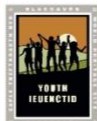


WORLD HERITAGE

# YOUTH AMBASSADORS

## Training Plan



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## 1. Introduction

The vision of the award-winning World Heritage Youth Ambassador program is to empower young people to learn about, and have an active and powerful voice in, their own lives, their local communities and World Heritage.

Developing on from a successful pilot programme run in Blaenavon 2014-17, this project will support more and a wider range of young people aged 13-25 to engage with World Heritage for the purposes of learning, personal development, employability and advancing World Heritage both locally and nationally for the sector and for other young people.

Building on the learning from the original project, and from the consultation undertaken with young people, training providers and youth engagement staff, this project has developed a bespoke training and progression route. This route will help take young people from an initial interest in World Heritage through to developing meaningful qualifications that will support a proactive role within their World Heritage Site.

The program will support a fun progression route of learning and skills for 662 young people developing from school workshops, into volunteering and final employment routes with trainee's and apprentice qualifications.

To support young people in achieving their potential, 30 adults will also gain training on how to engage with young people outside of formal learning. This will be supported through a national network of World Heritage learning professionals that will be facilitated by this project, but whose legacy will be a supported professional group of heritage and youth staff coming together to promote youth engagement to the wider World Heritage Sector.



## 2. The Training Concept.

Through engagement in the World Heritage Youth Ambassadors, young people who engage with the program will be:

- **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 program achieves this through our dedicated approach. The World Heritage Youth Ambassador program recognises that true engagement; that which helps young people take custodianship of their World Heritage Sites, needs a different 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.

Working from the World Heritage model of engagement (based on the five pillars of youth work), this project will support 692 people to develop a wide range of skills through training, accreditations, qualification and an activity program.

Using the learning, successes, and challenges from two years of piloting different approaches, an Engagement Framework (Supporting document 3: The Youth Ambassador model of engagement) and Outcomes Framework (Supporting Document 2) 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 framework 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.

The model takes a three-pronged approach:

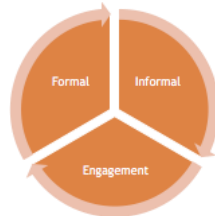
1. Using youth work values and principals
  - a. Voluntary Engagement
  - b. Building relationships
  - c. Informal educators
  - d. Conversations
2. Responding primarily to the needs of the young person not the World Heritage Site
3. Training and upskilling adults to work effectively with young people.

Using these principals, the Ambassadors program 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 structured 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 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; dependent on the learning styles of the young people involved.
- **Residential activity.** Residential activity fosters deeper relationships, supports experiential learning, and provides new environments for young people to experience.
- **Fun Team Building days:** 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 program 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 program 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 provides the opportunity to make heritage venues places where young people feel safe, empowered and have fun. This leads to a real understanding and engagement in heritage, because young people choose to engage; are not forced to,



which leads to positive action and influence. However, in practice this approach can often mean that the social outcomes of the program 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 also essential to this process.



## 3. The progression route

The progression route (Appendix 3) is the combined approach of taking young people from initial engagement in schools through to being 'paid' to undertake roles and peer train other young people. As a result of the project a minimum of 652 young people will have learnt about World Heritage Site history, monuments, global context, buildings, landscapes and other related heritage through a learning program of activity, accreditations and qualifications. This is building on from the previous project which only ran the youth ambassador 'voluntary group' and has increased provision to engage with more young people and provide employability skills.

The route will take young people from an initial engagement in a school based setting, which will be run by our trainees and apprentices, through to an ongoing long term engagement with the youth ambassador voluntary group, to being able to access paid training opportunities through our engagements, traineeships and apprenticeships.

A progression route will also develop key employability skills (appendix one). With our partners Sguiliau (welsh training provider) we will provide a progression route and potential pathway into future training and employment. We will provide a 10-week trainee engagement placement (July – September) for NEET young people (to provide a level 0 essential skills qualification). This can lead to a 24 week 'paid' traineeship, (achieving a lv1 or 2 qualification) and then for 2 young people a possibility of a yearlong apprenticeship (NVQ level 2/3). The placements will use the Youth Ambassador training and activity framework to support their learning (so gaining a youth ambassador accreditation) as well as gaining additional qualifications. These young people will then be supported into further training or employment using the Sguiliau partnerships.

This will all be supplemented by developing adult skills to deliver the right approach to engaging with young people to keep them interested and involved.





## 4. Schools/youth group based workshops

### Aim

To engage 250/ year school aged children (total 500) aged 10-14 with World Heritage workshops over 2 years to be delivered by trainees and apprentices and supported by staff.

### Objectives

1. Develop a 2-hour learning workshop to deliver to young people aged 10-14.
2. Use a variety of methods to market the learning package to schools and World Heritage Sites
3. Develop one training package in year one for trainees and apprentices to support them to deliver workshops.
4. Deliver a minimum of 20 workshops to 500 young people age 10-14.

### Audience and recruitment,

The school program is aimed at the older age of primary school children to the young end of secondary - years 6 through to 8. This is at an age where children can start choosing to become involved independently and pursue their own interests. Ideally this will be delivered in a school-based setting, but experience demonstrates that getting into schools, particularly secondary schools, can be very challenging. World Heritage is not on any national curriculum, which hinders schools accepting offers of workshops. While schools will remain our primary target for delivery, other youth groups can be more receptive to offers of workshops, so we will also offer the workshop to those groups to ensure we meet the target number in the right age demographic.

With the catchment area of Blaenavon and wider afield the schools and youth groups identified to target for the workshops are:

- Blaenavon VC Primary School
- Ysgol bryn Onen
- Varteg Primary School
- Blaenavon Army Cadets
- Blaenavon brownies and guides
- The Doorway youth club



- Torfaen Sea Cadets,
- Togs (group for young people with disabilities)
- Torfaen young carers association

These workshops will also be offered and available to the pilot areas. The program director will be directly working with the World Heritage Sites to work with their own contacts to recruit groups to deliver to.

## Summary of Activity

The school program is designed to be both a recruitment tool and an initial introduction for young people who may not have experience or knowledge of World Heritage. The 2 hour learning workshop will be developed with our first set of trainees and apprentices, so the whole process is peer lead. The trainers and apprentices will then be supported to market, co-ordinate and deliver the workshop to schools, both around Blaenavon World Heritage Site and to other World Heritage Sites.

The learning objectives for all workshops will be:

- Demonstrate a basic understanding and knowledge of the UNESCO convention of World heritage
- Be able to explain why the site is a World heritage Site
- Understand the different opportunities available to get involved in the World Heritage Site.

The workshop (likely to be 2 hours) will be delivered by trainees and apprentices, who will be trained to do this through an in-house training program. Support will be given to these trainees by Sguiliau the training provider and the programme director.

The trainees will be supported by the Hwb staff to travel up to other World heritage Sites to deliver the programme, until they feel confident that they are able to do this on their own if they are over 18. If they are under 18 they will always be accompanied by an adult. We will DBS all trainees over the age 18 as per the Hwb's safeguarding policy. They will also receive training on safeguarding.

## Project Management



# Training Plan

The schools programme will be overseen by the programme director, who will work with the local youth services to recruit schools and groups to deliver the programme of activity to. They will work in partnership with Sguiliau who will support the trainee's training to deliver to workshops to the schools.



## 5. Youth Ambassadors voluntary group

### **Aim**

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.

### **Training Objectives**

1. Deliver a program of World Heritage activity and youth engagement based on the World Heritage youth engagement model to 100 young people across the UK (60 in Blaenavon and 40 in Pilot Sites) to help them learn about World Heritage.
2. 100 Youth Ambassadors will achieve a World Heritage Youth Ambassador Short Course accreditation
3. Develop two new World Heritage course for those that achieve over 60 hours on the short course.
4. Support 80% of Youth Ambassadors to have a voice and influence in World Heritage through training on advocacy and participation in activity.
5. Recognize the voluntary nature of the group by accrediting volunteer hours to millennium volunteering and deliver 60 millennium volunteer certificates.

### **Audience and recruitment**

The Youth Ambassador voluntary group is open to any young person aged 13-25 but primarily aimed at teenagers. Young people will be recruited from a variety of different sources to take part in the Youth Ambassador groups across the UK.

Recruitment of young people will depend on the site running the program. A variety of different methods of recruitment will be used – social media, posters, information leaflets, however experience tells us that word of mouth is most successful. With this in mind, current networks will be utilized, along with asking the young people to promote the program and group themselves.

Target groups and area for recruitment and promotion will be:



- Schools through the workshops
- Youth Groups who have the workshops
- Youth services
- World Heritage school and youth group users
- Individuals interested in heritage
- Training providers who work with NEET young people
- Careers and volunteering organizations who are looking for opportunities for young people.

A individual recruitment plan is attached for each site involved in the program (Supporting document 10).

## Summary of activity

As the Youth Ambassadors 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 voluntary group will be run under the following guidelines which have been developed from previous work;

- A regular meeting (depending on the needs of the young people) will be held running structured but informal workshops, sessions and activity.
- A combination of youth professional skill and heritage professional skill will be used to deliver activity.
- Engage with relatively small number of young people at a time (10-20). This is productive and generates long term sustainable engagement based on relationships built within the group.
- A Dynamic approach will be used, which included investing the time resource to build relationships,



- Heritage is of secondary interest – skills, friends and the experience are more important to young people, so the focus of engagement should be aligned with this, using heritage as the tool to engage with.
- 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.

An annual programme of activity has been developed to capture this learning and put it into practice (see supporting document 10 for 2019/20 activity plans).

## Learning

The Youth ambassadors, as a voluntary group, will deliver an ongoing program of activity and an accredited training package ‘World Heritage Youth Ambassadors’. The 2019-20 program of activity is attached. Through this training and engagement young people will achieve the following skills and knowledge:

- Heritage management and leadership: training and working with World Heritage community and management groups, peer mentoring
- Presentation skills: youth-led workshops, presenting and speaking at local and national events.



- 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 portfolios.
- Film and digital training: using equipment currently held by Hwb (all mac)
- Teamwork skills: 4 fun team building days teamwork training
- Working with others and building positive relationships
- Communication, decision making, and problem solving:
- Conservation skills through activity program
- Habitat management through activity program

The program of activity delivered will be accredited through the World Heritage Youth Ambassadors Course.

## **World Heritage Youth Ambassadors course**

The World Heritage Youth Ambassadors short course was developed in 2016 in partnership with a training provider ASDAN. The accreditation is registered as an ASDAN short course and fulfils the remit of the ambassador course while also focusing on key employability skills such as

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

This level 0 accreditation is suitable for any young person of any academic ability. It focuses on experiential learning. The accreditation's format has a mix of "challenges"



that can be mix and matched as appropriate to the class, ability level, and type of activity undertaken.

The accreditation is broken into 4 key areas: World Heritage, ambassador skills, heritage trips and residential visits, enabling young people to develop personally as well as being able to participate and influence World Heritage. It encompasses the ethos of alternative education by allowing young people ownership of their own learning, using World Heritage as a tool to focus their learning on. Activity is designed to be inclusive, so classroom-based work is avoided as a barrier. Peer education, hands on activity, incidental learning and 'experiences' give the opportunity to have fun while putting World Heritage into context. This will be demonstrated in a "portfolio" of evidence for each young person.

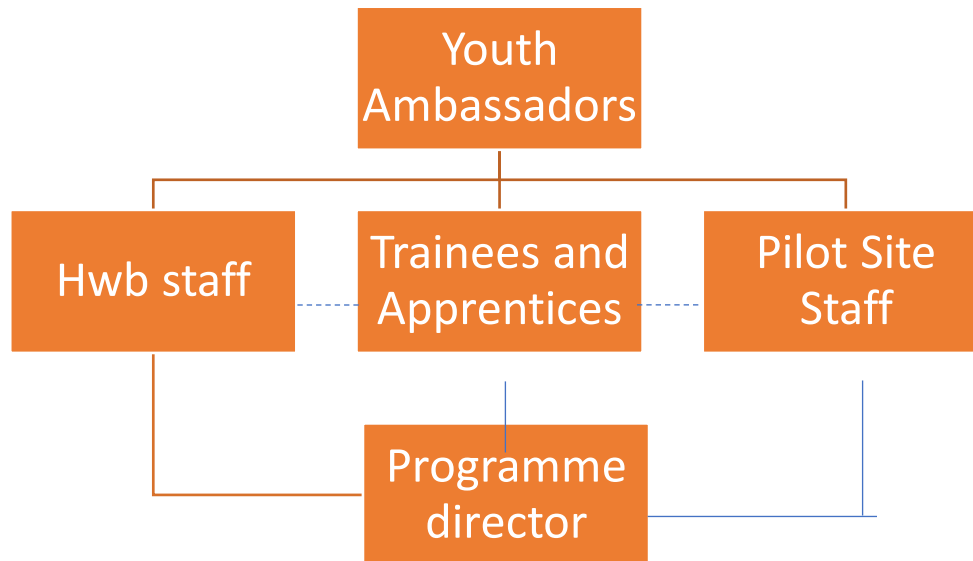
Recognising that learning doesn't have to be accredited to be valuable, internal recognition will be developed for workshops and participation. Some Young people will also wish to further develop after the "60" hours, so 2 new bespoke World Heritage related training courses will be developed for a more in-depth learning experience.

40 young people in the Pilot World Heritage Sites will pilot these new accreditations.





## Project Management



**The youth ambassadors** are at the top of the chart as they are the key ingredient in the program management; they will be informing every part of the project delivery and activity.

**Hwb staff** will be supporting delivery of the program of activity, as well working together with and helping support the trainees and apprentices to deliver the program of activity.

**The pilot sites** will be expected to be responsible for their own program of ambassadors. With support from the program director and Hwb team, they will be responsible for delivering their program of activity, their own allocated budget, staffing and delivering the work to achieve the accreditation. The onsite staff there will work with the trainees and apprentices where possible to deliver activity based on their program of activity. **(see supporting document 5)**

**The program director** will oversee the whole program, be responsible for monitoring, evaluation, budgets and ensuring the program of activity is delivered.



## 6. The trainee and apprentice progression route.

### Aim.

To engage with 62 young people who are disenfranchised from main stream education to be empowered to proactively participate with their World Heritage Site while providing a gateway to further educational or employment opportunities.

### Summary of Activity.

All training placements will be facilitated through working in partnership with Sguiliau; a welsh training provider.

### 6.1 Engagement Placements

#### Objectives

- Engage with 40 young people aged 16-25 over two years to deliver 40 engagement traineeships lasting an average of 8 weeks each.
- Deliver 40 World Heritage Youth Ambassador short courses
- Deliver 40 additional QCF qualifications.
- Help 40 young people over 2 years understand and learn about their world heritage site.
- Support 40 young people to feel more confident about their future

#### Audience and recruitment

The young people will be aged 16-25 and 80% will be identified as Not in Education, Employment or Training (NEET). They will be recruited primarily through the Blaenavon Hwb's pool of young people. The Hwb engage with over 600 young people through their work both internally and with partners. Sguiliau will also send young people to the Hwb to participate in this program of activity.



## Summary of Activity

The engagement placements are designed as an initial engagement opportunity for young people just leaving school or college and are not sure what they wish to do in the future. Some young people are sign posted into a training provider because mainstream education would not suit them. These young people are called NEET. Not in Education, Employment or Training.

Young people identified through the Hwb and Sguiliau will 'volunteer' for 21 hours per week working on a traineeship.

The engagement traineeships will be delivered primarily over the summer months and based on the Blaenavon Hwb. The engagements can however be delivered at any point during the year if necessary. There will be 2 x cohorts of 10 young people per year (starting in June and August) and the traineeship will last on average 8 weeks. There are opportunities for young people to stay on longer than 8 weeks, and it is anticipated that some young people will not achieve the full 8 weeks, so averaging 8 weeks.

The traineeship will consist of 3 days a week; 2 working with the training provider Sguiliau to undertake training to achieve their placement qualifications and 1 day with supporting the delivery of the Youth Ambassadors.

The three days with Sguiliau will be facilitated by a tutor provided by Sguiliau. They will tutor the young people through achieving their qualifications. The tutor will work on-site, so reducing any barriers for young people to attend. A volunteer expenses 'payment' is provided at £30/week (if all 3 days are attended) to support young people in participating and reducing barriers to involvement.

The qualifications are designed to support NEET young people to achieve further work or education, and so are aimed at a basic entry level one e.g. Essential skills in application of number, communication, Digital literacy, work related education, PSHE, welsh in workplace. The specific qualifications will not be selected until the young people are in place to ensure that the right qualification is delivered to suit the needs of the young person. (see appendix 1 for the list of qualifications available to select from). Each young person will achieve 1 World Heritage youth Ambassador Short course and 2 level 0 QCF qualifications.

The final day will be spend working and delivering work for the youth ambassadors, and will consist of learning how to deliver workshops, delivering the ambassador 'club' and



delivering education workshops to groups. The engagement trainees may have the opportunity to also travel to other world heritage sites to work with them. The young people will also be asked to support the care and restoration of the World Heritage Site, and participate in activity within the site provided by World Heritage Site partners. E.g dementia friendly monthly club, wild flower planting, conservation of assets.

## Sample week of activity

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 1a am	Sguiliau training	Hwb training to deliver	Sguiliau training		
Cohort 1b am	Sguiliau training	Hwb training to deliver	Sguiliau training		
Cohort 1a pm	Sguiliau training	Hwb training to deliver	Community Activity		
Cohort 1b pm	Sguiliau training	Hwb training to deliver	Community activity		
EVENING		YAMS.			

## Hwb Plan for training weeks 1-8.

- Week one: Introduction to World Heritage (mandatory modules YAMS short course).
- Week two: Ambassador skills: Peer educator 1
- Week three: Blaenavon World Heritage Site
- Week four: Ambassador skills: Peer educator 2
- Week five: Youth rights and having a voice
- Week Five: Consultation in the community – running effective meetings
- Week six: Leadership and Teamwork – (in WHS)
- Week seven: Marketing and tourism in a world heritage site
- Week eight: World Heritage around the world

## 6.2 Trainee's

### Objectives



- Engage with 20 young people age 16-25 over 2 years to deliver a 16\* week traineeship.
- Deliver 20 Blaenavon World Heritage Youth Ambassador short course accreditations
- Deliver 40 level one QCF qualifications
- Help 20 young people over 2 years improve their understanding about their world heritage site.
- Support 20 young people to feel more confident about their future
- Support 20 young people to be peer educators.

## Audience and recruitment

The young people targeted for the traineeships will be aged 16-25 and 80% will be identified as Not in Education, Employment or Training (NEET). They will be recruited primarily through the Blaenavon Hwb's pool of young people. The Hwb engage with over 600 young people through their work both internally and with partners. Sguiliau will also send young people to the Hwb to participate in this program of activity. It is anticipated that some young people that have participated in the Engagement traineeships will automatically progress onto the full traineeship.

## Summary of Activity

The traineeships will be delivered throughout the year and based in the Blaenavon Hwb. There will be 1 x cohort of 10 young people per year who will complete 30 hours per week lasting on average 21 weeks. There are opportunities for young people to stay on longer than 21 weeks, if some young people gain employment or start education before the full completion of 21 weeks.

The traineeship will consist of 3 days a week working with the training provider Sguiliau to undertake training to achieve their traineeship qualifications and two days with supporting the delivery of the Youth Ambassadors.

The three days with Sguiliau will be facilitated by a tutor provided by Sguiliau. They will tutor the Young people through achieving their qualifications. The tutor will work on-site, so reducing any barriers for young people to attend. A Volunteer expenses 'payment' is provided at £50/week (if all 5 days are attended) to support young people in participating and reducing barriers to involvement. £20/week additional expenses



relating to their apprenticeship will be charged by the Hwb to cover the costs of PPE, and other training materials required so that no young person is out of pocket.

The qualifications, are designed to support NEET young people that have progressed from an engagement placement and so are aimed at a level one e.g. essential skills in application of number, communication, Digital literacy, work related education, PSHE, welsh in workplace. The specific qualifications will not be selected until the young people are in place to ensure that the right qualification is delivered to suit the needs of the young person. (see appendix 1 for the list of qualifications available to select from) Each young person who completes the traineeship will achieve a 30-hour World Heritage youth Ambassador Short Course, as well as 1 level one QCF qualifications.

The final two days of the week will be spend working and delivering work for the youth ambassadors, and will consist of learning how to deliver workshops, delivering the ambassador 'club' and delivering education workshops to groups. It is anticipated that the trainees will have the opportunity to also travel to other world heritage sites, in particular the pilot sites, to work with them and deliver workshops in those areas. Costs for staying in a hostel and food are covered within the budget.

The young people will also be asked to support the care and restoration of the World Heritage Site and participate in activity within the site provided by World Heritage Site partners. E.g dementia friendly monthly club, wild flower planting, conservation of assets. They will also represent young people on relevant groups within the world heritage site e.g. learning and engagement working group.

### Sample week of activity

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 1a am	Sguiliau training	Hwb training to deliver	Sguiliau training	Community Activity	Sguiliau training
Cohort 1b am	Sguiliau training	Hwb training to deliver	Sguiliau training	Community activity	Sguiliau training
Cohort 1a pm	Sguiliau training	Hwb training to deliver	Sguiliau training	Planning for workshops	
Cohort 1b pm	Sguiliau training	Hwb training to deliver	Sguiliau training	Planning for workshops	
EVENING		YAMS.			

### Hwb Plan for training weeks 8-21



- Week 9: Learning and development in children
- Week 10: Effective communication skills
- Week 11: Blaenavon OUV
- Week 12: Developing new training workshops
- Week 13: Developing a recruitment plan
- Week 14: Working in the community
- Week 15: Threats to OUV
- Week 16: UK World Heritage
- Week 17: Leadership
- Week 18: Historic building / natural heritage conservation
- Week 19: The historic townscape
- Week 20: youth work principals
- Week 21: evaluation and data capture

Within the program the trainees will have the opportunity to deliver workshops to other world heritage sites and will attend 1 residential with the youth ambassador group.

## 6.3 Apprentices

### Objectives

- Engage with 2 young people age 18-25 over 2 years to deliver two one-year foundation apprentice courses.
- Deliver two 2 hours Blaenavon World Heritage Youth Ambassador short course accreditations (*if not already achieved*)
- Deliver 2 x foundation apprenticeship in learning and development
- Help 2 young people over 2 years be leaders in helping other young people understand and learn about their world heritage site.
- Support 2 young people to feel more confident about their future

### Audience and recruitment



The two apprentices will be young people will be aged 18 - 25. They will be recruited primarily through the Blaenavon Hwb's pool of young people. The Hwb engage with over 600 young people through their work both internally and with partners. Sguiliau will also send young people to the Hwb to participate in this program of activity. The apprentices will ideally be young people who have had prior involvement in the Youth Ambassador scheme.

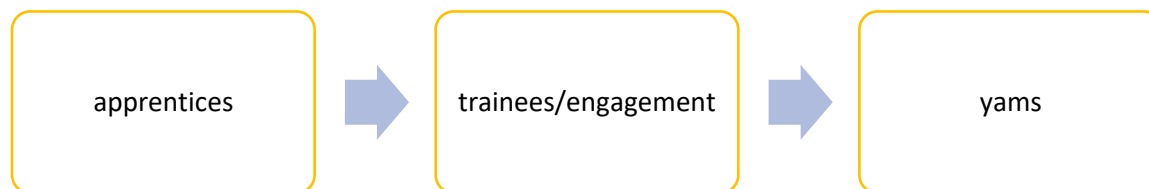
## Summary of Activity

The Apprentices will ideally be delivered at the beginning of each year and primarily based in the Blaenavon Hwb. They will work for 30 hours/week, with 4 weeks holiday throughout the year (plus bank holidays).

Although the apprentice will work 5 days/week, one day of the week will be dedicated to their qualification work. Most of their work will be vocational and placement based. They will achieve a level 3 qualification in learning and development, and a 60-hour World Heritage Youth Ambassador short course.

The level 3 qualification in learning and development will be hosted **through xxxx** but coordinated by Sguiliau. (see appendix 2 for detail of the qualification). This will be run similarly to an NVQ level 3. To support young people in achieving a level 3 qualification, an additional month at the beginning of the program will be an intensive essential skills course to ensure they have the skill to achieve. This will be run by Sguiliau. They will be paid for this as part of their apprenticeship.

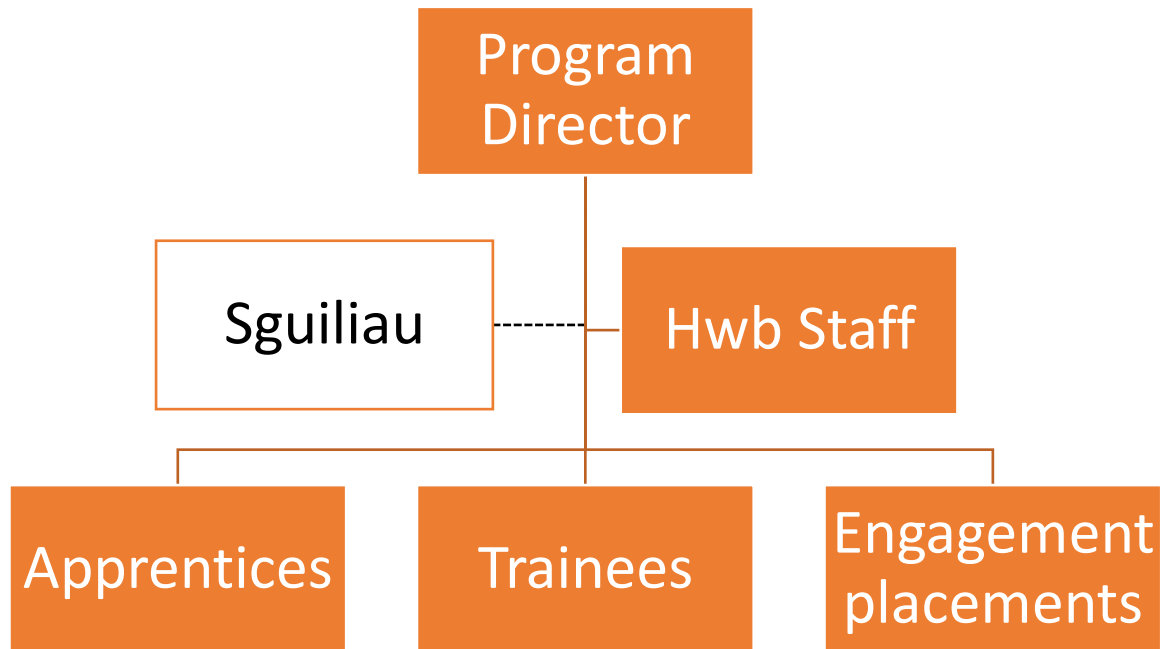
The apprentices will be primarily supporting the trainees and be coordinating and delivering the training with support from staff.



## 6.4 Trainees and Apprentices Project Management







**Program Director:** Will oversee the whole program and be responsible for all the young people and their program of activity. They will be responsible for the budget, paying wages and ensuring the young people achieve their potential. They will also be the liaison between Sguiliau and the Hwb.

**Sguiliau.** Sguiliau will be responsible for registering all young people involved in the trainee and apprentice program on their respective courses through their own organization. They will be responsible for delivering the qualifications and providing a tutor to deliver these. They will be supportive of the program of activity and work with the Hwb staff and program director to ensure all activity aligns with qualification work.

**Hwb Staff.** The Hwb staff will be day to day supervisors and supporters of the trainees and placements. They will deliver training and activity. They will be ‘supervising’ adults. They will deliver the WHAM qualification.



## 7. Adult training

### **Aim**

To upskill adults working with young people in a World Heritage Site setting, in order to support better engagement and positive stakeholder participation.

### **Objectives**

- Deliver 6 adult workshops to a minimum of 30 adults focused on increasing positive youth engagement within a world heritage site over 2 years.
- Increase the confidence of adults to work with young people.
- Increase the involvement of young people within a world heritage setting by 10% (baseline required).

### **Audience and recruitment**

This activity is aimed at any adult who engages with or wants to engage with young people within a World Heritage Setting. This could include professionals, community groups, volunteers or organizations. However, these individuals are likely to be community members rather than professionals, who do not have professional qualifications in the area they work with.

### **Summary of Activity**

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 changed 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 knowledgably 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.

6 workshops over 2 years to 30 adults will be delivered to support adults in achieving the skill and confidence to work with young people. Every World Heritage Site involved with the project will be mandated (through their agreement) to support the delivery of one workshop in their area. Blaenavon will host one workshop, and an additional workshop will be able to be delivered as the need arises. The Workshops will be delivered by the Program director and youth service manager.



## 8. Staff Training

### Aim

To upskill **professional** adults working with young people in a World Heritage Site setting, in order to support better engagement and positive stakeholder participation.

### Objectives

- Enable a minimum of 2 professional members of staff to access training to better support them to engage with young people making their organization more resilient.

### Audience

This activity is aimed at professional adults who are paid to engage with young people within a World Heritage Setting. This is predominantly aimed at heritage staff, although can include youth service staff if relevant. These individuals will likely already be highly skilled in areas, however, require additional training or CPD to upskill in specific areas relevant to them and their organization.

### Summary of Activity

The training budget is designed to be flexible to needs of the individual and the organization they work for. It does not have to be accredited training, but could be CPD. It can allow for expenses to go to training, or the payment of a training course.

Types of training or CPD that could be included would be:

- Minibus training to allow individuals to take young people to remote areas,
- Training in youth work or advocacy.



- Attendance at relevant conferences to upskill in specific areas e.g. digital literacy, heritage engagement, advocacy, mental health and wellbeing
- ASDAN training to become a short course tutor.

The training could take the form of formal learning (e.g. a course) or online training, or CPD, and is designed to be flexible to the needs of the person and organization.



## 9. Conclusion

Through our dedicated approach, the World Heritage Youth Ambassador program recognises that true engagement; that which helps young people take custodianship of their World Heritage Sites, needs a different 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.

Working from the World Heritage model of engagement (based on the five pillars of youth work), this project will support 692 people to develop a wide range of skills through training, accreditations, qualification and an activity program.

The training is split into 6 training activities

- School and Youth Group workshops
- The World Heritage Youth Ambassador Voluntary Group
- Engagement trainee placements
- Traineeships
- Apprenticeships
- Adult training

These training activities combined will give young people the skills, knowledge and support not only to thrive in their World Heritage Sites, but to change them.





## Appendix 2b. Sgiliau qualifications.

### Sgiliau Provision

<b>Traineeships</b>	
Opportunities	Additional Information
IT	
Specialist IT software	e.g. Logic, Photoshop, Adobe packages,
Art and design	
Textiles	
T-Shirt printing	
Film and animation	
Photography	
Music making	
Music technology	
Music production	
Employability	
Literacy, numeracy and digital literacy	
Personal and social education (PSE)	
Work experience	For Engagement we can develop placements in any sector not just the specific routes we offer.
	Work experience placements follow learner to Level 1 routes with ITEC that we do not provide
<b>Qualifications - Engagement</b>	
Work Related Education (Employability)	Entry 3
Personal and Social Education	Entry 3
Wales and the Wider World	Entry 3
Essential Skills Communication	Entry 1 to 3
Essential Skills Application of Number	Entry 1 to 3
Essential Skills Digital Literacy	Entry 1 to 3
Welsh in the Workplace	Entry 3
<b>Qualifications - Level 1</b>	
<b>Qualifications - Engagement</b>	
Creative Media	Level 1
IT	
Customer Service	Level 1



Community Development	Level 1
Work Related Education (Employability)	Level 1
Personal and Social Education	Level 1
Wales and the Wider World	Level 1
Essential Skills Communication	Level 1 and 2
Essential Skills Application of Number	Level 1 and 2
Essential Skills Digital Literacy	Level 1 and 2
Welsh in the Workplace	Level 1
Apprenticeships	
IT	Level 2
Customer Service	Level 2
Youth Work	Level 2 and Level 3 (in partnership with Torfaen Youth Service)
Learning and Development	Level 3 – delivered through partner of ours.

