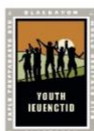


WORLD HERITAGE

YOUTH AMBASSADORS

Monitoring & EVALUATION PLAN



Contents

1. Introduction
2. Background
3. Project Aims and Objectives.
4. Heritage Outcomes
 - a. How we will meet National Lottery Heritage Fund Outcomes
5. Measuring Outcomes
6. Monitoring tools
7. Reporting performance and collecting data
8. Project Management and resourcing the plan
9. Conclusion.

Appendices

Appendix 1. Monitoring and Evaluation Framework.

Appendix 2. Monitoring and Evaluation Consultants brief.



1. Introduction

The vision of the award-winning World Heritage Youth Ambassador programme is to empower Young People to learn about and have an active and powerful voice in their own lives, their local communities and 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 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 purpose of this plan is to outline how the performance and effectiveness of the World Heritage Youth Ambassadors be monitored and evaluated over a two year period.

An independent consultant will be commissioned in order to independently evaluate the program. A suitability qualified and experienced consultant will be appointed to carry out an evaluation and produce an evaluation report. They will be supported with data collection by the project staff.

The evaluation report produced will examine whether the programme has achieved its objectives, how the programme has been managed, its achievements, issues encountered and any lessons learnt throughout the delivery of the programme.

2. Background

The Award winning World Heritage Youth Ambassador programme'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 ambassadors has been running since 2014. The original project was funded by The Heritage Lottery Fund and was 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



Monitoring & EVALUATION PLAN

WORLD HERITAGE
YOUTH
AMBASSADORS

as the HWB. The Hwb Torfaen applied for and achieved a further 2 years of National Lottery Heritage Funding in 2018.

As a result of the previous project and ongoing work, a huge amount of work has already been undertaken, data collected and evaluated prior to the achievement of current funding.



3. Program Aims and Objectives.

The World Heritage Youth Ambassador aims that 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 program, although complex and interwoven, can be broken down into seven critical key activities of which delivery of will ensure all heritage outcomes, accreditations, and outputs are met and measured to achieve the program overall vision and objectives. These are detailed in an evaluation and monitoring framework which identifies how the delivery and impact of the program will be evidenced (Appendix one).

- **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:

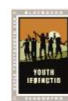
- **A1A** 500 children and young people will participate in workshops focused on World Heritage and explain why it is important to care for it and how to take action
- **A1B** 5% of young people from Workshops will become involved in volunteer group Youth Ambassadors



- **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.



4. Heritage outcomes

The National Lottery Heritage Fund outcomes as follows:

Outcomes for Heritage

1. Heritage will be better managed
2. Heritage will be in a better condition
3. Heritage will be better interpreted and explained
4. Heritage will be identified and recorded

Outcomes for People

5. People will have developed skills
6. People will have learnt about heritage
7. People will have changed their attitudes and behaviours
8. People will have volunteered time
9. People will have had an enjoyable experience.

Outcomes for Communities

10. Negative environmental impacts will be reduced
11. More and a wider people range of people will have engaged with heritage
12. The local community will be a better place to live, work and visit
13. The local economy will be boosted
14. Your organisation will be more resilient.

Due to the complex interwoven nature of the activity and program, it is expected that most of the outputs link to multiple activities and evidence multiple heritage outcomes, however the project has identified the primary outcome of delivery within the following table.

Table 1. National Lottery Heritage Fund outcomes delivered by activity outputs.

National Lottery Heritage Fund Outputs	Activity	Outputs
Heritage will be better managed	2	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.



	2	A2C. 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.	2	A2D. 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	1	A1D 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future
	2	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.
		A2G. Develop two new World Heritage course for those that achieve over 60 hours on the short course.
	3	A2F. Deliver 20 (MIN) World Heritage Youth Ambassador Short Courses.
		A3A. 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
	4	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		
		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.



	5	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.
	6	A6A. Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
People will have learnt about heritage	1	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
	2	A2C. 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
		A2D. 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,
		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
	3	A3B. Deliver a minimum of 62 level 1-3 qualifications
6	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	



People will change their attitudes or behaviours.	1	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
		A1D 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future
	2	A2C. 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.
		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.
	5	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.
		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)
	6	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
People will have volunteered time	6	A6A. Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
	2	A2AA. Recognize the voluntary nature of the group by accrediting minimum of 1000 volunteer hours and deliver 60 volunteer certificates.
	5	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.
People will have had an enjoyable experience.	1	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
		A1D 20 trainees and apprentices will feel confident in their developed skills and so feel more positive about their future
	2	A2E. 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.
	6	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



	2	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.
	3	A3A. 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
	5	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.
	6	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.
Local place area will be a better place to live, work or visit.	2	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 involved will be supported to have a voice and influence in World Heritage through training on advocacy and participation in activity.
		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.
	3	A3A. 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
	5	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.
	6	A6A. Pilot the program and qualification in four other World Heritage Sites to engage with 40 young people.
The funded organisation will be more resilient	4	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.
	6	A6B. Facilitate one World Heritage youth festival to allow young people to discuss date and influence World Heritage youth practice at the high
	7	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.
--	--	--



4.1 How we will meet National Lottery Heritage Fund outcomes.

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

The outcomes are numbered in the outcome and evaluation framework (appendix one) as follows:

Outcomes for Heritage

1. 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



2. 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

3. 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 lvl1 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

4. 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

5. 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

6. 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.

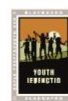
We will review our approach with young people at regular half yearly intervals to ensure we are meeting their needs and capturing the evidence to demonstrate the value to our approach.

Outputs: A1A, A1D, A2E, A6A, A6B

7. 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 xxxx 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 YP 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

Outcomes for Communities

8. 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.

9. 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 both

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

10. 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.

11. 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



5. Measuring outcomes

5.1 Quantitative measures

Measures	Output reference
<ul style="list-style-type: none"> - 662 young people engaged <ul style="list-style-type: none"> o 500 school children o 60 youth Ambassadors o 40 pilot site ambassadors o 40 engagement trainees o 20 trainees o 2 apprentices 	A1A A2A A3A
<ul style="list-style-type: none"> - 60 % of young people will be from a “diverse” or vulnerable background - 5% of YAMS will be recruited from workshops 	A1B
Activity <ul style="list-style-type: none"> o 2 community projects within WHS supported o Progression route delivered o 1 Youth festival o 1 Youth Forum created o Young people represented on 2 new community groups o 10-15 school/youth group workshops delivered o 48 accredited ambassador sessions (3.5hr/session) delivered per year o 2 residential experiences o 4 fun “team building” activities o 4 pilot sites engaged to run YAMS program 	A2B A2D A2E A3A A6A A6B A6C
Training <ul style="list-style-type: none"> o 122 Young people accredited o 62 Qualifications (Lvl 1 – 3) o 2 new accreditations created and piloted 	A2E A2F A2G A3A A3B
Volunteering <ul style="list-style-type: none"> o 1000 Youth Volunteer hours o - 60 will volunteer for 10 hours o 30 will volunteer for a minimum of 50 hours, o 10 YP will volunteer 100 hours, o 4 will volunteer for 200 hours (GOLD award). 	A2AA
Adult Activity <ul style="list-style-type: none"> - 30 adults trained - 2 professional staff supported with CPD/training 	A4A A4B A4C



<ul style="list-style-type: none"> - 1 online national network - Deliver 2 network events - 6 adult workshops delivered - Increase involvement of young people in WHS by 10% 	<p>A5A A5C A5D</p>
<p>Management</p> <ul style="list-style-type: none"> - A program director will be appointed with skills in both heritage and youth work. - Work - 1 x evaluation produced - 1 x exit plan produced - Work with partners in youth and heritage - Produce bi-lingual marketing <ul style="list-style-type: none"> o 1 x vol leaflets o 4 x UK wide posters o 1 x new YAMS UK logo. o 8 x press releases 	<p>A7A A7B A7C A7D A7E</p>

5.2 Qualitative Measures

<p>Young People</p> <ul style="list-style-type: none"> - 100% will increase their knowledge of WH - 90% will have enjoyed their time - 90% will see an increased value in heritage - 70% will feel they have gained something towards a CV and so feel more positive about their future - 80% will be able to show confidence has increased - 80% will feel empowered to make change - 60% will feel more confident in interacting with their local communities - 60% will feel like part of a team - 40% will feel they have gained leadership skill 	<p>A1D A2C</p>
<p>Adult</p> <ul style="list-style-type: none"> - 100% will increase their knowledge of working with young people - 100% will increase their confidence to work with young people 	<p>A5B</p>



6. Monitoring Tools

To evaluate the success of our project, both in the intermediate and long term, we have created a monitoring and evaluation framework which identifies a series of measurement and monitoring tools appropriate to capture data to evidence each individual output. (Appendix one).

a. **WISEMIST: Management Information System Data.**

WISEMIST is an Management Information System used by the Hwb Torfaen and run by Torfaen County Borough Council Youth Service. It is an online system that captures data relating to delivering youth provision, including numbers of people engaged with the project, ethnographic data, locations of the project, activities delivered, and distance travelled numerical information. This information will be captured and reported on quarterly.

WISEMIST will be used to capture and report on the following data:

- Numbers of participants
- Activity delivered
- Ethnographic data
- Volunteer hours
- Qualification data

b. **Case studies**

There will be 4 in depth case studies provided over the course of the project. These are as follows

- Case study 1: Young person case study (ambassador)
- Case study 2: Young person case study (trainee)
- Case study 3: Community Activity
- Case study 4: Pilot Site organisation

Case studies will be an in-depth story of the impact the project has had on the life of an individual and also the life of a specific element of the project. The case studies will capture details such as key learning points, challenges, agents of change and an individual's thoughts, feelings and judgments on the impact of the project and their own personal learning. The case studies will produce valuable information that will provide a clear perspective with regards to reflective questions such as *'if we did this again what have we learnt? What we would do differently? What we need to retain and what do we need to lose?.'*

The focus of the young person case study is to be directed by the young person to ensure accurate representation of their perspective. In order to measure the impact



of this case study the project manager will retrospectively relate project outcomes and measure success.

c. Distance travelled tools

Positive changes are not always apparent through quantitative results. We will use the tools like the Richter scale and outcome stars as a way of measuring the distance travelled; a concept that uses soft indicators such as observation and subjective questioning. The Richter scale will take baseline information from an initial assessment in the delivery phase and will focus on the progress made by each individual relating to:

- Confidence and Motivation Changes;
- Feelings – of well-being, of safety, of satisfaction;
- Personal Skills – Problem solving, time management and social skills;
- Social/community cohesion and sense of place and purpose

In practice these methods will rely on positive relationships with young people, repeated use of the same questions at regular intervals to allow us to track the distance travelled over time and demonstrate that:

- 100% will increase their knowledge of WH
- 90% will have enjoyed their time
- 90% will see an increased value in heritage
- 70% will feel they have gained something towards a CV and so feel more positive about their future
- 80% will be able to show confidence has increased
- 80% will feel empowered to make change
- 60% will feel more confident in interacting with their local communities
- 60% will feel like part of a team
- 40% will feel they have gained leadership skill

Rickters Scale assessments: Qualitative numerical scaling

This tool measures individual distance travelled carried out with specifically identified young people. This is undertaken at the beginning and end of engagement for an in-depth analysis of distance travelled, knowledge, skills and learning gained and as well as social and emotional impact.

The Rickter Scale® is a person-centred, multi-sensory assessment and action planning process, designed to measure soft outcomes, distance travelled and impact. Rickter is a clever way to illustrate advancement across intangible areas that play such an important part in a person's progress i.e. increased confidence or



improved time management skills. Rickter documents the client 'journey' - the progress made over time ('distance travelled'), showing the change that has taken place during and after support and intervention. Ultimately Rickter helps prove the value and importance of your service provision.¹

Outcome Chart: Quantitative numerical scaling.

This is a distance travelled tool performed at the beginning and end of activity to capture the distance travelled by groups of young people. Activity carried out by youth workers delivering to groups of young people.

A numerical 'before and after' scaling process will identify how a person or groups of people's knowledge, skills, experiences etc. have changed as a result of being involved in this project. The chart will be devised to incorporate the specific outcomes related to the project so will be easily identified. The chart will provide a significant number of responses to the question to demonstrate if the majority of people involved in the project are achieving the desired aims.

d. Qualification tools

Both ASDAN and Sgiliau will provide data and information relating to the achievement of accreditation and qualifications. The qualification framework provided by Sgiliau to offer young people apprenticeships that are nationally recognised and offer progression into another route. Reports on progress will be collected by the program director and made to Hwb quarterly.

e. Budget monitoring

The budget will be monitored using an excel spreadsheet.

f. Additional tools

In addition to the above monitoring tools, additional information will be collected to demonstrate impact and evidence activity. This will include:

- Photos of events
- Press releases
- Volunteer database to capture hours and attendance.
- Products created by ambassadors (e.g. video's, exhibitions, art, etc...)

¹ <http://www.rickterscale.com/>



7. Reporting performance and collecting data.

Baseline data

The evaluation will include a baseline assessment at the start of the individual activities within program. The project will begin in January 2020 and will run for two years until January 2022. It is envisaged that the evaluation will be undertaken in three phases:

- Phase 1 - baseline study (at the start of each activity)
- Phase 2 - mid-term evaluation (Jan 2021)
- Phase 3 - final evaluation (January 2022)

Consultant

An evaluation consultant will be appointed to produce the interim evaluation report and a final evaluation report using the data captured and the ¼ update reports.

Young People

The young people will be consulted in every aspect of the program, which will include the evaluation of the program. It will be essential to capture their views on what has been successful and not so successful. Their views will be threaded throughout the evaluation.

Quarterly Project Managers report.

Using the above methodologies, the project manager will be responsible for the collation of all data. They will use the data and prepare quarterly reports in line with quarterly claims. –

This will be a written report presented to the Hwb Board. The presentation will cover any issues that need addressing, successes and progress since the preceding report. This report will include:

- Issues log and risk management
- Budget update
- Report on activity
- Performance indicators as per evaluation outcome framework.
- Report on marketing.

Youth Worker reports.

The youth workers involved with the project will be responsible for capturing and inputting the data on a day to day basis. They will produce a short written report



providing detail regarding actual delivery of the programme with young people, with young people input capturing qualitative data regarding impact.

Partner reports and update.

Each partner involved with the project (Sgiliau / Pilots etc..) will be expected to capture data and report on this quarterly.

8. Project Management and resourcing the Plan.

The program director will be responsible for the overall monitoring and evaluation of the program, and this will be included within their job description. They will ensure all data is imputed, collated, reported on quarterly and fed into the consultant for independent evaluation.

The youth workers delivering the activity will collect data on a day to day basis and input it to the various information management systems.

An independent consultant will be appointed specifically to independently evaluate the project. They will be appointed early in the project so as to have an input into the data collection, systems and to be able to examine data. They will be expected to be involved and produce 2 reports:

- 1 x interim report at the end of year one which will feed into the NLHF interim report
- 1 x final evaluation report.

(see supporting document 13 for the evaluation consultant brief).

Cost

£5000 is available to appoint an evaluation consultant,

