

# World Heritage Youth Ambassadors



## Project Evaluation 2014-2017



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## Executive Summary

UNESCO WHS's are places that are diverse and unique. *"What makes the concept of World Heritage exceptional is its universal application. World Heritage Sites belong to all the peoples of the World, irrespective of the territory on which they are located"*. (UNESCO).

In 2014, Blaenavon Industrial Landscape World Heritage Site was successful in being awarded £50,400 (100% funded) to create a project to empower the young people of Blaenavon, aged 13-25, to have an active role and voice in the management of their World Heritage Site. The World Heritage Youth Ambassadors are the legacy of this project. The Blaenavon World Heritage Youth Ambassadors is an incredibly successful programme, winning awards for its approach and gaining both national and international recognition for its success in engaging a youth audience. However its real success has been not only the lasting impact made on young people, communities and World Heritage Sites, but in changing, and bringing, two different sectors together; the heritage and youth sectors, creating a new, innovate and sustainable approach to engaging young people.

The vision of the Award winning World Heritage Youth Ambassador programme is to empower young people to learn about and have an active and powerful voice in their own lives, their local communities and their local World Heritage Sites. It aims to support any Young Person aged 13-25 to independently engage with their World Heritage Site in a voluntary capacity for the purposes of learning, personal development and advancing the aims of the World Heritage both locally and nationally for the sector and other young people. Young people who engage with the programme are:

- **Empowered:** Young People have the confidence independently voice what they want and think, and make decisions for World Heritage and other young people
- **Active:** Regularly volunteer for purposes of learning, personal development, fun and the management of World Heritage.
- **Participative:** give their time and participate in activities that support the advancement of World Heritage
- **Influential:** Have their voice listened to and acted upon for the benefit of World Heritage and other young people.
- **Supported:** Adults in the heritage sector are trained and able to use the techniques of the youth work principals to engage young people appropriately.

The World Heritage Youth Ambassador programme recognised that true engagement; that which helps young people take custodianship of their World Heritage Sites, needed a new approach, one that is not currently found within the World Heritage sector. Formal learning, and individual start and finish projects, which are the primary delivery mechanism by heritage organisations to young people, can be a longer term barrier to engagement. Formal Learning can be too structured, focused on the needs of the organization trying to impart information, rather the needs or wants of the young people.

Over 2.5 years, the programme has used a flexible approach to deliver over 155 informal but structured training sessions to 72 young people in Blaenavon (exceeding the target of 30 by 140%). Its wider reach across the UK has engaged with another 61 young people in 7 other World Heritage Sites (who piloted the programme in 2016), and 134 participants in the UNESCO UK National World Heritage Youth Summit in 2015.

The programme, accepting the need for both formal and informal learning, delivered a diverse approach that responded to the needs of the young person with a mix of both voluntary and participative activity; using trips and visits and experiential learning to engage with young people. Over the course of the programme, 9 World Heritage Sites (within 3 different countries) were visited,

7 residential experiences were provided, 7 fun/team building days, and 12 training weekends, on top of a regular weeknight club. These activities were supplemented by community activity and together it was all considered as voluntary. In Blaenavon alone, over 4500 voluntary hours have been given by young people, with 50 Millennium Volunteering Awards received, 8 of these being the highest award possible; the Gold award recognising 200 hours. The programme has helped young people gain not only the knowledge and skill to participate in World Heritage, but be inspired but to influence it.

The influence that these young people and the programme has gained can be seen from the growth of professional partners (over 23 new partnerships created in heritage and youth engagement). The creative and dynamic mix of heritage and youth staff, supported by a partnership with the youth sector has advocated, and supported young people to advocate for, youth engagement and for young people to have a meaningful voice. The programme recognised that adults needed to be upskilled, and this resulted in 12 new organisations being trained in youth engagement and 6 external organisations newly supported with youth representation where previously they struggled to engage with, or had no youth representation. However the biggest influence has been the sector change that has come about from the work undertaken and the way services have been delivered. The World Heritage Sector recognised the value of youth engagement, but struggled to engage with a youth audience outside of formal projects or formal learning. The Youth Sector in comparison struggled to recognise the full value that heritage and culture could offer, or that it could be used successfully as a tool for long term engagement young people. This programme delivered more than a simple joining up of partners, it innovated the way 2 sectors worked together to change the way that both youth and heritage services have been delivered to achieve outcomes for both heritage communities and young people.

This project, alongside the youth summit, has embedded youth engagement high onto the priority agenda, and 4 sites have created new long term ambassador programmes into their daily work. It has supported sites and community groups to become more resilient by valuing the input of young people, and increasing the diversity of young people in heritage. In Blaenavon, Youth Engagement has been built into their new 5 year management plan, so embedding youth engagement into the core work of the site.

While the influence over the sector on working with young people remains exceptional, the longer term social and personal impact on young people will be a lasting legacy for the sector and the programme. Areas of deprivation, such as Blaenavon and many other World Heritage Sites, have high levels of unemployment, higher levels of children living in workless households, which leads to declining belief in future prospects. It is well recognised that poverty has negative impacts on Young People's health, aspirations, cognitive social, emotional and behavioural development, and educational outcomes. The programme has unintentionally but successfully engaged with some of the hardest to reach young people, with an average of 70% of all young people participating in the programme coming from a vulnerable or disadvantaged background. The programme has focused on using heritage as tool to help young people tackle the issues they face, increase aspiration, and remove barriers to attainment. The workshops have focused on developing key outcomes such as

- Confidence,
- Ability to build relationships
- Communication
- Employability skills,
- Leadership and teamwork skills,
- Problem solving
- A sense of belonging

- Improved physical and emotional wellbeing

This in turn has supported long term benefits in young people, such as improved employability, increased civic and community participation, reducing risky behaviours and increasing the value seen in heritage. It is these long term benefits that the programme provides that makes the World Heritage Youth Ambassadors programme so exceptional.

In 2016 the World Heritage Youth Ambassadors won the National Best Volunteer Group of the Year award by the Welsh Council for Voluntary Action, and in 2017 8 young people won a Diana Award for the inspirational impact they have had on others. These awards recognise the impact and influence that the young people have made. The programme actively and successfully created a model of engagement that works, and has supported young people to develop personally, and made a lasting long term impact on young people, their communities and World Heritage.

## Aims and Objectives

*I believe World Heritage is important in order to create an understanding of the area and a sense of belonging within the community. Jack Lockwood. Age 17*

The vision of the Award winning World Heritage Youth Ambassador programme is to empower young people to learn about and have an active and powerful voice in their own lives, their local communities and their local World Heritage Sites (WHS). It aims to support any Young Person aged 13-25 to independently engage with their WHS in a voluntary capacity for the purposes of learning, personal development and advancing the aims of the World Heritage (WH) both locally and nationally for the sector and other young people.

The programme works with small numbers to develop long term relationships that become powerful and meaningful in both the young person's life, and to the World Heritage Site in which they engage with. It was so successful in achieving this, in 2016 it won the Wales Council for Voluntary Action, National Volunteer Group of the year.

The programmes objectives are to ensure young people are:

- **Empowered:** Young People have the confidence independently voice what they want and think, and make decisions for World Heritage and other young people
- **Active:** Regularly volunteer for purposes of learning, personal development, fun and the management of World Heritage.
- **Participative:** give their time and participate in activities that support the advancement of World Heritage
- **Influential:** Have their voice listened to and acted upon for the benefit of World Heritage and other young people.
- **Supported:** Adults in the heritage sector are trained and able to use the techniques of the youth work principals to engage young people appropriately.





## Project Background and Need

Young people (aged 13-25) are a major human resource for World Heritage Site development and key agents for sector change and technical innovation, however within a World Heritage context in the UK, young people are not capitalised on as a resource, despite making up 15% (Indexmundi.com, 2015) of the UK's population and being a key demographic for sites to engage with.

World Heritage Sites have a mandate to work with diverse audiences and engage with their communities. World Heritage operational guidelines state that sites should be managed through participation to enable a thorough understanding by all stakeholders, of which young people should be considered a key demographic. Article 27 of the World Heritage Convention says that States will *"by all appropriate means, and in particular by educational and information programmes,... strengthen appreciation and respect by their peoples of the cultural and natural heritage ..."*

UNESCO has a global youth strategy with a key strand being civic engagement, demographic participation and social innovation; recognising that YP should be supported to engage with their rights and responsibilities as active citizens.

The UN Convention on the rights of the child article 12 states that *"Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously"* This is law in Wales.

Despite these mandates, World Heritage Sites struggled to engage with a youth audience. Although the World Heritage Sector, and Blaenavon, valued youth involvement and wanted the opportunity to build on the little involvement there was, consultation with lead organisations demonstrated that there was limited knowledge and experience on how to engage with a youth audience outside of formal learning.

This project recognised that Young People needed more specific resources to be engaged but there were operational and strategic difficulties in achieving this. While Youth engagement was valued, there were conceptual difficulties in allowing Young People to lead in an already well managed World Heritage Site. The project addressed this difficulty by developing key partnerships with the youth sector; it employed a youth worker rather than a heritage expert, so bringing the expertise needed in youth engagement. It also provided training for adults, and advocated at the highest levels what youth engagement meant; a long term voluntary relationship that was appropriately resourced. This became a key area of the programme, and has influenced the model of engagement that is now promoted.





In 2013 Blaenavon Industrial Landscape World Heritage Site (BIL WHS) decided to address the lack of engagement and participation with young people in their World Heritage Site. They created a project to innovatively engage young people aged 13-25; the UK UNESCO World Heritage Youth Summit and later, the World Heritage Youth Ambassadors Programme. The project was designed to empower young people to have an active role and voice in the management of the World Heritage Site, and to this end has

been highly successful.

A community consultation within Blaenavon itself (August 2014) identified a lack of youth provision and engagement in the town, which was exacerbated by the deprivation of the area. It particularly highlighted the lack of young people included in decision making and also highlighted a lack of tolerance of young people. Within Blaenavon World Heritage Site (BIL WHS) young people were underrepresented. Visitor figures at various heritage organisations operating within BIL WHS demonstrated this (Big Pit, WHC), and there were no young people sat on any community groups, despite organisations wishing to engage with this age group. This indicated that the site was not interpreted appropriately for the age group and was not relevant for young people; there was little sense of ownership. Young people had a lack of respect and understanding of the value of the World Heritage Site, which needed to be addressed at the root cause - by young people talking to other young people.

Blaenavon is a communities 1st area, ranked as the 150th most deprived in Wales. Like many Welsh Valleys towns, the decline of heavy industry and associated population loss created challenges in terms of sustaining employment and services to the remaining population in Blaenavon. 16% of Blaenavon's population are economically inactive compared to 12.2% for Wales (2011 census). This has led to low aspirations and a culture of dependency within the youth population, which this programme wanted to tackle.

It is well documented that poverty has negative impacts on young people's health, aspirations, cognitive social, emotional and behavioural development, as well as their educational outcomes and that to tackle the causes of poverty young people and children need to be supported. The 2016 Prince's Trust Macquarie UK Youth Index demonstrated that 18% of YP don't believe they can change their lives, 16% think their life will amount to nothing, and 36% don't feel in control of their job prospects.

An independent report for the Welsh Government into Arts in Education (2013) stated that arts and culture provides opportunities to *"build(ing) confidence amongst many of the most challenging YP, enabling them to express themselves more confidently and helping to develop self-esteem"*. The Baroness Andrew report on *"Tackling poverty through culture"* (2014) states that culture and arts



activity has a direct and measurable impact on increasing local pride, providing key skills and enhancing educational attainment.

Consultation with young people told us that when given the opportunity, they enjoyed participating in World Heritage and being a part of a community, and that Young People wanted a voice and to get involved in World Heritage.

World Heritage Youth Ambassadors provided the opportunity to deliver activities that tackled some of the fundamental barriers to attainment for all young people, but particularly those who come from a disadvantaged background by building “character” skills, providing support in post 16 education, training and employment and providing some health outcomes (from our outdoor learning). The programme developed to be inclusive by removing practical barriers to participation such as travel and volunteer expenses, as well as intellectual ones, making the environment a safe and fun area that young people felt comfortable in. This approach increased diversity, built confidence, self-esteem and a sense of citizenship in young people, which in turn tackled barriers to attainment and therefore child poverty.



## The project and its development

One of the core fundamental elements of the programme was the need to be to be youth lead and responsive to the needs of the young person. During 2015-2017, the programme adopted a youth centric approach, working with youth services and employing a youth worker rather than a heritage learning officer, consistently reviewing its approach to engagement. Consequently programme has been informed, developed and lead by the views, opinions and feedback of young people from start to finish, meaning the programme has significantly changed in its approach from its original concept. This flexibility and innovative approach had led to the programme being incredibly successful, and so was extended to 28 months, and continues today.

Over the past 2.5 years, the programme considered the approach over 5 key areas (Appendix 1 for original project plan):

- Recruitment
- Training (and engagement)
- Influencing
- Promoting
- Evaluating



### Recruitment

Recruitment of young people was anticipated to be the most challenging area of the programme. Heritage was not seen as “fun” (a perception that the programme continuously tries to challenge even in 2017). It was expected that most recruitment would come from online engagement, and a substantial budget was allocated to social media advertising. It quickly became apparent that this was not needed, with 70% of the first co-hort coming from a partner agency youth group “the Neon” – which was hosted by the employed part time project worker. A further 20% came from other youth working colleagues who knew of young people, and only 10% came from a mix of (free) social media, and newspaper advertising, and posters. While this style of recruitment led to some difficulties in managing young person expectations, as different members of staff focused on different elements the programme to “Sell”, it did demonstrate that word of mouth was the most successful recruitment tool, while online engagement was the least successful.

As the programme developed, work of mouth and partner organisations continued to be the most successful recruitment format, although around 10% continued to hear about the programme from newspapers or free online advertising.

This style of recruitment worked well for small numbers, (the average core of active volunteers was around 15), however it is recognised that had larger numbers been needed, a different approach may have been needed.

In the winter 2016, numbers of young people involved reduced significantly as the co-hort that had been active for almost 2 years had left to join college, started part time work, or joined university. A new recruitment method was tested; schools. A school assembly was held in November 2016, to 150 year 8’s, which was facilitated by the Torfaen County Borough Youth Service, who had a good relationship with the school. While interest was good from the presentation (over 30 young people took leaflets) only 2 young people ever attended the group, however it is recognised that school

continue to be an excellent form of recruitment and more work could be undertaken to develop a relationship.

In January 2017 the group decided (in light of exit strategy and youth feedback) to amalgamate with the newly re-developed “Hwb” (Previously called “the Neon”) more formally and became its Tuesday night provision, so accessing young people who had not been previously engaged. Further working with the youth service and other youth organisations (cadets) generated further young people, demonstrating that partnership work continues to be one of the fundamental and most successful recruitment methods in Torfaen.

### **Welcome weekends.**

Welcome weekends were adopted within the first 6 months of the programme as a way of recruiting young people, as well engaging and training young people in the basic knowledge to be an ambassador. 12 training and welcoming weekends were held over the 2.5 years. They were designed as a free, fully catered, fun, outward bound weekend, full of practical activity and visits to Blaenavon World Heritage Site. It also recognised new ambassadors found it difficult to get the basic knowledge on a Tuesday evening, as these were generally inside and classroom based activities. The weekends were advertised through posters, online and through partner agencies. Usually these weekends were day run, although in 2017 that were trialled as residential. The residential element did not work as well due to a lack of appropriate venues (youth club invariably did not have shower facilities) so they remain 2 individual days. On average 5 new ambassadors that came to these weekends, and 2/3 stayed to become a part of the longer term group. The weekends were found to be a great selling point for the group in recruitment terms, and feedback from the young people was excellent. The senior ambassadors enjoyed the weekends as well, and were able to undertake leadership roles. Difficulties were found with the weekends however to engage young people for a full weekend of activity; both parents and children found the time commitment a challenge, and moving forward staffing these weekends is challenging due to the need to give staff time back during their normal working week. However the welcome weekends continue to be an integral and successful recruitment, and training method.

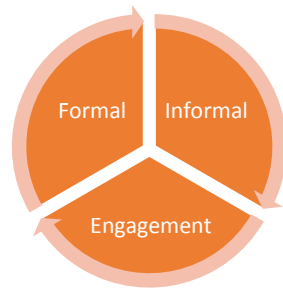


### **Key learning from recruitment**

- Paid online social media recruitment was not needed or successful
- Working in partnership with youth organisations generated interest, support and young people
- Word of mouth continued to be the most successful recruitment method
- Traditional forms of recruitment were needed to supplement word of mouth
- School assemblies could have been successful but more work on developing follow through was needed.
- Weekends worked well as a model and lots was achieved, however numbers were usually small, and the time resource of staff was a challenge.

# To educate OR To learn?

## Training and engagement



The training and engagement process was arguably one of the most important, and most successful elements of the whole programme with 72 young people in Blaenavon engaging with the programme, an additional 61 in other World Heritage Sites and 134 in the Youth Summit. 155 structured training sessions were delivered between April 2015- June 2017, with 7 residential experiences, 10 community events supported and 9 team building and fun days.

This project recognised the difference between youth engagement and youth education. The programme adopted the approach that learning was an individual active choice, while educating was a process that happened to someone, so it focused on helping young people learn in a way that was appropriate to them.

Although World Heritage Sites need to work towards Article 27 they do so primarily through formal education and interpretation programmes generally aimed at families and primary school children focused on local heritage, not World Heritage. Formal learning is often a barrier for young people and true engagement. The Youth Ambassador programme developed an approach that focused on informal experiential learning. The Youth Ambassador qualification was developed to provide the opportunity to accredit the unique learning approach taken, so using formal learning in a different way. By engaging in fun and accredited youth work programs Young People have the opportunity to take greater control of their lives, be supported to recognise and resist damaging influences, raise attainment, and belief in future prospects.



Over the course of 24 months, the programme developed a model of engagement, using a 3 pronged approach, using formal learning to accredit, informal learning to support young people in their own individual journey's and a youth model of engagement to make an impact on young people's lives, communities and World Heritage Sites.

The training programme was designed to support young people to play active roles and so by empowering them to take charge of their own learning journeys.

### **Development of the training programme (Appendix 2)**

The program was originally designed to be an 18 month structured and scheduled program of fun activities, training and supported work with partners and the community to engage with 30 young people. It used a programme of weekend activity once a month delivered by the BIL WHS delivery



Partners (Big Pit, Ironworks) to cohort of 10 young people that changed every 6 months. Young people that became heavily involved were to be funnelled into an ambassador leadership forum.

Over the 2.5 years, 72 individual young people volunteers within the Blaenavon World Heritage Ambassadors, with a further 61 in other World Heritage Sites. Consultation with young people throughout the programme demonstrated that Heritage was of secondary interest for 90% of young people, consultation with young people over the full years identified that the main reasons for engagement was:

- Making friends
- Had something to do
- Access support
- Go on trips
- Accreditation
- Got something for their CV
- Gain experience

*"I was inspired to join the ambassadors because I wanted to gain new experiences"*  
Katie. Age 15.

Most young people valued that they had a voice, but it was rarely a motivator for joining, or staying in youth ambassadors. As the programme progressed, the focus of the project became more on the young people and used the topic of World Heritage to engage and make a positive contribution to their lives. Frequently heritage organisations assume that "their heritage" is of interest to everyone. For teenagers, this is rarely the case! The youth council UK survey's identified that among the key issues facing young people today are:

- Family and relationships
- School and exam
- Substance abuse
- Financial worries and employability
- Social Media
- Body image



This programme used the knowledge that few young people were interested in World Heritage, but could still make a meaningful contribution. However, to gain the involvement of young people, the work and approach had to focus on the young person's needs and wants. This approach worked well, as young people used the programme to do more than have new opportunities, but used it to gain support and advice in their lives (see case studies). This particularly related well to disadvantaged young people, who increasingly

engaged with the programme to access not only heritage, but a wide range of support.

To support the ideal that the programme needed to be focused on the needs of young people, feedback was sought from young people throughout the process and formal evaluation sessions were held every 6 months. This resulted in the programme approach changing regularly in response to the needs of the group of young people engaged, and so continued to be truly youth led.

Early feedback from young people quickly adapted the weekend approach into a fortnightly youth club, with a structured training approach plus one weekend a quarter. The regular youth club was led by the



employed youth worker and supported primarily by the heritage officer for Torfaen County Borough Council, with partner organisations supporting the weekend activities as per the original application.

Later feedback found that the young people found the club too formal. They disliked the amount of writing- claiming it was too school like, and so the workshop approach became very fluid with discussion based learning, arts, crafts and digital approached working, focusing on developing skills rather than learning. Learning became incidental to the process, and therefore the programme was unlike school. The Leadership forum at this time became obsolete, young people fed back they did not want to host a “committee” and numbers were small enough that all young people could participate equally in having a voice.



Ongoing feedback changed the programme approach several more times, examining the content of the programme, as well as the approach. This led to more partnership working, trips, residential and trips being hosted. Young people wanted to socialise as well as undertake work, they wanted to meet weekly to make it easier to participate if they missed a session (so they did not go a month without a session), they enjoyed expert speakers, and wanted recognition. Alternative “youth friendly” venues and socialisation

time to develop relationships became vitally important.

The staff mix of heritage and youth work became essential to the model of engagement; to combine the use of heritage to work with young people for positive outcomes. The 2 members of staff permanently allocated were dynamic and dedicated to the project, and invested time and energy in the project. The heritage staff (who had youth work experience) and the youth project officer worked together to amalgamate the approaches of both sectors in capture the need for World Heritage learning and true engagement using youth work principals. Challenges always remained with the input of heritage staff who have many demographics to engage with and often youth engagement was only one small aspect of their role. However, when the time resource was allocated, the programme was highly successful.



The programme had a “family” feel, and for many young people, was the only long term activity/source of support they engaged with outside of school. With many young people coming from deprived, and often broken backgrounds, or not engaging with school, the youth ambassadors represented a stable activity that was focused solely on them and their needs, wants and aspirations. Numbers were kept small, so that staff had the time to really develop meaningful relationships. Young people valued the ability to spend time with the staff to discuss life matters, access further support, and with whom they had developed a strong relationship with.

Due to its success in working with the young people, in partnership with the youth service, more youth working staff were allocated to the project. There was a team of 5 in total. It was quickly recognised that 5 members of staff attending a session was too many for the numbers of young people attending (on average 10/session), staff ended up doing “nothing” and young people felt intimidated by the number of adults, the ideal number became 2/3 adults (a ratio of 1:6).

In 2016 the programme was planning its exit strategy, and moved permanently into the new youth club “The Hwb” (previously the Neon) which had gained £225,000 from Big Lottery Funding to develop a 3 year youth provision. This allowed for a full 2.5 hour week night session supported by youth centre staff, with social time at the beginning and end, with a workshop style activity in the middle; since moving into a specific youth provision, the group has grown from 12 active young people in December 2016, to 38 in June 2017, an increase of 200%, indicating that the move into a youth club was highly successful.

## Workshops

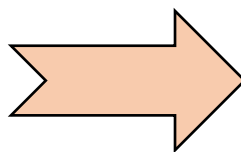


The programme delivered 155 structured training workshops over 2.5 years. The workshops were focused on the more formal element of learning, were a mix of practical activity – trips and visits to other heritage assets and World Heritage Sites, and classroom based practical activity, fostering incidental learning. Initially the workshops were developed from the UNESCO “World Heritage in Young Hands” but they were adapted to be appropriate to a youth club style approach. E.g. less worksheets and more practical group work tasks. The workshops were designed not only to cover critical

information but to develop key skills for young people.

### Example Workshops topics

Blaenau World Heritage Topics (17 assets visited)  
 UNESCO and the UN  
 Ambassador skills  
 Tourism and World Heritage  
 Volunteering  
 Peer mentoring  
 Leading guided tours  
 Project Planning processes  
 Heritage Management  
 World Heritage in the UK  
 Global Heritage world  
 Filming  
 How committees work  
 Consultation



### Key Skills

Confidence  
 Self awareness  
 Empathy  
 Decision making  
 Leadership  
 Teamwork  
 Ability to build positive relationships  
 Presentation skills  
 Problem Solving  
 Independent Learning  
 Planning  
 Digital and ICT Skills  
 Working with others  
 Communication skills  
 Decision making

It was found that any workshop needed to last between

*...“Our responsibilities included being peer mentors for each group, we were there to make young people feel welcomed, included and listened to. We arrived first, left last and completed any and all tasks that needed to be done, we even delivered some of the guided tours and activities”. Kennah, age 16.*

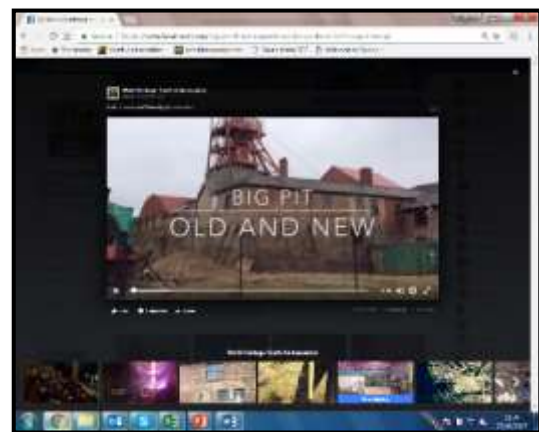
30 – 50 minutes, with a break. Bringing in adult “experts” to speak to the young people, made them feel



like they were making a contribution and were important, and speakers were always reviewed positively. One of the most positive workshops run was a weekend of filming. A

local film company were commissioned to produce a film, and work with the ambassadors to train them how to film and how to produce short films, which went onto you-tube. These skills were used again and again, and 9 films were produced by the young people on topics relating to Blaenavon World Heritage Site over the course of 2 years. In 2017, a joint digital project with the ‘Hwb’ that the ambassadors are participating in has been created using this model.

The young people involved were generally of low academic ability; due in the main to the socio-economic status of the area leading to low aspirations and school being unenjoyable. This meant the original concepts of the workshops needed to change and be adapted to accommodate this ability. Planning became essential, and was often challenging for the staff, especially once the group had gone from weekend activity to weekly. It meant more staff resource was needed for the programme in addition to the youth worker, and this was sourced primarily from a dedicated heritage officer. On evaluation, young people preferred the practical activity (visiting places and heritage sites) to the workshops, however accepted that workshops were a part of the nature of the group, and needed to bring the work together.



### Residential experiences and trips

The Residential experience and trips quickly became one of the most successful elements of the programme, (albeit the most expensive) with the weekday evening club being a chance to catch up. Over the course of the programme 10 World Heritage Sites and 1 soon to be World Heritage were visited via trips or in one of the 7 residential experiences.

1. Bleanavon
2. Bath
3. Saltaire
4. Durham
5. Edinburgh old and New Towns
6. Stonehenge
7. North Wales Castles

8. Pontcysyllte Aqueduct
9. Ironbridge
10. (Slate mines –on the tentative list)

Trips and residential accommodated up to 12 young people and were always fully funded. It was essential that all activities were free, as many young people did not even have money for spending due to their socio-economic status. Clothing (PPE) was also essential, with many young people only owning 1 pair of trainers, or no waterproof coat. The trips were always a balance of heritage and non-heritage activity to ensure it was at all times “fun”. Each trip was to a World Heritage Site, with the main day of activity centred on the World Heritage Site – experiential activity was booked in advance (trips down mines, tours, workshops), and where possible, a talk from the World Heritage Site itself was organised. The residential provided the chance to do specific learning, put World Heritage into a UK and global context and build better social relationships and mutual trust. Trust became one of the key elements of the residential outcomes. For many young people, this was the first time they had gone away without family. Trust was built by giving the young people independence (within safe boundaries) and allowing young people to take charge of their own time and learning. Staff were there, but young people were given space to themselves in the evenings, allowed to explore areas independently during the day (with a time and meeting point to be at to “check in”), and occasionally cook and clean for themselves. Young people were treated with respect and as young adults, something that all young people responded with amazing positivity. With a code of conduct developed by themselves before they went, young people took charge of their own behaviour. All young people were required to keep learning journals of their experiences and this added to their qualifications at the end of the process.

### Team building days



The programme was supported by 9 “team building”/ fun days, these were very specifically not focused on heritage, and the group did a variety of activities including, kayaking, laser quest, theme parks, a butterfly farm, and fireworks shows. The purpose of these activities was to build positive relationships between young people, and the staff, to encourage a team approach. It was also used as a reward for attending the community activities and volunteering. It balanced the recognition that most teenagers were not interested in heritage, and this fun element balanced this out.

### Volunteering and community events (Appendix 2 & 3)



Meaningful voluntary engagement was key within the programme, with voluntary opportunities needing to have a direct impact on the World Heritage Site in order for young people to see the worth in them. The programme classed all involvement with the programme as volunteering, as it was all aimed at giving young people the skills needed to have an impact on their World Heritage Site. This recognised the need to build personal skills as well as knowledge about world heritage, and so all activity related to the ability to volunteer.



Young people used this knowledge to support 10 community events and various voluntary specific activities. This included World Heritage Day where they acted as stewards, winter wonderland, spring fetes, they represented Blaenavon at World Heritage UK: conference in 2016, imputed into consultations, co-curated a mining exhibition at the national museum of Wales in St Fagan's, dug a wild flower garden in Big Pit, supported the conservation areas assessment by survey's housing, as well as running the youth summit.

Feedback from community volunteering indicated that the young people found a lack of real responsibility frustrating. Young People were given meaningless and small tasks (leaflet handing out, helping carry boxes), and while this was useful, it did not give the ambassadors enough responsibility. In 2017, they were given a fun fair ride to run, and this was much more meaningful, and had more people willing to support. Moving forward, the ambassadors will be looking to run their own stalls and take leadership positions in the events.

The Youth Ambassadors achieved over 4500 voluntary hours, with the average number of hours being 38 pp. This voluntary work was recognised through the Millennium volunteering scheme; with 50 MV awards (and more ongoing) achieved. 8 Young people achieved the highest possible award (Gold) with over 200 voluntary hours achieved in 1 year, 27 young people achieved the bronze (50 hours). These were awarded at achievement ceremonies; the last one being at Cardiff Castle, where the group also achieved the national volunteer group of the year for their work. They were nominated by the Blaenavon Town Council in recognition of the work they were undertaking for the community. The young people are proud of this achievement, and enjoyed the ceremony.







### Accreditation and Pilot programme

The World Heritage Youth Ambassadors short course was developed as an integral part of the project. The programme worked with a training organisation ASDAN as partner in developing a bespoke accreditation. It was not developed until the second year, giving the training programme time to trial approaches and different workshops to see what worked.

In the original project design, the youth ambassadors were to undertake Cope qualifications and an accredited Ambassador programme. The Ambassador qualification was found early on to not be value for money; with the money be better spent on developing suitable activity for young people. A partnership with ASDAN, an accredited training provider, suggested alternative accreditation options more suitable for young people; ASDAN short courses, which fulfilled the remit of the ambassador course while also focusing on key employability skills such as

- Problem solving
- Working with others
- Improving your own learning



The programme found that the Cope qualifications were too advanced for the young people engaged in the programme; the programme attracted young people who in general struggled in school, and so a bespoke more appropriate accreditation was developed (However 4 young people continue to work towards their Cope qualification with a hope that will achieve this in Dec 2017).

Initially the bespoke accreditation was to be developed as a qualification, however under advice from ASDAN and the type of engagement and training run by the programme, they suggested an accreditation would be more appropriate. This, in addition to the unanticipated lower academic ability, and type of young person who became involved (NEET) meant that the original qualification would have been unlikely to have worked successfully. Indeed trying to get young people to undertake any form of “classroom work” was always challenging, and only through the dedication and extra time given by staff did many of the young people get through any of their work.



While the project developed its own accreditation, another short course “the adventure and residential short course” was used to accredit the work undertaken. This format, a mix of “challenges” that could be mix and matched as appropriate to the class, ability level, and type of activity undertaken, informed the format of the accreditation developed.

It was decided that the accreditation should be at a level one standard to be inclusive, and be broken down into 4 sections that represented the model of engagement that the programme had adopted

- “World Heritage”
- Ambassador Skills
- Community Activity.
- Trips and Residential.

Each section had up to 16 challenges and 10, 30 and 60 hours of activity could be accredited. Initially, for each 10, 30 and 60 hours of work, a series of reflections had to be completed.

During the summer of 2016, In addition to Blaenavon, six World Heritage Sites piloted the programme through the accreditation using a variety of methods. (see appendix 10)

- King Edward Castles: 10 hour weekend residential,
- Durham: 10-60 hour club using current staff
- Fountains Abbey and Studley Royal: 10 hour training programme using current staff
- Ironbridge Gorge: 10-60 hour youth club, using current learning staff,
- Pontcysyllte Aqueduct: 10 hour weekend course in partnership with the rivers and canals trust,
- Maritime Greenwich: 30 hour, 2 week summer school.



The sites were asked to trial the new accredited course with a minimum of 5 young people each to see if how the course and programme could be adapted to the needs of other areas. There was a limited budget, (which only 2 sites accessed) to support the site (up to £500 each) and all course costs were covered.

The feedback from organisations at the evaluation session, was in general positive; the accreditation was practical, young people had enjoyed the experience, and enjoying being a part of their World Heritage Site. However there were difficulties in completing paperwork, something Blaenavon had consistently found challenging, and staffing the activity on top of core work

was difficult. In response to feedback, the accreditation reduced the need for paperwork to a learning reflection and a peer / tutor statement. Each delivery model was effective in delivering the accreditation, however, the most effective groups engaged with the whole concept of the programme, and are still continuing to deliver in 2017; Durham, Fountain's Abbey and Maritime Greenwich. These groups engaged with the staff as well as the site, and gained a lot out of the youth club / forum style model. Maritime Greenwich was equally successful in its short term engagement and is running a further summer school in 2017, however as an organisation does not endorse long term forum style engagement.

The accreditation remains today the only UK World Heritage Accreditation, outside of a post graduate level master's degree, available. Blaenavon remains a customised centre of learning with the ability to accredit any World Heritage Site across the World.

The approach and programme of activity, captured in the World Heritage Youth Ambassador accreditation, provides the opportunity for YP to learn about, and be an influencing force, in their WHS and their own lives, through a youth-centric approach of alternative education, fun activities, and meaningful voluntary opportunities. This has led to:

- Increased participation and promotion (advancement) of heritage
- WHS's becoming relevant and enjoyable places for YP
- Improved wellbeing by increased self-confidence, self-awareness and self-worth.
- Improved empathy and consideration for others in their community.
- Improved ability to build positive social relationships.
- Achieving non-formal and extra-curricular accreditation
- New skills for young people and adults
- An increased understanding of the value of heritage

Providing a heritage programme which puts the needs of YP first creates a sense of identity and belonging, making WH venues safe spaces that young people enjoy accessing. It helps YP to achieve personal aspirations, and gain accreditations, therefore tackling long term poverty and increasing post-16 opportunities.

## The Model of Engagement (Appendix 4)

Using the learning, successes, and challenges from two years of piloting different approaches, an Engagement Framework (The Youth Ambassador model of engagement) and Outcomes Framework for World Heritage Youth Ambassadors were created.



The World Heritage Youth Ambassadors engagement framework embraces the concept of long term engagement, providing access to a wide range of support for young people through working in partnership, and providing extracurricular, non-formal accreditation with a focus on trips, visits and residential experiences, and meaningful voluntary experiences. A model was created to capture the full approach of the Youth Ambassadors, and intended to support other World Heritage Sites in engaging with and supporting youth engagement to the level that Blaenavon World Heritage Site has.

The Outcome Frame was designed to demonstrate how the activities provided could lead to both intermediate outcomes and long term benefits for young people and heritage communities. It was designed to show how the data and information from the programme of work could be captured in a practical way and used to show impact.

### Key Learning for training and engagement

- Combination of youth professional skill and heritage professional skill is needed to deliver the most effective model.
- Engaging with relatively small number of young people is productive and generates long term sustainable engagement based on relationships built within the group.
- A Dynamic approach is needed, which included investing the time resource to build relationships,
- Heritage is of secondary interest – skills, friends and the experience are more important and the focus of engagement should be aligned with this.
- Bringing “experts” in to speak worked well.
- Residential and day trips were key motivators as they were based on experiential learning activities, but classroom based sessions were needed to bring the knowledge together.
- Variety of experience is needed.
- Long term approach to build relationships is essential, so time resource needs to be allocated.
- Volunteering must be meaningful with real responsibility given to young people.
- Achievement and recognition of importance is needed.





## Influencing

*"I didn't realise the importance of granting young people a voice" Adult training participant.*

A key element of the programme recognised that only working with young people would not be able to solve the issues of youth engagement within World Heritage Sites. There was a need to enable World Heritage Sites, and Blaenavon, to appropriately resource appropriate youth engagement, and to support organisations and staff involved to understand how to work with, and resource, youth engagement. Staff across World Heritage Sites, and in Blaenavon, identified that while they wanted to work with young people, there was limited professional knowledge outside of

formal learning on how to engage with young people. It became essential to support the adults and organisations to enable young people to be able to be listened to in order to influence outcomes in heritage. The programme worked with professionals and adult groups to advocate for youth engagement, while upskilling them to engage effectively to be able to capitalise on the value of youth involvement to increase organisational resilience. It worked to embed youth led practise into the management and operation of Blaenavon World Heritage Site, and in 2017, youth engagement was written into the new management plan for the World Heritage Site demonstrating that the work to influence the management of the Site was successful.

### Adults

Youth Engagement skills are essential part of working with and being able to empower Young People. To enable Young People to participate in World Heritage Management we identified that the project had to upskill the organisations involved as well as the local communities to be able to work with YP appropriately and enable young people to influence their communities and the World Heritage Site. The Programme worked with the youth participation service to develop a 2 hour training session entitled "How to recruit young people to your group and keep them there". The programme focused on the rights of young people to have a voice and practical tips on how to recruit and engage young people. It was delivered by both heritage and youth staff. The training focused on:

- Youth Engagement – Rights of the Child, how to engage young people
- Youth Recruitment – how to recruit young people to groups
- Safeguarding – How to keep yourself, your colleagues and young people safe.



The training was successful – training 12 organisations and community groups; and this resulted in 3 groups moving on to having youth representation where previously there was none: the World Heritage Day committee, the Town Team, The Blaenavon WHS Steering group.

Other organisations also were supported with youth representation at specific times or events: World Heritage:UK, Big Pit, and Kids in Museums. These key groups and organisations demonstrated that young people were having an influence, and would go onto have an influence. However it was not just adult training sessions that enabled this process to happen.

### Sector Influence

One of the unanticipated outcomes of the programme was the influence that the project had over both the World Heritage and Youth Sector. The Heritage Sector struggled to engage with young people as a key demographic outside of formal learning or start and finish projects. This programme has influenced

the way the World Heritage Sites in particular see youth engagement, and how they consider youth delivery. It has informed the way that staff interact with young people and resource youth engagement. In comparison, The Youth Sector struggled to recognise the full value that heritage and culture could offer, or that it could be used successfully as a tool for long term engagement of young people. The project has informed the way that they plan projects, access alternative funding streams, and see heritage and culture as a valuable tool to deliver outcomes.

The combination and partnership of the heritage and youth sector has delivered a new model of engagement for both sectors, and resulted ultimately in the long term sustainability of the Blaenavon Youth Ambassadors. Due to the youth sector understanding of the value of the project, the Blaenavon youth ambassadors has been adopted and embedded into the core function of a 3<sup>rd</sup> sector youth organisation, supported by the youth service.

This programme delivered more than a simple joining up of partners, it has innovated the way 2 sectors worked together to change the way that both youth and heritage services for young people have been delivered.

### **Advocacy**

Advocacy; the public support and recommendation for youth engagement, was promoted by the permanent members of the team, and the young people themselves, to embed the understanding and importance of youth engagement within every available avenue. The Heritage Officer, who chaired the World Heritage Education Group, ensured it was an agenda item at every meeting (which was also the board). As the representative of education and interpretation on the steering group for the World Heritage Site, youth engagement and the ambassador's work was an agenda item at every meeting. The Youth Officer, talked to youth colleagues regularly on the progress of the ambassador group, encouraging deeper partnerships with the youth sector. In 2015, after delivering the Youth Summit, the youth ambassadors had an individual presentation dedicated to them at the annual board meeting of the World Heritage Site. In the wider World Heritage sector, the Blaenavon team became known as the leading experts in youth engagement through its work to pilot the model. They facilitated an online network of learning professionals who wanted to engage, and continue to liaise with this group to the present day. Presentations, conferences and meetings were held on a monthly basis with key organisations across the UK. In 2016, the team were invited to represent the UK at the European Association of World Heritage and present the model of the Ambassador programme as one of most successful programmes in engagement for World Heritage in the UK demonstrating the influence that the Blaenavon team had. However it was not just staff advocacy that became essential, young people advocating for themselves and talking about the importance of their own voice, also was instrumental in influencing organisations to embed youth engagement.

Over the course of 2 years, the young people made over 12 different presentations, to a variety of different groups (local community groups, to World Heritage:UK, to the heritage learning sector) demonstrating the need for the ambassadors, the success of the ambassador programme and how to engage more young people. In 2016 they created their own charter – setting out what the ambassadors stood for in their own words (see appendix 5) In 2017 one of the young people applied for regional



funding to support an activity of the project, and presented the ambassador programme, in competition against 30 other organisations, advocating not only the need for funding but the value of the programme. He sacrificed a day trip out with the group to do this presentation, demonstrating the value that the young people themselves placed on the programme. He was successful in the end, securing £5000 for the group.

At the World Heritage: UK (the national charity representing all 30 UK WHS's) Conference in 2016, five youth representatives from BYAMS spoke to the sector about the importance of WH and what it meant to them

(<https://www.facebook.com/pg/worldheritageambassadors/videos>).

In their own words: *“It is very important for YP to have a say within World Heritage because we are the future generation and without our input it would be unknown on how to make it better for people in the future and to keep the heritage sites working to the high standard that they are currently running at”*. (Katie age 15). At the World Heritage : UK (WH:UK) 2016 AGM, BYAMS requested a youth representative on the Board demonstrating that World Heritage was becoming increasingly important to Young People.

Youth advocacy can be argued to be more important than the staff advocacy as the impact of having a young person address a large adult audience, and speak confidently about a subject that was important to them, demonstrated that the programme worked, and provided people with direct evidence that young people wanted to be engaged.

In 2017, youth engagement was finally embedded into Blaenavon World Heritage Site, as a key strategic aim through its inclusion in the World Heritage Management Plan, demonstrating that advocacy is essential to influencing.

## Partnership working



Partnerships were the long term key to success in working with young people. In addition to the 5 partners involved with the programme from the beginning, 24 new partnerships with community groups and other World Heritage Sites were created during the programme.

Partners	Nature of Support
<i>Cadw (original partner)</i>	<i>BIL WHS; training</i>
<i>National Museums Wales (original partner)</i>	<i>BIL WHS; training</i>
<i>Rivers and Canal Trust (original partner)</i>	<i>BIL WHS / Pilot area / ran ambassador trip</i>
<i>Torfaen Youth Service (original partner)</i>	<i>Supported running of the group and staffing</i>
<i>Blaenavon Town Council (original partner)</i>	<i>Funding, youth representation, nomination of award</i>
Pontcysyllte World Heritage Site	Ran ambassador trip, pilot area
Fountains Abbey World Heritage Site	Pilot area, now running a YAMS, network, advocacy
Durham World Heritage Site	Pilot area, now running a YAMS, network, advocacy
Maritime Greenwich World Heritage Site	Pilot area, now running a YAMS, network, advocacy
Jurassic Coast Trust	Pilot Area, network, advocacy
ASDAN	Accreditation development and support
Kids in Museums	Advocacy and support for future development
Youth Hostel Association	Supported group in future development, discounted residential activity
Sea Cadet Corps	Provided young people for activities
World Heritage:UK	Advocated for youth engagement across the UK based on Blaenavon model
Wrexham Youth Service	Supported Pontcysyllte in developing a YAMS, Network
Dorset Youth Association	Supported Jurassic Coast in developing a YAMS, network
Blaenavon Heritage Committee	New Youth representation on committee to run World Heritage Day.
Artie Craftie	Trained in youth engagement - network
Blaenavon Workmen's Hall	Trained in youth engagement - network
Blaenavon Town Team	Trained in youth engagement - network
Blaenavon Community Garden	Trained in youth engagement - network
Town Council (Abergavenny)	Trained in youth engagement - network

Melville Centre for the Arts	Trained in youth engagement - network
Newbridge Memo	Trained in youth engagement - network
Abergavenny Civic Society	Trained in youth engagement - network
Friends of Castle Meadows	Trained in youth engagement - network
Blaenavon Tourism Association	Trained in youth engagement - network
The Hwb / Neon	Delivery of training and Management of the group – EXIT STRATEGY

Many of these partnerships evolved and changed as a result of feedback on the delivery of the programme. The initial partners involved with the programme were to deliver the training programme, but with the programme developing from once a month to a fortnightly commitment, this became challenging. All partners remained involved, but at more of a distance; supporting when specifically requested rather than being integral to the management of the group. However, they did provide a chance to vary the programme of activity and the style of delivery when they were used which was well received by young people. In its place, new partnerships developed directly from employing a youth worker were created.

A network of youth engagement that supported and advocated for the Youth Ambassadors was created from the partners. This supported an application for extending the programme in 2017, and has led to individual organisations adopting, or increasing youth engagement in their own delivery.

Working alongside local youth service and other organisational partners, this programme provided the opportunity to tackle poor educational attainment and the lack of belief in job prospects. HM Treasury stated that *“high quality youth work... is central to increasing the number of young people on the path to success”* (2007).



The partnership with Torfaen Youth Service became integral to the programme. Initially a member of the youth service was a part of the programme, however on employing a youth worker, this post became redundant. The partnership between the youth service and the programme however continued and relied on the head of the youth service supporting the project. It was due to this senior level support that the partnership became so integral, and the project worked so

successfully as they were able to agreed and allocate resources and information.

The Youth Service support was guided by an MOU. The Youth Service provided practical support for the heritage department to work within best practise guidelines and work safely with young people. It also provided training, guidance and supervision for the youth worker and heritage officer, and provided advice to the programme on youth engagement principals. These engagement principals are part of the “bread and butter” of the youth sector and focus on the following elements:

- Voluntary Engagement
- Building relationships
- Informal Educators



- Conversation

These elements have formed the basis of the “Blaenavon youth engagement model” (Appendix 4)

The programme in return, adopted its procedures as best practise, and provided a successful engagement project that delivered against the key targets and outcomes needed by the youth service. Data was shared between the two departments and captured on the youth service system, thereby increasing success against their own KPI's. The Service became more involved with the programme in 2016 directly due to its success and allocated staff to the programme, as an in-kind contribution. The Youth Service provided good evaluation models and techniques for capturing more qualitative data around young people. When the programme transferred into the 3<sup>rd</sup> Sector “Hwb” as its home, the youth service were already involved with the organisation, and continued to support the programme. This partnership arguably is the most sustainable and practical partnership of the project – and one that should look to be replicated.

### Key Learning for influencing

- Train communities who are unused to working with teenagers on how to work effectively with a mix of why it is important, and how to do it.
- Ensure staff advocate at every level for the value of the programme
- Support young people to advocate for the group themselves.
- Use local partners, to enhance and vary the programme of activity
- Work with the local youth service / youth organisations for support in engagement.
- Share data between key partners to enable them to accredit KPI's and justify their work
- Ensure senior level support – not just officer lead.
- Use the expertise of other partners to inform the way that the programme is managed and works.



## Promoting and sharing learning

### Internal promotion



The models were supported by a range of communication mechanisms, particularly a very successful “what’s app” group and the young people involved became like a family, meeting outside of the programme, and supporting each other in other areas of their lives. Some challenges with young people not being “on” what’s app or facebook (especially younger members) lead to some difficulties in communicating with certain young people. Facebook did not work effectively, as it was used more of external

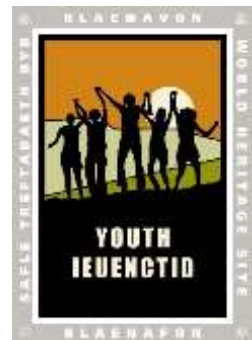
promotional tool, and so difficulties in posting detailed information about trips etc. became inappropriate. Other youth groups use “secret” groups to convey information on Facebook effectively, and this is due to be trialled in 2018. Traditional forms of engagement such as letters home became essential communication tools for parents and young people alike. An underused area of communication was our website. The website was created at the beginning of the programme, but not kept up to date, due to staff capacity. This is an area that should be utilised more effectively.

[www.visitblaenavon.co.uk/youthambassadors](http://www.visitblaenavon.co.uk/youthambassadors)



### External promotion: Branding

The branding for the programme was incorporated into recruitment. The World Heritage Youth Ambassador design was based on the Blaenavon World Heritage Brand and become quickly identifiable. The brand was developed at the beginning of the project, with limited youth input unfortunately, leading to young people feeling that it was too professional and not youth friendly enough, the brand was known as the “reggae badge”. The brand was however successful with professionals and politicians, and quickly became well recognised across the World Heritage sector. It was used throughout the programme informing the design of any product produced in association with the ambassadors. When the programme was piloted across the UK, feedback was it was too “blaenavonafied” and didn’t represent all of UK World Heritage, and individual sites added their own logo to anything they produced. Moving forward a brand to represent all UK WHS would be needed; designed by young people!



The brand was used to design all of the promotional advertising. Within the original programme, a series of “volunteer handbooks” were to be created. While an information pack was created to give to new volunteers, it was rarely used, due to the nature of the group becoming more like a club. All information was put up on the website instead,

## Online Advertising

In summer of the 2015 paid online advertising was trialled for the Youth Summit recruitment, however had an almost non-existent impact, as no young people involved with the summit had heard, or become involved through online advertising. Most had heard about the opportunity through their own organisation. While online advertising was ineffective, the use of the facebook page did promote the group and its work, and was often used by parents to engage with the group and find out information and continues to be a useful tool.

## Conferences and networks

One of the major successes of the programme, that was unanticipated, was the network of World Heritage Sites becoming involved in the concept of youth engagement, both through youth promotion and adult promotion. Young People were invited to several conferences to present (kids in Museums, World Heritage:UK; Blaenavon Youth Summit) As noted in the “influencing” section, this became a powerful tool for promotion, however was primarily focused on influencing adult organisations, not other young people.



One of the key successes that arose from the programme was the network of World Heritage Sites learning or engagement staff. This identified that there were staff who were able to share expertise and work together to promote youth engagement across the UK. Although this group did not meet up, it communicated regularly and enabled the pilot of the programme across other World Heritage Sites to happen. This network self-promoted the Ambassadors, and as a consequence there are now 4 ambassador style groups still running in the UK.

## Key Learning for Promotion

- Use a variety of communication techniques to engage with young people; both traditional form and social media.
- A website, or area of one, to give key information about the group and be a practical tool for the group.
- The Use of a brand worked to create an identity, but should be youth led.
- Use a variety of promotional techniques to promote the group (posters, social media, conferences, press).
- Use your networks to promote your group

## Evaluating

The Blaenavon World Heritage Youth Ambassador's became a pilot for youth engagement across World Heritage Sites in the UK. Evaluation and feedback was an essential element to assessing the impact of the programme and to develop a model of engagement that could be used by other World Heritage Sites.

The programme generated an immense amount of data and knowledge to work with; for example: Key outputs:

- Number of training sessions delivered
- Number of community events supported
- Number of organisations involved
- Number of volunteers
- Number of volunteer hours
- Number of accreditations
- Accreditation developed

These were captured in hard data and statistical evidence: see appendix 6 for break down

As well as quantitative data such as

- How young people related to world heritage
- Young people had learn about heritage
- Young people had a voice in World Heritage management and feeling listened to
- Development of "character skills" e.g confidence, self-esteem, social relationships
- Young people feeling safe and comfortable
- Young people having enjoyed themselves.
- Staff feeling more confident to work with young people
- Young people having increased employability and social capital.

This information was captured through more flexible means, such as interviews, staff statements on progress, case studies, video's, and the application of skills, but was challenging to capture.



Although dynamic evaluation was woven into the programme throughout the project, capturing the data was often challenging, particularly the quantitative data. Baseline data was not collected effectively, and the type of information collected did not fulfil the totality of the evaluation needs. Equality information on young people had to be back dated in 2016 when the programme realised the reach into disadvantaged and vulnerable young people, but had not captured the data effectively.

. Work with the Youth Service and the 3<sup>rd</sup> sector organisations has highlighted better ways of capturing the data in 2017, and moving forward better data capturing tools is an area for ongoing development. This evaluation of the programme relied heavily on the programme lead and their individual knowledge to bring the mass of data together, as the while the information was available, it had not been stored effectively to make evaluation easy.

## Heritage Lottery Outputs

Part-time Youth Ambassador Project Officer (YAPO) for 18-month post	FULLY ACHIEVED. Part-time Youth Ambassador Project Officer employed for 21 months
Recruit 3 intakes of 10 young volunteers (aged 14-25) through social media, poster and website	EXCEEDED. 76 Young people engaged in Blaenavon. Recruited through word of mouth, posters and partnership work. A total of 267 individual YP across the UK and all activity were involved.
Purchase of 10 I-pads and recording equipment for young volunteers to record their journey	FULLY ACHIEVED. 10 I-pads purchased. Recording equipment not purchased as not needed, we borrowed from other organisations where needed. I-pads used to film, and completed films were put up on our facebook site.
Ten staff members to receive ASDAN (accredited body) training to be able assess ASDAN qualifications	FULLY ACHIEVED. 10 members of staff trained and delivering ASDAN qualifications
30 young volunteers registered on millennium volunteer programme and also ASDAN accreditation	EXCEEDED. 50 Millennium Volunteer awards achieved. 86 ASDAN accreditations.
Steering group formed with partner members (including three recruited young volunteers to receive leadership training)	FULLY ACHIEVED. A steering groups with 1/4 meetings was held. Young people attended when they could. Leadership training given to 5 young people.
Project Board to devise Blaenavon World Heritage Site bespoke youth ambassadors qualification	FULLY ACHIEVED. Asdan have accredited a bespoke 60 hour course - World Heritage Youth Ambassadors. Piloted in 6 WHS, and 61 YP involved in piloting. In 2017, 2 sites are still actively using the accreditation with more wishing to use it.
3 x training programme for 10 participants on Blaenavon story, influence of mining and ironworking, natural heritage of WHS and global World Heritage delivered by Cadw, Big Pit and World Heritage Centre	EXCEEDED. 3 x training programmes were run, 155 sessions delivered, engaging with a total of 76 young people in Blaenavon over 26 months and over 140 training sessions run.
3 x filmmaking training days for 10 volunteers at Big Pit	FULLY ACHIEVED. 3 x film making days were undertaken around the World Heritage Sites. A professional film was produced and advertised, and further 9 films made by the young people themselves were completed and posted on our social media sites and you tube
3 x training sessions for organisations and adult groups in how to allow young people to actively engage with their group	FULLY COMPLETED. 3 x training sessions run, and 10 community groups trained in youth engagement.
30 youth ambassadors to receive Valley Ambassadors accredited training – to lead tours, walks and talks	This element of the project was agreed to be re-allocated to activities. We delivered over 155 training sessions instead of 54 with the extra money.
Professional to edit young people's film footage (with 2 young volunteers trained/involved) to compile video interpretation of WHS	FULLY ACHIEVED. Red Beetle films were employed and edited a professional film, which was premiered at the UK UNESCO Youth Summit.
20 young people to lead workshops at UK UNESCO Youth Summit held in Blaenavon in November 2015	FULLY ACHIEVED 22 Young people were trained to lead workshops at the UK UNESCO World Heritage Youth Summit. 19 attended the Summit (2 decided not to attend, and 1 dropped out 1 day before the event for personal reasons). Youth Ambassadors peer mentored groups, and lead workshops around the World Heritage Site.
Celebratory event and accredited certificates received by young people	FULLY ACHIEVED. In June 2016, World Heritage Youth Ambassadors won National Volunteer Group of the year 2016 in Wales. We took 15 young people into a celebratory event in Cardiff, where we presented Millennium Volunteering certificates and went for a celebratory meal. Images from the event are on Facebook.
Project evaluation	Documents, images, information attached.

## The Outcome Framework and evaluation (Appendix 7)

Within the project, it was recognised that their needed to be a framework to identify the key outcomes that the project was developing, which went further than the outcomes for Heritage Lottery Fund. An outcome framework (appendix 7) was developed identifying the activities undertaken, the intermediate outcomes and the long term outcomes that arise from engagement in the World Heritage Youth Ambassadors programme. Methods of evaluation were identified to capture this

## Key Learning from Evaluation



- Baseline data needs to be captured effectively and cover a wider range of information than you think you need.
- Evaluation should be woven into the programme as a core part of activity.
- Evaluation needs to be effectively captured and stored throughout the programme.
- Use of the outcome framework supported and captured the wider impact of the project, not just within heritage.



## Heritage Lottery Outcomes

### Heritage will be interpreted and explained

*"We believe it is very important to make it more interesting for young people because then they are more likely to want to visit and learn about why the site is a World Heritage Site and enjoy learning it."*

Young People are the best promoters of World Heritage for other young people. Through the Youth Ambassador programme, young people have been ambassadors for other young people, as demonstrated with 80% of young people recruited by word of mouth. Young people have been instrumental in designing the programme, and as such the programme deviated away from its original concept allowing young people to define how best to interpret heritage and engage other young people in its interpretation.

The young people have chosen to create films to promote their own world heritage; and produced 9 films, which can be seen on YouTube, and on our social media feeds; as well as produce posters. They have evaluated heritage sites for youth friendly interpretation and fed back to organisations.

The Ambassadors have also been involved in direct projects to promote heritage, in 2015 they co-curated an exhibition with National Museums Wales on the 1984 mining strikes. The exhibition and film will be opened to the public in 2018 as a permanent exhibition in St Fagan, National Museum of Welsh Life, as well as wild flower gardens, and World Heritage Day.

Allowing young people to interpret heritage in an intangible way that related primarily to the needs of young people has resulted in 140% engaging more young people than anticipated (72 young people engaged in Blaenavon).



### People will have developed skills

Young People



The Youth Ambassador programme of activity supported young people to develop key skills to support them in their lives. The programmes of activity (Appendix 2) included a wide range of learning and skills development activity. The programme developed over the 2 years to encourage more "character" skills development – as this is defined by UK government strategy as one of the key areas to support young people living in poverty to grow and develop positively in life. The programme support the following skills development:

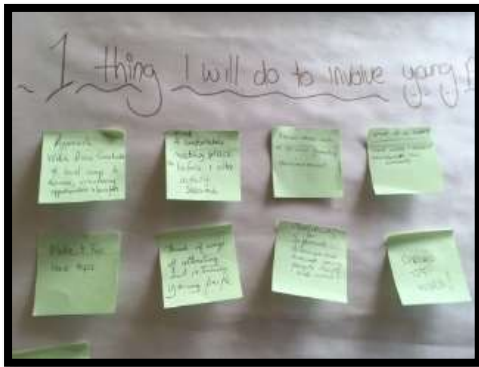
- **Heritage management:** training and working with WH community and management groups.
- **Presentation skills:** youth-led workshops, 12 presentations by young people at local and national events e.g WH:UK conference in 2016
- **Project planning:** community events and youth led workshops.

- **Digital and ICT skills;** Using ICT equipment (I-pads/Camera/PCs) in practical applications such as social media feeds, blogs, evidence portfolio's.
- **Film training:** filming weekend; 9 films created.
- **Leadership:** through running sessions, and working in the Youth Summit.
- **Teamwork skills:** through fun team building days and residential activities
- **Working with others and building positive relationships;**
- **Communication, decision making, and problem solving**

As a result of these skills supported Young People to participate effectively and influence a predominantly adult arena; through becoming involved in consultation and community events, providing a youth presence and having a voice e.g. at World heritage: UK conference, and presenting to the Blaenavon Board.

#### Adult heritage communities

The project also recognised that adults also needed training, and the programme delivered training to 12 community groups, and facilitated a national network with heritage learning co-ordinators. The adults developed skills around



*"I learnt that I can use opportunities that are not related to my topic to make it fun and interesting for young people" Adult community member*

**Youth Engagement** – Rights of the Child, how to engage young people

**Youth Recruitment** – how to recruit young people to groups

**Safeguarding** – How to keep yourself, your colleagues and young people safe.

#### People will have learnt about heritage.

100% of all participants surveyed in the programme learnt about heritage. Through a comprehensive programme of over 155 structured training sessions, young people learnt about the following;

- Blaenavon Industrial Landscape World Heritage Site; specifically Mining and iron industries and their communities
- History of 9 sites visited (Bath, Saltaire, Pontcysyllte Aqueduct, Blaenavon, Jurassic Coast, Edinburgh Old and New Towns, Durham, King Edward I castles, NW Slate Mines (under inscription), Ironbridge)
- Global heritage – UNESCO, how World Heritage is chosen
- The Outstanding Universal Value of World Heritage
- Natural heritage and landscape through landscape visits
- Threats to heritage both globally and locally through visits to World Heritage Sites
- Architectural heritage through townscape's heritage in Blaenavon
- Object collections of the area, through visits to museums locally and nationally
- Attitudes to the area over the last 200 years and today through community work
- How heritage is managed and interpreted in a modern context

The whole project was designed to give young people a thorough understanding of World Heritage, and particularly Blaenavon Industrial Landscape.



Towards the end of the programme, a bespoke level 1 accreditation through ASDAN was created; “World Heritage Youth Ambassadors”. This programme was designed for, and by, young people, so was not launched until year two, after many different approaches and training sessions had been run and evaluated. The accreditation is broken down into four key modules: World Heritage, Being an Ambassador, Trips and Visits, and Residential Experiences. There are 3 mandatory modules (10 hours) as an introduction, and then a series of challenges within the modules that can accredit up

to 60 hours of work. It captured the essence of how the programme had developed, and could be delivered successfully, but gave enough flexibility for the individual sites to deliver in a format that was best for their setting.

It was piloted in November 2016 in 7 additional World Heritage Sites, and the feedback from these sites was used to adapt the accreditation to fit the needs of the sector. This accreditation is still being used in two sites other than Blaenavon and is the only World Heritage accreditation available in the UK outside of universities and graduate level.

86 accreditations were gained throughout the programme across the UK with 41 from Blaenavon.

## People will have changed their attitudes or behaviours

### Young People

In June 2015 at the beginning of the project, there was no specific data on how young people felt about World Heritage. It can be assumed that while there would have been some knowledge of World Heritage, the understanding of its importance would have been limited as there was limited engagement opportunities, and no opportunities that were relevant to young people. A baseline should have been gathered, however was not. In Sept 2015, 92 young people were surveyed at the youth summit as to the importance of World Heritage; 79% felt World Heritage was important, 3% felt it was important, and 17% didn’t answer the question (Oct 15). This figure however was assessed after a 3 day summit of work with young people on World Heritage. 100% of youth ambassadors when surveyed at several points across the programme felt World Heritage was very important, however this would be expected due to the nature of the project. In August 2017, young people were surveyed across the whole of Blaenavon to assess the importance of World Heritage to see if the programme had had an impact outside of the direct participants. 69% scored the value of heritage and cultural activity being provided as “Important” or Very important. This figure can be used in the future as a baseline.

*Before this group, young people were not able to make any decisions about world heritage....Some of our ambassadors have been to Town Team meetings and Heritage day meeting. This has allowed our group to give a young persons influence into the decisions that have been made and will hopefully continue to be made in the future and improve our heritage sites dramatically.  
Katie. Age 15. At the World Heritage UK Conference*



While the statistical data may not be able to demonstrate the whole story, case studies (see appendix 8) demonstrate the change in personal development that young people gained from being a part of the youth ambassadors. Key changes for young people:

- **Feeling that they could make a change and be heard:** (quotes and input to management plan)
- **Greater life aspirations** (enhanced CV's, wanting to achieve qualification and requesting additional time to complete them, and applications for college, university and employment)
- **Better employability** (3 young people gaining employment/apprenticeships)
- **More social capital** (ability to create better relationships among people who live and work in a particular society, enabling that society to function effectively).
- **Better empathy and ability to build social relationships:** (young people being able to relate and make friends when having difficulty previously, or making friends with other young people from a radically different background to themselves)
- **Increase independence and ability to apply independence skills to life** (1 young person living independently, young people feeling more confident to try new things)
- **Decreased risky behaviour** (young people at risk of becoming involved with risky behaviour engaging in more positive behaviours)
- **Increased confidence** (making presentations to peers and adults alike, ability to speak their mind to staff, inputting to survey's on topics outside of comfort zones)

*"I liked the residential the most as I got to learn a lot of new things and exciting things about the heritage and spent time with the group"* Karen. Age 18"

Over the course of 2 years, the young people made over 12 different presentations, to a variety of different groups (local community groups, to World Heritage:UK, to the heritage learning sector) stating, in their own words, the need for the ambassadors, the success of the ambassador programme and how to engage more young people. In 2017 one of the young people applied for regional funding to support an activity of the project, and presented the ambassador programme, in competition against 30 other organisations, advocating not only the need for funding but the value of the programme. He sacrificed a day trip out with the group to do this presentation, demonstrating the value that the young people themselves placed on the programme. He was successful in the end, securing £5000 for the group. These examples demonstrate that a key change in behaviour for young people was seeing the value in the ambassador programme itself both as a tool for personal development, as well as moving the World Heritage sector forward.

The Youth ambassadors created their own charter at the end of 2016 – setting out what the ambassadors stood for in their own words (see appendix 5); this, of all the evidence demonstrates the change in attitude of young people involved in the project; this document was only created at the end of 2 years of work, and was instigated by the young people themselves.

#### Adult Communities

This project aimed to change the perception of young people. In Blaenavon, young people were viewed negatively and with some suspicion, partly due to a minority engaging in anti-social behaviour. This trend





however does replicate a national trend with young people being seen negatively; the UK has the lowest respect for young people out of 29 European countries.

This project has helped change the adult perceptions of young people in the Blaenavon area and within the World Heritage Sector itself.

Through training young people in the heritage and history of the area, as well as being given the skills and knowledge to contribute effectively, the programme has managed to show how young people can make a positive influence and difference to the area. This change in attitude is demonstrated by the youth ambassadors being requested to attend, support and become involved with various adult activities: the town council, World Heritage day, the National World Heritage UK committee, and town activities such as the spring fete. As a result of this project 3 groups now have youth representation in their groups where previously there was none, and another 3 organisations were supported with youth representation at events and activities. In 2017 this influence has now spread to the new “Hwb” organisation that the Ambassadors have found a home in; the organisation is being requested, through the ambassadors association to support other community organisations, which is in turn giving young people more and different opportunities e.g. being asked to help run a community cinema, being asked to participate in a digital project for the town centre interpretation.

The Adult training sessions run have also made an impact and changed attitudes and behaviours in 11 different community groups. The training sessions were specifically evaluated (see appendix 9) as to what behaviours would change as a result of the training: responses to how they would change included:

- Listen to young people and actively seek to gather their opinions (x2)
- Look to find ways of engaging by making it relevant
- Room set up and when to run groups
- Find out what YP might want from our project
- Expand on the group to make it more inviting to YP
- Visit local comp to consult with Welsh Bac co-ordinator
- Provide opportunities to include young people
- Try to engage the group with young people



## People will have had an enjoyable time

*“My time in YAMS has been absolutely amazing, I have made new friends...developed new skills and I’m feeling more confident in public speaking”*

All training sessions were purposely designed to be fun, interactive and to ensure young people had an enjoyable time. Activities were not always focused on heritage, but included fun

team building day, which included kayaking, laser quest and theme parks to balance out the need for activities considered as “learning”. Residential activity and trips were increased as feedback from young people indicated that this is what they felt was the most enjoyable elements of the group.

Time for socialisation was given at the beginning and end of each session to increase the enjoyable atmosphere. By working with the youth service were able to use their expertise with young people to support the activities being fun and enjoyable. The numbers involved, (122 young people engaged) and for the length of time that young people were involved (average 38hours pp / 6 months) with the group demonstrated that young people enjoyed the group and had an enjoyable time, or they would not have stayed.



## People will have volunteered time.



All activity within the programme was designed at “voluntary”, recognising that even training was designed to give young people the ability to influence and engage with the management of the World Heritage Site.

From consultation and feedback from young people was that volunteering had to be meaningful. Over the 2 years the youth ambassadors, used this knowledge to support 10 community events and various voluntary specific activities. This included World Heritage Day where they acted as stewards, winter wonderland, spring fetes, they represented Blaenavon at World Heritage UK: conference in 2016, imputed into consultations, co-curated a mining exhibition at the national museum of Wales in St Fagan’s, dug a wild flower garden in Big Pit, supported the conservation areas assessment by survey’s housing, as well as

running the youth summit.

Over the Course of the project, 4667 voluntary hours were accumulated, with an average of 38 voluntary hours per ambassador given. Volunteering hours were accredited to Millennium Volunteering Wales, and the 50 MV certificates were achieved, with 8 young people achieving the highest award: the Gold certificate for 200 hours or more.

50 MV	27
100 MV	15
200 MV	8
	50

The Voluntary commitment of the youth ambassadors was recognised in 2016. They were nominated by the Blaenavon Town Council as an exemplary volunteer group at the Welsh Council of Voluntary Activity volunteering awards. They won the National best volunteer group of the year, receiving their award at Cardiff Castle.

### **Communities will have more people and a wider range of people engaging with heritage**

Before the Youth Ambassador programme, there were no Young People age 13-25 engaged with The BIL WHS outside of the formal learning programme. Through our programme, there are currently 40 active Youth Ambassadors (August 2017) that input into the World Heritage Site, therefore more young people are now engaging with heritage. We know that these young people feel empowered to influence, engage with and make a difference in the area (see the above influence and advocacy section)

One of the unanticipated outcomes of the programme was the number of disadvantaged and vulnerable young people that accessed the programme and the impact the programme made these individual young people's lives and the wider impact of tackling poverty. While it is well documented that cultural activity can make a direct impact on tackling poverty and increasing young people's aspirations, giving them skills to build their social capital and employability, this programme consistently and directly increased the number and diversity of young people engaging in heritage to support this aim. An average of 70% of young people engaged would be classed as vulnerable or disadvantaged. While the area (a community's first area) could account for some of this, (many young people engaging lived in area were automatically classed as disadvantaged) we also attracted many other types of disadvantaged or vulnerable young people including

- NEET
- Home-schooled
- Young Carer's
- Known to social services
- Looked After Children

The programme, with its youth led approach, and informal youth working delivery engaged young people, and from this engagement lead increased learning, skills and confidence (see above sections); all making a direct impact on decreasing poverty and increasing aspirations.

### **Your Local area will be a better place to live, work or visit.**

Through working with local community groups, and providing new youth representation, the management of the World Heritage Site was both informed by, and responsive to young people. Young people supported community fun days (World Heritage Site), and informed the design of community activities, meaning that young visitors to the area were considered.



A web page was originally meant to be designed and managed by young people, as well as social media feeds. While these were set up by young people, it was found that interest to maintain these pages was limited. However, the design of the website was integrated and branded with marketing of the World Heritage Site and increased online presence of the youth ambassadors can be argued to have improved the town's profile for young people, and encouraged young people to re-engage with the town through the project.

Through the Youth Ambassadors outcomes and impacts for and on young people, the local is now a better place to live for young people in the area. There is a place where they can access skills, learning and input into the management of the Site for the benefit of themselves and other young people.

### Your organisation will be more resilient.

*Before this group, young people were not able to make any decisions about world heritage"*  
Charlie. Age 14

The project, through working in partnership has contributed to changing perceptions of young people; it has helped the community to understand and work with young people, supporting youth representation within their group, and even on the steering group of the World Heritage Site itself. The project supported a change in approach to working with young people, and give the young people the skills and knowledge to have an influence confidently and imaginatively enabling Blaenavon to be able to respond to changes in their community from a youth perspective.

Working with multiple partners over the last 2 years, both inside the World Heritage Site, in wider youth sectors, and across the UK, youth engagement has now become a high priority agenda within Blaenavon. Considered as the leading experts in youth engagement in the World Heritage Sector, Blaenavon not only meets its obligations to UNESCO with more ease, it has become more resilient as it is more responsive to the needs of the whole community. In 2016, recognising the importance of working with young people and allowing them a voice and a genuine input to the management of the site, capitalising on the integral resource that young people represent, Blaenavon World Heritage Site wrote youth engagement into its new 5 year management plan.

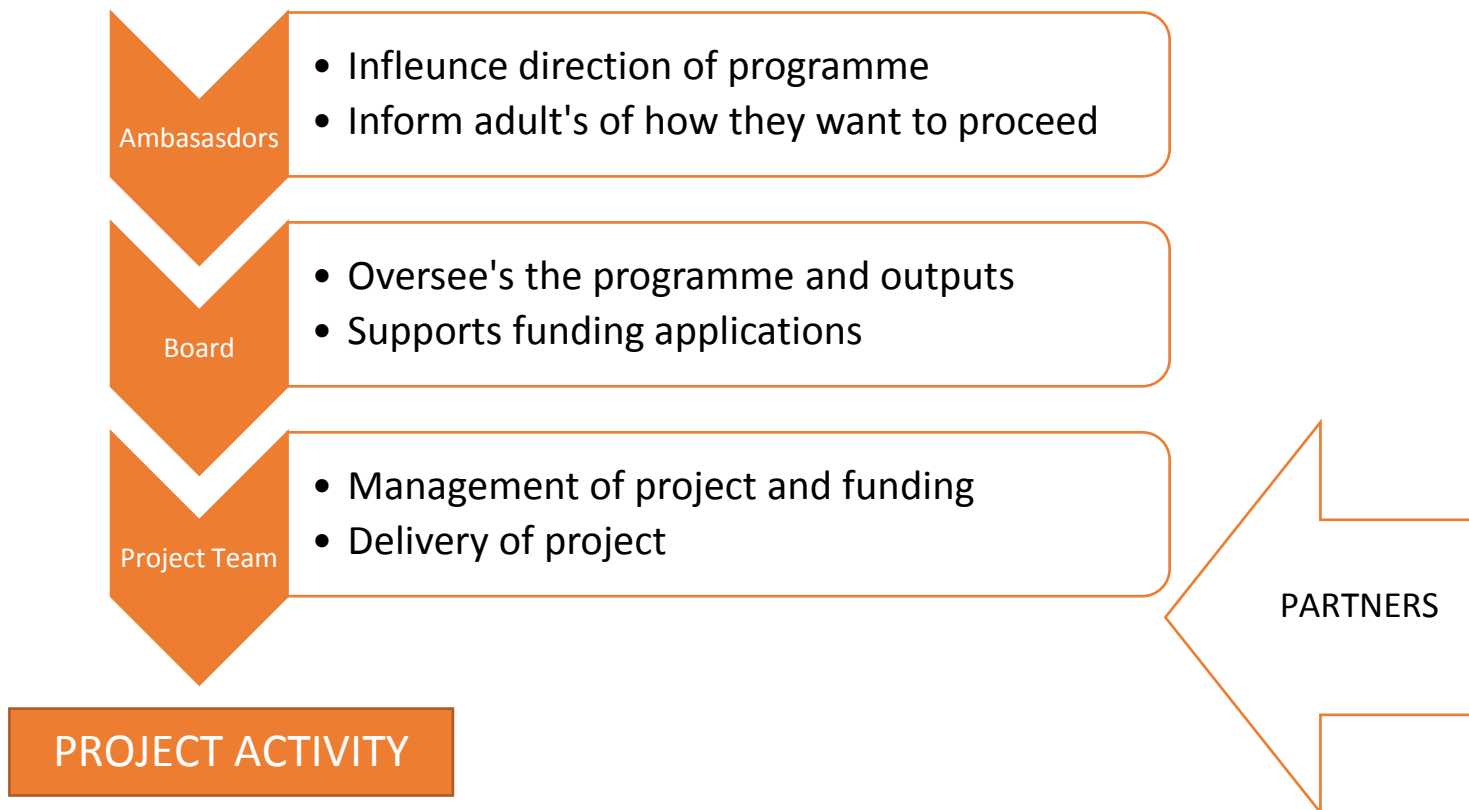
Through this project, new partnerships have developed and been imbedded; such as the partnerships with the youth sector. It has also created a model of engagement for other World Heritage Sites to follow, so making youth engagement more accessible, and therefore the organisation more resilient. This support and guidance will ensure that youth engagement in the World Heritage Site continues to be appropriate, safe and meaningful.





# Project Management

## The project management structure



### Roles and Responsibilities.

#### Youth Ambassadors

The Youth Ambassadors fed into every aspect of the programme and were the leading influence over all aspects. The youth ambassadors did not get involved in the day to day project management of the programme, however did steer the direction of the programme. Their voice outweighed all others and continues to do so.

#### Project Board

The project was initially managed by the World Heritage Site Education and Interpretation Group, on behalf of the Blaenavon Industrial Landscape World Heritage Site Partnership, a young person was invited to sit on this group as a representative of the youth ambassadors. They were known as the project board. This fed into the steering group. However this group became obsolete in mid-2016 when a new management plan and organisational structure was being undertaken for the World Heritage Site; Torfaen County Borough Council World Heritage Team then took the responsibility to oversee the project, with support from the Youth Service. In 2017, the group moved formally into the 3<sup>rd</sup> sector youth organisation the “Hwb” and they took the role of the project board.

- Oversee the programme’s progress
- Oversee the budget.
- Legal responsibility and liability
- Met 1/4 to discuss progress and direction



## Staff

### Project Manager

An individual project manager (the heritage officer) had overall responsibility for the group and its day to management. In 2017 the role is now undertaken voluntarily, in collaboration with the youth manager of the Hwb.

- Day to day management of the group
- Funding applications
- Co-ordinated health and safety and safeguarding
- Co-ordinated and managed the budget
- Managed reporting
- Advocacy at a regional and national level (specifically heritage advocacy)

### Project Officer

A project officer was employed part time to support the day to day running of the group. This role is now undertaken by multiple Hwb project staff.

- Day to day operations of the group
- Delivery of activity
- Primary lead on youth engagement and support of young people.
- Administration
- Advocacy at a regional and national level (specifically advocacy to youth services)



## Funding

BUDGET	ORIGINAL BUDGET	REVISION 1 (Sept 15)	REVISION 2 (March 16)	REVISION 3 (June 17)	FINAL SPEND
New Staff	£19,155.00	£22,155.00	£22,155.00	£21,800.00	<b>21763</b>
recruitment	£387.00	£0.00	£0.00	£0.00	<b>0</b>
Digital outputs (social media)	£1,224.00	£724.00	£224.00	0.00	<b>0</b>
Equipment & mat	£5,330.00	£3,767.00	£3,737.00	£3,779.00	<b>3748.77</b>
Training for staff	£2,900.00	£2,900.00	£2,900.00	£2,900.00	<b>2900</b>
Training for vols	£8,023.00	£2,800.00	£2,800.00	£2,800.00	<b>2800</b>
travel for vols	£3,010.00	£5,346.00	£5,346.00	£4,300.00	<b>4300</b>
expenses for vols	£3,510.00	£3,510.00	£3,500.00	£3,500.00	<b>3500</b>
expenses for vols	£1,800.00	£4,136.00	£5,088.00	£6,423.00	<b>6382.45</b>
awards	£500.00	£500.00	£500.00	£521.00	<b>520.67</b>
producing learning materials	£3,836.00	£3,836.00	£3,400.00	£3,400.00	<b>3813.17</b>
pub and promo	£725.00	£725.00	£725.00	£753.00	<b>801.06</b>
<b>TOTAL</b>	<b>£50,400.00</b>	<b>£50,399.00</b>	<b>£50,375.00</b>	<b>£50,400.00</b>	<b>50529.12</b>

The budget, much like the project itself was consistently under review and changed due to the flexible nature of project being youth lead. The expenses budget were the most significant budget to change with the was the social media budget The social media budget allocated was not needed (see above for justification) while the expense budget, which covered activities e.g. trips and residential, was underestimated at the beginning of the project significantly. Project underspend from saving on the “ambassador” course, and the equipment and materials meant that the the expenses budget could be increased, and the project officer cost could be extended by 3 months to the end of 2016, supporting the group during its exit phase.

Managing the budget proved challenging, as there were lots of “little” payments made due to the expenses, and keeping a tight system of receipts became essential. Torfaen County Borough Council’s payment systems did not relate well to HLF budget headings, and this meant significant time allocation for both monitoring and claiming was needed.

Although the final budget was £50, 529, (the excess covered from TCBC core budget) this was the final value of the budget spent, it does not account for additional staff time and management which would most likely value over £40,000 over 2 years.

### Key Learning from budget

- Ensure the budget is checked monthly to assess any changing needs
- Allocate enough budget to expenses

- Allocate enough time to monitor and claim the budget.

## Future opportunities

### **The Blaenavon World Heritage Youth Ambassadors.**

The future of the Blaenavon Ambassador programme is secure; it has been written into the new World Heritage Management plan, and the group has transferred into the management of the 3<sup>rd</sup> sector organisation the “Hwb”. The Hwb have now taken on the role of the board and both manage and staff the youth club. Although the heritage expertise for the group is currently being delivered in a voluntary capacity by the project manager, an MOU is being developed between the World Heritage Team and ‘the Hwb’ detailing how the two organisations will work together to support the group and specifically how the World Heritage Team will include youth engagement into their daily workloads.

The accredited training status is being maintained by the World Heritage Centre, as the only centre in the UK that can accredit World Heritage learning outside of a graduate degree. This continues to be used by other World Heritage Sites, however a cost is now applied to cover the price of the accreditation; this however remains reasonable at £15pp.

The young people secured £5000 for the group’s activities for the financial year 2017/18, and further funding is being sought through a variety of means to fund the group’s wider aspirations and more expensive activity.

Other groups, including Maritime Greenwich, Fountains Abbey, and Durham continue to deliver their groups and while use the ambassador’s model are currently funded and run independently. These will continue.



The network of World Heritage learning staff, co-ordinated by Blaenavon’s Heritage Officer continues to be maintained, and will look to become more formal, keeping Blaenavon as the lead in youth engagement in UK for World Heritage Sites.

### **Long term aspirations**

Building on the successes and model of the award winning Blaenavon World Heritage Youth Ambassadors, the next steps for the programme are to develop a UK wide World Heritage Youth Ambassadors project.

This will enable Young People across the UK aged 13-25 to learn about, enjoy and have an active voice and role in the management of their local WHS’s, based on the model of the Blaenavon Ambassadors. The project will take the unique and innovative youth work approach promoted in this project, to engage and increase the diversity and number of young people engaged in World Heritage across the UK and create young leaders who will be able to influence the sector.

The programme will continue to work with professionals and adult groups to upskill the sector and community to engage effectively with young people and capitalise on the value of youth involvement to increase organisational resilience. The WH sector will work with key professional youth organisations, in conjunction with YP to develop a network and project that will change organisational culture and embed youth led practise into the management and operation of UK World Heritage.

This project was unsuccessful in securing £1.7million Kick the Dust HLF funding in 2017, however alternative funders are now being sought to make this project a reality.

## Conclusion

The World Heritage Youth Ambassadors approach and programme of activity, captured in the World Heritage Youth Ambassador accreditation, has provided young people with opportunity to learn about, and be an influencing force, in their WHS and their own lives. A youth-centric approach of alternative education, fun activities, and meaningful voluntary opportunities, combined with a youth work approach and the right adult skill set, has led to:

- Increased participation and promotion (advancement) of heritage
- World Heritage Sites becoming relevant and enjoyable places for Young People
- Improved wellbeing by increased self-confidence, self-awareness and self-worth.
- Improved empathy and consideration for others in their community.
- Improved ability to build positive social relationships and increased intergenerational relationships
- Achieving non-formal and extra-curricular accreditation
- New skills for young people and adults
- An increased understanding of the value of heritage
- Organisational resilience increased through embedding youth engagement

In order to cultivate a real sense of ownership, that which can lead to positive action, young people needed to feel not only a sense of power and choice, but see World Heritage Sites as safe and enjoyable places for them. For most Young People, heritage is of secondary interest, therefore World Heritage Youth Ambassadors provides the opportunity to respond to the needs of the young person, making heritage venues places that are safe, flexible, and sociable and where they can have fun; in short the type of place that young people want to come to and engage with. The Youth Ambassador programme has helped young people not only to a real understanding of, but a true engagement with World heritage, because it is their choice, and this in turn has led to positive action, influence over World Heritage and communities, and made a positive impact on young people's lives.



## Acknowledgements

The World Heritage Youth Ambassadors would like to acknowledge the following Partners in its support of the programme:

- Heritage Lottery Fund
- Torfaen County Borough Council
- Torfaen Youth Service
- The Hwb (previously the Neon)
- Blaenavon Town Council
- Big Pit, National Coal Museum
- Cadw
- Blaenavon World Heritage Site Partnership
- ASDAN
- Rivers and Canal Trust
- World Heritage: UK
- National Museums Wales (St Fagans)

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## Appendix 1: Original Project Plan

### World Heritage Youth Ambassadors

#### Project Plan Summary

Month 1-2	Project Objectives					
	<ul style="list-style-type: none"><li>• Design recruitment materials</li><li>• Appoint Youth Co-ordinator</li><li>• Develop training program</li><li>• Purchase Equipment</li><li>• Contact youth development services</li><li>• Book provision</li><li>• Register as ASOAH provider / billerboard volunteering</li><li>• Start ASOAH training</li></ul>					
Development						
Months 1-6	Recruit	Train	Influence	Promote	Evaluate	
	Recruit 10 young people through social media and posters	Run 6 welcome sessions (every month)	Run 1 of 8 steering group training sessions	Create social media feeds	Young people to evaluate training content after each event	
	Recruit 5 young people to steering group	Start round 1 of training program – see training program	Start training organisations	Start Web development with lower team	Young people to evaluate welcome sessions	
	Recruit to billerboard volunteering scheme	Start ASOAH qualifications / CPE qualifications, and start designing new qualification	By end of 6 months – young people to run welcome sessions	Start filming video's and posting	Young people to initial promotional leaflets and re-design	
		Run film training		Young people to design leaflets, pop-ups and posters	Project Board meetings	
Reflect and Review						
Months 6-12	Recruit	Train	Influence	Promote	Evaluate	
	10 young people to scheme and billerboard volunteering	Training program x 2	Young people to shadow training	Young people to run social media feeds	Young people to evaluate training delivery	
	2 to Steering Group	Start ASOAH qualification development	Take 3 organisations in how to work with young people	Web completed and young people to update	Young people to work community groups for youth participation	
	Young people to start recruiting	Continue with ASOAH CPE qualifications	Young people to participate in and/or run 2 x events	Awards event x 1 run	Young people to evaluate events	
	20 young people across IM	Valley's youth ambassador training	Young people to help design ASOAH qualifications	Video's to continue to be posted	Project Board meetings	
		Young people to run welcome sessions	Young People to start setting up key groups, including project board	Run 1 fun day		
	ASOAH Qualifications finish	Young people to support South Tameside 2015	Film editing			
Consolidate						
Months 14-20	Recruit	Train	Influence	Promote	Evaluate	
	10 young people to billerboard scheme and billerboard volunteering	Training program x 3	Young people sitting on 3 groups	Continue with social media for young people	Young people to evaluate overall effectiveness of project	
	1 more to steering group	Run UK ASOAH qualification pilot - 20 young people across IM	Young people running some comp training sessions	Web updates video's uploaded	Final evaluation of success of project, approval outcomes	
		Run 6 welcome sessions – run by young people	Young people running further 1 events	Final overall video production completed	Project Board meetings	
		Register 10 young people on short course volunteering	Establish steering group	Awards ceremony		
			Young people to create youth network	1 fun day		
				Participate in World Heritage Day		

## Appendix 2: Training programmes

April 2015 – October 2015

Youth Ambassador training programme v1				
Month	Date	Day (if not tues)	ALF	Main Ambassador Session
April	21			Welcome Session
	28			How to be a youth representative
May	3	SUN		Introduction to Blaenavon
	5		The role of the committee	Media training / using media
	12			Holiday to World Heritage
	19			Action Planning for success
	23	Sat		The Landscape of Blaenavon
	27	Wed		Cadw training
	28	Thurs		Fun day!
June	2		Getting your point	Welcome Session
	9			Culture of Peace and World Heriatge
	16			World Heritage Day introduction
	23			World Heritage Day Planning
	27	Sat		WORLD HERITAGE DAY
	30			Evening walk around Blaenavon
July	7		Youth Summit and Groups	Family History Session
	14			Welcome session
	21			Democracy
	28			Mock Governement
August	4		Public Speaking	Identity council
	11	Mon - Fri		AMBASSADOR WEEK!
	18			Tourist Trends
	25	TUESDAY DAY		BIG PIT
	31	Mon		Steam trains!
Sept	1		Youth Summit Planning	Blaenavon Management Plan/Welcome session/ Action planning for success.
	6	SUN		Intro to Blaenavon Landscape
	8			Film and Media Training
	15			Youth Summit Training/how to lead a group
	22			Holiday to World Heritage (UK)
	29			Walk around Blaenavon
October	6		Youth Summit training	How to be a Youth representative
	13			Final Youth Summit Planning
	22nd			YOUTH SUMMIT

Sept 15 – March 16

Youth Ambassador training programme			
Month	Date	Day	Main Ambassador Session
September			
Sept	22	TUES	Welcome Session
	29th	TUES	Clydach Gorge walk
October			
October	1st	THURS	Fesitval of Light
	6th	TUES	Hereford Training evening
	10TH	SAT	TRAINING WEEKEND
	11TH	SUN	TRAINING WEEKEND
	13	TUES	Canal training session
	19	MON	YOUTH SUMMIT
	20	TUES	YOUTH SUMMIT
	21	WED	YOUTH SUMMIT
	22	THURS	YOUTH SUMMIT
	27	TUES	Fun day!
November			
	10	TUES	Culture of Peace and World Heriatge
	17	TUES	EVALUATION
December			
Dec	1st	TUES	Plan for Winter Wonderland
	5th	SAT	Winter Wonderland
	13th	Sun	Ironbridge WHS
	15TH	TUES	Xmas Party
January			
Jan	12	TUES	Film and Media Training
	19th	TUES	World Heritage and UNESCO
	10th	SUN	TEAM BUILDING DAY
	23	SAT	Enrollement and training
	24th	SUN	Training weekend
February			
Feb	2nd	Tues pm	Blaenavon Management
	9th	Tues	ambassador
	16th	Tues	Saltaire residential
	17th	Wed	Saltaire residential
	18th	Thurs	Saltaire residential
March			
March	13	TUES	WHS and Peace
	15th	Tues	WHS and Democracy
	19th	Sat	Enrollement and training
	20th	Sun	Training weekend
	29th	Tues	Action Planning for Success



April 16 – Oct 16

Youth Ambassador Training Programme April - Sep 16					
Week	Date	Day	Local Ambassador	Youth Ambassador	Host/Location
April					
1	16	Tues	7 Members of the Wynd	1 volunteer at 9	Week 1, sec A
	17	Thurs	Top 10 Leaders	Big 750 Games	
	18	Fri	WORLD HERITAGE DAY		
	19	Tues	Create an action plan for a community event	Create an action plan for a community event	Week 2, Sec B, Challenge 1
	20	Wed	Create a plan for community events	Volunteer Session	Week 2, sec B, Challenge 1
2	21	Thurs	Planning for community events	Volunteer Session	Week 2 and 3, sec 1
	22	Fri	Learning and leadership	Learning and leadership	Week 2, Sec A, sec B
	23	Sat	Spring Clean		
	24	Sun	Planning for North Wales Residential	Planning for North Wales Residential	Week 3, sec A, sec B
	25	Tues	Community Day (Week 3)		
3	26	Wed	Spring Clean (Week 3)		
	27	Thurs	Plan for WHD	Plan for WHD	
	28	Fri	WORLD HERITAGE DAY		
	29	Sat	Planning to support FI	Planning to support FI	Week 3, Sec 1
	30	Sun			
4	1	Mon	Volunteer Session	Volunteer Session	Week 3, sec 1, sec 2, sec 3
	2	Tue	Volunteer Session	Volunteer Session	Week 3, sec 1, sec 2, sec 3
	3	Wed	Volunteer Session	Volunteer Session	Week 3, sec 1, sec 2, sec 3
	4	Thurs	Challenge 1	Challenge 1	Week 3, Challenge 1
	5	Fri	Schools		
5	6	Sat	Planning for Scotland	Planning for Scotland	Week 4, sec 1, sec 2
	7	Sun	Scotland Residential (TRC)		
	8	Mon			
	9	Tue			
	10	Wed			
6	11	Thurs	Planning for Scotland (Education for Scotland)	Planning for Scotland (Education for Scotland)	
	12	Fri			
	13	Sat			
	14	Sun			
	15	Mon			
7	16	Tue	Why are UNESCO?	Why are UNESCO?	Week 4, Sec A and B
	17	Wed	The World Heritage Convention	The World Heritage Convention	Week 4, Sec A and B
	18	Thurs	TRC	Volunteer Session	
	19	Fri	TRC	Volunteer Session	
	20	Sat			
8	21	Sun	Planning for WHD		
	22	Mon	WORLD HERITAGE DAY		
	23	Tue	WORLD HERITAGE DAY		
	24	Wed	WORLD HERITAGE DAY		
	25	Thurs	WORLD HERITAGE DAY		

September 16- March 17

Youth Ambassador training programme Sept 16 - March 17				
Week	Date	Day	Topic/Activities	Facilitator
September				
1	17th	Tues day	Planning for Month 1	DOPE
	18th	Tues day	Online presentation	DOPE
	19th	Sat	Welcome Weekend	SWI YAM3
	20th	Sun		SWI YAM3
October				
2	21st	Tues day	Planning for Month 2	DOPE
	22nd	Wed	Workshop on WII	DOPE
	23rd	Thu	Workshop on WII	DOPE
	24th	Fri	National WII Conference	DOPE
	25th	Sat	National WII Conference	DOPE
	26th	Sun	National WII Conference	DOPE
3	27th	Tues day	Evaluation & NW Conference	DOPE
November				
4	28th	Wed	Day Trip (Mars - Sped Venus TRV)	SWI YAM3
	29th	Thu	Youth Ambassador Dinner	SWI YAM3
	30th	Fri	Planning for next week	SWI YAM3
December				
5	1st	Fri	Online presentation	SWI YAM3
	2nd	Sat	Arms Party - cash/beer auctioned 5-11	
January				
6	3rd	Tues day	What is a good business idea?	SWI YAM3
	4th	Tues day	UNESCO all World Heritage	SWI YAM3
February				
7	5th	Tues day	Workshop on Publishing Universal Values	SWI YAM3
	6th	Wed	Welcome Weekend	SWI YAM3
	7th	Thu		SWI YAM3
	8th	Fri	Day Trip (Mars - Sped Venus TRV)	SWI YAM3
March				
8	9th	Tues day	Being an ambassador	SWI YAM3
	10th	Wed	Welcome Weekend	SWI YAM3
	11th	Thu		SWI YAM3
	12th	Fri	Planning ahead	SWI YAM3







## Appendix 3: Volunteer Hours

2017

2017	Vulnerable	Jan	Feb	Ma rch	Apr il	Ma y	Jun e	Tot al 20 17
Totals monthly hours		55	146.5	133.5	460	155.5	132	1082.5
Emma Probert							2 .5	2 .5
Carys Field							0	0
Dafydd Long	young carer						5	5
Ben Powell							4	4
Rhys Lewis							7	7
Adam Haouari							5	5
pierce Archer							2 .5	2 .5
Jamie Sheeton	SS						4	4
Celsey Jones	comm 1st						1 4	1 4
Dylan REEMES	comm 1st					5	2	7
Josh Davies	NEET					2	7	9
Cameron Dyte						1	4 .5	5 .5
Carys Jones						2 .5	4 .5	7
Courney Greenholt						7 .5	2	9 .5
Leticia Hawkins					0	5	0	5
Courtney Davies					0	5	2	7
Kimberley Pleece	NEET				3 6	7 .5	0	4 3.5
Andy Tambling	NEET				3 6	5		4 1
Kurtis Hale	NEET				3 6	5	0	4 1
Ryan Franklin	NEET			1 5	3 6	0	0	5 1
Eric Ward	NEET			1 5	0	0		1 5
Taylor-Jack Bull	NEET			1 5	6	0		5 1
ellie Jeremiah	Comm 1st,		1	2 .5	3 .5	0	4	1 1
Diesel Whittington	Comm 1st		1	5	0	5	0	5
Tim Snow	Comm 1st		2 .5	5	4 0	1 2.5	9 .5	6 7
Jack Snow						5		5
Jack Scammd	Comm 1st		2 .5	2 .5			2	7
Alfie Watkins	Comm 1st,		2 .5	2 .5	4 0	1 0	8	6 3
Katie Davies	comm 1st,	10	21	17 .5	40	12 .5	9 .5	11 0.5
Lewis Fitzgerald		0	1 6	0	0	0	0	1 6
claron Martin		0	1 6	0	0	0	0	1 6
Fffion Bennet	comm 1st.	0	0	7 .5	4 0	0	0	5 7.5
Keiran Owens	comm 1st.	1 0	2 1	8 .5	4 0	2 .5	0	9 9.2
Owen Ashford	comm 1st	1 0	5	0 .5	4 0	1 2.5	1 6.5	9 4.5
Charlie Evans Bates	Home	1 0	2 1	2 .5	4 0	5	3	8 1.5
Kennah Jeavons	NEET, SS	7 .5	2 .5	0	0	1 0.5	1	2 1.5
Dylan Williams	NEET, Com	7 .5	2 .5	5	0	2 1	0	3 3.5
Katie Hughes		0	0	8	0	0	0	8
Levi Meredith		0	1 6	0	0	0	0	1 6
Ben Durst		0	1 6	0	0	0	0	1 6



2015 - 2016

Totals		5	4	1	5	6	9	8	4	2	5	8	1	5	1	1	9	5	8	9	0	2	0	1	5	7
Celsely	comm 1st																									
Jake Tidley	comm 1st		4		2	6		1	8																	
Vimbai	ethnic																									
Elisha	comm 1st																									
Naomi	learning								8																	
Caitlin	homeless																									
Beth	young carer.		4		2	6			1	0																
Gaia	comm 1st																									
Luke																										
Cherry stace																										
John Farmer																										
Danni																										
Beth Ellis	comm 1st																									
Tessa	comm 1st		4																							
Ryan Tidball	comm 1st		4		8				1	2																
Kyle Jones	comm 1st		4		8				4	4																
Becki	comm 1st		4		4				4	4																
Caitlin Priest	comm 1st		4		1	0			4	4																
Chole	comm 1st		4		4																					
Courtney	comm 1st		4		6																					
Tyler Webb	comm 1st		2		8																					
Lily Skyrme	comm 1st		4		1	3			4																	
Charlotte	comm 1st																									
Ffion	LAC.				6																					
Keiran	LAC		4		8				1	8																
Lewis			4		5				2																	
Owen	carer		4		1	4			1	0																
Charlie	home																									
Kennah	comm 1st.																									
Dylan	comm 1st.																									
Karen Takle	comm 1st																									
Phoenix	comm 1st																									
Katie																										
Joe Jones																										
Leo Jarrot	comm 1st																									
Ben Hagget	comm 1st																									
Stephanie	comm 1st																									
Alastair	Home																									
Ruth	home																									
Megan	x																									
Millie	x																									
Regan	x																									
2015/16	V?																									
	Ap ril																									
	M ay																									
	Ju ne																									
	Jul y																									
	Au g																									
	Se pt																									
	Oc t																									
	N ov																									
	De c																									



Ja n						1 2	1 2	1 2	1 8	1 8			1 6	2 2	2 2		8	1 2	2 4	1 8														1 2	4	1		2 2 9						
Fe b						4	4		2	4	3 0	2	2 8	2 8	2 8	2 8	2 8	2 8	2 8											2								2 1 6						
M ar ch									7	1 5	7		1 5	1 0	1 8	1 6	4	1 8	1 3																			1 2 3						
Ap ril					5				0	6	6	2	2	4	6	6		4	8											5								5 4						
M ay				4	5	0	0	0	0	8	6	1 3	2 0	2 2	1 3	1 0		2	1										6	2		0			4		1 2 6							
Ju ne				7	9					1 3	1 3	2 0	1 7	2 4	7		2	9	2 0																9		1 5 0							
Jul y						6	6	6		1 2	1 2		1 2	6	6	6		6	2																		9 0							
Au g				4 0						4 0	4 0	4 0	4 0	4 0	4 0	3		4 0	4 0																			4 0 3						
Se pt	4	2	1	1 0	1 2					1 2				2	2	2	2		5																			7 2						
Oc t	2			3 4	2					3 6		2	2	3 6	3 4	3 6		3 4	2																			2 2 0						
N ov			2										1 5	5	4	7		1 6	2																			7 1						
De c			2							2	2	2	2	2	2	2		2	2																			2 0						
To tal	6	2	5	9 5	3 3	2 2	2 2	1 8	1 0	2 9	1 7	1 4	2 7	2 9	2 6	2 6	3 0	1 7	2 5	1 5	4 9	2 3	1 0	1 0	2 2	1 8	1 2	1 6	2 4	4	6	6	4	1	1	2	1 5	6 1	9 7	7 8	6 6	1 8	2 4	3 5 9 2

## Appendix 4: The Blaenavon Youth Work Model

### The World Heritage Ambassador Youth Engagement Model

The Blaenavon World Heritage youth ambassador programme's vision is to empower young people aged 13-25 to have an active role and voice in the management of their World Heritage Site. It is an incredibly successful programme, winning awards for its approach, and gaining both national and international recognition for its success in engaging a youth audience. Through its activity, a model of engagement has been developed to appropriately and successfully engage young people in heritage, a model that can be applied to other sites.

As the programme is a mix of both voluntary and participative activity, a definition of engagement is necessary: World Heritage Youth Ambassador Engagement is defined as **“Young People independently engaging with World Heritage Sites in a voluntary capacity for the purposes of personal development and promoting the aims of World Heritage both locally and nationally”**.

The World Heritage Youth Ambassador programme recognized that true engagement, that which helps young people take custodianship of their World Heritage Sites, needed a new approach, one that is not currently found within World Heritage sector. Formal learning, and individual start and finish projects, which are the primary delivery mechanism by heritage organizations to a youth audience, is a barrier to long term engagement; it is too structured, focused on the needs of the organization trying to impart information, rather the needs or wants of the young people.

In order to cultivate a real sense of ownership that leads to positive action, young people needed to feel not only a sense of power and choice, but see World Heritage Sites as safe and enjoyable places for them. For most Young People, heritage is of secondary interest, therefore World Heritage Youth Ambassadors provides the opportunity to respond to the needs of the young person, making heritage venues places that are safe, flexible, and sociable and where they can have fun; in short the type of place that young people want to come to and engage with. This then in turn leads not only to a real understanding of, but a true engagement with World heritage, because it is their choice, and this in turn leads to positive action and influence, and makes a positive impact for young people's lives.

#### The model

##### **1. youth work Values and Principals**

The National Youth agency defines youth work as:

*“an educational process that engages with young people in a curriculum built from their lived experience and their personal beliefs and aspirations. This process extends and deepens a young person's understanding of themselves, their community and the world in which they live and supports them to proactively bring about positive changes. The youth worker builds positive relationships with young people based on mutual respect”*

Youth work is above all an educational and developmental process, based on young people's active participation and commitment. However there are a number of fundamental principles that Youth Ambassadors adhere to:

**Voluntary engagement:** The voluntary principle distinguishes the youth work concept from other



services; Young people are able to freely enter into relationships with youth workers and to end those relationships whenever they want. This has fundamental implications for the way staff have to operate and the opportunities available to them. It encourages staff to think and work in more dialogical ways and it also means that sites have to develop programs that are attractive to young people. The last place a young person would relate voluntary engagement with is probably school, so the programme must be as far from school as it can be.

**Building Relationships:** A crucial aspect of the youth work approach is the ability to build relationships. Because of the voluntary nature of youth work, staff need to have the space and time to be able to building a meaningful and direct relationship with young people; something that can be a challenge in a more time and resource limited, or formal, setting. Youth work is committed to having meaningful conversations to give young people the ability to build their voice and ability to play an active role in decision-making processes that impact on their lives, and build a sense of control and worth. To do this young people need to be given the right tools; self-esteem, confidence, and empowerment; complex tools to build. These can be difficult to build for young people, and staff need to develop trust with a young person in order to tackle such complex issues, so then relationships and conversation is the key.

It is worth noting that any relationships built should always be professional; the aim is to engage in a friendly way, not become “friends”; the balance of power is not equal, which is why staff that work with young people are expected to hold sound values, have a good character and solid principles.

**Informal Educators** is a style that runs through all youth ambassador methods of delivery. It relies on engaging young people through conversation and skilfully using that dialogue as a way of raising issues and engaging. Good quality youth engagement makes use of opportunities as they arise to support young people in exploring ideas and issues through conversation and action. In terms of Youth Ambassadors practise, this means that sites and staff must adapt to the learning needs of our young people; if they are more comfortable working outside, work outside. If Young people feel a need to take the conversation a certain way then allow them the space to do so, even if it takes the session “off topic” for a while.

**Conversation:** Throughout all of the principals: the common theme is Conversation; youth work and engagement is essentially the ability to communicate effectively with young people. In order for the project to be able to build meaningful voluntary relationships, to engender positive change for young people, numbers should be kept reasonably low, so that staff and young people have the time and space to develop a relationship where meaningful conversations can happen. Barriers should be challenged and where possible knocked down and the group should go out of its way to be proactively inclusive to all young people. By creating an atmosphere that young people feel safe, and listened to, they will feel confident to express their views and need, enabling sites to be truly responsive.

## **2. Focus on the needs of the Young Person, not the needs of the World Heritage Site.**

The National Youth Agency states that *“Youth work offers YP safe spaces to explore their identity, experience decision-making, increase their confidence, develop inter-personal skills and think through the consequences of their actions. This leads to better informed choices, changes in activity and improved outcomes for YP”*

By adhering to the principals of youth work as stated above, relationships will be built that enable young people to confidently express their views and how they wish the project to be shaped for their enjoyment, which in turn leads to a group of young people who can support the shaping of World Heritage Sites. In order to achieve this, the programme needs to be focused and adaptable to the needs of young people and the real issues they can face.

Any programme delivered requires the recognition, that for young people, World Heritage learning is not likely to be the main outcome or goal. Rather accreditation may be a driver or the ability to build their own social capital (make new friends, increase employment skills, and support the development of life skills or simply to have a place to have fun). Evaluation of Blaenavon Youth Ambassadors demonstrates that Young People need an approach that is centered on what they considered “fun”, (day trips, social opportunities, residential). Sites need to use their unique heritage as a tool, in the same way youth workers would use a pool table in a youth club; as a way to engage a young person and to build a relationship, and then use that relationship to develop trust and use that trust to educate and empower.

National statistics show us that the issues most relevant to young people today are employment, schools and exam pressures, social media, substance abuse, body image, housing and family. We know that 48% of all young people say they have suffered with bullying (NSPCC), 1:10 suffer with mental health problems, 1:5 are from an ethnic minority background, and there are over 200,000 looked after children. We know that there are currently **3.7 million** children living in poverty in the UK; over a quarter of all children in the UK. 1.7 million of these children are living in severe poverty. The 2016 Prince’s Trust Macquarie UK Youth Index demonstrated that 18% of YP don’t believe they can change their lives, 16% think their life will amount to nothing, and 36% don’t feel in control of their job prospects.

Areas of deprivation, such as Blaenavon and many other World Heritage Site, have high levels of unemployment, higher levels of children living in workless households, which leads to declining belief in future prospects. It is well recognised that poverty has negative impacts on YP’s health, aspirations, cognitive social, emotional and behavioural development, and educational outcomes. UK government strategy states that to tackle the causes of poverty, Young People need to be supported.

The Baroness Andrew’s report on tackling poverty through culture recognises that culture and arts activity has a direct and measurable impact on increasing local pride, providing key skills and enhancing educational attainment, however, young People today face a world of austerity, full of social issues and challenges; from relationships, to educational attainment, bullying, to family. Heritage, as wonderful as it can be, is very rarely a primary driver for young people; instead it should be used as tool to help young tackle the issues they face increase aspiration and remove barrier to attainment.

This model, if used correctly, will attract a diverse range of young people. This is something not just

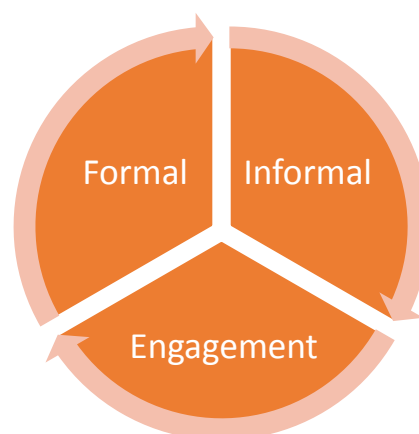
to be managed, but to be celebrated. In order to engage with the diverse range of young people, it is essential that the programme is relevant to them: the programme needs to be responsive, have the ability to adapt based on the needs of the young people in the group, to ensure that the programme of activity is something that young people really wanted to attend and something that has true value. In practice this means consulting with young people regular and making young people the decision makers on how the programme is planned, developed and delivered. This can mean making not only reasonable adjustments, but often changing the

## To Educate or To Learn?

approach, venue, or activity, often frequently, as the demands of the group and young people engaged dictate. One approach will not suit all young people. Blaenavon Youth Ambassadors has changed its approach 4 times in 2 years and continues to adapt to the needs of the young people attending.

The Ambassadors programme delivers non formal activities that tackles some of the fundamental barriers to attainment and aspiration; building “character” skills, providing qualified support, alternative learning approaches and removing practical barriers to participation. It also recognises that the activity itself must be “fun” and foster incidental learning rather than continuous “structured” learning, to allow young people to explore what they have learned, through the process of conversation, questioning and challenging. The process supports young people to undertake the process of learning for themselves, rather than educating young people, which is seen as something that “happens to them”. The programme supports young people to learn to value and respect heritage, and see it as somewhere that is “theirs” to look after.

The delivery approach should use a combination of formal learning (with structure learning outcomes rather than a classroom setting) informal learning (in an informal environment, capturing soft skills, and learning through experience) and provide opportunities for engagement.



Through the work in Blaenavon the following key essentials to combine the 3 pronged approach, and have been found to engage young people:

- Experiential learning: Using the World Heritage Youth Ambassador Course; which is broken down into “challenges” young people can choose their own learning to suit. It includes both indoor and outdoor learning, practical and structured learning; dependant on the learning styles of the young people involved.

- Residential activity. Residential activity fosters deeper relationships, support experiential learning, and provides new environments for young people to experience.
- Fun Team Building day: These should not be focused on heritage specifically; but something totally different; maybe go-karting, or a day at the beach. This allows young people to feel that the World Heritage Site and the staff within it, make a place that is for “them” as well.
- Community events: Supporting young people to volunteer in their community is essential, but young people should be given leadership roles, and real responsibility, or it becomes tokenistic.
- Social Time: This should be free time to explore social connections, make friends, and a time to be able to have conversation with young people about their daily lives. This aspect of the programme is where the relationships are formed. A suitable venue should be found that is comfortable for young people e.g. a staff room, or youth club environment.
- Consultation: Ensure time is set aside to review the programme activity, spaces you use, and staff you work with. Consultation need not be formal – informal conversations will support young people to voice their views more confidently.

This approach combined with the accredited learning package provides the opportunity to make heritage venues places where they feel safe, empowered and have fun. This leads to a real understanding and engagement in heritage, because they choose to engage; are not forced to, which leads to positive action and influence. However in practise this approach can often mean that the social outcomes of the programme overtake the heritage learning aspect: once a relationship has been build, young people may want support with family trauma, or finding new housing, or bullying. Sites and staff need to have the ability to be responsive to this, and need to be equipped with the skill and knowledge to deal with any issues that might arise. A dedicated and robust safeguarding procedure is essential.

### **3. Adult engagement.**

Any youth engagement model needs to be resourced correctly, and often this requires dedicated staff time. Heritage learning and engagement often falls to the learning teams to undertake, who while are usually well qualified and excel at teaching, do not use a youth work approach, as the learning programmes within sites are usually more structured.

Generally, most heritage sites primarily engage families and primary school audiences, as they are commonly the easiest audiences to attract and achieve high numbers of engagement. Sites that do engage with young people age 13-25, primarily do so through externally funded activity based projects, or the application of secondary school curriculum based learning. There is little to no long term sustainable engagement with young people as key stakeholders, or as decision makers, although youth forums are starting to address some of this work, but are being met with varying success. Most heritage sites and staff are comfortable and confident in dealing with young people in a more formal and defined setting, however engagement and youth work needs a more specific type of skill to understand and respond to the needs of young people.

Youth consultation with the Blaenavon World Heritage Youth Ambassadors demonstrates that Young People need, value and want professional youth workers, and respond to the “youth work” approach. There should be a recognition that even learning teams are not qualified youth workers;

which is a recognised profession in its own right, and to take a youth work approach where specialist knowledge is needed can be challenging for staff and organisations. However equally, one cannot expect a youth worker to come into a heritage environment and simply “pick up” detailed heritage knowledge, or be able to manage a full heritage programme without support from heritage staff.

Ideally, sites should employ a professional youth worker with the right skills, to work alongside a dedicated heritage member of staff to achieve the right mix of skill and engagement. However this may not be possible in a time where resources are being stretched, so by allowing heritage staff to be up-skilled in youth work, or to employ a learning team member that is also a qualified youth worker and up skill them in heritage, while working in partnership the same result could be achieved; young people will be appropriately supported to be able to influence change and take control of their own lives, building both social outcomes, as well as positive outcomes for heritage.

While many of the skills within the learning and engagement team will be transferable:

- Interpersonal and communication skills.
- Emotional intelligence and empathy
- The ability to work independently and flexibly.
- A non-judgemental attitude.
- Good planning and organisational skills.
- Initiative and leadership qualities

Work is needed to support staff to feel confident to deal with young people in wider terms of engagement. To be able to deliver an effective youth approach, additional skills are needed, and an understanding of how to effectively deal with a wider range of issues affecting young people including:

- Unconditional positive regard for young people
- Ability to relate to young people
- Excellent emotional intelligence and consistency of approach
- Excellent listening skills
- Patience
- Understanding and ability to deal with substance abuse or sex matters
- Understanding and ability to deal with safeguarding issues
- Ability to address complex, difficult issues knowledgeably and sensitively
- Flexibility and adapting to changing environments
- Ability to deal with conflict and manage aggressive/disruptive behaviour
- Understanding and experience of youth work (not learning or education)
- Strong moral character and upstanding role model

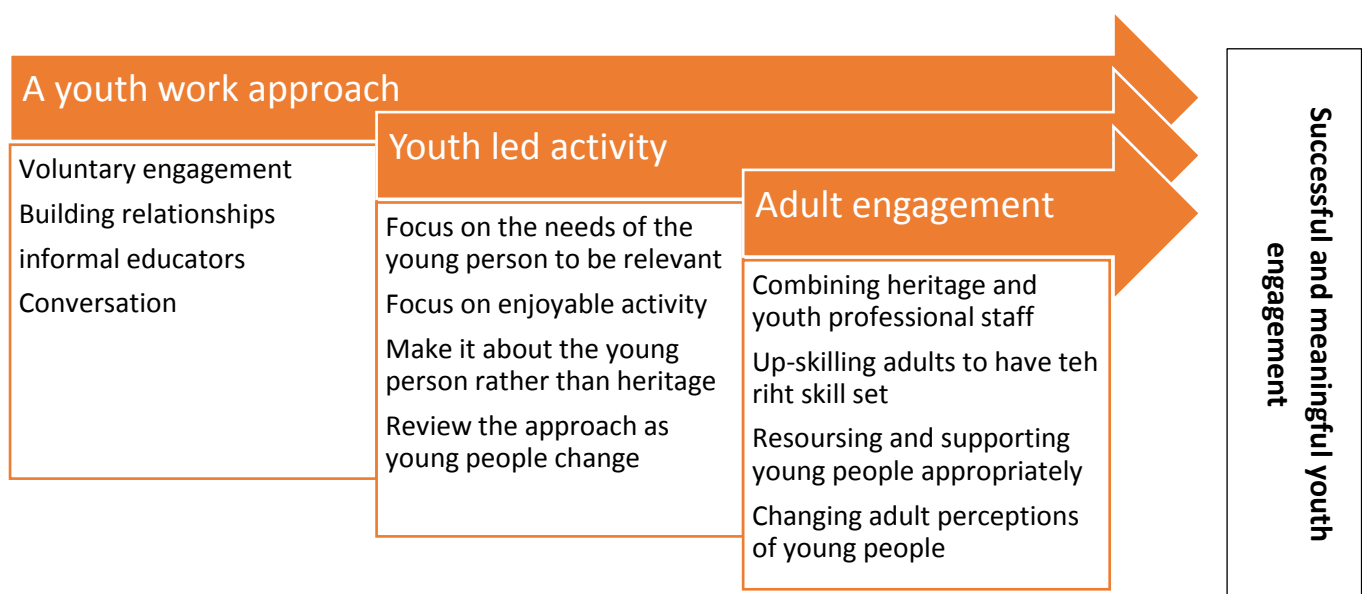
Most learning teams will be versed in some of these issues, however there can often be a fear of dealing with young people, recognising that they feel heritage is “uncool” and therefore the staff



are either over enthusiastic or “nerdy” and un-relatable – but taking a youth work approach addresses these concerns. Building meaningful adult – young person relationships can happen with any kind of person, however staff need to be given the time, resource and skill to build this trust.

Working with and building upon the professional youth work partnerships both locally and nationally can support staff in building the skills they need. Allowing staff to undertake vocational training, often available freely through local youth services, or through local safeguarding teams, allows staff to understand the youth work approach and how it differs from the traditional heritage learning approach.

### The Model



### Conclusion

The National Youth Agency for England states that “*Youth work deepens a young person’s understanding of themselves, their community and the World in which they live and supports them to proactively bring about positive changes*”

By following and adopting the approach outlined in this model, meaningful, long term and sustainable youth engagement can happen. A youth work approach will support young people in building meaningful relationships which can then lead to empowerment and active learning. Letting young people guide the activity, and focusing all activity on the needs of young people means a World Heritage Site will be relevant, and therefore engaging. Training adults and selecting the right skill match will support both the young person and organisations to make positive change. Young people are drivers for change, they are an underused resource that can be capitalised on, and supported to promote and care for their World Heritage Site. But World Heritage Sites can go further, and make a real impact on a young person’s life, helping them to

realise aspirations, develop their skills, increase post 16 employment opportunities and support them to become active citizens that are happy, healthy and engaged.

## Appendix 5: Ambassador Charter



### WORLD HERITAGE YOUTH AMBASSADORS OUR VISION AND CHARTER

We are a group of young people, aged 13-25.

Our purpose is to give young people a voice in what will ultimately affect us in the long run, all over the UK, under the umbrella of World Heritage.

Heritage doesn't just make a difference to a town or city, but to our community.  
We want to celebrate the past to create a better future.

We are a diverse and inclusive group.

We are open-minded.

We form new friendships.

We explore new things, in a fun way.

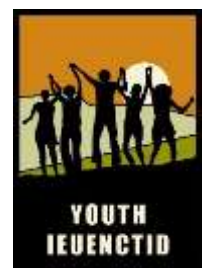
We work on essential skills.

We get involved in World Heritage behind the scenes.

We make decisions for World Heritage.

We want to be heard, and to see the evidence of our decisions.

We want to be involved with our local community, and they with us.



We are volunteers!





## Appendix 6: Statistics

Output data

Dates	Training sessions	Residential	Community events	Team building/ fun	training weekends held	WHS involved	Volunteer hours	Number of young people	Average vol hours	Other YP involved	Accreditation	Vulnerable YP (bil)
April 15-sept 15	36	1	2	1	3	1	751	23	36			74%
YOUTH SUMMIT ONLY	7	1	1	2	n/a	4	N/A			134		
Oct 15- March 16	36	1	2	3	3	2	1635	27	60			78%
March 16-Sept 16	29	1	3	3	3	2	895	21	42	61	10	71%
Sept 16- Dec 16	14	1	0	0	1	2	311	13	24	45	45	69%
Jan 17-June 17	33	2	2		2		1083	41	27	5	31	60%
<b>TOTALS</b>	<b>155</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>4675</b>	<b>n/a</b>	<b>38</b>	<b>245</b>	<b>86</b>	<b>70.40%</b>
<i>evidence held</i>	<i>training programmes / photos /</i>	<i>training programmes / photos /</i>	<i>photos / thank you letters</i>	<i>training programmes / photos</i>	<i>training programmes / photos /</i>	<i>emails</i>	<i>Vol' hour database</i>	<i>volunteer database</i>	<i>Vol database</i>	<i>emails / accreditation certs</i>	<i>ASDAN paperwork</i>	<i>Volunteer database</i>

Millennium Volunteering Certificates

50 MV	27
100 MV	15
200 MV	8

50

Number of individual young people and participants.

Total individual YP in Blaenavoon	72
Total individual Yp in other sites	61
Youth Summit participants	134

## Appendix 7: Outcome Framework



# World Heritage Youth Ambassadors Outcome Framework

The Experience	Intermediate Outcomes	Long Term benefits
<p><b>For Young People</b></p> <ul style="list-style-type: none"> <li>- Regular inclusive youth focused provision and activity</li> <li>- Accredited training programme focused on World Heritage and Personal Development</li> <li>- Team building and fun excursions</li> <li>- UK Travel to other World Heritage Sites (WHS)</li> <li>- Residential experiences</li> <li>- Annual Youth World Heritage Summer Convention</li> <li>- Recognised Voluntary activity</li> <li>- Leadership training</li> <li>- Involvement in community activity</li> <li>- Involvement in World Heritage UK (WHUK)</li> <li>- Being part of a national and global network of young people</li> <li>- A network and forum for decision making in local and national World Heritage Communities</li> </ul> <p><b>For Heritage Communities</b></p> <ul style="list-style-type: none"> <li>- A central support system to build capacity and resource to engage and inspire young people</li> <li>- Online resources for youth engagement technique</li> <li>- A professional Youth Worker to support your engagement with young people</li> <li>- A network of professionals to share best practise</li> <li>- Management Information System (MIS) to measure impact and data capture.</li> <li>- Training opportunities in youth engagement</li> <li>- Access to a network of young people for consultation and decision making</li> </ul>	<p><b>For Young people</b></p> <p><b>Life skills</b></p> <ul style="list-style-type: none"> <li>- Increased self-confidence</li> <li>- Increased self-awareness and self-worth</li> <li>- Leadership and teamwork skills</li> <li>- Improved empathy and consideration for others</li> <li>- Improved communication, decision making, and problem solving skills</li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>- Young people will have learnt about World Heritage</li> <li>- External and internal accreditation</li> <li>- Alternative education opportunities</li> <li>- Work and voluntary experiences</li> <li>- Enjoyable experiences in a safe and structured environment</li> <li>- Ability to influence social change and policy</li> </ul> <p><b>Behaviours</b></p> <ul style="list-style-type: none"> <li>- Respect for the value of heritage</li> <li>- A sense of belonging and identity</li> <li>- Engagement with citizenship and community</li> <li>- Increased civic participation by having a voice</li> <li>- Improved physical and emotional wellbeing</li> <li>- Ability to build positive relationships</li> </ul> <p><b>For Heritage Communities</b></p> <ul style="list-style-type: none"> <li>- Increased positive intergenerational relationships</li> <li>- Increased diversity in heritage activity</li> <li>- Breaking down barriers to engagement and participation with Young People in World Heritage</li> <li>- Increased awareness of the issues facing young people</li> <li>- Ability to measure the value of youth engagement</li> <li>- Young people built into strategy and policy for world heritage</li> <li>- World Heritage is more accessible to young people</li> </ul>	<p><b>Young People</b></p> <ul style="list-style-type: none"> <li>- Improved "post 16" educational, employability, and labour market prospects.</li> <li>- Improved long term well being</li> <li>- Reduced risky behaviours</li> <li>- Increased civic and community participation and leadership</li> <li>- Increased social capital for young people</li> <li>- Young people are able to take action for change in World Heritage</li> <li>- Young people see World Heritage as an attractive and enjoyable place to access</li> <li>- Young people value Heritage as a place to be preserved and maintained in the future</li> </ul> <p><b>Heritage Communities</b></p> <ul style="list-style-type: none"> <li>- More young people will engage independently with World Heritage</li> <li>- Increased diversity of young people involved in World Heritage</li> <li>- Young people are demonstrably valued in World Heritage</li> <li>- Youth Work skills, principles and values of engagement are embedded through networks and partnership working in the World Heritage Sector</li> <li>- Communities are more cohesive</li> <li>- Young People and communities have access to a better trained heritage workforce</li> <li>- Heritage organisations are more sustainable and resilient</li> </ul>



## Appendix 8: Case Studies

### Dylan. Age 15

Dylan joined youth ambassadors in September 2015, as a part of the 2<sup>nd</sup> cohort of young people. When Dylan joined he was in year 11, and at risk of becoming NEET (not in education, employment or training) and was dyslexic. He started college in 2016, however dropped out after 2 months and became NEET. Dylan's personal background was from a single parent family, living in one of the most deprived areas of Wales (Blaenavon community first area).

Dylan was a shy, quiet young person, who was intelligent, but rarely believed this or in himself. He had an excellent attitude, but had low aspirations not knowing what he wanted to do. He did however enjoy IT and digital design work.

The Youth Ambassador programme was Dylan's only extra-curricular activity outside of school, and his only activity once he dropped out of college. When he started, Dylan was not sure he would stay in the group past the youth summit experience. However, he has excelled in the project, achieving 2 accreditations, 200 hours Gold Millennium Volunteering award (the highest you can achieve), and working towards a level 2 Certificate of Personal Effectiveness. However the real impact has been in his personal development.

Through volunteering in Youth Ambassadors, Dylan has gained confidence, experience, skills, and employability. In 2017, although only 16, he applied for an apprenticeship in Big Pit, National Coal Museum, (part of the World Heritage Site), confidently asking staff for help with his application. He was shortlisted (from over 200 applicants), however was unsuccessful (due mainly to his age). He later applied for an apprenticeship as a youth worker, which he achieved, and is now working (and being paid) for the 'Hwb' and working as paid staff for the Youth Ambassadors. He is currently designing new posters, a website and logo's and working on social media.

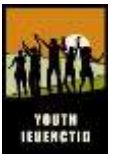
### Kennah. Age 16.

Kennah joined youth ambassadors in September 2015, as a part of the 2<sup>nd</sup> cohort of young people. When she joined she was at risk of becoming NEET (Not in education, employment or Training) and after 2 months in college, she dropped out and became NEET. Kennah lived in a deprived area, and had a chaotic and difficult home life. At a young age, she had to grow up and take on responsibility, and often looking after young siblings and nieces and nephews, and had an evening job to help pay for life at home.

The youth ambassadors was Kennah's only outlet and activity that she undertook for herself, in a life where she had little opportunity to do things for herself. Kennah joined Youth Ambassadors with some friends, but stayed when they left. The Ambassador programme has helped Kennah have new experiences, taking her to new places (she had never been outside of Wales), and giving her the confidence and self-esteem to take charge of her own life.

Kennah has excelled in the project, achieving 2 accreditations, 200 hours Gold Millennium Volunteering award (the highest you can achieve), and working towards a level 2 Certificate of Personal Effectiveness.

The biggest impact on Kennah's life however is the resilience she has developed. Kennah sought support from the staff to become independent from her home life, and has subsequently moved out of home and has a job, taking control of her life independently.



## Keiran. Age 16.

Keiran joined the youth ambassadors in April 2015 with the first cohort of young people. Keiran is a looked after child, having been in foster care since he was 12. He had been excluded from several schools and was at risk of NEET (not in education, training or employment). Youth ambassadors was the only extra-curricular activity he attended. Although Kieran had a long term happy foster placement, he struggled with personal relationships, and had few friends.

Through volunteering with the youth ambassadors, Kieran had a sense of purpose. He actively, and regularly supported community events, attended every activity he could, and felt a sense of not only ownership, but belonging to the group. He made long term friends, who he started to meet with outside of ambassadors. He achieved his 200 hour Millennium volunteering Gold award in 2016.

Through his time in ambassadors his personal skills developed; his confidence and self-esteem, his teamwork, presentation and advocacy skills. This is best exemplified through his own funding application. In 2017, Kieran applied for £5000 with a local funding group, and sacrificed a fun trip to Pontycysyllle to present his case for funding to over 100 people and 30 community groups. The funding was allocated by vote, and he received the full amount for the group, enabling the group's activities to continue.

In his own words *“My time in YAMS has been absolutely amazing, I have made new friends...developed new skills and I'm feeling more confident in public speaking*

## Appendix 9: Adult training evaluation information

### Organisations Represented

Blaenavon Heritage Committee
Artie Craftie
Blaenavon Workmen's Hall
Blaenavon Town Team
Blaenavon Community Garden
Town Council (Abergavenny)
Melville Centre for the Arts
Newbridge Memo
Abergavenny Civic Society
Friends of Castle Meadows
Blaenavon Tourism Association

### **Expectations and initial thoughts (done at beginning of session)**

- How to involve and engage young people in our own project for sustainability
- How to improve perceptions
- Gain some safeguarding and legal knowledge of working with YP's (dbs)
- How to consult with young people
- How to be interesting to young people
- How to break down barriers – understand what they are
- Where to access young people, who to ask
- How to be inclusive
- How to talk to young people
- Networking
- How to be different from school
- How to work with disadvantaged young people.

### **Topics covered:**

- Youth Engagement – Rights of the Child, how to engage young people
- Youth Recruitment – how to recruit young people to groups
- Safeguarding – How to keep yourself, your colleagues and young people safe

### **One thing I learned that I didn't know (at end of session)**

- Can run non-related trips – engagement and fun! (x 3)
- Young people are ignored or silenced
- A lot more support and access is needed for young people
- Working with young people is achievable!
- A great deal – good ideas from group
- I didn't realise the importance of granting young people a voice
- Venue and time is important.

### **1 thing I will do to engage/involve young people**

- Meeting informally in small groups
- Doing social media
- Discuss the ways to engage young people with the friends of the park
- Present to school groups and make our project fun

- Be open/genuine
- Open things up – get them to take control of things.

### **1 think you will tell someone else about today**

- Will go out and shout Loud!
- I will tell the TC about ways of engagement
- Don't be scared of talking to young people and trying to engage them with your organisation
- There are good models out there that we can use
- What we can do to have fun
- YA's and success!
- YP are willing to join groups
- Support is out there
- Look at the YA's you-tube video

### **1 thing I will do differently**

- Listen to young people and actively seek to gather their opinions (x2)
- Look to find ways of engaging by making it relevant
- Room set up and when to run groups
- Find out what YP might want from our project
- Expand on the group to make it more inviting to YP
- Visit local comp to consult with Welsh Bac co-ordinator
- Provide opportunities to include young people
- Try to engage the group with young people

### **Most useful part of the day**

- Benefits and barriers slide
- It was all useful, there wasn't anything that wasn't
- Opportunity to consider the model (youth ambassadors)
- Most enjoyable 2 hours
- Group discussions/ tasks
- Everything! Very informative
- Learning from others (x2)
- People experiences
- Learnt a lot from others and their groups as well as the workshops

### **Practical changes**

- 3 hour session, with a proper break.
- Group discussion works really well.
- Leave longer for expectations session.
- Do a formal evaluation session.
- Think about a higher level
- Include some safeguarding info.

## Appendix 10: Pilot area

### Youth Ambassador Programme and qualification Pilot Area Brief

#### Overview

The World Heritage Youth Ambassadors programme aims to empower young people aged 13-25 to learn about and have an active voice in their World Heritage Site. The fully funded HLF programme runs in Blaenavon World Heritage Site until December 2016.

The current project is based in Blaenavon Industrial Landscape and comprises of a youth group that meets regularly and is supported by 2 members of staff. The group undertakes training in order to contribute to the management of our World Heritage Site, as well as planning for and attending local community events, and generally representing young people's voices within our WHS.

As part of the project, these young people are being accredited for all their work, both through the millennium volunteering scheme and through an awarding body called ASDAN. Through ASDAN we have written a new accredited course called "World Heritage Youth Ambassadors".

We are looking for 4 pilot areas to trial this new accredited course out with 5 young people each, to see if it works in other World Heritage Sites.

There is a limited budget for each World Heritage Pilot area (up to £500 each) to enable your World Heritage Site to deliver a short programme of activity based on the accredited course. All course costs (registration, documents, and certificates) are covered on top of this.

#### The Programme

The short course can accredit between a minimum of 10 hours up to 60 hours of your World Heritage Youth Ambassadors activity. It provides opportunities for young people to develop skills, confidence, and World Heritage knowledge and become an effective ambassador for your local World Heritage site. The challenges are designed to be responsive to your own World Heritage site, and therefore do not come with worksheets, they are not fully prescriptive. They should be easy to deliver and easy to evidence.

#### How long will the Short course take?

You have the option of accrediting up to 60 hours of World Heritage Youth Ambassador activity, but must undertake a minimum of 10 hours. For every 10 hours, you are awarded one credit. You can credit 10, 30 and 60 hours.

#### How does it work?

The course is broken down into 4 key modules. Each module is broken into 2 sections (A & B) that are made up of 6-7 challenges each. Each challenge represents between 1-10 hours of activity, including the time to collate evidence and undertake the paperwork needed to be completed. The initial 10 hours comprise of 3 mandatory challenges, after which you can pick and choose which sections you wish to complete. There are over 48 challenges to choose from to fit into your own training agenda, and your own World Heritage site.

The challenges are designed to meet the 6 key skills that must be evidenced in order to achieve the certificate. Each credit (and 10 hours of volunteering) is equivalent to 1 key skill.



## To deliver this programme

You will need

- Access to 5 young people who have the time to undertake between 10 and 60 hours of volunteering and training.
- A suitable person with the capacity and knowledge to deliver the course to young people (this does not have to be a teacher, but someone who knows your World Heritage site, and has a good rapport with young people).
- To be able to deliver the programme (between 10 and 60 hours worth) to the course specification. This will include collating a portfolio of evidence, and making sure all young people undertake the relevant paperwork.
- An office to undertake paperwork required (minimal)
- A venue
- Support from your World Heritage site management structure.

You will receive;

- A project manager from Blaenavon will be there to support you throughout the programme, although will not be able to deliver the course for you.
- Up to a maximum of 2 visits from project manager or officer throughout your programme (this could tie in with a delivery session), if needed!
- Up to £500 to support you with any costs that you may incur. This could include payment of a tutor, resources, venue, and volunteer expenses.
- All course documentation needed.
- All costs for the course (candidate registration, course materials and certificate cost) will be covered, on top of the £500.

## What will my World Heritage Site Gain?

- Ability to evidence meeting UNESCO youth participation requirements
- Representation from the age group 13-25 that you can use proactively.
- A good reputation
- Providing an interesting volunteering opportunity for young people.
- Accreditation of young people, therefore meeting potential corporate priorities such as tackling poverty, improving employability and sustainable communities.
- Be a part of a trail blazing pilot that will be rolled out across the UK in the next 2 years.

## The Future

Blaenavon World Heritage Site is planning on submitting a further HLF Bid (up to £1million) in summer 2016, expanding this project and using this accreditation as a basis of delivery. Your World Heritage Site will be able to influence, and possibly participate in this project. This accreditation regardless of the success of phase 2 delivery, will be available for all World Heritage Sites to use from September 2016 onwards, and can be used for limited cost to deliver accredited training for young people on the subject of World Heritage.

## World Heritage Youth Ambassador Pilot Area Agreement

Name of Pilot Area	
Name of Lead Contact	
Contact Phone number	
Contact email	

### Summary

The World Heritage Youth Ambassadors programme aims to empower young people aged 13-25 to learn about and have an active voice in their World Heritage Site. This fully funded HLF programme runs in Blaenavon World Heritage Site until December 2016.

The current project is based in Blaenavon Industrial Landscape and comprises of a youth group that meets regularly and is supported by 2 members of staff. The group undertakes training in order to contribute to the management of our World Heritage Site, as well as planning for and attending local community events, and generally representing young people's voices within our WHS.

As part of the project, these young people are being accredited for all their work, both through the millennium volunteering scheme and through an awarding body called ASDAN. Through ASDAN we have written a new accredited course called "World Heritage Youth Ambassadors". This accredited training package accredits between 10 and 60 hours of youth volunteering in World Heritage Sites.

### Agreement

You have agreed to:

- Pilot delivery a course of activity based on the World Heritage Youth Ambassador Short Course.
- Deliver a minimum of a **10 hours of activity** to **5 young people** age 13-25. *(There will be flexibility on numbers, as some sites may have more than 5 and other less. So if you are unable to meet 5, please contact us – this will not be prohibitive).*
- Register the names of all your young people with us as soon as you have them.
- Submit the relevant number of portfolio's for moderation to Blaenavon staff.
- Complete an evaluation of the delivery and the course.
- Complete and submit all work before the end of October 16 (excluding evaluation which must be completed by the 1<sup>st</sup> December 16).

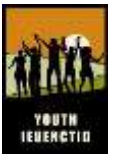
### Support for Delivery

The course booklet will be emailed to you once you have confirmed you are delivering. Every candidate needs their own booklet. If you wish, we can print these off for you and post them. All you need to do is follow the instructions in the beginning of the book to deliver. It is up to you to decide how you practically deliver and meet the learning outcomes based on the challenges.

Blaenavon WHS will then submit to ASDAN for accreditation and post the certificates to you.

Ashleigh Taylor and Dan Oliver (project officer for youth ambassadors) are on hand via email, phone, skype or a visit to support you in any way we can. We have delivered this course to our own young people, so can give advice on practicalities as well as the process.

### Funding



The £500 is available if needed; but not as a cash grant, and must be spent on the following costs only:

- = Hire of Venues / transport (e.g. minibus)
- = Volunteer expenses (food, travel etc) (a buffet/pizza would be eligible for young people attending!)
- = Hire of teaching staff (this cannot pay for existing staff time, unless it is in ADDITION to their current role)
- = Cost of entry to sites.

All spend must be fully evidenced by receipt's and invoices, as per any HLF grant, and will be paid retrospectively.

### Signing

*I agree to be a pilot area for the World Heritage Youth Ambassadors Short Course. I agree to the above stipulations, and will complete the pilot by October 2016.*

- = Signed
  
- = Position
  
- = Date