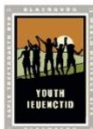


WORLD HERITAGE

# YOUTH AMBASSADORS

## Activity Plans



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## Executive Summary

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. This project is seeking funding to 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. The programme will support a fun progression route of learning and skills for 662 YP developing from school workshops, into volunteering and final employment routes with trainee's and apprentice qualifications. 30 adults will gain training on how to engage with Young people outside of formal learning and a national network of World Heritage learning professionals will come together to promote youth engagement to the wider World Heritage Sector.

The 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, needs 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.

This project will deliver a program of activity that achieves the fundamental vision of the Youth Ambassador program. The program although complex and interwoven, can be broken down into the following seven critical key activities of which the delivery will ensure all outcomes, accreditations, and outputs are met and measured to achieve the program overall vision and objectives.

- **Activity 1:** World Heritage school and youth group workshops delivered by trainees and apprentices
- **Activity 2:** Youth Ambassador voluntary group(s)
- **Activity 3:** Apprentices and trainees progression route
- **Activity 4:** World Heritage Learning and Engagement Network
- **Activity 5:** Adult Training
- **Activity 6:** Engage Pilot Areas to trial the program in diverse World Heritage Sites.
- **Activity 7:** Develop the program to be sustainably managed

These seven activities will undertake and deliver the following objectives as specified in the round 1 application and developed during the round 2 application:



**A1A** 500 children and young people will participate in workshops focused on World Heritage and explain why it is important to care for it and how to take action

**A1B** 5% of young people from Workshops will become involved in volunteer group Youth Ambassadors

**A1C** 500 Young people will feel more connected to their World Heritage Site in year one for trainees and apprentices to support them to deliver workshops.

**A1D** 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future

**A2A.** 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. 60% of Young People engaging with the programme will be classed as vulnerable or disadvantaged.

**A2AA.** Recognize the voluntary nature of the group by accrediting minimum of 1000 volunteer hours and deliver 60 volunteer certificates.

**A2B.** Enable young people to be represented on two new community and World Heritage groups to contribute to the community and World Heritage decisions to make the local area a better place to live.

**A2C.** Support 80% of Young People will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity.

**A2D.** The Ambassadors will support a minimum of 2 community led projects that relate to the management or protection of World Heritage Sites e.g. Landscape management, Interpretation project,

**A2E.** Deliver an accredited but voluntary training programme of activity, including heritage learning, peer educator training, advocacy, action planning, team building days, community event, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.

**A2F.** Support 122 young people to achieve a World Heritage Youth Ambassador Short Course accreditation (100 Youth Ambassadors, 22 trainees)



- A2G.** Develop two new World Heritage course for those that achieve over 60 hours on the short course.
- A3A.** Deliver a “progression route” for employability skills in the heritage sector to 62 YP through 40 engagement traineeships (20/year), 20 Traineeships and 2 apprentices
- A3B.** Deliver a minimum of 62 level 1-3 qualifications
- A4A.** Create an online national network bringing together key stakeholders involved in youth lead practice
- A4B.** Create a governance structure, with support from World Heritage: UK to support the legacy of the network and ensure influence at the highest levels.
- A4C.** Deliver 2 network events over 2 years to facilitate face to face sharing of best practice and develop skill in engaging with young people.
- A5A.** Deliver 6 adult workshops to a minimum of 30 adults focused on increasing positive youth engagement within a world heritage site over 2 years.
- A5B.** Increase the confidence of 30 adults to work with young people.
- A5C.** Increase the involvement of young people within the world heritage setting where adults are trained by 10% (baseline required).
- A5D.** 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.
- A6A.** Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
- A6B.** Facilitate one World Heritage youth festival to allow young people to discuss date and influence World Heritage youth practice at the high
- A6C.** Create a youth World Heritage forum to represent young people to World Heritage: UK.
- A7A.** Deliver a robust bespoke monitoring and evaluation toolkit on the impact of the programme on world heritage, young people and communities.





**A7B.** Create a financially sustainable exit strategy for the programme

**A7C.** Employ a programme manager with both heritage and youth skills to manage the programme and bring together partners to support each area.

**A7D.** Work in partnership with communities and professional youth staff to deliver the objectives of the program.

**A7E.** Design (bi-lingual) branding and marketing materials to promote the program across the UK to young people and organisations.



## 1. Where we are now.

### 1.1. Where we have come from

The award-winning World Heritage Youth Ambassador program's vision 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) for the purposes of personal development, learning and advancement of World Heritage priorities.

Blaenavon World Heritage Youth Ambassadors were funded by HLF and run and managed by Torfaen County Borough Council as the lead on the Blaenavon World Heritage Site until 2017, when a sustainable exit strategy was managed into the charity (The Hwb Torfaen) commonly known as the HWB.

In 2014, Blaenavon Industrial Landscape World Heritage Site, led by Torfaen County Borough Council 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. The Blaenavon World Heritage Youth Ambassadors continues to be an incredibly successful program, 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 in Heritage.

During the HLF funded project 2014-2017, the program used a flexible approach, delivering 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. In addition to this, the programme developed the only World Heritage accreditation (outside of degree level) that can be delivered across the UK for minimal costs.

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, helped young people to advocate for more proactive youth engagement and for young people to have a meaningful voice. The programme recognised that to support this aspiration 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.

One of the biggest influences that the 2014-17 project saw was 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 2015 UK World Heritage Youth Summit hosted in Blaenavon, 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 World Heritage





management plan, so embedding youth engagement into the core work of the site. The 2018 Torfaen consultation for a Townscape Heritage Programme recently said: *“The group (YAMS) has been instrumental over the last 3 years in supporting Blaenavon WHS to engage with an under-represented demographic, as well as supporting the work of the WHS (e.g. youth consultation, supporting local projects in interpretation, in the landscape, for organisations, and for the town).”*

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 eight 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.

In 2017 the Heritage Lottery Funding expired, however with the success of the programme, the partners wanted the programme, as well as the outcomes to continue. Throughout the programme, the project had been using the “Neon” as a base for activity and had developed excellent links to the organisation through the project worker to the organisation. When the Neon decided to formalise their charity, it was agreed they would adopt the Youth Ambassadors under the umbrella of the Hwb. The project manager of the programme became a trustee for the charity, and the Hwb agreed to resource the bridge until further funding could be secured.

The programme continued, albeit at a lesser delivery pace, until 2018 when funding for an HLF development phase was secured.



The full evaluation for the World Heritage Youth Ambassador programme 2014-2017 can be found in supporting document one.



## 1.2 Our Heritage

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).

This project will help young people aged 13-25 to explore World Heritage in a local, UK and Global context. This project will help Young People understand not only the historical context of World Heritage, but the UK context, the processes relating to the management of World Heritage, and how it can make a lasting impact on local communities.

UNESCO (The United Nations Educational, Scientific, Educational and Cultural Organisation) defines a World Heritage Site as a site that has Outstanding Universal Value (OUV). This means that regardless of the territory it is located on, the area demonstrates a key period in the development of the earth's (natural) or humanity's (cultural) history. The site has universal value to the world.

*"UNESCO seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity. This is embodied in an international treaty called the Convention concerning the Protection of the World Cultural and Natural Heritage.*

*Cultural heritage refers to monuments, groups of buildings and sites with historical, aesthetic, archaeological, scientific, ethnological or anthropological value. Natural heritage refers to outstanding physical, biological and geological formations, habitats*





*of threatened species of animals and plants and areas with scientific, conservation or aesthetic value”*

We know through consultation and feedback from the 2014-18 Blaenavon Youth Ambassador Pilot, as well as the UK World Heritage Youth Summit in 2015 that when engaged proactively, YP realise the importance of World Heritage, feel it should be preserved and want to get involved with sites, and have a voice in the management of them. Out of 285 participants, 80% of YP felt that that World Heritage was “very important” and 72% wanted to get further involved. Jack, aged 16 said *“I believe World Heritage is important in order to create an understanding of the area and a sense of belonging within the community”*.

There are 31 World Heritage Sites inscribed in the UK, representing both natural and cultural World Heritage ranging from the Jurassic Coast line, Kew Gardens, Hadrian's Wall to the industrial Site of Blaenavon. World Heritage: UK (WH:UK) is the national charity and body that represents all 31 UK WHS.

At a WH:UK conference in 2016, 5 youth representatives from Blaenavon spoke to the sector about the importance of World Heritage 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”*. Katie. (Age 15). At the 2016 AGM Blaenavon Youth Ambassadors requested to have a youth representative on the board demonstrating that World Heritage is important to Young People.

Through this project, we will help young people explore a wide variety of heritage as diverse as World Heritage itself which will include:



- Individual World Heritage site history (specifically Welsh World Heritage Sites)
- Global heritage - how World Heritage is chosen
- Natural and cultural heritage
- Landscape Heritage
- Built heritage
- Object collections
- Intangible heritage
- How heritage is sustainably managed and interpreted

## **Blaenavon Industrial Landscape World Heritage Site**

Blaenavon Industrial Landscape was inscribed as a World Heritage Site by UNESCO in 2000. It is one of 31 World Heritage Sites in the UK and is one of three in Wales - the other two being the Castles and Town Walls of King Edward in Gwynedd (inscribed 1986) and Pontcysyllte Aqueduct and Canal (inscribed 2009).

UNESCO recognised that “The area around Blaenavon bears eloquent and exceptional testimony to the pre-eminence of South Wales as the World’s major producer of iron and coal in the nineteenth century. It is a remarkably complete example of a 19th Century landscape” (Extract from ICOMOS report to the World Heritage Committee November 2000).

The site is one of the prime areas in the world where the full social, economic and technological process of industrialisation through iron and coal production can be studied and understood. Blaenavon’s heritage is of more than just local or national importance, it belongs to the world.

Blaenavon Industrial Landscape is a Cultural Landscape, in which exceptional evidence of past activities survives, demonstrating extensive coal mining and ironmaking during what became known as the Industrial Revolution. For over one



hundred years, the natural landscape of Blaenavon was changed and scarred by ironmaking, coal extraction, settlement and related activities as the entire area of the World Heritage Site was turned to the demands of a single new industrial enterprise and the radical transformation of land and society which followed in its wake.

The landscape includes the Blaenavon Ironworks dating from 1789 which is the best-preserved blast furnace of its type and period in the World. Big Pit National Coal Museum dating from the mid-19<sup>th</sup> Century is a complete coal mine and the best-preserved monument of the South Wales coalfield. The landscape exhibits numerous historic mineral workings and waste tips and tracks of some of the earliest iron railways, leading to the Monmouthshire and Brecon Canal, an internationally significant waterway that provided the early export route for iron and coal. Today, the Blaenavon Industrial Landscape is one of the best places in the World where the early formative years of the Industrial Revolution can be studied and understood.

The town of Blaenavon is a key component of the World Heritage Site and is considered to be the best-preserved iron town in Wales. Its surviving streets of workers' housing, chapels, churches, schools and the Workmen's Hall powerfully reflect the distinctive culture that developed in iron making and coal mining communities during the late eighteenth and early nineteenth centuries.

The cultural landscape continues to reflect the whole human experience of industrialisation – capital enterprise, philanthropy and exploitation, technological innovation, the drudgery of labour, the determination of workers to establish trades unions, political parties, religious congregations, choirs and sports clubs. The choirs, bands and sports clubs established in industrial times continue to be an important part of the community and the town's cultural heritage today. Indeed the continuity of these traditions and the significance of this "intangible heritage", rooted in the social



development of the town, is of equal cultural significance to the physical buildings, monuments and landscape features that remain.

Although Blaenavon is the main focus, YP will also learn about other World Heritage Sites in the UK including but not limited to:

- Pontcysyllte Aqueduct (Wales)
- King Edward Castles (Wales)
- Slate Mines (Potential WHS) (Wales)
- Durham,
- Bath
- Fountains Abbey
- Jurassic Coast
- Derwent Mills
- Maritime Greenwich

The Pilot Sites that have been confirmed are:

## **Pontcysyllte Aqueduct**

Pontcysyllte Aqueduct and canal consists of a continuous group of civil engineering features from the heroic phase of transport improvements during the British Industrial Revolution. The canal brought water borne transport from the English lowlands into the rugged terrain of the Welsh uplands, using innovative techniques to cross two major river valleys and the ridge between them. It was built between 1795 and 1808 by two outstanding figures in the development of civil engineering: Thomas Telford and William Jessop. Through their dynamic relationship the canal became a testing ground for new ideas that were carried forward into subsequent engineering practice internationally.





It was inscribed as a World Heritage Site in 2009 and to be included on the World Heritage List, sites must be of outstanding universal value and meet at least one out of ten selection criteria. Pontcysyllte Aqueduct and canal meet the following three criteria:

- **Criterion (i):** The Pontcysyllte Aqueduct is a highly innovative monumental civil engineering structure, made using metal arches supported by high, slender masonry piers. It is the first great masterpiece of the civil engineer Thomas Telford and formed the basis of his outstanding international reputation. It bears witness to the production capacities of the British ironmaking industry, which were unique at that time.
- **Criterion (ii):** The intensive construction of canals in Great Britain, from the second half of the 18th century onwards, and that of the Pontcysyllte Canal in particular in a difficult region, bear witness to considerable technical interchanges and decisive progress in the design and construction of artificial waterways.
- **Criterion (iv):** The Pontcysyllte Canal and its civil engineering structures bear witness to a crucial stage in the development of heavy cargo transport in order to further the Industrial Revolution. They are outstanding representatives of its new technical and monumental possibilities.

Pontcysyllte Aqueduct crosses the Dee Valley on nineteen cast iron spans at a height of 126 feet/38.4 meters: a structure recognised internationally as a masterpiece of waterways engineering and a pioneering example of iron construction. The canal exemplifies the new approaches to engineering developed by Britain during the Industrial Revolution and taken up in subsequent waterway, railway and road construction throughout the world. The engineers intervened in the landscape with a new scale and intensity, challenged by the need to cut the waterways across the grain of the Welsh upland topography. At the time of its completion this length of canal was described as ‘composed of works of more



difficult of execution than can perhaps be found anywhere within an equal distance of canal navigation'. It combined vigour of engineering with a particular sensitivity to its impact on a valued landscape. All of the features were to become characteristic of highly engineered transport routes can be seen in the site, including tunnels, cuttings, aqueducts and embankments, many of them technically innovative or of a monumental scale, together with bridges, culverts, weirs and associated features. The whole site has remained in continuous use for two hundred years – for some one hundred and thirty years by traffic in coal, iron, slate, limestone and general goods, and in more recent times to carry pleasure boats and convey drinking water. It is widely valued for its historical importance, beautiful environment and breathtaking structures and attracting hundreds of thousand visitors a year.

Pontcysyllte Aqueduct and Canal are outstanding monuments of the canal age in the United Kingdom, which flourished from 1760s until the establishment of a network of locomotive railways from the 1830s. Canal building reached its zenith after 1790, during the so called 'Canal Mania' that saw 1,180 miles/1,900 kilometers of new waterways completed in just 20 years. The construction of a network of canals in Britain to provide transport for raw materials and goods represented a new phase in the history of inland navigation and was a fundamental factor in the Industrial Revolution, enabling and promoting rapid economic growth, regional specialisation and urbanisation.

## City of Bath

UNESCO added The City of Bath as a 'cultural site' to its World Heritage List in 1987. Bath is included because of its Roman Remains, 18th Century Architecture, 18th Century Town Planning, Social Setting, Hot Springs and Landscape Setting.



The city of Bath in South West England was founded in the 1st century AD by the Romans who used the natural hot springs as a thermal spa. It became an important centre for the wool industry in the Middle Ages but in the 18th century under the reigns of George I, II and III it developed into an elegant spa city, famed in literature and art. The City of Bath is of Outstanding Universal Value for the following cultural attributes:

- The Roman remains, especially the Temple of Sulis Minerva and the baths complex (based around the hot springs at the heart of the Roman town of Aquae Sulis, which have remained at the heart of the City's development ever since) are amongst the most famous and important Roman remains north of the Alps, and marked the beginning of Bath's history as a spa town.
- The Georgian city reflects the ambitions of John Wood Senior (1704-1754), Ralph Allen (1693-1764) and Richard "Beau" Nash (1674-1761) to make Bath into one of the most beautiful cities in Europe, with architecture and landscape combined harmoniously for the enjoyment of the spa town's cure takers.
- The Neo-classical style of the public buildings (such as the Assembly Rooms and the Pump Room) harmonises with the grandiose proportions of the monumental ensembles (such as Queen Square, Circus and Royal Crescent) and collectively reflects the ambitions, particularly social, of the spa city in the 18th century. The individual Georgian buildings reflect the profound influence of Palladio (1508-1580) and their collective scale, style and the organisation of the spaces between buildings epitomises the success of architects such as the John Woods (elder 1704-1754, younger 1728-1782), Robert Adam (1728-1792), Thomas Baldwin (1750-1820) and John Palmer (1738-1817) in transposing Palladio's ideas to the scale of a complete city, situated in a hollow in the hills and built to a picturesque landscape aestheticism creating a strong garden city feel, more akin to the 19th century garden cities than the 17th century Renaissance cities



## Giants Causeway

The Giants Causeway was inscribed as a World Heritage Site in 1986. It is a natural World Heritage Site.

The Giants Causeway and Coastline is a spectacular area of global geological importance on the sea coast at the edge of the Antrim plateau in Northern Ireland. The most characteristic and unique feature of the site is the exposure of some 40,000 large, regularly shaped polygonal columns of basalt in perfect horizontal sections, forming a pavement. This dramatic sight has inspired legends of giants striding over the sea to Scotland. Celebrated in the arts and in science, it has been a visitor attraction for at least 300 years and has an accessible array of curious geological exposures and polygonal columnar formations formed around 60 million years ago. The Giants Causeway and Causeway Coast site and in particular the strata exposed in the cliff faces, have been key to shaping the understanding of the sequences of activity in the Earth Geological history.

- Criterion (vii): The cliff exposures of columnar and massive basalt at the edge of the Antrim Plateau present a spectacle of exceptional natural beauty. The extent of visible rock sections and the quality of the exposed columns in the cliff and on the Causeway combine to present an array of features of considerable significance.
- Criterion (viii): The geological activity of the Tertiary era is clearly illustrated by the succession of the lava flows and interbasaltic beds which are in evidence on the Causeway Coast. Interpretation of the succession has allowed a detailed analysis of Tertiary events in the North Atlantic. The extremely regular columnar jointing of the Tholeiitic basalts is a spectacular feature which is a unique formation and a superlative horizontal section through columnar basalt lavas.





## 1.3. Our Organisation, Partners and Consultees



### **The Hwb Torfaen**

The Hwb Torfaen is a registered Charity (number 1175585). The charity is the lead on this project.

The Hwb Torfaen became a charity in 2017 (first known as Blaenavon PACT Youth Panel) after 11 years as operating as a youth community group known as the NEON youth club. In 2017 it became a registered charity as a part of an ambitious Big Lottery programme of £250000 combining both statutory and third sector resources to deliver youth provision. It used the new charitable status to formalise its governance structure and seek additional funding. Since this time, the Hwb has secured a further £65,000 from Children in Need to continue various aspects of the work, £25,000 from NHS, £43000 WCVA, along with other pots of funding totalling over £100,000. It was at this time the Torfaen Council HLF funded programme World Heritage Youth Ambassadors was formally merged into the Hwb as part of a suitable exit strategy.

The Aims of the charity are to:

To advance in life and relieve needs of young people in Blaenavon and the surrounding areas through:

(a) the provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;



(b) providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

The charity's core provision includes a youth service in Blaenavon which is open 5 days a week providing a variety of projects, programmes and activities (e.g. employability workshops, healthy living activities, skills development, youth ambassadors) designed to support young people to achieve the best possible head start in life. This is where the voluntary group Youth Ambassadors will be hosted. In addition to providing youth-based activity, will provide Job Clubs, training and qualifications for those young people furthest from the job market. The project, a partnership led by the Hwb involves many partners including Torfaen Youth Service, Gwent Police and World Heritage Youth Ambassadors.

Alongside the charity, the Hwb also set up a CIC to examine charitable trading. In June 2019, through this, the Hwb will take on the management of a large community facility in the southern end of Torfaen. This facility will generate an income which will sustain the organisation for the future.

The charity is governed by a constitution and a board of Trustees. The six trustees have been selected and become involved due to their expertise in different areas that relate to the aims of the charity. This expertise also ensures that the Charity is best placed to deliver this programme:

- Mark Price - Chair - Business owner (Nursery). Expertise in Business and community.
- Dave Williams - Vice Chair - Head of Torfaen Youth Service
- Gareth Brenton - Treasurer - Teacher, trustee of other cultural organisation.
- Ashleigh Taylor - Secretary (Development Phase consultant) Torfaen Cultural Manager, Lead on Learning and Engagement in Blaenavon World Heritage Site. (Previous YAMS manager)



- Gareth Davies - Trustee - Chair of Blaenavon Town Council
- Lynsey Evans - Trustee - CEO of Sguiliau and Training provider.

The organisation is operationally managed by a manager and several youth workers, alongside trainees, apprentices and more. The manger, Mr. Dan Oliver, will also support in the management of the project alongside a dedicated youth worker who will deliver the youth support.

During the development of the round one application, the Hwb Torfaen engaged and consulted with a large amount of partners including but not limited to, young people in Blaenavon and across the UK, Blaenavon World Heritage Site, other World heritage Sites, Torfaen County Borough Council, Blaenavon Town Council, and Blaenavon local community. These groups have been consulted with in more detail since the success of the Round 1 application and all want to be involved and are keen to help deliver a high-quality youth programme to help young people become fully engaged in the significance of its global heritage.

## Young People

Our main partner and consultees are the young people who have been involved in the project to date, who live in Blaenavon and access the Hwb youth provision. The World Heritage Youth Ambassadors in the time of its funded project engaged with 72 young people in Blaenavon and had a wider reach across the UK with another 61 young people in 7 other World Heritage Sites and 134 participants in the UNESCO UK National World Heritage Youth Summit in 2015. Many of these young people are still involved with the Hwb and have supported the development phase. In addition, a new cohort of young people have been consulted on, who have had no prior experience of the project. The Hwb itself has access to hundreds of young people, and these young people have been consulted with during the development phase. These young people come from Blaenavon, and so a deprived area, but one that has a proud tradition of



supporting its heritage. Moving forward into the delivery phase, the young people from Blaenavon, and those in the areas surrounding the pilot projects will become our key partners and stakeholders.



## **Sgiliau.**

Sgiliau is a completely new kind of learning organisation set up to engage young people through providing practical skills and experience for the creative industries leading to relevant qualifications. Sgiliau is one of the few providers in Wales specialising in this kind of learning in the creative sector.

Their courses are specifically designed to suit individual learner needs and they aim to work with young people with special needs, anxiety, mental health issues, lack confidence or have specific learning difficulties.

Their provision is designed to engage young people through practical learning. Young people can learn new skills accessing state of-the-art equipment, software, resources and well-experienced skilled tutors. They foster an environment that allows students to develop and improve their self-confidence and self-esteem through enabling them to express themselves through creative media. By doing so learners develop the wider skills they require for employment, further education or training.



## **Torfaen County Borough Council**

Torfaen CBC is a Unitary Authority providing statutory and non-statutory services to the communities of Torfaen. Torfaen has an area of 126km<sup>2</sup> and is the 3<sup>rd</sup> smallest borough in Wales. It has a population of around 91,400. There are three main settlements running from the south to the north. The town of Blaenavon is the furthest north in the borough.

Torfaen CBC is the Lead on the Blaenavon World Heritage Site and as such a key partner in the Youth Ambassador Programme. They are supplying match funding, and





staff time towards the project. The Council's Economy & Skills Division leads on the World Heritage Site which has officers specialising in regeneration, planning, building conservation, community development and heritage.

Prior to the development of this particular project the Council led on the Youth Ambassador HLF funded programme and has worked and consulted extensively with the community and key organisations within it. Through-out the development of this project the Hwb has utilised the extensive the work of Torfaen CBC to inform the development of the programme.



## **Blaenavon Town Council**

The Blaenavon Town Council represents the local community council for the town. Based at Blaenavon Workmens' Hall, it has 12 Members representing the community and is a financial partner for the project and a key consultee contributing £6,000 to the project. Blaenavon Town Council is a founding member of the Blaenavon WHS Partnership and has been a key partner in delivering the wider strategy for the WHS since 2000.



## **Cadw**

Cadw is the Welsh Government's historic environment service working for an accessible and well-protected historic environment for Wales. Cadw is a partner as they look after all WHS in Wales and they sit on the Blaenavon World Heritage Site Steering group.



## **Blaenavon Learning and Engagement Group**

The Blaenavon Learning and Engagement group is the key group that operate under the World Heritage Site Management plan to deliver the plans actions relating to learning and engagement. It is an open group to all interested in delivering learning and engagement activity within the World



Heritage Site. The Hwb Torfaen is represented on this group, and currently chairs the group. The group gives access to other organisations who can provide opportunities for the Youth Ambassadors to participate in; the following organisations are represented through this group:

- Big Pit National Coal Museum
- The Blaenavon Ironworks (Cadw)
- The Blaenavon Community Museum
- Monmouth shire Council
- Blaenavon Railway
- Blaenavon World Heritage Environment Group
- Blaenavon Townscape Heritage Initiative
- The Hwb Torfaen
- Blaenavon World Heritage Centre
- Blaenau Gwent Council
- Brecon Beacons National Park
- Blaenavon Town Team
- Blaenavon World Heritage Day Committee
- Workmen's Hall Company
- Royal Commission.



## **Blaenavon World Heritage Day Committee**

Blaenavon World Heritage Day Committee is a voluntary community group established in 2000, the year the Blaenavon Industrial Landscape was inscribed as a World Heritage Site. The Committee's primary purpose is to raise the profile of the World Heritage Site by delivering the towns annual World Heritage Day celebrations. This event celebrates the towns World Heritage Site status and next year (2020) will see the 20<sup>th</sup> World Heritage Day delivered by the Committee. The Committee meets on a quarterly basis and has attracts 15-20



members. The Youth Ambassador programme will support the committee through being stewards and will be involved celebrating the heritage significance of Blaenavon's town which will be showcased on World Heritage Day for the duration of the Programme.



## **World Heritage: UK**

World Heritage: UK is the national body and charity that represents all 31 World Heritage Sites within the UK. World Heritage: UK have been hugely supportive of the program since its inception and are currently looking to allow the program to affiliate to the wider UK through its website and membership. They will also facilitate the Learning and Engagement network.

## **Other World Heritage Sites.**

Within the UK multiple other World Heritage Sites have been consulted through the development of the learning and engagement network and pilot sites. These are detailed in the consultation plan.



## 1.4. Strategic Context

The programme of activities is designed to function within the context of a wide range of strategic and policy frameworks that the Blaenavon Industrial Landscape World Heritage Site and wider World Heritage Sites are managed within. The overall strategic context has three significant levels.

### **International**

World Heritage Sites are areas recognised by UNESCO as being of *Outstanding Universal Value*. Their cultural or natural heritage is so exceptional as to transcend national boundaries and to be of common importance for present and future generations of all humanity. They belong to all the peoples of the World, irrespective of the territory on which they are located. As a result, they are intended to promote peace and intercultural understanding as well as collective responsibility for the protection of our shared cultural and natural heritage.

All World Heritage Sites must adhere to the UNESCO policy agenda and specifically to the Operational Guidelines for the Implementation of the World Heritage Convention. All World Heritage Sites must manage participation to enable a thorough understanding by all stakeholders. The Youth Ambassador programme provides the opportunity for Young People, an under represented demographic and key stakeholder to become involved in the World Heritage Sites through supporting the development of a greater appreciation, involvement and understanding of the importance of World Heritage.

### **National**

All World Heritage Sites operate within the context of a range of key legislative and policy frameworks. Amongst the most significant legislative provisions in relation to





delivery of the Youth Ambassador programme is the Wellbeing of Future Generations Act (Wales).

The Wellbeing of Future Generations Act (Wales) 2015 sets out a common aim for the public sector to improve the economic, social, environmental and cultural wellbeing of Wales in accordance with the sustainable development principle. The activities presented in this Plan therefore provide the ideal opportunity to achieve this goal by engaging local people and the community with its heritage in a way that also benefits the local economy.

Stakeholder engagement is at the core of both Welsh and UK policies and strategies to tackle poverty and increase wellbeing. At the 2017 Welsh Museums Conference, the Future Generations Commissioner for Wales spoke about the significant role heritage and museums can play in cultural well-being. This Plan has been designed to engage of all ages in the community and is aligned to the Wellbeing of Future Generations Act (Wales) 2015.

Welsh Governments Fusion Programme embodies the principles of the Well-being of Future Generations Act and seeks to take forward the recommendations of Baroness Andrews report “Tackling Poverty through Culture”. The Programme is designed to use culture to support the most vulnerable demographics and increase aspiration. More specifically, it aspires to ‘*build resilient communities*’ by seeking to provide work-based skills, mentoring and viable skills for employment. This Activity Plan sets out opportunities to deliver these objectives including working with Sgiliau to provide trainees and apprentices; and providing activities that support young people, children, and in enhancing their skills base.

Youth Policy in the England United Kingdom targeting young people sit in different departments across government. For example, policy responsibility for young



people's mental health sits in the Department of Health, whereas responsibility for out-of-school opportunities for young people sits in the Office for Civil Society in the Department for Digital, Culture, Media and Sport. These departments' policies address different age ranges, and so there is no single age range for youth policy in England. The activity plan however delivers activity that deliver's against objectives within each of these policies. The program activity supports an increase in wellbeing, by using youth work principals, and adopting an informal approach to training and education. It supports young people's mental health through supporting young people to develop effective peer networks and providing effective and qualified support to their wider lives through the use of qualified youth workers.

In Wales, there is a National Youth Work Strategy. This states that 'Youth work interventions can have a positive effect on formal educational outcomes'. By ensuring that the World Heritage Youth Ambassador works to youth work principals' young people can learn to take greater control of their lives and be supported to recognise and resist damaging influences that can affect them. The associated Welsh Youth Engagement and Progression and Implementation Plan sets out expectations and areas of focus to reduce NEETs, linking to the tackling poverty action plan. It also states that there are better outcomes for young people with early intervention. The progression route identifies young people who are at risk of becoming NEET and will provide activity that tackle the root causes of their disengagement with traditional education methods.

## Local

Since inscription as a World Heritage Site in 2000, the regeneration of the town and Broad Street has formed part of a wider strategy which seeks to create a cultural tourism destination focused on the sensitive promotion of the areas industrial heritage. This strategy is embedded within the World Heritage Site Management Plan (2011 –



2016) and the current new draft World Heritage Site Management Plan (2017 – 2022).

The Plan sets out the long term vision for the WHS as follows:

*“The Blaenavon Industrial Landscape is cared for and presented so that future generations may understand the outstanding universal contribution South Wales made to the Industrial Revolution through exploring, enjoying and learning, thereby contributing to the economic, social, environmental and cultural well-being and prosperity of its communities”.*

The conservation and management of World Heritage Site is led by the Blaenavon World Heritage Site Partnership, made up of 11 key partners which comprise the following organisations –

- Torfaen County Borough Council
- Blaenau Gwent County Borough Council
- Blaenavon Town Council
- Brecon Beacons National Park Authority
- Cadw
- Glyndwr Canal & River Trust
- Monmouthshire County Council
- Amgueddfa Cymru National Museum Wales
- Natural Resources Wales
- Royal Commission on the Ancient & Historic Monuments of Wales
- Visit Wales



Torfaen CBC lead the Partnership as 50% of the World Heritage Site resides within Torfaen. The Council manages the World Heritage Centre, located in the former St Peter's School, and hosts the World Heritage Site web site, where all the key studies and management documents related to this project and the World Heritage Site are located.

Following public consultation, the new draft Management Plan for the World Heritage Site (2017-2022) has responded to community input and a revised governance structure (See below) for the Partnership has been developed which strengthens community engagement in management of the WHS. The Plan also recognises the importance of learning and community engagement identifying these as key themes for the Plan period. Policies supporting these themes are presented below.

- Policy 4.1: Actively engage young people in the World Heritage Site so that future generations have a voice in the decisions that affect the heritage in their communities.
- Policy 4.2: Support volunteering to encourage greater community engagement in the World Heritage Site.
- Policy 4.3: Maximise the educational and learning potential of the World Heritage Site to enable local communities to fulfil their potential.

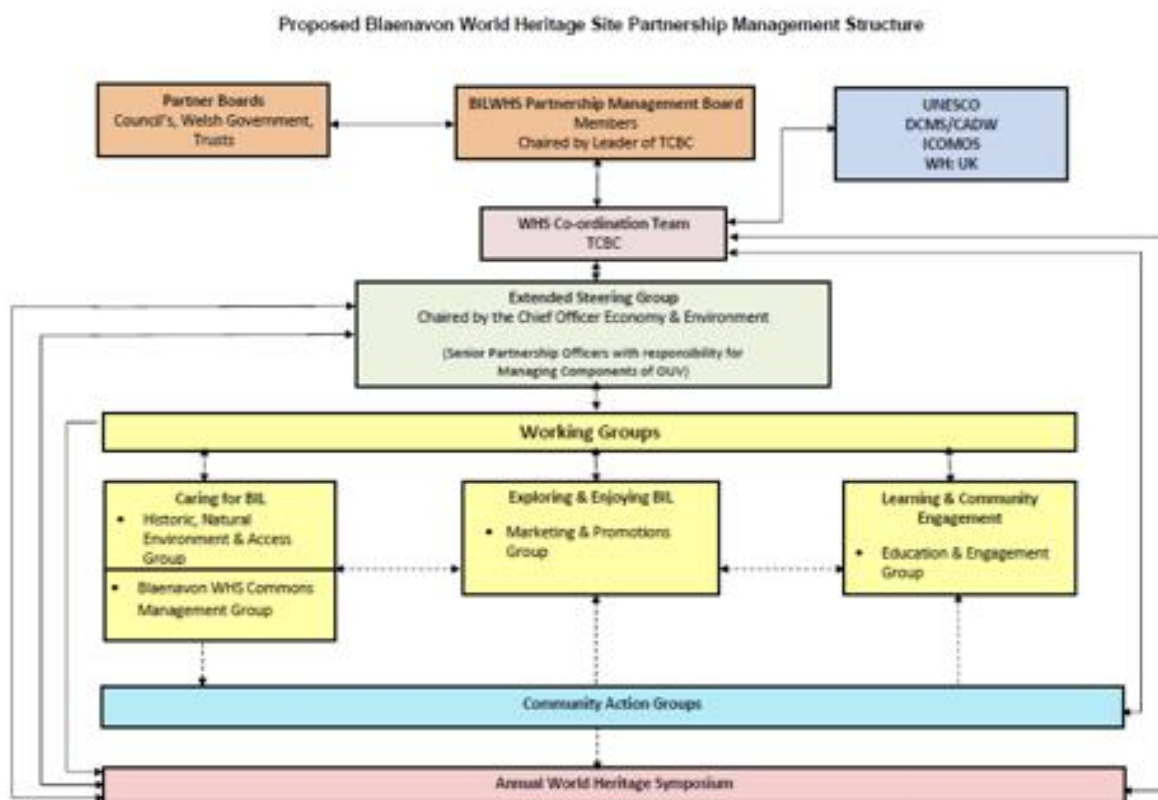
The community in Blaenavon are committed to and very proud of their World Heritage Site status and this is reflected in the continued interest and engagement of communities in projects such as the Townscape Heritage Initiative. In the regeneration of Blaenavon, Torfaen CBC has continued to engage with numerous local, national and international bodies and organisations. It is committed to working in partnership to deliver improvements to local services and engages with the local community on a daily basis. Many organisations and community groups are involved in the Blaenavon World Heritage Site Partnership.





Since its formation, Torfaen CBC and the wider partnership has recognised the importance of engaging local people and communities in understanding the significance of their global heritage and their efforts in achieving this have been recognised by UNESCO as an exemplar for community engagement having been featured as the only UK case study in their publication “Benefits Beyond Boundaries” (UNESCO, 2012) which celebrated the 40<sup>th</sup> anniversary of the 1972 World Heritage Convention.

Diagram 1. Management Structure for Blaenavon World Heritage Site Partnership 2019 - present



## 1.5 Project Aim and Activities

### 1.5.1 Project Aim

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.

This project will support 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.

The Young people who engage with the program 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.



## 1.5.2 Project Activities

The program, although complex and interwoven, can be broken down into seven critical key activities of which delivery of will ensure all outcomes, accreditations, and outputs are met and measured to achieve the program overall vision and objectives.

- **Activity 1:** World Heritage school and youth group workshops delivered by trainees and apprentices
- **Activity 2:** Youth Ambassador voluntary group(s)
- **Activity 3:** Apprentices and trainees progression route
- **Activity 4:** World Heritage Learning and Engagement Network
- **Activity 5:** Adult Training
- **Activity 6:** Engage Pilot Areas to trial the program in diverse World Heritage Sites.
- **Activity 7:** Develop the program to be sustainably managed

These seven activities will undertake and deliver the following objectives as specified in the round 1 application and developed during the round 2 application:

**A1A** 500 children and young people will participate in workshops focused on World Heritage and explain why it is important to care for it and how to take action

**A1B** 5% of young people from Workshops will become involved in volunteer group Youth Ambassadors

**A1C** 500 Young people will feel more connected to their World Heritage Site in year one for trainees and apprentices to support them to deliver workshops.

**A1D** 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future



**A2A.** 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. 60% of Young People engaging with the programme will be classed as vulnerable or disadvantaged.

**A2AA.** Recognize the voluntary nature of the group by accrediting minimum of 1000 volunteer hours and deliver 60 volunteer certificates.

**A2B.** Enable young people to be represented on two new community and World Heritage groups to contribute to the community and World Heritage decisions to make the local area a better place to live.

**A2C.** Support 80% of Young People will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity.

**A2D.** The Ambassadors will support a minimum of 2 community led projects that relate to the management or protection of World Heritage Sites e.g. Landscape management, Interpretation project,

**A2E.** Deliver an accredited but voluntary training programme of activity, including heritage learning, peer educator training, advocacy, action planning, team building days, community event, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.

**A2F.** Support 122 young people to achieve a World Heritage Youth Ambassador Short Course accreditation (100 Youth Ambassadors, 22 trainees)

**A2G.** Develop two new World Heritage course for those that achieve over 60 hours on the short course.

**A3A.** Deliver a “progression route” for employability skills in the heritage sector to 62 YP through 40 engagement traineeships (20/year), 20 Traineeships and 2 apprentices

**A3B.** Deliver a minimum of 62 level 1-3 qualifications

**A4A.** Create an online national network bringing together key stakeholders involved in youth lead practice





**A4B.** Create a governance structure, with support from World Heritage: UK to support the legacy of the network and ensure influence at the highest levels.

**A4C.** Deliver 2 network events over 2 years to facilitate face to face sharing of best practice and develop skill in engaging with young people.

**A5A.** Deliver 6 adult workshops to a minimum of 30 adults focused on increasing positive youth engagement within a world heritage site over 2 years.

**A5B.** Increase the confidence of 30 adults to work with young people.

**A5C.** Increase the involvement of young people within the world heritage setting where adults are trained by 10% (baseline required).

**A5D.** 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.

**A6A.** Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.

**A6B.** Facilitate one World Heritage youth festival to allow young people to discuss date and influence World Heritage youth practice at the high

**A6C.** Create a youth World Heritage forum to represent young people to World Heritage: UK.

**A7A.** Deliver a robust bespoke monitoring and evaluation toolkit on the impact of the programme on world heritage, young people and communities.

**A7B.** Create a financially sustainable exit strategy for the programme

**A7C.** Employ a programme manager with both heritage and youth skills to manage the programme and bring together partners to support each area.

**A7D.** Work in partnership with communities and professional youth staff to deliver the objectives of the program.

**A7E.** Design (bi-lingual) branding and marketing materials to promote the program across the UK to young people and organisations.



## 2. Involving People

### 2.1 Consultation to date

A huge amount of consultation was undertaken prior to the development phase due to the fact the project has been running for four years. (This is detailed in supporting document one and four). This can be summarised as below.

- **265 Blaenavon World Heritage Youth Ambassadors** was a pilot project for this programme; its evaluation has been the key reference for the development of this programme, alongside consultation with young people. Resulted in programme of activity, residential activity, team building and the youth centric approach. Also consulted on motivations and barriers to involvement: which has resulted in community training, recruitment methods, a national youth board to influence the “adults”.
- **Durham University learning team:** Feb 2018 – June 2018. In depth consultation on the development of a YAMS group in Durham.
- **Fountains Abbey WHS:** Feb 2018 – June 2018. In depth Consultation on the development of a YAMS group in Durham.
- **Sgiliau. May 2018.** Development of apprentice and traineeship placements.
- **82 young people from 6 WHS’s engaged in pilot schemes. April 2016-Feb 2018.** Trialled youth ambassador qualification. Demonstrated YP wanted to get involved. Consultation in 2018 demonstrated wish to continue and wish for involvement with other WHS.
- **135 Youth Summit participants. Oct 2015.** Young people age 12- 21 not traditionally involved in World Heritage. Consulted on the perception of World



Heritage and whether they would wish to get involved if they had the opportunity. Demonstrated the need and want of young people to get involved A large scale event was an excellent approach to gathering young people to discuss matters with adults.

- **World Heritage: UK; representing all WHS in the UK. Feb 2016 / Oct 2016 / Nov 17.** Consulted on the ability, capacity and motivation of UK World Heritage sector to engage young people both operationally and strategically. Resulted in a development of governance, need for strategy and development of WH:UK youth seat.
- **80 Blaenavon Community members 2017:** Consulted on multiple occasions on impact and perception of young people. Resulted in development of community training and youth engagement being written into Management Plan.
- **Torfaen Youth Service. Jan 2017 – Feb 2018.** Consulted on the approach to working with young people. Supported the development of youth centric model of work.
- **National Trust, Cadw, Canal & Rivers Trust, Dorset Youth Association, Jurassic Coast Trust, Derwent Valley Mills, Durham University, Wrexham Youth Service, Wrexham County Borough Council, Maritime Greenwich Learning Team, Giants Causeway Learning Team, Saltaire WH Team, Titus Salt School, Consulted over period of April 2016-January 2017, Scotland World Heritage Teams (workshop November 2016):** Multiple consultation to inform development of activity and need. Resulted in programme of activity, training needs and budget, the need for support and a UK Wide network where professionals can gain support, share best practise and develop new partnership working.
- **Ironbridge Institute (Birmingham University):** Multiple consultations to inform development of need in World Heritage sector and development of approach to



heritage learning. Resulted in support for national network, summit type activity, and a need for World Heritage specific learning.

- **ASDAN: Consulted in February 2016/December 2016/2017.** Development of accreditation methods and ongoing accreditation needs.

## 2.2 The Consultation processes

The Hwb's approach to consultation stems from its own values as an organisation. First and foremost, we strive to return to young people a voice- Both as individuals and as a legitimate collective. This goes beyond asking for simple input and involves ceding both decision-making and agenda-setting to young people in a progressive fashion. The Hwb simultaneously encourages and facilitates young people critically reflecting on their own values and principles, with the eventual aim of them being able to manage their own provisions to meet their own needs.

Staff at The Hwb adopt a 'servant-leader' approach, acting as stewards of a safe and secure space for young people to explore their identities in and take ownership of. This bypass' traditional cycles of consultation and implementation by allowing young people to simply do what they want to do. The assistance, not the permission, of staff is only requested when young people themselves identify a gap in resources or delivery.

As a result, young people learn the skills to venture further than The Hwb whilst also recognising it as a kind of harbour which they can return to for support. This combination allows them to successfully advocate for themselves and their peers in the wider community, volunteering at local events, sitting on The Town Team, and attending the meetings of the board of trustees of The Hwb itself. As well as





influencing these at an authentic level of participation, the young people who do so also bring their successes, along with energy and evaluation, back to The Hwb.

This not only reinforces a positive cycle of voluntary engagement leading to real change, but visibly demonstrates it to *all* our young people. In turn, more of them come forward with their ideas and their time, in significantly higher numbers than respond to surveys and questionnaires. Much of The Hwb's consultation is similarly incidental and relies on attentive staff who are sensitive to what young people have to contribute in conversations that span a wide range of formality.

The success of this approach is evident in the accuracy of The Hwb's provision, which consistently attracts upwards of fifty young people per session, multiple times in a single week, and in the quality of its award-winning projects, like the World Heritage Youth Ambassadors. Young people at The Hwb value it for its warmth and openness, as a place which raises their aspirations, solidifies their self-belief, and equally champions their diverse voices. That, to us, is true consultation.

When planning for consultation during the development phase, recognition was given to vast amount of consultation undertaken in the previous four years. A decision was taken by the project management team not to replicate this, but rather identified key groups where more information was needed. key target groups in addition to Young People age 13- 25 were identified; these included (but were not exhaustive)

- a. Young People accessing current Hwb provision
- b. Blaenavon WHS staff
- c. World Heritage Site coordinators
- d. WHS staff specifically those with leads on learning and engagement



e. Hwb and Youth Service staff

f. Youth Services and schools in World Heritage Sites

g. Sgiliau staff and coordinators.

To support the consultation key themes and topics were designed to help inform, refine and develop the activity as well as to direct the engagements. These were:

- Development of a UK Wide youth engagement network to develop cross boundary work
- Influencing the management of World Heritage
- Delivery of Youth programmes of activity
- Recruitment of Young People to the programme.
- Capturing data and evaluation

A planned approach was created to deliver this consultation, which was ongoing and formed a part of the development of the round 2 application. This is further detailed in supporting document 4.



## 3. What we learned from consultation

### 3.1 Summary of findings

The round 2 consultation consolidated and agreed with the findings of the last four years. The focus of the round two consultation was on practicalities for the project and focused into five key themes. Full details of the consultation can be found in supporting document four.

#### **a. Development of a UK Wide youth engagement network to develop cross boundary work**

The feedback from World Heritage Sites across the UK has identified that there is a will to develop a network, where key professional and community members can come together to share information, best practice and join their working up. World Heritage: UK are fully supportive of this, and consultation with them has identified that they wish to be the legacy for the project, but are unable to resource the instigation of the network. This program will resource and support the wider sector to initiate a network with WH:UK.

#### **b. Influencing the management of World Heritage**

Consultation in round one supported the findings of the previous years, that without dedicated support, young people do not understand the importance of influencing the management of World Heritage, or how to do it. This is compounded by the lack of



ability for World Heritage Sites management structures to be able to respond and adapt to the needs of a young person. This program will support both young people and World Heritage to overcome these barriers.

### **c. Delivery of youth programmes of activity**

The young people of Blaenavon were consulted in the types of activity that they wished to see, and the results supported the findings of the last four years. Fun, informal, social with trips and residential's are key ingredients that young people need. This program will adopt, with the needs of the young person at the heart of the program, with heritage being the tool to engage.

### **d. Recruitment of Young People to the programme.**

It was widely agreed that initial recruitment should come from pre-existing groups of young people. Word of mouth then will provide a good basis for requirement of further young people. This program will provide key marketing tools (posters, leaflets, social media guidance etc..) for every World Heritage Site who wishes to be involved.

### **e. Capturing data and evaluation**

This appeared to be the most difficult concept for most of the consultees. World Heritage Sites will need support to understand and capture impact on a wider scale. While most understand the concept of wellbeing, how to evidence this was a challenge. This project has commissioned a youth expert to develop a monitoring and evaluation framework, which will support World Heritage Sites in evidencing the impact of the project on young people and their heritage sites.

The overarching feedback and conversation with young people, community members and key stakeholders including the World Heritage Sector reflected a collective desire





to deliver high quality youth provision, that is fun, informal, non-class room based. Young people knew about world heritage but would only get involved if they thought it would be useful to them and sociable for them. The consultation also demonstrated that World Heritage Sites need and want young people to inform management and operational plans, as well as increase participation in World Heritage Sites. However it also identified generational intolerances, a fear of lack of engagement skills, a lack of joined up work to address youth engagement in a meaningful way and a lack of resources to deliver this work.

## 3.2 Audience for project

The Audience for this project can be broken down into key categories:

- Young people age 10-15 in school and youth group workshops
- Young People aged 13-25 (predominately in Blaenavon but also in Pilot Sites) in ambassador voluntary group and apprentice program.
- World Heritage Site adult communities and World Heritage site staff and professionals through adult training.

Although the focus of the audience is on Blaenavon, and its young people, the concepts around the audience are equally applicable to other World Heritage Sites.

### Local Youth population audience (Blaenavon)<sup>[1]</sup>

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<sup>[1]</sup> Statistics gained from Torfaen County Borough Council PSSU Research Team and <https://statswales.gov.wales/Catalogue>



Blaenavon has a population of 6055 (2011, Census). 25% are classed as young people. The population has lower than average ethnic diversity (2% compare to Wales wide 5%) and Welsh ability (14% compared to Wales wide 18%).

Blaenavon is ranked the 4<sup>th</sup> most deprived community in Torfaen with high unemployment and low skill levels amongst its population. Blaenavon 2 (WIMD LSOA) was a Communities First area and is ranked as the 196<sup>th</sup> most deprived in Wales which puts it in the top 10% of most-deprived LSOAs in Wales and the 4<sup>th</sup> most deprived in Torfaen out of 60 LSOAs. Like many Valleys towns, the decline of heavy industry and associated population loss has created challenges in terms of sustaining employment and services to the remaining population, which is reflected in the aspirations and achievement of its young people.

The socio economic profile of the town reveals many challenges. In terms of employment, Blaenavon 2 is ranked as 153<sup>rd</sup> most deprived LSOA in Wales and the 3<sup>rd</sup> most deprived in Torfaen. Of the total population, 16% are economically inactive compared to 12.2% for Wales (2011 consensus). Blaenavon has a high, rising level of unemployment equating statistically to 25.4% of children living in workless households (2015), which has led to a steady decline in both economic growth and future prospects. This is reflected in the education statistics, which reflects an under qualified population that needs support.

Of the total population, 32% of Blaenavon's population have no qualifications, and 30.9% only have a level 1 or 2 qualification. 22% of Blaenavon's population are DWP claimants, with 18% being out of work benefits packages. Of the under 25 population 28% aged 18-24 were JSA claimants. The Activity Plan and this program reflects the educational and socio-economic status of the population and the impact on the young people of Blaenavon recognising that this has led to low levels of qualification, and low future aspirations. Young People are unlikely to engage with activities that do not relate to them, or their lives.



The town of Blaenavon itself also reflects the social status of many of the town's residents, with limited opportunities. The nearest towns with facilities are the market towns of Pontypool or Abergavenny both around 6 miles away. With 26% of the population without access to a car, the relatively high cost of public transport (£5.20 single to nearest town) has left the population of Blaenavon comparatively isolated and reliant on the amenities within the town centre. This means that young people are unable to take advantage of opportunities outside of the boundaries of Blaenavon. In previous project, approximately 90% of the co-horts had never visited another World Heritage Site, and 80% had never even been into the capital of Wales, despite it only being 40 minutes away. This project provides a generous allowance for volunteer expenses to overcome any barriers that young people may face in becoming involved with the project.

A recruitment plan for targeting young people is attached in supporting document eleven.

## **Wider World Heritage Site Adult Audiences.**

Every World Heritage Site in the UK has a different governance structure and way of engaging with its communities and stakeholders. However, every World Heritage Site has some professional paid staff running elements of the Site and Communities that live, work and volunteer in the site.

. The professional community tend to be highly qualified individuals in their respective fields (planning, learning, heritage, culture etc...). Most staff recognise the need to engage with young people as a demographic stakeholder, however their expertise lies elsewhere, and there is limited ability or capacity, or will, to 'retrain'. Adult training will be aimed at key professional stakeholders and adult communities



that are involved with World Heritage sites and youth practice. It will look to work alongside highly qualified professional to provide alternative ideas for engagement, as CPD, rather than re-training on a course.

Although there is a density of active community volunteer groups usually involved within World Heritage Sites (particularly Blaenavon who have over 15) reflecting the intense pride that many have in the World Heritage Site, we find that there is limited involvement by young people in any of these groups, unless actively supported to be so. Most groups recognise the importance of involving young people and wish to engage with “youngsters”. However, despite this, there remains many intergenerational intolerances towards young people, and an expectation that they will engage with the groups on the same level as the adults. Many of the people involved in these groups tend to be middle classed and retired, and so there is a gap in understanding on how to work with the younger generations.

The World Heritage Youth Ambassador Scheme encourages young people to experience and become involved with the WHS. Its purpose is to empower young people to participate in and have a voice in World Heritage Site management alongside adults. It develops confidence, self-esteem, and their ability to solve problems, so they can help and ensure that the management and the community really listen to young people’s views. It will equally work with the adult communities to support them to understand how to engage with young people and where they may need to change their practice in order to be appealing.





Comments from Hwb youth Workers.

*“They do understand heritage, which is imbued in their community. They are very loyal to the community and what they feel is their own”.*

*“Responses from Blaenavon’s young people will differ from those of older residents, as they feel very differently and of course they are the hardest to reach group”.*

*“The very young and older residents are very engaged with our heritage but once they leave school, young people cease to be engaged”.*



## 3.3 Volunteering

As the Youth Ambassadors is a mix of both voluntary and participative activity, therefore 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”*

Volunteers are a key and valued component of the Activity Plan and it will not be delivered without their support. The Hwb has a very proactive approach to volunteering. All staff are experienced in managing volunteers and the Hwb has a volunteering policy and framework to support them. (Supporting document five) It is the policy of The Hwb to encourage volunteer workers, to contribute to the diverse range of informal educational opportunities The Hub provides to young people. The Hub acknowledges that volunteers can contribute in many ways, that their contribution is unique, and that it should benefit young people using the service, staff, local communities and the volunteers themselves.

The Hub values the contribution made by volunteers and is therefore committed to working in ways that are encouraging, supportive, ensure fairness, consistency and legal compliance in the management of volunteering within the Service.

### Summary of Volunteer Activity

Note: How the figures have been calculated.

- Vol hours expected:



- (No of vols x (3 sessions average @3.5 hrs (10 hours approx.))
- Cost in time
  - (No' of vols) x (3 sessions average @3.5 hrs) x (£25.00/session (hlf figure)

(Nb: 3.5hrs = ½ day = £25.00 unskilled rate)

Activity	No of vol's	Vol hours	Details	Cost in time
Youth Ambassador group	60	600	60 young people volunteering for 10 hours (min) over 2 years = 600 hours (three half day sessions each / 180 sessions)	£4500
Pilot area groups	40	400	40 young people volunteering for 10 hours (min) over 2 years = 400 hours (three half day sessions each)	£3000
Adult communities	30	105	30 adults volunteering for 3.5 hours / 1 session	£750
<b>Totals</b>	<b>130</b>	<b>1105</b>		<b>£8250</b>



## 3.4 Barriers to engagement

The past 3.5 years of running the World Heritage Youth Ambassadors (a pilot initially funded by HLF 2015-2017) has demonstrated both the need for the programme to address a lack of youth representation, allow young people a mechanism to become voluntarily engaged, and support World Heritage Sites to confidently work with young people. Building on the huge success of the project gives us the ideal opportunity to build on already established links with the sector, young people and youth services to develop the project further into a model that can be applied across the UK.

We know that the lack of youth focused provision in World Heritage venues is a barrier to youth engagement which leads to a lack of representation within UK World Heritage Sector. Young people and the World Heritage sector need a professional Youth Work approach help the understanding of youth issues and to tackle engagement barriers.

Consultation has shown us that when given the opportunity, young people enjoy participating in World Heritage, being a part of a community and want a voice but feel there are barriers to becoming involved in a predominantly adult arena.

Young people tell us that they need, value and want professional youth workers, and respond better to a “youth work” approach. However, we know that World Heritage site do not have the experience or resources to enable this.

Young People need an approach that is centred on what they considered “fun”, (day trips, and social opportunities, residential) and to build meaningful relationships, yet World Heritage focus on formal learning opportunities as it is what they know and feel comfortable with.





This programme provides the opportunity to support World Heritage Sites to make heritage venues places where young people feel safe, empowered and have fun, rewarding and interesting experiences. This leads to a better understanding of, and engagement with, heritage, because they choose to engage voluntarily which leads to measurable positive action and influence.

We also know that while World Heritage Site organisations and communities are supportive of the concept and programme, they feel ill equipped to understand or respond to the needs of young people and need additional support and resource. Communities often have negative views of young people, particularly in deprived areas with beliefs that anti-social behaviour is worse than it is in reality, and demonstrations of community intolerances are often reported to local youth services (e.g. complaints about young people “hanging around”, anti-social behaviour, vandalism etc...).

Successful youth engagement needs mature, respectful relationships between the generations. Building on local youth services community partnerships and providing training opportunities for community members to understand the rights and issues facing young people, will provide support to tackling intergenerational intolerances in local areas.

By providing this support, training and some resource to facilitate an inclusive voluntary approach, we will overcome this barrier. We will also provide facilitate a network to share ideas and work together to tackle engagement and organisational barriers.

Young people need access to learning and skills development to improve belief in future and employment prospects, build diversity, social capital and tackle social poverty and inequity. Poverty creates barriers to engagement. Most World Heritage Sites have areas of areas of deprivation within their boundaries, like Blaenavon



where, like Many Valleys towns, the decline of heavy industry and associated population loss has created challenges in terms of sustaining employment and services to the remaining population in Blaenavon.

Poverty has negative impacts on young people's health, aspirations, cognitive social, emotional and behavioural development, and educational outcomes. UK government strategy says that to tackle the causes of poverty that young people and children need to be supported to tackle this barrier, build diversity, and tackle social poverty and inequity, and we know, to engage with WHS.

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. Our experience demonstrates that the programme provides the opportunity to deliver activities that tackles some of the fundamental barriers to attainment; e.g building "character" skills, providing qualified support, alternative learning approaches and removing practical barriers to participation.

The Welsh Youth Engagement and Progression and Implementation Plan sets out expectations and areas of focus to reduce NEETs, linking to the tackling poverty action plan. This programme provides the opportunity to engage with young people who are NEET, or at risk of, in the progression route by working in partnership with the training provider Sgiliau.

Delivering an educational programme that is rooted in youth work and engaging with fun and rewarding accredited activities using World Heritage as a tool means young people have the opportunity to take greater control of their lives, be supported to recognise and resist damaging influences, raise attainment, and improve aspirations.



The Hwb has been rooted in the local community for the last seven years delivering youth services and is a “one stop” shop for all services relating to young people. We have strong links with key services, such as employability, counselling, wellbeing and safer living so provide the ideal opportunity to deliver the outcomes and impact needed for this project.



## 4. The Project

### 4.1 Project Vision

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.

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. 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. 30 adults will gain training on how to engage with young people outside of formal learning and a national network of World Heritage learning professionals will come together to promote youth engagement to the wider World Heritage Sector.

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 World Heritage. Using our own youth work model of engagement (Supporting document three) The Young people who engage with the program 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 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 (supporting document two) 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



- Voluntary Engagement
- Building relationships
- Informal educators
- Conversations

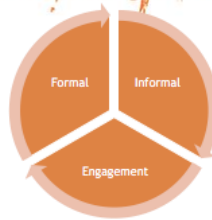
2. Responding primarily to the needs of the young person not the World Heritage Site

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 program 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:

- A. **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.
- B. **Residential activity.** Residential activity fosters deeper relationships, support experiential learning, and provides new environments for young people to experience.
- C. **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.
- D. **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.
- E. **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.



- F. 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 built, 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.

The programme 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.

The full concept of the project, along with the details of the training is within Supporting Document Seven; The Training Plan.





## 4.2 Project Activities

### Summary

The program, although complex and interwoven, can be broken down into seven critical key activities of which delivery of will ensure all outcomes, accreditations, and outputs are met and measured to achieve the program overall vision and objectives.

- **Activity 1:** World Heritage school and youth group workshops delivered by trainees and apprentices
- **Activity 2:** Youth Ambassador voluntary group(s)
- **Activity 3:** Apprentices and trainees progression route
- **Activity 4:** World Heritage Learning and Engagement Network
- **Activity 5:** Adult Training
- **Activity 6:** Engage Pilot Areas to trial the program in diverse World Heritage Sites.
- **Activity 7:** Develop the program to be sustainably managed



## Activity one. School and Youth Group Workshops.

- Key Partners: Blaenavon local groups and schools, Pilot site local groups and schools
- Audience: Local schools, local youth groups within World Heritage Sites.
- Budget: £2000 – stationary, printing and marketing

### **Aim**

To engage 250/ year school aged children (total 500) aged 10-14 with 15 World Heritage workshops over 2 years to be delivered by trainees and apprentices and supported by staff to support young people to understand and take action within their world heritage site.

### **Activity Objectives**

**A1A** 500 children and young people will participate in workshops focused on World Heritage and explain why it is important to care for it and how to take action

**A1B** 5% of young people from Workshops will become involved in volunteer group Youth Ambassadors

**A1C** 500 Young people will feel more connected to their World Heritage Site in year one for trainees and apprentices to support them to deliver workshops.

**A1D** 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future

### **Target Audience**

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:

1. Blaenavon VC Primary School
2. Ysgol bryn Onen
3. Varteg Primary School
4. Blaenavon Army Cadets
5. Blaenavon brownies and guides
6. The Doorway youth club
7. Torfaen Sea Cadets,
8. Togs (group for young people with disabilities)
9. Torfaen young carers association

These workshops will also be offered and available to the pilot areas.

## Summary of Activity

The school programme 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:

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

## Costs and resources

The workshop (likely to be 2 hours) will be delivered by trainees and apprentices, who will be trained to deliver the workshop. Support will be given to these trainees by Sguiliau the training provider and the programme director. The costs associated with this are covered under activity three.

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.

£2000 of stationary and printing costs will be used to cover any workshop material costs.





<b>1,000</b>	Printing learning materials
<b>1,000</b>	Stationary and office equipment

## Basic timetable

Timetable	Activity
Jan – March 20	Develop school workshops with trainees and apprentices
Jan – Mar 20	Capture baseline data.
March 20	Deliver training to trainees and apprentices on delivering educational workshops
April 20	Deliver Blaenavon Workshop as trial (Blaenavon VC school) and evaluate
May – July 20	Deliver workshops in pilot Sites
August 20	Deliver workshop to local groups delivered by trainees
As per new cohort of training start	Train new cohorts to deliver workshops
Quarterly (mar 20 – Sept 21)	Deliver workshops every approx. 2 workshops every quarter
Jan 20	Midterm evaluation
Sept – Dec 21	Evaluate final data

## Outcomes and evaluation (See SD 10 for full detail)

HLF Outcomes	Outputs
People will have learnt about heritage	<b>A1A</b> 500 children and young people will participate in workshops focused on World Heritage and explain why it is important to care for it and how to take action



People will change their attitudes or behaviours.	<b>A1A</b> 500 children and young people will participate in workshops focused on World Heritage and explain why it is important to care for it and how to take action
	<b>A1B</b> 5% of young people from Workshops will become involved in volunteer group Youth Ambassadors
	<b>A1C</b> 500 Young people will feel more connected to their World Heritage Site
	<b>A1D</b> 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future
People will have had an enjoyable time	<b>A1A</b> 500 children and young people will participate in workshops focused on World Heritage and explain why it is important to care for it and how to take action
	<b>A1D</b> 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future
A wider range of people will be involved in Heritage	<b>A1A</b> 500 children and young people will participate in workshops focused on World Heritage and explain why it is important to care for it and how to take action



## Activity two. World Heritage Youth Ambassadors Voluntary Group

- Key Partners: Hwb staff, Blaenavon local community groups, Pilot site local groups and staff
- Audience: Young People age 13-25.
- Budget: £46,337. (£38,319 NLHF / £8018 Cash match)

### Aim

The World Heritage youth ambassador program'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.

### Objectives

**A2A.** 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. 60% of Young People engaging with the programme will be classed as vulnerable or disadvantaged.

**A2AA.** Recognize the voluntary nature of the group by accrediting minimum of 1000 volunteer hours and deliver 60 volunteer certificates.

**A2B.** Enable young people to be represented on two new community and World Heritage groups to contribute to the community and World Heritage decisions to make the local area a better place to live.

**A2C.** Support 80% of Young People will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity.



**A2D.** The Ambassadors will support a minimum of 2 community led projects that relate to the management or protection of World Heritage Sites e.g. Landscape management, Interpretation project,

**A2E.** Deliver an accredited but voluntary training programme of activity, including heritage learning, peer educator training, advocacy, action planning, team building days, community event, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.

**A2F.** Support 100 Youth Ambassadors to achieve a World Heritage Youth Ambassador Short Course accreditation

**A2G.** Develop two new World Heritage course for those that achieve over 60 hours on the short course.

## Target Audience and recruitment (SD 11)

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.

## Summary of activity (Supporting document 12; activity plans)

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.
- 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 combination of youth professional skill and heritage professional skill will be used to deliver activity. 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 12 for 2019/20 activity plans).

In the original project delivered, many young people quickly volunteered over the 60 hours required by the accreditation World Heritage Youth Ambassadors, with many volunteering hundreds of hours over several years. However, once this had been completed, there was no other accreditation relevant to World Heritage they could complete, and no other way of being recognised outside of volunteering certificates. Young people identified that they wanted to have additional accreditations to recognise their growing skill and experience. Within this grant, funding has been allocated to develop 2 new accreditations that are “follow-on” from the World Heritage Short course. A training consultant will be appointed to develop and deliver these new pieces of work.

## Costs and resources



The Youth Ambassador group will be overseen by the program director but be supported in its day to day activity by a member of youth service staff. The apprentices and trainees will also have a remit to work with the group.

Budget: £46,337. (£38,319 NLHF / £8018 Cash match)

£8,039	PPE (t-shirt, hoodie, shoes, coat)
£8,640	Travel costs £3000/year: Approx (30/YR) x (average 24 sessions/yr) x (£6/session)
£8,640	Food, subsistence Approx (30/YR) x (average 24 sessions/yr) x (£6/session)
£2,000	Awards and recognition
£5,000	Consultant to develop accreditation model and deliver adult training support
£9,018	Accreditation costs ASDAN (1 qual = £15pp) + centre fees
£5,000	Minibus/coach hire

## Basic timetable

Timetable	Activity
Jan 20	Recruit training consultant.
Feb 20	Buy equipment for program
March 20 – Oct 20	Design new training courses and pilot them
Jan – March 20	Market and recruit youth ambassadors
March 20	Start group and Collect baseline data
March 20 – March 21	Deliver year one program of activity (as per supporting document 12)
April 20	Renew ASDAN licence
Sept 20	Run Awards year one



Dec 20	New training accreditation's developed and evaluated and 'live'.
March 21	Run youth festival
Jan 21	Evaluate end of year one
Jan 21 – Dec 21	Run year two program of activity (tbc)
Sept 21	Run awards year 2
April 21	Renew ASDAN licence
Oct – Dec 21	Evaluate program

## Outcomes and evaluation (See SD 10 for full detail)

HLF Outcomes	Outputs
Heritage will be better managed	<b>A2C.</b> Support 80% of Young people involved will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity.
Heritage will be in a better condition.	<b>A2D.</b> The Ambassadors will support a minimum of 2 community led projects that relate to the management or protection of WHS e.g. Landscape management, Interpretation project,
People will have developed skills	<b>A2G.</b> Develop two new World Heritage course for those that achieve over 60 hours on the short course.
	<b>A2E.</b> Deliver an accredited but voluntary training programme of activity, including





	heritage learning, peer educator training, advocacy, action planning, team building days, community event, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.
People will have learnt about heritage	<b>A2C.</b> Support 80% of Young people involved will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity
	<b>A2E.</b> Deliver an accredited but voluntary training programme of activity, including heritage learning, peer educator training, advocacy, action planning, team building days, community event, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.
	<b>A2F.</b> Support 100 Youth Ambassadors to achieve a World Heritage Youth Ambassador Short Course accreditation
	<b>A2D.</b> The Ambassadors will support a minimum of 2 community led projects that relate to the management or protection of WHS e.g. Landscape management, Interpretation project,



<p>People will have changed their attitudes or behaviours.</p>	<p><b>A2D</b> The Ambassadors will support a minimum of 2 community led projects that relate to the management or protection of WHS e.g. Landscape management, Interpretation project leading to feeling connected with heritage and community.</p>
	<p><b>A2C.</b> Support 80% of Young people involved will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity</p>
	<p><b>A2E.</b> Deliver an accredited but voluntary training programme of activity, including heritage learning, peer educator training, advocacy, action planning, team building days, community event, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.</p>
<p>People will have volunteered time.</p>	<p><b>A2AA.</b> Recognize the voluntary nature of the group by accrediting minimum of 1000 volunteer hours and deliver 60 volunteer certificates.</p>
<p>People will have had an enjoyable time.</p>	<p><b>A2E.</b> Deliver an accredited but voluntary training programme of activity, including heritage learning, peer educator training, advocacy, action planning, team building days, community event, to help Young People</p>



	learn about heritage and change their behaviours and attitudes about World Heritage.
A wider range of people will be involved in Heritage	<b>A2A.</b> 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. 60% of Young People engaging with the programme will be classed as vulnerable or disadvantaged.
Local place area will be a better place to live, work or visit.	<b>A2B.</b> Enable young people to be represented on two new community and World Heritage groups to contribute to the community and World Heritage decisions to make the local area a better place to live.
	<b>A2C.</b> Support 80% of Young people involved will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity.
	<b>A2D.</b> Enable young people to be represented on 2 new community and World Heritage groups and contribute to the community and World Heritage management decisions to make the local area a better place to live.
The funded organisation will be more resilient.	<b>A2F.</b> Support 100 Youth Ambassadors to achieve a World Heritage Youth Ambassador Short Course accreditation



## Activity three. Apprentices and trainee's progression route

- Key Partners: Sgiliau, Hwb
- Audience: Young People age 16-25
- Budget: £63,400. (£32,800 NLHF / £30,600 Cash match)

### **Aim**

To support and develop the confidence of young people to gain skills and have a route into training and employment using World Heritage as an engagement tool.

### **Objectives**

**A3A.** Deliver a “progression route” for employability skills in the heritage sector to 62 YP through 40 engagement traineeships (20/year), 20 Traineeships and 2 apprentices

**A3B.** Deliver a minimum of 62 level 1-3 qualifications

**A2D.** Enable young people to be represented on 2 new community and World Heritage groups and contribute to the community and World Heritage management decisions to make the local area a better place to live.

**A2E.** Deliver an accredited but voluntary training programme of activity, including heritage learning, peer educator training, advocacy, action planning, team building days, community event, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.

**A2F.** Deliver a minimum of 22 accreditations in World Heritage Youth Ambassador short course.





**A1D** 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future

## Target Audience and recruitment (SD 11)

The young people on the engagement and trainee programs 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.

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 apprentices will ideally be young people who have had prior involvement in the Youth Ambassador scheme.

## Summary of Activity (see SD7 training plan for full details)

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 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 qualifications at the engagement level will be basic entry level (0) and are designed to support NEET young people. Young people that have progressed from an engagement placement are supported to gain qualifications aimed at a level one. The type of qualifications will be tailored to each individual young person and



include; essential skills in application of number, communication, digital literacy, work related education, PSHE, welsh in workplace (see training plan for the list of qualifications available to select from) Each young person who completes the engagement placement will achieve a 10 hour World Heritage Youth Ambassador Short Course, and each traineeship will achieve a 30 hour World Heritage youth Ambassador Short Course, as well as a minimum of 1 level one QCF qualifications.

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

### Costs and resources

The Apprentice program will be overseen by the program director. They will liaise with Sgiliau. The apprentices/trainees will be supervised on a day to day basis by a Hwb youth worker, and Sgiliau worker.

Budget: £63,400. (£32,800 NLHF / £30,600 Cash match)

Project details	Total	Match	HLF request	Detail - over 2 years
Engagement placements	<b>£16,000</b>	£9600	£6,400	40 engagement placements x £50/week x 8 weeks



10 x Traineeships	<b>£29,400</b>	£21,000	£8,400	£70/week (21-week placements x 20 traineeships)
2 x 1-year community work Apprentices	<b>£13,000</b>		£13,000	£125/wk (52-week placement x 2) = 104 weeks
Travel and accommodation	<b>£5000</b>		£5000	

*The Match funding is provided by Sgiliau.*

Each 'engagement' trainee will be paid a volunteer expenses payment of £30/week (if all three days are attended). An additional £20 per week per trainee is charged to cover additional costs e.g. PPE/training materials to ensure that no young person is out of pocket for their involvement.

Each trainee will be paid a volunteer expenses payment of £50/week (if all five days are attended). An additional £20 per week per trainee is charged to cover additional costs e.g. PPE/training materials to ensure that no young person is out of pocket for their involvement.

The Apprentice will be paid the apprentice minimum wage for the duration of their apprenticeship (2019/20 £3.90/hr). The additional £260 is to cover any additional materials the apprentice needs e.g. PPE/training materials.

## Basic timetable

Timetable	Activity
Jan 20	Sign any MOU documents with Sguilai.
Jan-Mar 20	Start Apprentice one
March – July 20	Start co-hort one engagement trainees





March- April 20	Develop and train to deliver education workshops
Aug 20	Start co-hort trainees
Sept 20	Start Apprentice two
Oct 20 – July 21	Deliver school program around UK.
Jan 21	Midterm evaluation
March/April 21	Start co-hort one engagement trainees
April 21	Start co-hort trainees
Sept – Dec 21	Evaluate final data

## Outcomes and evaluation (See SD 10 for full detail)

HLF Outcomes	Outputs
People will have developed skills	<b>A3A.</b> Deliver a “progression route” for employability skills in the heritage sector to 62 Young People through 40 engagement traineeships (20/year), 20 Traineeships and 2 apprentices
	<b>A3B.</b> Deliver a minimum of 62 level 1-3 qualifications
	<b>A1D</b> 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future
People will have learnt about heritage	<b>A2C.</b> Support 80% of Young people involved will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity.



	<b>A2F.</b> Deliver a minimum of 22 accreditations in World Heritage Youth Ambassador short course.
	<b>A3B.</b> Deliver a minimum of 62 level 1-3 qualifications
	<b>A2E.</b> Deliver an accredited training programme of activity, including heritage learning, peer educator training, advocacy, action planning, team building days, community events, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.
People will have changed attitudes or behaviours	<b>A2C.</b> Support 80% of Young people involved will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity.
	<b>A2D.</b> Enable young people to be represented on 2 new community and World Heritage groups and contribute to the community and World Heritage management decisions to make the local area a better place to live.
	<b>A1D</b> 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future
People will have had an enjoyable experience.	<b>A2E.</b> Deliver an accredited training programme of activity, including heritage learning, peer educator training, advocacy,



	action planning, team building days, community events, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.
	<b>A1D</b> 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future
A wider range of people will be involved in Heritage	<b>A3A.</b> Deliver a “progression route” for employability skills in the heritage sector to 62 Young People through 40 engagement traineeships (20/year), 20 Traineeships and 2 apprentices
Local place area will be a better place to live, work or visit.	<b>A3A.</b> Deliver a “progression route” for employability skills in the heritage sector to 62 Young People through 40 engagement traineeships (20/year), 20 Traineeships and 2 apprentices
	<b>A2D.</b> Enable young people to be represented on 2 new community and World Heritage groups and contribute to the community and World Heritage management decisions to make the local area a better place to live.



## Activity 4: Learning and Engagement Network (Supporting document 15)

- Key Partners: WH:UK, Hwb, TCBC, UK WHS.
- Audience: Adults working in World Heritage Sites with a remit for learning and engagement fields.
- Budget: £2000

### **Aim**

Work with World Heritage: UK to create an online national network to bring together key professional partners involved in youth led practise with Young People, share best practise to influence decision makers and increase organisational resilience and better manage World Heritage.

### **Objectives**

**A4A.** Create an online national network bringing together key stakeholders involved in youth lead practice

**A4B.** Create a governance structure, with support from World Heritage: UK to support the legacy of the network and ensure influence at the highest levels.

**A4C.** Deliver 2 network events over 2 years to facilitate face to face sharing of best practice and develop skill in engaging with young people.

### **Target audience and recruitment**

The network will be aimed at key professional stakeholders involved with World Heritage sites and youth practice. These will be recruited using World Heritage: UK networks and previous youth ambassador project networks.





A webpage will be created (hopefully on World Heritage: UK website) to promote the group.

The network will be open, free, and available to any interested stakeholder who wishes to sign up. Membership of WH:UK will not be required to encourage communities and all levels of experience to be able to have a voice.

## Summary of Activity

The World Heritage Learning and Engagement Network hosted by World Heritage: UK is an open network of professionals, organisations and individuals involved in work relating to learning and engagement within World Heritage Sites.

The network is a place to share knowledge, best practice, resources, and exchange ideas between the communities and organisations operating within World Heritage sites of the UK. The network will facilitate collaboration, partnerships, peer support and provide the opportunity to demonstrate the value and worth of learning and engagement.

Due to the geographical dispersion of UK World Heritage Sites, the network will be predominantly facilitated online, through the WH:UK website, an open jsmail (held by WH:UK), and social media. If funding allows administration of the network to provide online resources and e-bulletins will be provided.

Face to face interaction is essentially important to developing meaningful relationships and partnerships and the network will endeavour to meet once a year, in different locations. The annual meeting can be linked to WH:UK meetings but should be hosted each year by different world heritage sites, to ensure that different themes, agendas and perspectives across the UK are covered.



## Costs and resources

A small budget of £2000 is available to facilitate this network. This was designed to pay for venues and buffets, and potential bursaries for travel. However, there are several options for this funding:

1. Provide WH:UK with the funding to allow for the initial set up of web pages, jismails etc... and to pay for 2 x venues and buffets for 2 x meetings.
2. Funding held by project but pays for venue, buffet. (WH:UK can invoice for web pages / jismail)

The network will be primarily hosted through World Heritage: UK to ensure sustainability and a centralised organisation that represents all World Heritage Sites in the UK.

A steering group of key individuals will support the network and WH:UK in the day to day administration, marketing and promotion of activity within the network.

Annually the network will be 'hosted' by an individual UK World Heritage Site which will change annually. The host World Heritage Site should be able to provide staff time and resource to organise the annual meetings and will be supported by the steering group and WH:UK. *(Nb: Year one (and if needed year 2) will be supported by Blaenavon)*



## Basic timetable

Timetable	Activity
Jan –March 20	Set up network with WH:UK
Jan – March 20	Set up steering group
Oct 20	Run network meeting 1 (identify hosts for next year)
Oct 21	Run network meeting 2
Sept - Jan	Evaluate

## Outcomes and evaluation (See SD 10 for full detail)

HLF Outcomes	Outputs
People will have developed skills	<b>A4A.</b> Create an online national network bringing together key stakeholders involved in youth lead practice
	<b>A4C.</b> Deliver 2 network events over 2 years to facilitate face to face sharing of best practice and develop skill in engaging with young people.
The funded organisation will be more resilient	<b>A4A.</b> Create an online national network bringing together key stakeholders involved in youth lead practice
	<b>A4B.</b> Create a governance structure, with support from World Heritage: UK to support the legacy of the network and ensure influence at the highest levels.



## Activity 5 Adult Training

- Key Partners: Hwb, Youth partners, Pilot sites, Community groups.
- Audience: Adults interested in working with young people in World Heritage Sites.
- Budget: £5000. (£2000 NLHF / £3000 Cash match)

### **Aim**

Train adults who work with young people within World Heritage Sites to better support Young people to increase their wellbeing, have a voice and influence change and be better skilled to engage with more Young People and to embed youth practise.

### **Objectives**

**A5A.** Deliver 6 adult workshops to a minimum of 30 adults focused on increasing positive youth engagement within a world heritage site over 2 years.

**A5B.** Increase the confidence of 30 adults to work with young people.

**A5C.** Increase the involvement of young people within the world heritage setting where adults are trained by 10% (baseline required).

**A5D.** 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.

### **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.

## Costs and resources

Adult training will be co-ordinated and delivered by the program director.

Budget: £5000. (£2000 NLHF / £3000 Cash match)

£2000	Staff training
£3000	Adult workshop costs (£500 / workshop)

## Basic timetable

Timetable	Activity
Jan -Mar	Develop adult training workshops
Quarterly	Advertise workshops
Quarterly	Run adult training workshops
Sept – Dec	Final evaluation

## Outcomes and evaluation (See SD 10 for full detail)

HLF Outcomes	Outputs
People will have developed skills	<b>A5A.</b> Deliver 6 adult workshops to a minimum of 30 adults focused on increasing positive youth engagement within a world heritage site over 2 years.



	<b>A5B.</b> Increase the confidence of 30 adults to work with young people.
People will have changed their attitudes or behaviours.	<b>A5B.</b> Increase the confidence of 30 adults to work with young people.
	<b>A5C.</b> Increase the involvement of young people within the world heritage setting where adults are trained by 10% (baseline required
People will have volunteered time.	<b>A5A.</b> Deliver 6 adult workshops to a minimum of 30 adults focused on increasing positive youth engagement within a world heritage site over 2 years.
A wider range of people will be involved in Heritage	<b>A5A.</b> Deliver 6 adult workshops to a minimum of 30 adults focused on increasing positive youth engagement within a world heritage site over 2 years.
Local place area will be a better place to live, work or visit.	<b>A5C.</b> Increase the involvement of young people within the world heritage setting where adults are trained by 10% (baseline required).
	<b>A5D.</b> 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.



## Activity 6: Engage Pilot Areas to trial the program in diverse World Heritage Sites (Supporting document six)

- Key Partners: Hwb, Youth partners, Pilot sites, Community groups, Bath WHS, pontcysytle WHS, Giants Causeway WHS
- Audience: Adults interested in working with young people in World Heritage Sites.
- Budget: £23,000. (£22000 NLHF / £1000 Cash match)

### **Aim**

Engage other World Heritage Sites as pilots to trial the program in diverse areas and engage young people in the global nature of World Heritage.

### **Objectives**

**A6A.** Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.

**A6B.** Facilitate one World Heritage youth festival to allow young people to discuss date and influence World Heritage youth practice at the high

**A6C.** Create a youth World Heritage forum to represent young people to World Heritage: UK.

**A2F.** Deliver 20 (MIN) World Heritage Youth Ambassador Short Courses.

### **Target Audience and recruitment (SD 11)**

Young people aged 13-25 – see supporting document 11; recruitment plan for details of localised recruitment.

### **Summary of Activity (SD 12 for localised activity)**





A full detailed brief and how each site will be run is contained within supporting document six; Pilot Site briefing. The main programme of activity for the young people is centred around a running voluntary group that young people can proactively engage with. Any programme of World Heritage youth Ambassador activity must include;

- World Heritage Workshops (based on the World Heritage Youth Ambassadors short course)
- At least one community activity or engagement support
- Ability to be represented on groups that influence World Heritage decisions.
- Fun non-heritage related activity.

How the programme is delivered and interpreted will be down to each individual site to decide depending on each site's resources. The group can be run as a weekly, fortnightly or month 'club', it can be run as holiday workshops, or even as a summer school. The group can be already in existence or a new group – it entirely depends on what suits the pilot site. Within any programme of activity, the World Heritage youth Ambassador short course must be delivered.

While the way the group is run in practice can be accommodated into the way the individual site feels is best suited to them, the ethos of group should adhere to the World Heritage Ambassadors code of conduct and model of engagement. What differentiates ambassadors from other heritage youth groups is the ethos of putting the child at heart of the programme. In practice this means making heritage outcomes and learning secondary to the needs of the child. E.g. being open to instead of visiting a museum, going bowling. Focusing on supporting a vulnerable young person to look for housing instead of completing their accredited module.

Three (out of four) pilot sites have been identified during the development phase – Pontcysytle Aqueduct, Bath City and Giants Causeway. These have been chosen



primarily due to their motivation to become involved and willingness to allocate resources to the project. Pontycysittle however was identified early on due it being in Wales and a will to ensure that project resources benefited Wales due to the funding coming from Wales. A fourth and final World Heritage Site has purposely not been identified and secured. This is because numerous World Heritage Sites identified a wish to become involved at consultation in February, but many were not in a position to move forward at the current time. These included Hadrian's Wall, Durham, Fountains Abbey, Derwent Valley Mills, and some Scottish World Heritage Sites. We wished to allow World Heritage Sites the opportunity to become involved at a later date, and to be flexible with the funding if multiple World Heritage Sites became interested.

## Youth festival.

Building on the success of the Blaenavon Industrial Landscape World Heritage Site 2015 UNESCO World Heritage Youth Summit, this project will deliver another youth festival celebrating young people's involvement with World Heritage. The event will be a unique opportunity for young people coming from across the country to celebrate and learn about World Heritage and how culture can change the World.

The Summit will see many of Britain's World Heritage Sites represented by young people aged between 13 and 17 (25 in special education).

The theme of the World Heritage youth festival is likely to be "**How can we use World Heritage to change the place we live in for the better?**" Understanding World Heritage can help us become aware of our own roots, and of our cultural and social identity, which can help us to create meaningful and lasting social innovation and change, building peace in the minds of men and women. The aims of the Summit are for youth-delegates will be to:



- Gain knowledge and understanding of their World Heritage Sites
- Become champions for World Heritage and change for the better
- Learn new skills to empower young people to have an active voice
- Identify ways in which young people can use World Heritage to create a society that reflects the ambitions of a peaceful society.

During the festival young people will share their experiences and enthusiasm for their local World Heritage Sites and their ambitions for the future of the World they live in. There will be an exciting programme where young people will visit key attractions, have opportunities to debate and make new friends.

## Costs and Resources

Funding of up to £4000 per World Heritage Site over 2 years can be allocated to support the running costs of individual pilot site groups, which can be allocated towards staff, activities or other costs that directly contribute to the running of the group. Funding is not available for on-costs or management fees.

Each site will run their own group, but will be asked to host the trainees and apprentices at least once to visit the group, run workshops, and to engage with local schools.

A minimum of one facilitated workshop will be provided to pilot site staff or community groups to support adults to better engage with young people.

All pilot sites are being asked to be a member of the Learning and Engagement network to support their work and create influence for youth practice.

£7000 is being allocated to the organisation of a youth festival to bring young people from all over the UK together to learn about and celebrate World Heritage.



£7,000	1 x festival event (60 YP) @£100/head
£16,000	PILOT SITES

## Basic timetable

Timetable	Activity
Jan 20	Sign agreement for secured pilot sites
Jan 20	Bath start
April 20	Pontcysytle start
April 20	Giants Cause way start
April 20	Apprentices travel to deliver workshop site 1
Sept 20	Fourth World Heritage Site identified
Sept 21	Apprentices travel to deliver workshop site 2
Feb 21	Apprentices travel to deliver workshop site 3
Jan 21	Interim evaluation
Feb 21	Latest start for fourth world heritage site
Quarterly	Quarterly reports on progress
Sept-Dec 21	Final evaluation

## Outcomes and evaluation (See SD 10 for full detail)

HLF Outcomes	Outputs
People will have developed skills	<b>A6A.</b> Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
	<b>A2F.</b> Deliver 20 (MIN) World Heritage Youth Ambassador Short Courses.





People will have learnt about heritage	<b>A6A.</b> Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
	<b>A6B.</b> Facilitate one World Heritage youth festival to allow young people to discuss date and influence World Heritage youth practice at the high
	<b>A2F.</b> Deliver 20 (MIN) World Heritage Youth Ambassador Short Courses.
People will have changed attitudes or behaviours.	<b>A6A.</b> Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
	<b>A6B.</b> Facilitate one World Heritage youth festival to allow young people to discuss date and influence World Heritage youth practice at the high
People will have volunteered time	<b>A6A.</b> Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
People will have an enjoyable experience.	<b>A6A.</b> Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
	<b>A6B.</b> Facilitate one World Heritage youth festival to allow young people to discuss date and



	influence World Heritage youth practice at the high
A wider range of people will be involved in Heritage	<b>A6A.</b> Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
	<b>A6B.</b> Facilitate one World Heritage youth festival to allow young people to discuss date and influence World Heritage youth practice at the high
	<b>A6C.</b> Create a youth World Heritage forum to represent young people to World Heritage: UK.
Local place area will be a better place to live, work or visit.	<b>A6A.</b> Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
The funded organisation will be more resilient	<b>A6B.</b> Facilitate one World Heritage youth festival to allow young people to discuss date and influence World Heritage youth practice at the high





- World Heritage Site’s management structures
- World Heritage: UK
- Organisation running ambassador projects.

## Summary of Activity

The management of the program is essential to its sustainability. This project has been identified as a stepping stone to a wider program of activity across the UK. The legacy of the program, to enable the ongoing positive impact on young people’s lives, is to ensure that the program is able to continue after this round of funding finishes. To enable this, a number of key activities and objectives have been identified to put the program in the best possible place for its continuation.

Employing a director with the right skills is essential for the program to succeed. The person will have a unique combination of both heritage and youth work skills and experience, along with a robust knowledge of World Heritage. The director will have a wide-ranging remit, from delivering program activity in the short term, to embedding advocacy and influence, both for young people and professional organisations in the long term.

They will be supported in delivering their remit through the capturing of robust evaluation data to inform their work and by working in direct partnership with current and new organisations.

This will all inform the creation of an exit strategy for the program based on resources and future aspiration.

## Costs and Resources

<b>42,420</b>	Programme Manager 3 days /week Salary £35000
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5,940	On-Costs (based on BIG Lotto calculator)
3,600	Travel & expenses (£150 per month)
17,245	Youth service manager time @£25.66/hr x 4 days/month
12,000	2 youth worker@ £100/day x 30 days x 2 sites
718	Heritage site support staff time @2 days @£25.66
2,250	Staff expenses cost 2500 miles @45p/mile x 3 staff
200	recruitment
2,736	staff Laptop, licence, equipment and software
4,500	Media/publications/promotion etc (500/site +1500 all site)
1,000	Translation (0.065p/wd) (15000 words)
5,000	Evaluation
9,732	OVER HEADS SEE FCR SPREADSHEET

## Basic timetable

Timetable	Activity
Jan 2020	Recruit and employ program director
Jan 20-Mar 20	Design marketing/branding
Mar 20	Print marketing and disseminate
Jan-April 20	Capture baseline data
Quarterly	Quarterly claims
On going	Networking
June 20	Recruit Evaluation consultant
July 20	Start writing exit strategy
Jan 21	Interim evaluation
Jan 21	Repeat marketing printing
Mar 21	Final exit strategy completed



Sept – Oct 21	Final evaluation data collection and draft reports
Dec 21	Sign off of evaluation report and final HLF claim

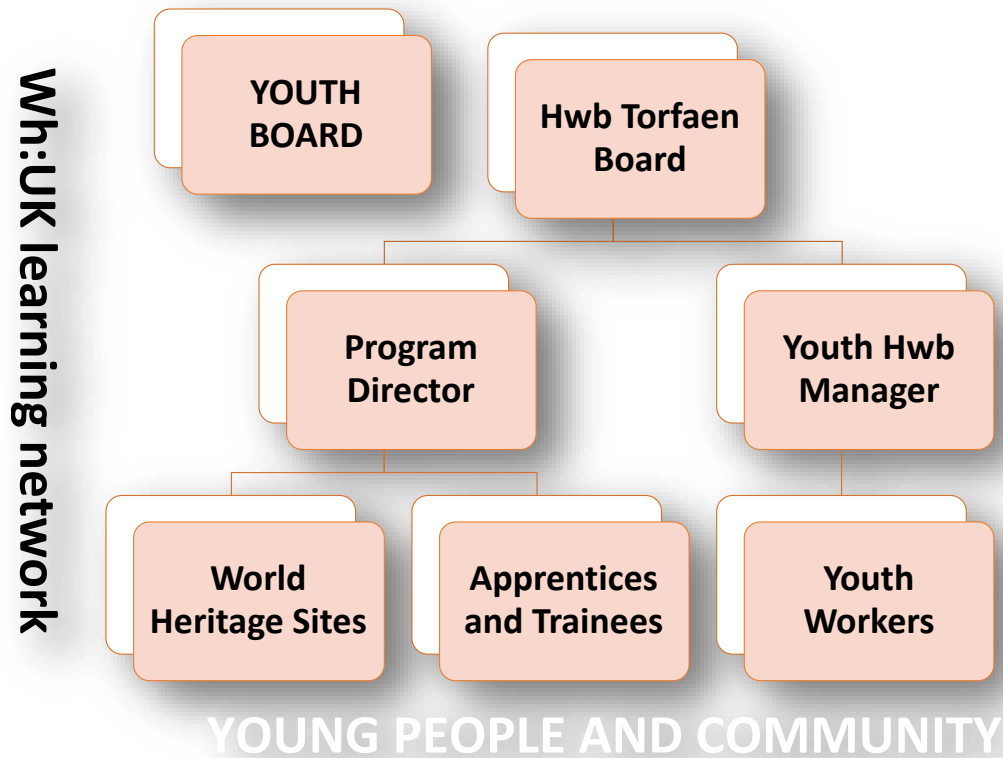
## Outcomes and evaluation (See SD 10 for full detail)

HLF Outcomes	Outputs
Your organisation will be more resilient	<b>A7A.</b> Deliver a robust bespoke monitoring and evaluation toolkit on the impact of the programme on world heritage, young people and communities.
	<b>A7B.</b> Create a financially sustainable exit strategy for the programme
	<b>A7C.</b> Employ a programme manager with both heritage and youth skills to manage the programme and bring together partners to support each area.
	<b>A7D.</b> Work in partnership with communities and professional youth staff to deliver the objectives of the program
	<b>A7E.</b> Design (bi-lingual) branding and marketing materials to promote the program across the UK to young people and organisations.



## 4.3 Project Management

The project management of the overall program



### Youth Board

To ensure that young people are at the centre of all decisions and processes when relating to this programme, a youth board will be set up as a part of the project. This board will consist of a maximum of 2 x young people from every world heritage Site in the UK – although it is anticipated to start it will only be the key delivery sites.



There are no TOR for this yet, as this will be decided on by young people once the group is in existence.

## The Board of Trustees: The Hwb Torfaen.

As stated within this document, the Board Hwb Torfaen will lead the project. In summary, they will –

- Act as Lead Body providing legal and financial services.
- Act as grant recipient, holding the contract with the National Heritage Lottery Fund.
- Be the employers to any staff funded through the program.
- Be responsible for and oversee the programme delivery and budget
- Enter into agreements with pilot areas and other third parties as needed.

## Program Director

Daily management, development and delivery of the Youth Ambassador programme will be the responsibility of one new post the **Program Director** who will be responsible for the management and delivery of the programme including the liaison with National Lottery heritage Fund, budgets, monitoring and evaluation. The post will primarily be based in Blaenavon, however can operate from any of our offices within Torfaen. (see supporting document nine for job description).

This post will give the Hwb Torfaen the capacity to deliver the program of activity to ensure the outcomes are met, and work more effectively with young people, volunteers, community groups and organisations. This post will also provide the necessary heritage expertise that the Hwb do not have. The key areas for this role will be:

- Overall program management reporting to both National Lottery Heritage Fund and the Board of trustee.





- Managing and reporting on the budget, including quarterly financial claims, financial forecasting, ensuring match funding is drawn down and reporting on the budget.
- Manage the delivery activities
- Deliver training and activity (specifically heritage related)
- Work with young people, groups and the principal partners to ensure that they deliver the activities in the Plan over the period of the program.
- Ensure data is collected for monitoring and evaluation
- Be the main contact and liaison for all third parties including pilot sites, training providers and community groups.

It is recognised that a multi-disciplinary approach is required to ensure the effective and successful delivery of the Programme. To achieve this and to ensure that the program director benefits from the support and expertise of colleagues, a Core Project Team will be established for the duration of the Programme.

## **Hwb Youth Service Manager**

To support the post, Staff from the Hwb will also work on the project providing expertise and practical delivery support. The Hwb Youth Manager, Dan Oliver, has extensive experience of developing and delivering high quality youth and heritage projects both within Blaenavon town centre and the wider area. Dan was previously the project officer the Youth Ambassador project in 2014-2017 so is able to bring knowledge and experience of this. His role will be to:

- Provide expertise in Youth work to the program and pilot sites
- Manage youth workers working with the young people in the program
- Support the monitoring and evaluation
- Deliver adult training



- Work with the program director to manage the budget within the organisational context.

## **Hwb Youth Workers**

In addition to the youth manager, youth workers from the Hwb will be allocated to work on the project supporting the 'on the ground' delivery. A specific youth worker has been identified to work on the project during the course of the delivery phase. They will be supported and supplemented by other youth workers from time to time. Their main role will be

- Provide supervision of the trainees and apprentices
- Deliver practical activity to the youth ambassadors
- Deliver training to youth ambassadors and apprentices and trainees.

## **WH:UK learning and Engagement network**

The World Heritage Learning and Engagement network is a network made up of professionals and other interested stakeholders who work and engage with young people in their World Heritage Site. This network will be facilitated in its inception by this project and will provide guidance and a place to share ideas. It will be a place to influence the wider World Heritage Sector and will be able to directly communicate with World Heritage: UK, who will be its host. The Youth Ambassadors will remain an agenda item within the network and draw together best practice to be disseminated amongst World Heritage Sites in the UK.

## **Sgiliau.**

Sgiliau will be responsible for registering all young people involved in the trainee and apprentice program on their respective courses through their own organization.





**Sgiliau.** 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.

The project management of the whole programme is the responsibility of The Hwb Torfaen. The project team is compiled of a programme manager, youth manager, support staff, trainees and apprentices. They are responsible for:

- HLF reporting
- Collecting evaluation data and evaluation
- Financial evaluation management and claims
- Supporting pilot areas to deliver activity
- Management of apprentices and trainees

## b. Pilot Area Project Management

The project management of the whole programme is the responsibility of The Hwb Torfaen. The project team is compiled of a programme director, youth manager, support staff, trainees and apprentices. They are responsible for:

- HLF reporting

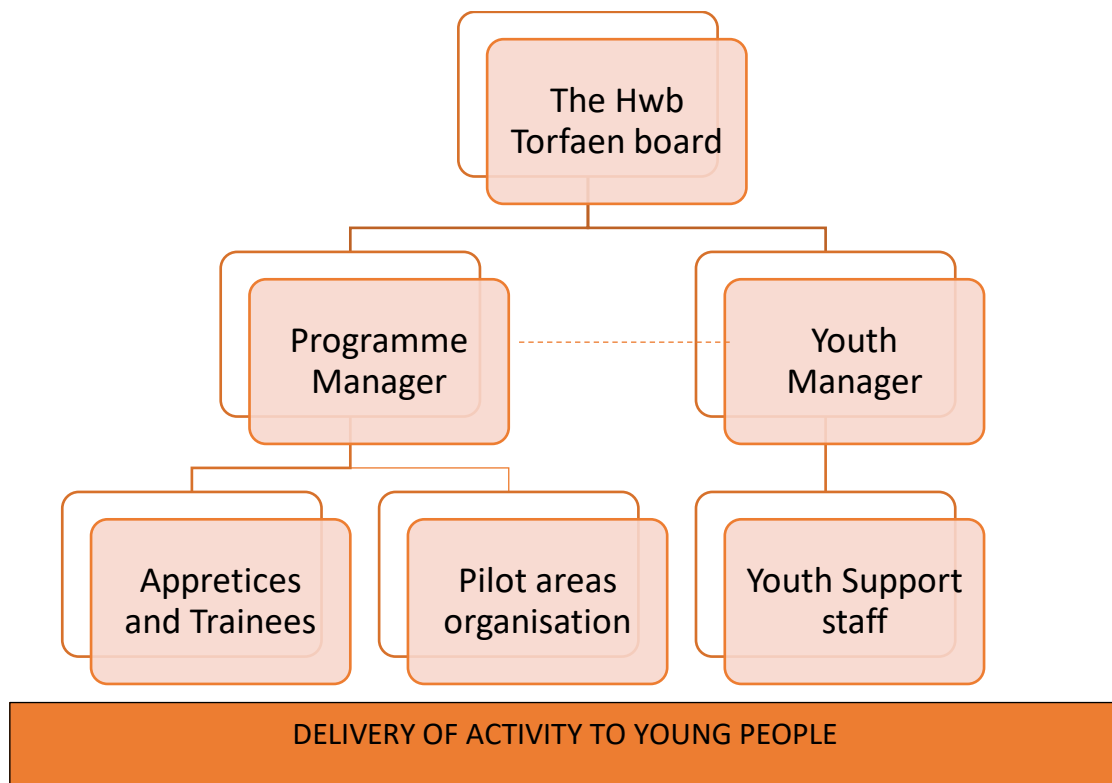




- Collecting evaluation data and evaluation
- Financial evaluation management and claims
- Supporting pilot areas to deliver activity
- Management of apprentices and trainees

The delivery and management of pilot area activity remains the responsibility of the pilot area staff. They are responsible for:

- Staffing of the programme of activity
- Delivery of activity
- Reporting outcome measures to project team
- Supporting trainees and apprentices





## 4.4 Marketing and thanking Lottery Players

The project is committed to fully acknowledging Lottery Players contribution and National Lottery Heritage Fund contribution to enabling this project, alongside other supporters and match funders.

### Logos

The following logos will be used on all forms of marketing materials (with National Lottery following all guidelines) in priority order

1. National Lottery Heritage Fund (All)
2. The Hwb Torfaen (All)
3. A 'to be designed' World Heritage Youth Ambassador Logo (All)
4. Blaenavon Industrial Landscape World Heritage Site Logo (on Blaenavon material)
5. Blaenavon Town Council (on Blaenavon materials)
6. World Heritage: UK (on appropriate UK material)
7. Individual World Heritage Site logo's (on Pilot site material)

Logos will be present on all appropriate materials – leaflets, posters clothing, annual reports, events as per guidelines etc...

### Signage



While the project is not “building specific” where possible we will display the NLHF signs. Each pilot site will be given signage to display in their own sites. The Hwb in Blaenavon will display a sign in its youth club.

## Marketing materials

Marketing and this acknowledgement forms a fundamental aspect of activity 7, and is essential to the appropriate recruitment of young people. We want all materials to be appropriately designed to appeal to our target audiences – primarily young people aged 13-25. We recognise that previous “branding” using the Blaenavon Industrial Landscape branding will be inappropriate for the rest of UK, and we plan to design UK wide branding (ideally using World Heritage: UK branding as a base). This new branding and design will form a part of marketing materials package which will include:

- Clothing
- Recruitment Leaflets
- Volunteer sign up forms
- Posters
- Promotional items e.g. pop – ups.

## Digital outputs

While the project does not have any specific digital outputs within it, use on digital media is a part of everyday life.

Social media will form a huge part of our marketing drive. A World Heritage Youth Ambassador Facebook page already exists and we will use this as the main tool for





promotion for the UK. All social media planned posts will be bi-lingual, and communicated to other sites and organisations for promotion through their own channels. All planned posts (and the majority of 'on-site' posts will recognise NLHF and lottery players. The project will also look into being responsive to the latest digital media e.g. setting up snapchat.

Any other digital media that is created through the project e.g. videos will fully acknowledge Lottery Players.

## Press releases

We will endeavour to publish a minimum of one press release every quarter. Each press release will acknowledge NLHF and a standardised "for information" will be created at the bottom of each press release with information about the project and National Lottery.

## Translation

In Wales the Welsh Language ACT requires organisations to be bi-lingual. We have allocated a budget for translation and commissioned a service to provide translation services during the development. All marketing materials in Wales will be bilingual.



## 4.5 Monitoring and Evaluation (Supporting document 10)

To evaluate the success of our project, both in the intermediate and long term, we have created a monitoring and evaluation outcome plan and framework (Supporting document 10, Appendix 1). This framework details the ways in which we will capture and monitor data and progress against our outputs to inform our overall evaluation.

Evaluation and feedback are an essential element to assessing the impact of the programme and to developing a model of engagement that can be used by other World Heritage Sites.

We know based on previous experience that the programme will generate an immense amount of data and knowledge to work with including:

- Number of young people involved,
- Training sessions delivered
- Number of community events supported
- Number of organisations involved
- Number of volunteers and hours
- Number of accreditations
- Accreditation developed
- Activity and events delivered

As well as quantitative data such as

- How young people relate to world heritage
- Young people learning about heritage



- Young people having 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 enjoying themselves.
- Adults and staff feeling more confident to work with young people
- Young people having increased employability and social capital.

This information in practice will be captured in a flexible dynamic way, using interviews, statements on progress, case studies, video's, and the application of skills; this is all captured within the framework. We have used the learning from previous projects to ensure that data is captured from the outset. We will also work with the Torfaen Youth Service who have better ways of capturing data using an information management System WISEMIST.

The evaluation will be captured in three phases:

- Phase 1: Baseline data (captured at the beginning of each activity)
- Phase 2: Interim evaluation (end of year one)
- Phase 2: Final evaluation (end of project).

Progress against outcomes and outputs will be reported on quarterly.

The program director will be overall responsible for monitoring and evaluation. They will ensure that the data is captured, formatted and reported on. They will then pass this information to a consultant who will be appointed to undertake the interim and final evaluation.



The day to day inputting of the data will be the responsibility of the youth workers and partners delivering the activity. £5000 has been allocated to resource the independent consultant.

## 4.5.1 How we will meet National Lottery Heritage Fund outcomes.

The following National Lottery Heritage Fund outcomes are critical to the success of the program.

### Outcomes for Heritage

#### Heritage will be better managed

By the end of the project, we aim that there will be clear improvement in the way that Blaenavon, and other World Heritage Sites include Young People in their management. Two new community and World Heritage groups will have youth representation, allowing the management of the sites to be more inclusive and represent its local demography more fully.

A youth board will allow Young People to be galvanised to have a say in their local site and the wider sector, so making management decisions of sites more relevant and responsive to Young People. This will be reflected in 80% of young people involved in the program feeling they also have a voice.

The voluntary and trainee progression route (SD4) will provide an inspiring programme of activity that will expose Young People to the benefits of heritage to help them consider a career in heritage as a viable employment option. The apprenticeships in particular will look at project management and leadership – so





providing potential employees with a gateway into heritage sector work above entry level work to support the longer-term management of heritage.

**Outputs: A2C, A2B**

## Heritage will be in a better condition

By the of this project – and in the longer term – World Heritage Assets will be in a better condition. The Ambassador volunteer groups will actively support the protection and conservation of their World Heritage Site. By supporting Young People to participate in a minimum of 2 community projects that support the management of their World Heritage Site, they will become involved in practical activities that result in improvements to the condition of heritage. For example, they are likely to support some upland conservation management by recording, monitoring and creating new species habitats in the Blaenavon Landscape or monitor the condition of the conservation area. In the Giants Causeway they are likely to undertake some habitat management and conservation of the natural environment.

**Outputs: A2D**

## Outcomes for People

### People will have developed skills

692 young people and adults will develop a wide range of skills through, accreditations, qualification and an activity programme while being involved in this program. These skills are detailed in the training plan (SD4).



For Young People some of the skills developed will be:

- Presentation skills: youth-led workshops, presenting and speaking at local and national events.
- Project planning: community events and youth led workshops.
- Heritage management and leadership: training and working with World Heritage community and management groups, peer mentoring,
- 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), and the purchase of a staff laptop with software for digital and film development
- Teamwork skills: 4 fun team building days teamwork training
- Communication, decision making, and problem solving:
- Conservation skills through activity programme
- Habitat management through activity programme Working with others and building positive relationships

As a result of these skills young people will have the ability to participate effectively and influence a predominantly adult arena.

For young people who exceed and volunteer for more than 60 hours, 2 new courses will be developed to further develop skills.

A progression route will also develop key employability skills. With our partners Sgiliau (welsh training provider) we will provide a progression route and potential pathway into future training and employment for 62 young people. We will provide a 10 week trainee engagement placement (July – September) for NEET Young people (to provide a level 1 essential skills qualification) which can lead to a 24 week ‘paid’ traineeship, (achieving an NVQ lv1 or 2 in community development) and then for 2



young people a a year-long apprenticeship (NVQ level 2 in learning and development). 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 Sgiliau partnerships.

The program will also develop 30 Adult Heritage community member skills, as well as professionals. The skills developed will be:

- Youth Engagement
- Youth Recruitment
- Safeguarding
- Involving Young People

This will be developed through a World Heritage Learning and Engagement professional network, training 2 professionals in youth engagement, and 6 community-based workshops. All training will result in a long term better skilled workforce and community in youth engagement and youth led practise, which will in turn empower young people to get involved as they will see the difference they can make.

**Outputs: A1D, A2E, A2G, A2F, A3A, A3B, A4A, A4C, A5A, A5B, A6A**

## People will have learnt about heritage

As a result of the project a minimum of 662 young people will have learnt about World Heritage, monuments, global context, buildings, landscapes and other related heritage through a learning programme of activity, accreditations and qualifications. 500 school aged children will learn about World Heritage through workshops designed and delivered by Youth trainees and apprentices supported by staff. The



school aged children will also be engaged through the contacts through the youth service.

100 young people will receive an ASDAN accreditation 'World Heritage Youth Ambassadors short course. This is broken into 4 key areas: World Heritage, Ambassador skill's, Heritage trips and residential visits, enabling young people to develop personally as well as being able to participate and influence WH. 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 People, attendance and participation at a youth festival and participation in community activities within the World Heritage Site.

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 alternative World Heritage Site will pilot these new accreditations.

**Outputs: A1A, A2C, A2D, A2E, A2F, A3B, A6A, A6B**

## People will have changed their attitudes and behaviours

Providing an activity programme that is enjoyable and puts the needs of young people first creates a sense of identity and belonging, so making heritage a place that relates to them will increase participation and lead to:





- Being able to explain why and how to care for World Heritage
- Increased self-confidence, self-awareness and self-worth.
- Improved empathy and consideration for others.
- Improved ability to build positive social relationships
- Feeling connected to World Heritage Sites
- Feeling positive about their skills and future
- Feeling empowered to have a voice
- Increased contributions to the local community

This will be demonstrated by young people participating in activity, young people moving through the progression route voluntarily, and joining groups to make change. Developing a progression route for all young people to participate in will allow young people to see heritage as places that can provide skills, employability and be safe spaces for them to develop themselves. Seeing the very real impact that a youth voice can have, young people will express themselves creatively and take action towards change for the future of the sites, demonstrated through volunteer hours and personal statements.

The programme will also challenge the negative perception of young people and demonstrate how they can make a positive influence through training. The sector will see young people as positive role models and be willing to engage with young people; seeing them as a positive resource. There will be increased positive intergenerational relations with the community and increased community confidence in working with young people which will be captured in

**Outputs: A1A, A2A, A3A, A5AM A6A, A6C**

**People will have had an enjoyable time**



The project will deliver workshops, volunteer groups and a progression route that is fun, interactive and enjoyable, and focused on practical activity.

Consultation with young people shows residential, day trips, experiential activity, and team building fun days are the key to an overall enjoyable experience. Within the programme, (SD13) there are 2 “team building” days/year, 2 residential experiences, time for socialising, volunteer fun days, and additional outside activity. Within the progression route, team building days have been built into the programme, as well as residential trips for young people to go to other sites to deliver educational work, which will include a day to visit the sites and undertake a non-heritage related activity.

The nature of the activity will respond to needs of the young person, and the programme of activity will be informed by the young person’s choice as well as the project outcomes so making heritage venues more accessible and enjoyable places. We will work with staff that enjoy working with young people, and employ a programme manager that is committed to supporting young people to enjoy heritage so helping them to enjoy their experience.

We will review our approach with young people at regular half yearly intervals to ensure we are meeting their needs and capturing the evidence to demonstrate the value to our approach.

**Outputs: A1A, A1D, A2E, A6A, A6B**

## People will have volunteered time

Over a 2 year period, 100 young people and 30 adults will contribute to over 1000 volunteer hours (or 140 volunteer days). This is detailed in section 3.3 of the Activity Plan.



Volunteer hours will be achieved from learning, training, and involvement in community events, involvement in management activities, and the sector. Volunteer hours will lead to increased wellbeing, belief in future prospects, social capital and better post 16 opportunities.

Youth Volunteering will be accredited by Millennium Volunteering and recognised in award ceremonies.

- - 60 will volunteer for 10 hours
- - 30 will volunteer for a minimum of 50 hours,
- - 10 young people will volunteer 100 hours,
- - 4 will volunteer for 200 hours (GOLD award).

We anticipate that 30 adult members of the community, will volunteer for a minimum of 2 hours each (project total 60 hours) supporting young people in a variety of activities e.g events, training, walks and talks. This will enable the community to be more aware of the issues facing Young People and to break down barriers while building increased positive intergenerational relationships to support heritage organisations and activities

**Outputs: A2AA, A5A**

## Outcomes for Communities

**Negative Environmental impacts will be reduced.**

Within both our volunteer and apprentice progression routes training packages and Ambassador Short Course, Young People will learn about how to care for World Heritage; specifically looking at threats to World Heritage and their associated



surroundings e.g. landscapes, including environmental risks and how to manage threats. By helping Young People to understand these risks, and how to care for the sites, we will reduce negative environmental impacts on sites. This will be supported by a community project that relates to the management of protection of the Site.

## Outputs. A2D.

### More and a wider range of people will have engaged with heritage

This project is designed to engage with more and a wider range of people in heritage – specifically young people. Young People do not generally engage with World Heritage outside of formal education. Through providing a fun and exciting programme of activity and a progression route, based on the needs of the young person more young people will engage with World Heritage independently.

500 school aged children will engage with World Heritage through workshops delivered by our trainees or apprentices, who will also peer advocate further opportunities to get involved. We expect to see some of these Young People become active YAMS.

Our programme is focused on Young people aged 13-25 who would not traditionally engage with heritage or see it as an employment route. Instead of targeting the programme at a specific group, the focus will be to make the programme genuinely inclusive and reduce barriers. This will be demonstrated by involvement in a youth board or forum, and participation in a youth festival, as well as involvement in the training activities.

Blaenavon YAMS has proven that the youth centric approach works, is inclusive and easily adaptable. Blaenavon is based in one of the most deprived areas of Wales, with low Young Person aspirations and social deprivation. This gives us an





opportunity to target disadvantaged Young People and maximise opportunities for inclusion. We aim that 60% of our volunteers will be “vulnerable” or “disadvantaged”.

To ensure we recruit inclusively we will have a recruitment plan (see attachment) we will target active groups and use youth and training organisation networks to recruit. We will engage with schools, but this will not be our primary recruitment ground, as we feel this is likely to attract Young People already engaged positively with heritage through volunteering.

By providing youth engagement training to the community and working with professional youth workers, the sector will be better able to engage with young People as they will be able to take the right approach to creating an environment in which they want to participate, which ultimately will attract more diverse Young people

The program will support 30 adults and their Heritage based communities to be more aware of the issues facing Young People, the barriers of engagement to diverse groups, and they will therefore become more responsive to the needs of young people. The result will be that the community will be willing to learn from the views of young people, which will be reflected in the actions of management groups and increased inclusivity and diversity of young engaging. This change in behaviour and attitude will be a core part of our evaluation mechanisms.

Increasing staff skill through adult training sessions to engage with Young People will mean that organisations are more resilient being better able to capitalise on youth led opportunities and better able to adapt to changing circumstances in relation to Young People.

By creating opportunities for heritage and youth organisations to develop new partnerships, and creating a strong evaluation toolkit, and national network of World



Heritage learning professionals, means organisations types will be strengthened. They will have the ability to share best practise, deliver programmes of work jointly.

**Outputs: A1A, A2A, A3A, A5A, A6A, A6B, A6C**

## Your Local area/community will be a better place to live, work or visit

By involving young people in their local community through heritage, we will be able to demonstrate that the local area is a better place to live, work and visit. We will train young people to actively and confidently voice their views and work with the heritage sector and local community to listen to them.

By providing young people with the skills and knowledge to engage at a higher level, 80% of those involved will feel empowered to influence and make a difference in their area. This will be shown by youth involvement in 2 community and World Heritage Groups.

We will work with 30 community members, and train 2 professionals to engage appropriately with young so increasing the positive relationships held between young people, heritage and the community working together to achieve mutually beneficial goals. As a result, community members will report a greater sense of shared understanding and a better sense of getting on with each other.

The success of this will mean more youth views are being heard and the community and local area become understanding and responsive to the needs of young people leading to a minimum of an increase of 10% youth involvement in sites involved.

As a result, we hope to see young residents of World Heritage Sites, through training and involvement in the community, will report a stronger sense of pride in their local



area and feel a sense of belonging. Young People will increase their participation in events, and will value their local place as important

**Outputs: A2B, A2C, A2D, A3A, A5C, A5D, A6A.**

### Your Organisation will be more resilient.

Engaging and involving young people in governance structures and activities within Blaenavon World Heritage Site, and wider World Heritage Sites, the long-term management will be stronger by having a youth voice and empowering potential future managers to engage with site management at root level contributing fresh perspectives and sources of expertise and advice.

In the long-term World Heritage Sites involved and the wider will be more resilient by engaging with a stakeholder that is under-represented.

The Hwb Torfaen, as the lead on the World Heritage youth Ambassadors and will become an exemplar for how heritage organisations engage with Young People.

**Outputs: A4A, A4B, A6B, A7A - E**



## 4.5.2 Wider Outcomes

We hope that in addition to National Lottery Funding, the programme will deliver the following overarching outcomes, this is detailed in Supporting Document 2:

### **Short- Medium Term benefits**

#### **For Heritage Communities:**

- Positive intergenerational relationships
- Break down barriers to engagement and participation with Young people
- Awareness of the issues facing Young people
- Measure the value of youth engagement
- Young people built into strategy and policy

#### **For Young people:**

##### Life skills

- Improved Self-confidence, self-awareness and self-worth
- Greater Leadership and teamwork skills
- Increased Empathy and consideration for others
- Improved Communication, decision making, and problem-solving skills

##### Learning

- External and internal accreditation
- Alternative education opportunities
- Work and voluntary experiences
- Enjoyable experiences in a safe and structured environment
- Influence social change and policy

##### Behaviours

- A sense of belonging and identity
- Engagement with citizenship and community - civic participation
- Physical and emotional wellbeing
- Ability to build positive relationships

### **Long Term Benefits**





## For Heritage Communities

- A lasting legacy of youth engagement and participation in management structures and decision-making processes
- Increased diversity of Young People engaged independently with World Heritage
- Young People demonstrably valued in World Heritage
- embedded youth work skills, principles and values of engagement
- More cohesive communities
- Organisations more sustainable and resilient

## For Young People

- Improved “post 16” education and employability prospects.
- Improved long term well being
- Reduced risky behaviours
- Increased civic and community participation and leadership to take action for change
- Increased social capital
- Young People value heritage as a place to be preserved and maintained in the future



## 4.6 Sharing project lessons

Both the program director and youth service manager will identify and attend key relevant events across Wales and other UK countries disseminating information about the Programme and the lessons learned.

The Programmes partners are willing to share with others, through the HLF portal, useful documentation to assist others in the development of their own projects. Project documentation will also be uploaded to the Hwb Torfaen website, alongside all the learning research outputs.

All learning models (youth, progression route and adult) will be shared amongst the Pilot Sites and World Heritage community, and wider heritage community to emulate in other areas as examples of best practice.

Key partnerships developed through the Programme will also share learning to influence approaches taken to youth engagement within heritage sector.

The Programme will identify ways in which lessons learned can be communicated, both during and after completion of the project.

The full archive for the Programme, including administration records, will be kept by The Hwb Torfaen and made available for others to consult on request for a minimum of 7 years



## 4.7 Project legacy and Exit Planning

It is important that when the project is officially completed and grants are claimed, that there is a visible and accessible legacy for the World Heritage Youth Ambassador program. The legacy of the project is one of the most important parts of the project as we wish to embed a way of positively working and engaging with young people as key stakeholders in World Heritage Sites across the UK. The long-term outcomes and legacy are captured in a wider outcome framework (Supporting document two)

The fundamental legacy of this project will be the positive life changes for young people. They will feel more confident and see World Heritage Sites as theirs – a safe space in which they can positively engage with to improve themselves, their lives and contribute to their communities.

Young People will have better post 16 opportunities through their volunteering and key skills gained, and so will be less likely to engage in risky behaviour or become NEET. They will identify with and respect not only their local communities but will value their heritage more, so will continue to be independently involved with their sites when the project ends, supporting heritage to be relevant to a younger demographic.

We can demonstrate the positive impact that this program has on young people through our previous programs, seeing young people go on to education, continue to volunteer and work within their communities and within their World Heritage Sites long after they have finished the program.

Communities will also continue to see the legacy of the young people involved as a key voice in their decision making. The training at a local level can and will continue,



with heritage staff being able to continue this at little to no cost. Communities will be more cohesive and relevant to young people due to their voice being heard

The programme will also make an impact and have a legacy nationally. It will affiliate into the newly created charity; WH: UK. This will enable the national project aims to continue through the UK Strategy and additional funding to be sought.

WHS organisations, and especially Blaenavon, across the UK will be better placed to involve young people increasing the number and diversity of young people involved and demonstrating that they are valued. As a result, organisations will become more resilient, achieving a cultural change in their operational activities.

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.

## 4.7.7 Exit planning

The exit strategy for the program is a key fundamental outcome for the project. This project is designed as a pilot for a larger UK wide program and the legacy of this project will be in developing a way to sustainably maintain a larger program of activity that crosses the UK and be adopted by any UK World Heritage Site. As such, the vision of any exit strategy created must be informed by the success' and failures of the approaches trailed during this funding and so could not be created during the development phase. The learning from the different types of approaches will fundamentally create the exit strategy for the program.

There is an aspiration that upon the conclusion of this round of funding, a larger pot of funding will be sought to enable multiple UK World Heritage Sites to establish a





program within their own areas, together with a centralised resource area that all sites can access. This funding round and the learning from it is essential to inform the needs of that funding application. This will include establishing ways of delivering individual site projects to progress the wider aims of the World Heritage Ambassador programme in a way that does not require significant ongoing costs.

An example of the type of approach that will be explored will be the use of adult volunteers to support young people to deliver the program will be explored, alongside using existing resources in individual sites and areas.

Each pilot site from this project will have an individual exit strategy, which will identify the needs of different types of sites for an ongoing program. It is thought that smaller pots of individual group funding can be sourced a local level for local ongoing activity.

Blaenavon activity will continue through the Hwb, which will look at a business case for making the group financially sustainable through becoming a training provider.

Any exit strategy will be driven by keeping expertise and skill in Wales. Welsh World Heritage Sites, and specifically Blaenavon, have been the Sector lead in youth engagement and World Heritage. There is a strong desire to ensure that this expertise is not lost.

The exit strategy will be developed towards the beginning of year two of the project, which will give each site, and Blaenavon, enough time to trial at least one year of different approaches to see what worked and what did not. It will also enable the program to explore different types of funding and resources across the UK and Wales.



## 5. Summary budget

Supporting Document Eight has the detail of the full budget.

<b>Delivery Phase Expenditure</b>				
<b>Budget Heading</b>	<b>NLHF</b>	<b>In Kind</b>	<b>Cash Match</b>	<b>Total</b>
Staff Costs	62,832	17030	4311	<b>84,172</b>
Recruitment	200			<b>200</b>
Equipment	10775	0	1000	<b>11,775</b>
Expenses for Volunteers	17280	0	2000	<b>19,280</b>
Marketing & Promotion	4500	0	0	<b>4,500</b>
Project Costs	14732	0	0	<b>14,732</b>
Contingency	17021			<b>17,021</b>
Volunteer hours		8250		<b>8250</b>
Training Costs	73800	0	40618	<b>114,418</b>
<b>Totals</b>	<b>201,140</b>	<b>25280</b>	<b>47,929</b>	<b>274,349</b>
<b>Delivery Phase Income</b>				
<b>Source</b>	<b>NLHF</b>	<b>In Kind</b>	<b>Cash Match</b>	<b>Total</b>
HLF	201140			<b>201140</b>
HWB		24562	8311	<b>31873</b>
Sguilai			30600	<b>30600</b>
BIL WHS/TCBC		718	5018	<b>5736</b>
Blaenavon TC			4000	<b>4000</b>
<b>Totals</b>	<b>201,140</b>	<b>25280</b>	<b>47,929</b>	<b>274,349</b>



## 6. Risks

The following matrix of risk has been critically reviewed and updated for the Delivery Phase of the Project.

Likelihood	Severity					Action
	1 Significant	2 Minor	3 Moderate	4 Major	5 Catastrophic	
1 Rare	1	2	3	4	5	No immediate
2 Unlikely	2	4	6	8	10	Action within a month
3 Possible	3	6	9	12	15	Urgent Action
4 Likely	4	8	12	16	20	
5 Almost Certain	5	10	15	20	25	

Risk	Consequence	Principal Risk Category	Likelihood	Severity	Risk Score/Action to be taken	Proposed Risk Response	Trigger	Risk Owner
<b>Youth output figures not met and lack of interest by young People</b>	Project cannot proceed	Engagement, Delivery Phase outcomes	2	5	10	Links developed with critical youth services to recruit young people. Program designed to be engaging and responsive	No applicants	Youth service manager
<b>Project Manager leaves job early</b>	Project delays	Project management/timescales	1	3	3	Move to advertise and fill post asap. Hwb manager take over in interim. Contingency budget for additional recruitment	One month's notice submitted	HWB board



<b>Community output figures not met</b>	Targets missed	Engagement, Delivery Phase outcomes	2	4	8	Links developed with communities to recruit young people. Program designed to be engaging and responsive	Year one interim evaluation on measures	Director
<b>Conflict with other youth projects</b>	Lack of participants,	Engagement, delivery phase outcomes	1	3	3	Good engagement, communication with other groups, ability to be flexible	Year one interim measures	Director
<b>Partnership funding reduced</b>	Budget	Reduced funding available.	1	4	4	Funding secured, reserves in place, alternative funding streams identified,	¼ budget reviews	Director
<b>Unexpected employment costs</b>	Budget	Increased costs	1	3	3	All employment costs have a built in contingency to allow for increases.	¼ budget reviews	Hwb board
<b>Lack of school's interest for workshops</b>	Engagement	Engagement Delivery phase outcomes	3	3	9	Good links with local youth partners as alternative ways to deliver	No schools take up offer	Youth service manager
<b>Pilot Sites drop out</b>	Engagement	Delivery phase outcomes	2	4	8	Pilot sites been through briefed. Reserves in place	Pilot site communication	Director.





## 7. Activity Action Plan

Activity	Timetable	Activity	Who will deliver the activity	Who is responsible?
3	Jan 20	Sign any MOU documents with Sgiliau.	Youth Service Manager (YSM)	Board
6	Jan 20	Sign agreement for secured pilot sites	Program Director (PD)	Board
6	Jan 20	Bath WHS pilot start	Bath WHS	Pilot Site
7	Jan 2020	Recruit and employ program director	YSM	YSM
2	Jan 20	Recruit training program Consultant	PD	PD
5	Jan -Mar 20	Develop adult training workshops	YSM / (PD)	PD
3	Jan-Mar 20	Start Apprentice one	Sgiliau	PD / Sgiliau
1	Jan – March 20	Develop school workshops with trainees and apprentices	Young people / PD	PD / Sgiliau
2	Jan – March 20	Market and recruit youth ambassadors	PD	PD
4	Jan – March 20	Set up network with WH:UK	PD / WH:UK	PD
4	Jan – March 20	Set up steering group for network	PD / WH:UK	PD
7	Jan 20-Mar 20	Design marketing/branding	PD / Young People	PD
7	Jan-April 20	Capture baseline data	Youth Workers	PD



7	Jan – April 20	Recruit Evaluation consultant	PD/YSM	PD
2	Feb 20	Buy equipment for program	PD	PD
7	Mar 20	Print marketing and disseminate	PD	PD
3	March 20	Start co-hort one engagement trainees	Sgiliau /Youth Workers	Sgiliau
6	Quarterly	Quarterly reports from Pilot Sites on progress	Pilot Sites	Pilot Sites
1	Quarterly (mar 20 – Sept 21)	Deliver school workshops every approx. 2 workshops every quarter	Young People / Youth Workers / YSM	PD
7	On going	Networking with Sites and organisations	PD / YSM	PD
2	March 20 – March 21	Deliver year one program of activity (as per supporting document 12)	Youth Workers / Trainees / apprentices	PD
1/3	April 20	Deliver training to trainees and apprentices on delivering educational workshops	PD/Youth Workers/Sgiliau	PD / YSM
6	April 20	Pontcysytle WHS pilot start	Pilot Site	Pilot Site
6	April 20	Giants Causeway WHS Pilot start	Pilot Site	Pilot Site
6	April 20	Apprentices travel to deliver workshop site 1	Youth Worker/young people	PD
2	April 20	Renew ASDAN licence	PD	PD
1	April 20	Deliver Blaenavon Workshop as trial (Blaenavon VC school) and evaluate	YSM /PD	PD
5	Quarterly	Advertise Adult workshops	PD	PD



5	Quarterly	Run adult training workshops	PD / YSM	PD
1	As per new cohort	Train new cohorts to deliver workshops	PD	PD
1	Throughout	Deliver workshops in pilot Sites	Young People	PD / YSM
2	July – Oct 20	Pilot new accreditation's	Consultant / PD / YSM	Consultant
7	July 20	Start writing exit strategy	PD / YSM	PD
1	August 20	Deliver workshop to local groups delivered by trainees	Young people	Trainees
3	Aug 20	Start co-hort 2 trainees	Sgiliau/Youth Worker	Sgiliau
3	Sept 20	Start Apprentice two	Sgiliau	Sgiliau
6	Sept 20	Fourth World Heritage Site identified	PS / YSM	PD
6	Sept 20	Apprentices travel to deliver workshop site 2	Young people	Trainees
2	Sept 20	Run Awards year one	PD / YSM	PD
2	Sept 20 – Dec 20	Design new training courses and pilot them	Consultant / PD	Consultant
3	Oct 20 – July 21	Deliver school program around UK.	Apprentices / Trainees	PD
4	Oct 20	Run network meeting 1 (identify hosts for next year)	PD / WHELN	PD
2	Dec 20	New training accreditation's developed and evaluated and 'live'.	PD/ Consultant	Consultant
All	Jan 21	Midterm evaluation	Consultant	Consultant
7	Jan 21	Repeat marketing printing	PD	PD



2	Jan 21 – Dec 21	Run year two program of activity (tbc)	Youth Worker / Trainees and apprentices	PD / Hwb Staff
6	Feb 21	Apprentices travel to deliver workshop site 3	Young people / Youth Workers.	Trainee's and apprentices
6	Feb 21	Latest start for fourth world heritage site	PD	PD
7	Mar 21	Final exit strategy completed	PD	PD
2	Mar 21	Run youth festival	Young people PD/ YSM / Pilots /	PD / YSM
3	March/April 21	Start co-hort engagement trainees	Sgiliau / PD	Sgiliau
3	April 21	Start co-hort trainees	Sgiliau / PD	Sgiliau
2	April 21	Renew ASDAN licence	PD	PD
2	Sept 21	Run awards year 2	Youth Workers / Apprentices	YSM
4	Oct 21	Run network meeting 2	WHLEN	PD/ WHLEN
7	Sept – Oct 21	Final evaluation data collection and draft reports	Consultant / PD / YSM	Consultant
1	Sept – Dec 21	Evaluate final data	Consultant / PD / YSM	Consultant
7	Dec 21	Sign off of evaluation report and final NLHF claim	PD	Board.





## 8. Conclusion

The World Heritage Youth Ambassador program has built over four years a body of evidence that can demonstrate that the approach taken works. This approach; of informal, fun, relationship building engagement that puts the young person at its heart, leads to positive impact and outcomes for not only the young people, but World Heritage Sites and their communities. The program, although complex and interwoven, can be broken down into seven critical key activities of which delivery of will ensure all outcomes, accreditations, and outputs are met and measured to achieve the program overall vision and objectives.

- **Activity 1:** World Heritage school and youth group workshops delivered by trainees and apprentices
- **Activity 2:** Youth Ambassador voluntary group(s)
- **Activity 3:** Apprentices and trainees progression route
- **Activity 4:** World Heritage Learning and Engagement Network
- **Activity 5:** Adult Training
- **Activity 6:** Engage Pilot Areas to trial the program in diverse World Heritage Sites.
- **Activity 7:** Develop the program to be sustainably managed

These seven activities will undertake and deliver the following objectives as specified in the round 1 application and developed during the round 2 application:

**A1A** 500 children and young people will participate in workshops focused on World Heritage and explain why it is important to care for it and how to take action



**A1B** 5% of young people from Workshops will become involved in volunteer group Youth Ambassadors

**A1C** 500 Young people will feel more connected to their World Heritage Site in year one for trainees and apprentices to support them to deliver workshops.

**A1D** 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future

**A2A.** 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. 60% of Young People engaging with the programme will be classed as vulnerable or disadvantaged.

**A2AA.** Recognize the voluntary nature of the group by accrediting minimum of 1000 volunteer hours and deliver 60 volunteer certificates.

**A2B.** Enable young people to be represented on two new community and World Heritage groups to contribute to the community and World Heritage decisions to make the local area a better place to live.

**A2C.** Support 80% of Young People will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity.

**A2D.** The Ambassadors will support a minimum of 2 community led projects that relate to the management or protection of World Heritage Sites e.g. Landscape management, Interpretation project,

**A2E.** Deliver an accredited but voluntary training programme of activity, including heritage learning, peer educator training, advocacy, action planning, team building days, community event, to help Young People learn about heritage and change their behaviours and attitudes about World Heritage.

**A2F.** Support 122 young people to achieve a World Heritage Youth Ambassador Short Course accreditation (100 Youth Ambassadors, 22 trainees)

**A2G.** Develop two new World Heritage course for those that achieve over 60 hours on the short course.



**A3A.** Deliver a “progression route” for employability skills in the heritage sector to 62 YP through 40 engagement traineeships (20/year), 20 Traineeships and 2 apprentices

**A3B.** Deliver a minimum of 62 level 1-3 qualifications

**A4A.** Create an online national network bringing together key stakeholders involved in youth lead practice

**A4B.** Create a governance structure, with support from World Heritage: UK to support the legacy of the network and ensure influence at the highest levels.

**A4C.** Deliver 2 network events over 2 years to facilitate face to face sharing of best practice and develop skill in engaging with young people.

**A5A.** Deliver 6 adult workshops to a minimum of 30 adults focused on increasing positive youth engagement within a world heritage site over 2 years.

**A5B.** Increase the confidence of 30 adults to work with young people.

**A5C.** Increase the involvement of young people within the world heritage setting where adults are trained by 10% (baseline required).

**A5D.** 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.

**A6A.** Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.

**A6B.** Facilitate one World Heritage youth festival to allow young people to discuss date and influence World Heritage youth practice at the high

**A6C.** Create a youth World Heritage forum to represent young people to World Heritage: UK.

**A7A.** Deliver a robust bespoke monitoring and evaluation toolkit on the impact of the programme on world heritage, young people and communities.

**A7B.** Create a financially sustainable exit strategy for the programme



**A7C.** Employ a programme manager with both heritage and youth skills to manage the programme and bring together partners to support each area.

**A7D.** Work in partnership with communities and professional youth staff to deliver the objectives of the program.

**A7E.** Design (bi-lingual) branding and marketing materials to promote the program across the UK to young people and organisations.

The legacy of these activities being delivered to a high quality, will have a fundamental legacy for young people, professional, communities and World Heritage Sites. Young people will learn, achieve skills, and built social capital, confidence and have increased positive aspirations for their future. Adults working with young people in World Heritage Sites will feel better able and more confident in their skills to support young people for the benefit of both the young people themselves and for their World Heritage Site. Increasing engagement with this under represented demographic for World Heritage will lead to resilience for the future, and ultimately both young people and World Heritage Sites will be prepared for any future that comes.





## 9. List of Supporting Documents

1. Youth Ambassadors Evaluation 2014-17.
2. Outcome Framework
3. Youth Ambassador Model of Engagement
4. Consultation Plan
5. The Hwb volunteering policy
6. Pilot Site briefing
  - a. Bath World Heritage Site
  - b. Giants Causeway World Heritage Site
  - c. Pontcysyllte World Heritage Site
7. Training Plan
  - a. Progression route
  - b. Sgiliau Qualifications
  - c. Apprenticeship qualification
8. Budget
  - a. Full Cost Recovery spreadsheet
  - b. Quotes
9. Job Descriptions: Program Director
10. Monitoring and Evaluation Plan
11. Recruitment plan
12. Activity plans
13. Briefs
  - a. Evaluation Consultant
  - b. Training Consultant
14. Letters of Support and confirmation of match funding
  - a. Torfaen County Borough Council



- b. Blaenavon Town Council
- c. Sgiliau
- d. Bath World Heritage Site
- e. Pontycysittle World Heritage Site
- f. Giants Causeway World Heritage Site
- g. WH:UK
- h. Derwent Valley

## 15. Learning and Engagement Network

