds; analysing sources such as photographs, postcards, newspaper reports
- Searching for remains of past and finding them
- Carrying out archaeological excavations
- The physical aspects of an archaeological excavation, learning how to set out and dig a trench and how to care for finds afterwards
- Field work investigating hut locations throughout Borders
- Rebuilding the memorial. Learned building skills

Other:

- Drone flying
- Real life insight from reviewing local press from the time
- Photography of all Stobs artefacts
- All the hard physical work was worth the outcome and the intense pride I felt in the completion of the monument
- Also enjoyed testing the phone app in its early stages and am still enjoying the annotation of Stobs pictures for Hub

In terms of the benefits that volunteering / training on the Stobs Camp Project brought, again friendships and skills were most frequently mentioned. For some it opened their eyes not only to their local history but also to archaeology.

#### Friendships

- Involving with other like-minded people.
- It was 3 days of fun outside with nice people. Healthy activity with a bit of socializing
- I have met some new friends
- Developed new skills and made social contacts
- Widening my network base of people – Hopefully this will lead to a paid job
- Made new friends.

#### Skills and knowledge

- Volunteering for projects like this teaches me new skills and provides networking opportunities to further my development.
- It has informed me about a particular aspect of WW1 of which I knew little, both from the perspective of prisoners and administration.
- I learned just how class structured the army was.
- Made more aware of the role Stobs played
- Exercised my brain
- Learning to do drone surveys of large areas
- It has help to expand my knowledge of Stobs, especially the PoW aspect at Stobs and elsewhere
- More thorough in researching, checking and verifying sources and more methodical in looking at things in their proper context
- Increased understanding the Great War from a domestic point of view
- I have a much better understanding of the Stobs site and feel I have been part of a team that has made an important contribution to the local community and wider
- I have learnt new archaeological skills
- Developed more interest in Stobs project
- Learning about the camp and some history about Hawick
- Learned some archiving skills and building skills and surveying techniques
- Met local people and opened my eyes to an aspect of history that remains largely forgotten

#### Other:

- My husband's grandfather was in the Royal Engineers at the camp and it helped me understand a little more about his and his family's life there.
- Given me something to do.
- By providing opportunities to pass on my knowledge of this unique place through giving talks to different groups
- Convinced me that I want to know more about archaeology and take it to another level

## **From Schools**

Paper based feedback was provided by schools during the project from Tweedbank Primary School, Drumlanrig Primary School and Kelso High School.

The schools regarded the following as working well:

- Being guided around with Andy was a great addition to the trip as his knowledge and expertise really brought the trip to life. This engaged the pupils into the historical context of Stobs and allowed the class to gain further knowledge about the life of the place in the years leading up to the war breaking out and its role during the war too
- The packs handed out near the start of the visit and used throughout were a great addition too
- Just a huge thank you for taking the time to guide us around. It was a fantastic morning which truly brought the war topic to life
- It was well-explained as to how they should proceed, handle tools, measure and draw
- The activities involved survey, digging and recording as well as lots of discussion throughout. All pupils gained experience in a range of activities
- The pupils were very much engaged and willing participants in the days' events. They found the whole experience new, something different, interesting and quite exciting. They learned new skills and knowledge as well as developing their team building
- The two days at Stobs Camp and the range of activities was just right
- The pupils so enjoyed their days doing something different whilst learning on site. The idea of 'worksheets' or something in that vein for Secondary pupils would not engage them. They enjoyed the hands-on experience and it is something they will remember with fond memories
- It is a worthwhile experience for all pupils. They all enjoyed it, which is important
- Project manager Dianne Swift and Andy Jepson were just great with the pupils who consequently responded and interacted well with both. The environment was friendly and inclusive at all times and whilst pupils were learning they also found it fun and enjoyable
- The pupils really enjoyed themselves and it gave them an insight into archaeology. Some pupils enjoyed it so much that they asked to come back the following day which they did with the second group – I think that speaks for itself!
- The cost per pupil was £5 per day for the bus transport which was very reasonably priced for all pupils. This was due to Archaeology Scotland paying half of the cost, which was a welcome benefit, especially for those who took part for two days
- The children were interested and engaged and they thoroughly enjoyed the tour
- The poor weather highlighted how difficult life would've been at Stobs
- This was a really worthwhile visit and from our point of view really successful
- The tour was excellent and our guides interesting, knowledgeable and informative. Andy handled the children really well
- The children themselves enjoyed the trips a great deal – thank you!

Primary school pupils also had the chance to provide feedback. Most children commented that:

- They had enjoyed the tour at Stobs Camp
- The guide gave them lots of information
- They can now explain to their friends and family what it was like for soldiers and prisoners at Stobs during the First World War
- They would like to learn more about Stobs Camp

Although some were 'not sure' on the above, all could list three things that they learnt and provided comments. A selection is provided below (as written):

*I learnt they made a Stobs newspaper*

*I enjoyed walking round and seeing the stuff*

*The trenches were very deep*

*Stobs had a PoW graveyard*

*The PoWs did plays*

*I enjoyed seeing the old graveyard and learning about the war memorial*

*My favourite building was where the prisoners of war stayed. I never realised how many stayed in one building*

*My favourite bit about the day was learning about the memorial*

*I enjoyed learning about the ruins of the graveyard. I enjoyed how they still had rocks from it and I loved how they were going to build something new with them*

*The people in the camp did performances and wrote their own newsletters to entertain themselves*

*I enjoyed learning about Stobs during WWI. Also seeing the photographs and picturing where everything would be*

*I enjoyed learning about Stobs Camp also I learned more stuff. Also there was something I didn't enjoy I was really cold and it was muddy*

*I enjoyed looking at the old buildings and photographs. I also liked when we got the birds eye view*

*I learned about respecting the soldiers that sadly died*

*The German prisoners were probably treated better than the soldiers*

*I liked the pictures and comparing then to now*

*I enjoyed how I nearly got blown away when we were on top of the hill! It was so windy I couldn't see because my hair was covering my eyes!*



### 3.2 Overall what didn't work well and why?

The following elements were regarded as not working so well.

#### By staff

- The international conference did not take place in Hawick, as due to activities with other projects it made more sense to collaborate with and attend the international conference on the Isle of Man. The same speakers would have been invited to Hawick within a month of the Isle of Man conference and the two conferences would have attracted the same audience. We decided it would be a duplication of effort and not a good use of funding
- Pressures of time was an issue. As with any project as it progresses more areas of potential research come to light. It then becomes a case of determining which aspects are the more important and would add the most value to the project
- The Development Manager post could easily have been a full time post and only sticking rigidly to the time period 1914-19 has made it possible – putting much of the questions and research about other periods on the back burner
- The school research on German PoWs and German school links did not go forward as many of the pupils from Hawick High School and Kelso High School were already scheduled to go on a tour of the Battlefields. We presented the schools with information on funding for an exchange programme which only schools could apply for. Due to time constraints in the school curriculum this offer was not followed up
- Volunteer numbers for rebuilding the stone seats in the former cemetery were quite low in June 2019. Due to the limited availability of the qualified stonemason, dates were offered at short notice and it was assumed that this affected attendances. Some of the work involved lifting heavy stones which may also have deterred some volunteers from taking part
- Attempting to show the full 2-hour film of "A Night at Stobs" to the general public during the Celebration Event was too ambitious. The audience was distracted by other members of the public walking around and the fluctuating sound levels of the film impaired the experience

#### By Partners

Some of the Partner comments on 'if we could improve something what would it be' were unclear making it difficult to determine their precise meaning, while others were perhaps looking to the future rather than commenting on the past project. The consultant has therefore added comment following these:

- Several areas of the Camp were not included in Project (*sic*) – it is not clear if the respondent expected the full camp to be included in this project or if they are simply identifying that there is more to do in the future
- Respect and communication with landowners (*sic*) – See client response below<sup>1</sup>

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<sup>1</sup> The Stobs Camp Project has always put the considerations of landowners as a top priority. Both landowners have been on the steering group from the outset although one is more active than the other. Even if they do not attend any meetings they are always sent the minutes. We always ask permission before conducting any activity on the land and are respectful of the needs of the tenant farmer too, e.g. no activities during lambing and calving.

- Funding for more posts! (*sic*) – it is unclear if this relates to the need for more posts during the project or for more posts in the future (or both)
- I think there is a real need to encourage local groups to take 'ownership' of the legacy of the project. This includes the management planning of the site going forward, but also the continued research and promotion of the site to the region and wider world. (*sic*) – this is looking to the future as Archaeology Scotland have plans to move this forward
- It's hard to think of something as I think the Project is already working fantastically well. Perhaps its reach could be expanded with more educational activities outside of the immediate vicinity of Stobs (e.g. in the Central Belt) – but obviously I recognise that this is dependent on resources, and much of that reach already occurs through the Project's excellent social media presence (*sic*) – again this is looking to the future rather than commenting on an element of the project that did not work well

### **By Participants**

- I would have liked the timescale to have been more structured. I'm not sure the plan we were given for the summaries was the most helpful but perhaps if we had been given a reason for their intended use that might have helped
- Archaeologist could be a bit nicer, event could be slightly better organized
- I would have appreciated a clear timetable for the work I did
- Length of time on a dig. There always seems to be a mad 2 day rush. Nobody understands why
- The format in which the newspaper articles are delivered for scrutiny. The present PDF format isn't very flexible. Particularly, I tried to enlarge and print the articles so as to be able to read them more easily but they only print out in the same tiny format as in the original PDF. They can be enlarged on-screen but I find long gazing at the computer very trying
- Would have liked to be more involved in the initial planning of the project
- Face to face participation on day one
- Some of the workshops were held at inconvenient times for me to attend – a range of times would help
- Portable toilet
- Perhaps more regular volunteer meeting might have helped
- The time constraints. Excavations are often restricted to a few days but it is worth digging for longer

Although participants (volunteers and trainees) were asked to identify what didn't work well and why, many identified elements that were outside of the project's control (i.e. the weather) or aspects that looked to the future and a desire to carry on with the project:

- Continue the project as there is much still to be explored
- More time for the staff and more weekend dates for outdoor activity
- More £££!
- I enjoyed the digs and hope there is going to be more. Would also like to find out more about other parts of the camp we have not yet investigated

### **By Schools**

Think the only way to improve I can think of would be to spread the word about what you offer as I'm not sure how many Borders schools know about the place. Most schools do a World War topic during the school year and having such a resource on our doorstep needs to be used more often.

Given the conditions (poor weather) it would have been difficult to have changed the tour in a any meaningful way. Depending on your 'vision' for the way forward for Stobs you might consider the following for school / educational visits: toilets; shelter; worksheets / tasks for individual pupil work; information boards; maps etc.

### **3.3 Project deadweight**

Project deadweight is the amount of difference that would have happened anyway, even if no project had been undertaken at all. In the case of the Stobs Camp Project no direct outputs from the project would have happened without the project taking place.

The only 'deadweight' would have been the tangential items to which the project contributed but were not direct outputs, such as:

- Hawick Museum's new permanent and temporary exhibitions
- The Internment Research Centre at the Hub (arguably, as this may have happened but not necessarily in the Borders)

The international conference is perhaps worthy of note as 'deadweight' but as the suggested Hawick conference was replaced by the Isle of Man conference, at which the Stobs Camp Project was represented, it is more an example of collaboration rather than 'deadweight'.

## **4.0 Summary of lessons learnt**

### **4.1 The key things that Archaeology Scotland have learnt?**

The Project Manager and Project Officer have noted the following key lessons that Archaeology Scotland have learnt from this project:

- People very soon develop a sense of place and ownership
- Volunteers develop a great passion and dedication to the tasks of the project
- Collaboration with other project partners is rewarding but can sometimes be quite challenging
- The fantastic camaraderie and sense of family within the volunteer group.
- There are many social and cultural ways to look at an archaeological project
- The more you learn the more there is to question and explore
- The value of outdoor learning should not be underestimated as even three or four pupils seeing a possible career path is rewarding
- The international reach and impact of the memorial rebuild and armistice event was outstanding and emotional
- Not to underestimate the time involved in getting a community organised
- The lengths you have to go to get a school out on site – buses, permission, time, teachers, etc.
- Not enough time or money for larger excavations
- Volunteers need more advanced notice before running activities
- Films shown during an Open Day event need to be short and not reliant on sound unless it has a dedicated audience

### **4.2 On reflection what Archaeology Scotland would do differently next time**

On reflection the Project Manager and Project Officer have noted the following that Archaeology Scotland would do differently next time:

- Budget for more staff time and equipment
- Recognise different learning styles and accommodate that when asking volunteers to complete tasks
- Timetable activities and events more clearly and further in advance
- Involve volunteers in the planning so that they feel equipped to lead activities
- At future Open Day events ensure that a volunteer is available to welcome members of the public. At the height of the Celebratory event in 2019 all staff and volunteers were fully engaged so it was difficult to notice when new people had arrived