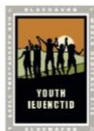


WORLD HERITAGE

YOUTH AMBASSADORS

Consultation Plan



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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 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 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 multiple award winning model Blaenavon World Heritage Youth Ambassadors, this project will expand to deliver a new development and progression route for young people who engage with the programme. It will do this by building on a programme that supports young people to engage with heritage more directly through accreditation, voluntary opportunities and apprenticeships, but that can also be applied to a range of WHS across the UK, so supporting the wider sector to improve youth engagement.

It will enable all those who engage with the programme to be:

- - Empowered: Young people have the confidence independently voice what they want and think, and make decisions for World Heritage and other Young People through having the knowledge and skill they need.
- - Active: Regularly volunteer in a heritage environment for purposes of learning, personal development, fun and the management of World Heritage.
- - Participative: giving their time and participating in activities that support the advancement of World Heritage both locally and nationally
- - 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 in a heritage environment.

This project recognises that young people aged 13-25 are a major human resource for development and key agents for sector change and technical innovation but that World Heritage Sites need support and training to capitalize on this. Through consultation with young people we know that when appropriately engaged young people want to have a voice in World Heritage, but they are unable to find a way to do this independently. We also know that young people from disadvantaged backgrounds in particular do not see heritage as a “fun space” or a realistic and achievable employment route. This is reflected in the fact that 13-25 year olds are under-represented in World Heritage Sites and are not involved in management or decision making processes outside of Blaenavon; this project will address this. Young people in Blaenavon have the mechanism to engage with their World Heritage Site, through the new management plan and the Hwb Torfaen, however lack the resource to do this consistently. Consultation with the community and other World Heritage Sites informs us that there is lack of confidence and skill in adults to engage with the age range outside of formal learning programmes, and so young people are unable to become meaningfully involved past individual projects.

While this programme is primarily based in Blaenavon World Heritage Site, the programme also will work with young people in other World Heritage Sites. As a consequence, consultation has been undertaken across the UK to get a wide array of voices.



2. Consultation during and up to Round One.

The Hwb Torfaen has excellent community relationships with both the local community and the wider World Heritage Site forged over a long period of time. The Hwb Torfaen has been operating in Blaenavon for over 10 years, first as the community group – The Neon - and then as ‘The Hwb’ and has been in constant communication with the community over this period of time. The Hwb consulted with young people, community members and other key organisational stakeholders to inform new direction for the organisation and in 2016 the group formed the charity “The Hwb Torfaen” to formalise the work of the group based on this. This move also allowed the charity to capitalise on funding opportunities to meet the needs of young people and the community in Blaenavon and beyond.

The Hwb took on the management of the Youth Ambassador programme in 2017 as a part of this organisational development. It was at this time that Torfaen County Borough Council were looking for a sustainable exit strategy from being the lead on the Heritage Lottery Funded project – World Heritage Youth Ambassadors. The move from the Council to the Charity enabled the combination of Youth Ambassador Consultation to be combined with Hwb consultation to garner the widest possible depth of views to inform the development of this programme.

Torfaen County Borough Council, as the previous lead on the project, has undertaken a huge amount of in depth consultation during the previous four years of the program running, and this has been passed on and included in the development of this project. The consultation took a variety of formats; regular input from young people at every level of decision making within the programme, attendance at community groups, individual discussions, emails, and use of other consultations undertaken within the World Heritage Site. Direct consultation with young people informed the development and delivery of the programme at the grass roots level - which included non-class room based learning, lots of social opportunities, trips and residential and hands on but meaningful activities. Consultation with young people involved in the programme also highlighted that they often felt isolated and that their contribution was not truly valued and taken seriously (e.g. Organisations holding meetings they wanted ‘youth representation’ at, but holding these in school times, or expecting a young person to be able to contribute in the same way an adult would). They saw the Youth



Ambassadors programme as an opportunity to expand their contribution in a way that was representative of them, as well as for the benefit of the community.

Consultation with local community groups, such as the Workman' Hall, Blaenavon Community Museum, the Local History Groups, Bethlehem Chapel committee, The Town Team (and more), has identified a significant interest in working with young people within the community. Other World Heritage Sites also tell us this is reflected within their own local communities. Community groups also identified a lack of confidence in engaging with young people, and felt they needed training in order to do so successfully.

Joining with the Hwb has also allowed us to access their consultation from young people and youth services over the last 6 years. Their consultation and expertise supported the views that young people value youth workers and their skills, and that using the principals of youth work as an approach to working with young people worked with increasing success. This led to the compilation of the 'model' approach (see SD2) - focusing on building relationships, conversations, safe spaces and putting the needs of the young person first rather than heritage. The work undertaken by the Neon and then the Hwb also demonstrated community intolerances for young people within Blaenavon which is exacerbated by the deprivation of the area. Local education establishments and youth service providers identified a lack of youth provision and engagement in the town. 100% of young people surveyed in 2015 stated they would become involved in youth projects that they thought would be "fun", demonstrating the opportunity to positively engage young people in activities interpreting the World Heritage Site history and encouraging greater respect and appreciation for the cultural environment.

In addition to the Hwb, Sgiliau was also consulted, a training provider who worked with the Hwb providing apprenticeships and traineeships. This identified that the Youth Ambassador programme could be successfully linked in with their training activities to deliver a variety of accreditations, engagements, traineeships and apprenticeships.

In addition to the wide and varied consultation undertaken with young people, the project had also consulted extensively with other World Heritage Sites and wider UK youth organisations during the initial funding. The Hwb subsequently adopted these contacts and kept up communication in the development of the round one, and round two application. 15 World Heritage Sites actively engaged with the concept of Youth



Ambassadors, while 6 World Heritage Sites ran a small pilot for the original funding which lead to 3 sites continuing to invest time independently in the programme post 2017 when the funding finished. Many of these sites were involved in an ambitious joint project in 2017, which while the funding application (Kick the Dust) was unsuccessful, remained a key long term aim for the sector and communication has continued to this effect. This work with other sites identified that World Heritage Site wanted to work with young people, but most felt that they did not have the skill or resource, staff or finance, to do it. The few sites that were undertaking youth programmes identified that they did not have additional capacity, were unsure how to change their mode of operation to fit in a new way of working, and that they had nowhere to share any good work they were already doing to add to work of the Ambassador programme.

Over the last four years, an enormous amount of consultation has been undertaken for this project. Below is the summary of the consultation:

- **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 young people 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 WH. Consulted on the perception of WH 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):** PREVIOUS consultation 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 consultation to inform development of need in WH sector and development of approach to heritage learning. Resulted in support for national network, summit young people activity, and a need for WH specific learning.
- **ASDAN: Consulted in February 2016/December 2016/2017.** Development of accreditation methods and ongoing accreditation needs.



3. New Consultation Focused on Involving and Engaging the Community

3.1 Summary of 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: Deliver World Heritage school and youth group workshops
- 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:

- Engage 500 school children aged 10-14 with workshops to learn about World Heritage, delivered by the traineeships/apprenticeship programme.
- 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 (see attachment)
- Deliver a youth led volunteer group in Blaenavon to engage with 60 young people aged 13-25 over 2 years to achieve over 1000 volunteer hours, 60 volunteer certificates, to include 60% of young people engaging being classed as vulnerable or disadvantaged.
- Deliver an accredited 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.



- Deliver 122 accreditations in World Heritage Youth Ambassador short course.
- Deliver a minimum of 62 level 1-3 qualifications
- 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 Ambassadors will support a minimum of 2 community led projects that relate to the management or protection of World Heritage e.g. Landscape management, Interpretation project,
- Develop 2 new accredited training packages for young people who volunteer for over 60 hours.
- Deliver 6 accredited adult youth engagement workshops to 30 people involved with World Heritage to make organisations more resilient and better skilled to engage with more young people and to embed youth practise.
- 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 WH.
- Pilot the programme and qualifications in 4 other WHS to engage with 40 additional young people.
- Create a Youth “World Heritage” forum to represent young people to WH:UK.
- Employ a programme manager with both heritage and youth skills to manage the programme and bring together partners to support each area.
- Facilitate 2 x Youth World Heritage residential “festival; to allow young people to discuss, debate and influence World Heritage youth practise at the highest levels to better manage heritage.
- Deliver a robust bespoke monitoring and evaluation toolkit on the impact of the programme on world heritage, young people and communities.
- Create a financially sustainable exit strategy for the programme

3.2 Planning for Consultation Development Phase.

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)



- Young People
- Blaenavon WHS staff and learning and engagement working group
- World Heritage Site staff specifically those with leads on learning and engagement
- Hwb and youth service staff
- Youth services and schools in World Heritage Sites (where possible)
- Sgiliau staff and co-ordinators.

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.



Table one. Themes and key target groups for consultation

	WHO	WHO	WHO	WHO	WHO	WHO
UK wide network	Young People	WHS Staff specifically those with leads on learning and engagement	Youth Services and providers in World Heritage Sites	World Heritage Site co-ordinators		
Influencing	Young People	Blaenavon WHS staff and learning and engagement working group	World Heritage Site co-ordinators			
Delivery	Young People	Blaenavon WHS staff and learning and engagement working group	WHS Staff specifically those with leads on learning and engagement	Hwb and Youth Service staff	Youth Services and providers in World Heritage Sites	Sgiliau staff and co-ordinators.
Recruitment	Young People	WHS Staff specifically those with leads on learning and engagement		Hwb and Youth Service staff	Youth Services and providers in World Heritage Sites	Sgiliau staff and co-ordinators.
Evaluation	Young People	Blaenavon WHS staff and learning and engagement working group	WHS Staff specifically those with leads on learning and engagement	Hwb and Youth Service staff	Youth Services and providers in World Heritage Sites	Sgiliau staff and co-ordinators.



3.3 How we planned to deliver the consultation agenda.

Key Activity One: FEBRUARY 2019

February 2019. WH:UK Technical Meeting on learning and engagement.

- Run a network meeting to gather views and information on potential pilot sites.
- Present at Technical meeting on partnerships with purpose identifying how WHS can deliver YAMS.
- Follow up with emails and phone calls

Key Activity Two. MARCH - JUNE 2019

Identify and Visit Pilot Site (x 3)

- Interview WH co-ordinator and staff
- Talk to communities
- Talk to Young people in the WHS

Key Activity Three: MARCH 2019

Run update consultation with young people in Blaenavon. Consultation to be run by a young person (cultural apprenticeship with Torfaen CBC).

- Gather baseline information on wellbeing, pride in heritage, knowledge of heritage and activity.

Key Activity Four: APRIL 2019

Interviews with key Blaenavon WH staff and Learning and engagement groups.

- Identify how they wish to work with Hwb
- How they see the YAMS influencing
- Collecting and evaluating data.

Key Activity Five: MARCH 2019

Interview Hwb and Youth Service Staff

- Identify how they wish to work with Hwb
- How they see the YAMS influencing
- Collecting and evaluating data.

Key Activity Six: MARCH-APRIL 2019

Interview and work with Sgiliau to develop training programme.

Key Activity Seven: MARCH - JUNE 2019



Develop relationships with key youth providers and schools in pilot sites and Blaenavon to form potential delivery partnerships for programmes delivery in other areas.

3.4 Key Questions to ask at consultation for officers and staff

These questions are designed to guide the consultation, not be prescriptive - not all questions will be relevant to all people.

1. What is your understanding of World Heritage (including your own site)?
2. How do you feel about World Heritage?
3. How do you feel about working with young people?
4. How do you feel is the best way to engage with young people.
5. Would you like/need any training to work with young people?
6. Do you feel young people should be involved with the management of your WHS/Organisation? How do you think is best to achieve this? Who do we need to speak to or influence to support this agenda?
7. Have you been involved with YAMS before - what is your understanding of the project?
8. Would you like to become involved in the project - if so in what way?
 1. Network
 2. Learning/sharing best practice
 3. Practically involved with delivering a programme of activity
 4. Attending youth summit
 5. Training to work with young people
 6. Sharing resources around engaging with young people
8. Do you have any contacts with Young people/youth groups/schools in your area that might like to become involved?
9. If we needed to capture data about you, your organisation, your communities or young people, how do you think would be best to do this?
10. What do you think the barriers are to:
 - a. Young people becoming involved
 - b. Organisations becoming involved
 - c. Influencing the management of your organisation/WHS
11. How might we best overcome these barriers?



4. Record of Consultation for Activity Plan development.

The below is a record of the community consultation undertaken specifically for the development of the Activity Plan. The Project team (consultant and Hwb staff) have also met weekly, where the Activity Plan has been discussed and amended in line with information and consultation undertaken elsewhere in the project.

Date	Location	Group/Individual	Comment
19 Feb 2019	Blaenavon WHS	World Heritage Learning and Engagement Network	Facilitated first WHLEN group meeting. Gathered information on developing future network, gained working group, gained WH:UK support. Presented YAMS to group. Gathered several additional pilot sites potential.
19-20th Feb 2019	Blaenavon WHS	WH:UK learning and engagement technical meeting	Hosted the WH:UK technical meeting to 50 staff from WHS all over the UK. Presented on partnerships and youth engagement. Gained key contacts and future relationships for projects. Gained feedback on what was needed to deliver programme over next 2 years.
19th Feb - ongoing	n/a	WHS Various potential pilot sites	Emails to and from various pilot sites including: <ul style="list-style-type: none"> • Pontcysyllte WHS • Bath WHS • Giants Causeway • Fountains Abbey • Derwent Valley Mills
5th March 2019	The Hwb	Senior youth Worker - Angharad Williams	Consultation with Youth Worker on practicalities of YAMS being delivered in Hwb. Identified need for staff training.
1-2 April 2019	The Hwb	Transgender Young person (aged 23) Caleb Teague undertook 2 x consultation events for YAMS as part of an apprenticeship qualification.	YOUTH CONSULTATION. Evaluation attached. Identified that young people liked YAMS, had heard of it, but as the program had not been running for some time were unsure of what it was. Young people were proud of a WHS but didn't personally identify with being able to get involved.



8th April	Pontycystle WHS	Ani Sutton Canals and rivers Trust, Alan Fforest Wrexham CC	Pilot site consultation. Agreement reached on being Pilot site and how it would work in Pontycystle WHS. Key schools and youth groups already identified.
20-22nd March 2019	London	Young person aged 18 Kieran Owens (previous YAM) went to London to identify key WHS to visit and whether WHS were youth friendly.	YOUTH CONSULTATION. Kieran identified that London would be a good place to take YAMS, and that World Heritage Sites are not in general approachable for Young people.
14th March 2019	Sgiliau	Sgiliau CEO	Consultation held with Sgiliau to identify how to run the traineeships. Identified where young people would come from, how the program would be staffed and how the program would be managed. Agreed budget. Emails frequently happened after this.
April 2019	Blaenavon WHS	WHS Co-ordinator	Consultation held with Blaenavon WHS Co- ordinator. Identified support for the program and how TCBC will work with Hwb to ensure management plan and YAMS is delivered.
May 19	Bath WHS	Co-ordinator, learning co-ordinator x 2.	Consultation with Bath WHS. Identified as a pilot site. Talked about links to current projects they are running and where young people will come from and what they will do.
May 19	WH:UK	Chair of WH:UK	Identified how WH:UK will support YAMS - through logo and website, and YAMS can affiliate with WH:UK for long term legacy
June 19	Giants Causeway WHS / National Trust	Learning coordinator	Consultation with Giants Causeway WHS. Identified as a pilot site. Talked about links to current projects they are running and where young people will come from and what they will do.
June 19	Blaenavon Town Council	Town Council	Presentation to town council about impact and match funding. Answered questions about the project. Received letter of support.
July-Aug 19	Blaenavon WHS	Young People	Pilot of trainee program over the summer holidays of 2019. Findings to be included in Evaluation.



5. Round Two consultation 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.

- **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.

- **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.

- **Delivery of youth programmes of activity**

The young people of Blaenavon were consulted in the activity that they wished to see, and the results supported the findings of the last four years. Fun, informal, social with trips and residential 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.

- **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.

- **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.

6. Conclusion

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. It 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, but 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.



Appendix 1. Consultation Notes.

1. Blaenavon WHS Coordinator. Rebecca Hartley. Tuesday 30th April 2019. 12pm – 1pm.

- **What is your understanding of World Heritage (including your own site).**

N/A – is a WHS coordinator so understands all parts of WH.

- **How do you feel about World Heritage?**

Very good!

- **How do you feel about working with young people?**

Really important, they are the future generation, they will live in the WHS and inherit it.

WHS isn't just for Christmas it's for life – it will outlive all of us. Engaging the younger generation important to ensure it is understood and cared for in the future.

I have no problems with working with young people. It is a different audience so what I'm use to so requires more preparation – the language we use is too professional – it won't wash with younger crowd. They need a different approach – it's not a group I have a lot of experience of in my job. It's new to me. Needs preparation for it to be valuable to them. I don't want to be boring, I want to be able to speak them in a language they understand. Not professional and academic which we do in the adult sphere.

- **How do you feel is the best way to engage with young people.**

I think on their own turf – not in meeting rooms. Particularly in Blaenavon, young people don't respond well to ordered environments. So any engagements needs to be in an environment they feel comfortable. I they need different techniques – not just printed agendas, but using IT (wizardry) using tech they are interested in rather than PPT. Make everything more interactive.

- **Would you like/need any training to work with young people?**

YES. To get it right, I don't have enough experience. I can do PowerPoint to students but I don't know if they enjoy that or find it boring. Through this project I think we can have training to use a different approach to do it justice.

Format of training is important – explain management plans is a difficult subject, so how do we make it interesting?

Half a day covering how you communicate effectively with young people would be useful. How you run a meeting for young people. New audience for a lot of people.

- **Do you feel young people should be involved with the management of your WHS/Organisation? How do you think is best to achieve this? Who do we need to speak to or influence to support this agenda?**

YES!!!!!!

Up to Hwb how to do it, we wouldn't dictate. Absolutely welcome young people in any groups. Whether we convene a sub group, is there a youth group created. Have opinions on management group, where they don't feel intimidated by adults.



Through the learning and engagement group is where it will feed back.

- **Have you been involved with YAMS before - what is your understanding of the project?**

Was the line manager of the project manager – excellent understanding of the project.

- **Would you like to become involved in the project - if so in what way?**

Network: *Yes. The Hwb will be involved for Blaenavon WHS will go to the network. It is unlikely I will be able to go.*

Learning/sharing best practice: *Yes. Through the Working group – learning and engagement.*

Practically involved with delivering a programme of activity: *We are providing match funding for my time to deliver some workshops*

Attending youth summit: *No. probably only if held in Blaenavon.*

Training to work with young people: *Yes – see above.*

Sharing resources around engaging with young people: *Through the workshops and match funding.*

- **Do you have any contacts with Young people/youth groups/schools in your area that might like to become involved?**

Currently through our Heritage Officer.

- **If we needed to capture data about you, your organisation, your communities or young people, how do you think would be best to do this?**

N/A – management plan captures data.

- **What do you think the barriers are to:**

- **Young people becoming involved**

I think the biggest barrier is the perceptions of young people. Some people in or Communities have a negative perception of young people. Communities don't recognize the value of it. Older generation particularly – may not react with patience – may think they are superior.

- **Organisations becoming involved**

Does the organization have a mandate to do it – do they think its important. Resources. Mechanics OF business plan, priority of resources.

- **Influencing the management of your organisation/WHS.**

What young people can feel they can contribute and achieve. Enormous task to manage a landscape – young people may think, where I should start so I won't bother. But it is made up of lots of small actions. They can make a difference, but they need to understand HOW to do this. What can I do? Process and mechanism will remove barrier to them.

- **How might we best overcome these barriers?**

Develop a mechanism of engagement, and a process to give the contacts in a way to influence they can be themselves, and feel free to express themselves. Feel more relaxed and able to influence. Create an environment.



2. WHLEN: World Heritage Learning and Engagement Network Agenda and Notes. 19th February 2019

Agenda

19th February 2019.

10am – 12pm

Blaenavon Workmen's Hall.

Facilitated by Ashleigh Taylor.

1	Welcomes and Introductions	15 mins
2	Purpose of the network and what we want to achieve.	20 mins
3	What should this network look like?	
5	Membership of the network.	
6	Administration of the network.	
7	Heritage Lottery Funding and the revival of YAMS! (opportunity for funding)	20 mins
8	Break and networking	20 mins
9	World Heritage Site updates (3 minute updates / site)	40mins
10.	AOB and what do we do next!	5 mins

Minutes and notes.

Attendee's

Name	Email (removed for GDPR)	World Heritage Site/Organisation
Lynda Slater		Pontycysttle
Val Turner		Shetland tentative WHS
Janet Anderson		Fountains Abbey
Julian Cooper		Blenheim
Marion Blockley		Ironbridge
Ashleigh Taylor		Blaenavon
Dan Oliver		Blaenavon
Sallyanne Hall		Pontycysttle
Art Ward		Giants Causeway
Simon Hickman		Historic England
Allan Forrest		Pontycysttle
Kate Thompson		Pontycysttle
Rebecca Smith		National museums Wales
Mari Lock		Lake District
Polly Groom		Cadw
Alex Mccoskreid		Lake District
Lindsey Braidly		Bath
Helen Daniels		Bath



Andrew Moss	Fountains Abbey
Neville McConachie	Giants Causeway
Joe Perry	Flow Country - tentative
Sheena Campbell	Saltaire
Barry Gilbertson	Bath
Jamie Davies	ARCH/ WH:UK
Ros Campbell	HES
Julie Mather	Cadw
Kerry Shaw	Hadrian Wall
Tim Hill	Cadw
Sue Mason	Cadw
Georginea Greaves	Derwent Valley Mills
Adrain Farmer	Derwent Valley Mills
Chris Mahon	WH:UK

GDPR: All agreed to share emails and contacts. Hard copy of consent held by Ashleigh Taylor. If anyone would like to withdraw consent, please email ashleigh.taylor@thehwb.org.uk

1. Welcomes and introductions.

AT welcomed everyone and introduced the topic and why we were all here.

Through HLF funding, we were able to set up a national network for learning and engagement across WHS to share best practice and encourage joint working. AT explained that while she was facilitating, it was for the group to decide on how to move the group forward.

2. What the network should look like moving forward.

(see workshop notes below)

3. Youth Ambassadors

AT talked about the latest funding for YAMS - World Heritage Youth Ambassadors.

Background

Yams was funded through an HLF grant to Blaenavon WHS from 2014 - 2017. During this time the project expanded and was incredibly successful winning awards and engaging over 250 young people in World Heritage. This included running the UK Youth Summit in 2015. In 2017, the funding ended, but the programme successfully exited into a 3rd sector organisation 'The Hwb'. In 2018 the programme secured a further £300,000 of funding to run for the next 3 years.

Moving forward



Blaenavon is looking for 4 'pilot' sites and partners to work with them to deliver a youth programme in their own world heritage sites. The YAMS programme can supply

- £4000 of funding (subject to agreement and need) to run a programme over a minimum of 1 year.
- Support to train staff to work with Young People if needed
- Support to engage with schools by providing some trainees to come and run workshops
- Provide additional funding for accreditation and training of staff
- Supply 'kit' - t-shirt, bags, coats etc... for young people.

In return the Site would need to commit to:

- running a youth specific volunteer programme to adhere to the principals of the programme
- Commit to working with the network to advance learning and engagement in WHS across the UK and to embed engagement in management plans.
- Supply staff resource (funding can be used to buy staff)
- Deliver 10 accreditation's to 20 young people
- Attend a youth summit with young people from the group
- Work with Blaenavon to evaluate the programme

4. WHS Updates

- *Manchester: Working with Tall buildings and underground canals., Here to find out about WH learning and engagement*
- *Julie Mather - Cadw. Lifelong Learning programme. Specifically interested volunteering*
- *Sallyanne Hall - PM of a HLF picturesque landscape project - LINKS TO YAMS*
- *Allan Forrest - Pontcysttle - interested in youth engagement. (possible pilot site). Pontcysttle has Rivers and Canals Trust working within their management structure who have and are looking for youth volunteers*
- *Georgina Greaves/Adrain Farmer: Derwent Valley Mills. Interested in engagement - running lots of young engagement projects. They are also currently updating their management plans. Potential Pilot Site.*
- *Barry - UNESCO Chairman of Bath WHS. Interested in Youth Engagement.*
- *Helena Daniels-*
- *Polly Groom - Cadw. PM of unloved heritage - youth engagement projects. Possible link with YAMS.*
- *Neville - Giants Causeway. Interested in being a pilot Site.*
- *Andrew Moss / Jane Anderson (replaced Emma Manners) - fountains Abbey - previous pilot site, interested in being a new pilot site potentially.*
- *Julian Cooper - Blenheim. Main concern being tourist management. The Site is owned by one person which can make delivering new projects difficult.*
- *Simon Hickman - Historic England - Covers multiple English WHS. Historic England are currently being restructured to being more outward facing so engagement is a topic of interest.*
- *Mary XXXX- coordinator of Lake District. As newest WHS, are interested in working together and undertaking more engagement. They currently do a lot of volunteering, but tends to be landscape and traditional volunteering.*
- *Val Turner - Shetland and a tentative site. Hoping to make links with other WHS.*



- *Marion Lock - Steering group Iron-bridge and chair. Was a YAMS pilot site. Potential pilot site again.*
- *Rebecca Smith - Learning and engagement at big pit.*
- *Jamie Davies. Honorary researcher for WH:UK.*
- *Ros Campbell - Historic Scotland.*

World Heritage learning and Engagement Network: Workshop Notes.

A small amount of funding is available to support the delivery of a UK wide World Heritage learning and engagement professional network. This network is being designed to facilitate the sharing of best practice amongst learning and engagement professionals who work in the World heritage Sector. It will also promote youth engagement to the wider sector.

It is likely that this network will only meet once a year with additional online networking, but this is to be confirmed. Pilot sites will be required to participate in the network.

The meeting asked the group to support the development of the network. 7 groups were asked four questions. Below are their answers.

Question one. What should the purpose of the Network be, what should it achieve?

- **Good/Best practice x 6**
- **Sharing knowledge x 4**
- **Networking x 4**
- **Not working in isolation/ collaboration x 3**
- **Peer support x 3**
- **Share resources x 3**
- **Share Challenges and solutions x 2**
- **Demonstrate value x 2**
- **Open email list x 2**
- **Exchange visits x 2**
- **Access to key note speakers and professionals x 2**
- E-bulletin
- To ask Questions
- Bench marking
- Sounding board
- Advocacy
- Advice
- Sharing research and evaluation
- Learning emphasis on engagement
- Engagement is a large word – what do we mean
- Map the current situation so we are not duplicating
- World Heritage Specific
- Learning from international colleagues
- Advice on funding streams
- Case studies



- Open and honest – good and bad

Question Two: What should the network look like?

- **Online. Geographically dispersed organisations so use the internet/email. X7**
- **Annual conference X7**
- **Link to WH:UK conference x 5**
- **Face to face meetings x 5**
- **Online resources x 3**
- **Social networking x 2**
- Sub- groups on specific subjects x 2 Networking,
- Get info from WHUK,
- Info from international partners,
- Themed meetings
- Wider network to include YOUNG PEOPLE and communities
- Everyone should have a voice regardless of experience
- Diverse
- Inclusive
- Fluid
- Rotate location
- Funding needed
- Closed group?
- Up to date contact info – held online.
- Advice on funding streams

Question Three: Who should be in the network?

- **All WHS organisations tentative and existing x 4**
- **Any interested person or organisation / Open to everyone x 8**
- **Linked by learning and engagement - appreciate the limitations**
- Broad representation
- Online access to all
- Self-selecting
- National Bodies
- Community partners
- Stakeholders x 2
- International partners
- Engagement officers
- WH co-ordinators
- Professionals and volunteers
- Membership of WH:UK a pre-requisite.
- Online can be open access

Question four: Who should run the network/ administrate it?

- **WHUK x 3**
- **The Hwb Blaenavon as they are already funded x 3**
- **New host each year X 4**
- **Need a facilitator x 3**



Consultation Plan

WORLD HERITAGE
YOUTH
AMBASSADORS

- Staff from WHS
- Build in sustainability
- Explore grant trusts
- Formal Commitment from key organisations
- Informal
- Participant feedback to determine future themes
- Moderation?/ Set up?
- Unincorporated association?
- Sub groups for specialists.



3. Youth Consultation. March 2019

Youth Ambassadors

**Consultation undertaken by Caleb Teague. Age 23. Cultural Skills apprentice.
March 2019.**



This is an evaluation and consultation of the Youth Ambassadors (YAMs) group in Blaenavon. For this evaluation I will be looking at the effectiveness of YAMs in teaching Young People about heritage and encourage their participation in their local World Heritage Site.

This consultation took place over a two day period at the youth club in Blaenavon called the Hwb. The staff and youth workers at the Hwb were the ones who implemented the YAMs group and who also facilitated any trips or activities involved.

I conducted this consultation through asking the young people questions, asking them to fill in a Match the Logo activity and asking them to answer three YAMs specific questions. The last three questions were written on a slip of paper. The Match the Logo activity was included to get information on which organization logos they could recognise. All logos are present in Wales and should all be something they would recognise. The piece of paper with the three YAMs specific questions were not filled out by everyone, these were meant to be filled out only by those who participated in the project to see their viewpoints on YAMs.

The first question I asked them was **“What does heritage mean to you?”** This question was written on a large whiteboard in the main room of the Hwb. I also talked with the young people and asked them this question as well. At the same time I asked them how they felt about heritage. I chose these two questions at this point to get a baseline of their thoughts around heritage. I then would ask if they had heard of YAMs to see whether those who had participated had more positive or more negative feelings. I also believe that these two questions are linked and allowed me to get a more in depth view on heritage. The question on the whiteboard was left for the entirety of the two days I spent at the Hwb. On the second day I talked with a group in the upper rooms of the Hwb about YAMs and asked them to fill out the aforementioned sheets. The Match the Logo sheets were passed around while the YAMs questions were placed in the middle of the group. While they were filling out the activity sheets I asked them questions on YAMs to see who had participated and who remembered what they did. After the activity sheets were completed I also asked if they would fill out the YAMs questions. This was all done with a staff member present.

The questions of **“what does heritage mean to you?”** and **“how do you feel about heritage?”** gave me a largely positive result. The most common response I received was centred on family and friends. One young person said that because they had so many visitors and tourists that the town had become like a large family that all looked after each other from outsiders. Several of the young people that I talked to said that it was like a large party and that going to the heritage sites, such as the Big Pit, gave them



a chance to bond with their friends. The main negative point that I got was that heritage was boring. The young person who said this said that it was “shoved down their necks” and that there was nothing to do because everything was focused on the Heritage. When I asked this particular young person if they had heard of YAMs they had no knowledge of what I was talking about.

These two showed me that the young people are interchanging Blaenavon with heritage. While there are mainly the positive thoughts around the town, these are all based on the feelings they gain from the people and less about the town as heritage. The fact that Blaenavon is a Heritage Town has meant there is a lot of visitors that come there and there appears to be some resentment towards this fact in that Blaenavon is largely conserved instead of expanded and modernised.

There were a total of 8 ‘Match the Logo’ activity sheets completed and handed in. The results can be seen below.

LOGO									ANSWERED CORRECTLY
ORGANIZATION	WORLD HERITAGE UK	CADW	NATIONAL MUSEUM OF WALES	WORLD HERITAGE LOGO	THE HWB	UNESCO	BLAENAVON BILL	HERITAGE LOTTERY FUND	
PARTICIPANT ONE	✓	✓	✓	Blaenavon Bill	✓	✓	No Answer	✓	6
PARTICIPANT TWO	✓	Heritage Lottery Fund	✓	Blaenavon Bill	✓	✓	World Heritage Logo	✓	5
PARTICIPANT THREE	✓	Heritage Lottery Fund	✓	Blaenavon Bill	✓	✓	World Heritage Logo	✓	5
PARTICIPANT FOUR	✓	✓	✓	Blaenavon Bill	✓	✓	World Heritage Logo	✓	6
PARTICIPANT FIVE	CADW	World Heritage Logo	✓	Blaenavon Bill	✓	✓	World Heritage UK	✓	4
PARTICIPANT SIX	Blaenavon Bill	✓	✓	No Answer	✓	✓	World Heritage UK	Also as World Heritage Logo	5
PARTICIPANT SEVEN	Blaenavon Bill	✓	✓	No Answer	✓	✓	World Heritage UK	World Heritage Logo	4
PARTICIPANT EIGHT	Blaenavon Bill	✓	✓	No Answer	✓	National Museum of Wales	World Heritage UK	Also as World Heritage Logo	4
ANSWERED CORRECTLY	4	5	8	0	8	7	0	7	

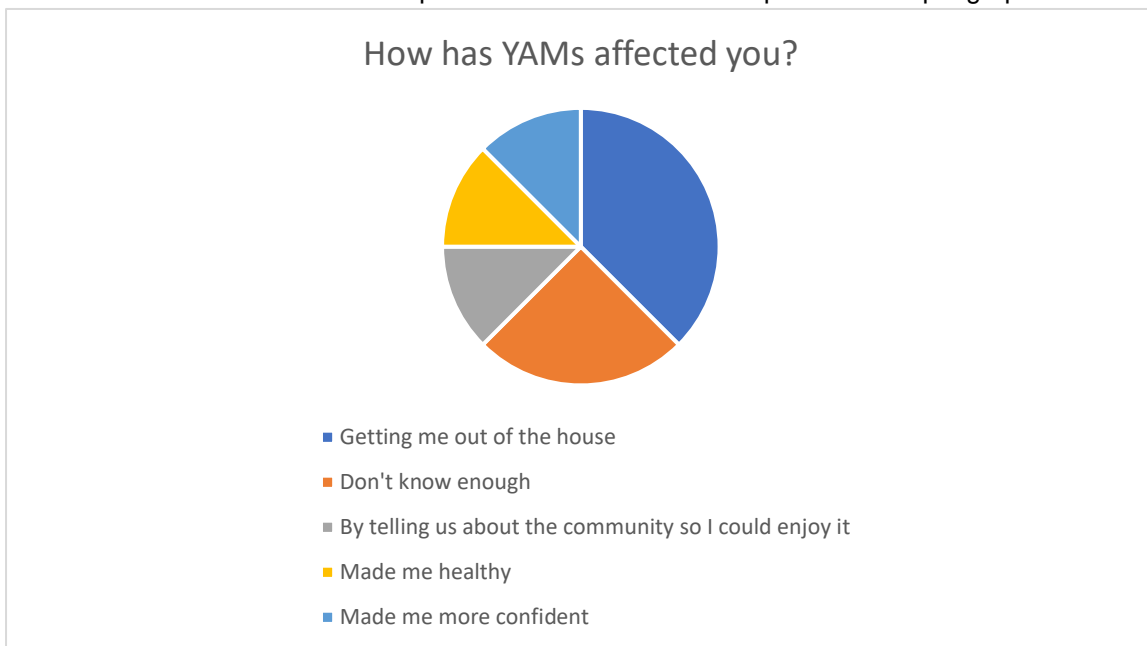
There are several conclusions you can draw from this table. The Hwb logo was recognised easily and was correctly identified by all eight participants. This is likely due to how often they attend the club and see the logo prominently displayed. The other logo that was always identified correctly was the National Museum of Wales. This logo displays the name of the organization and so is easy to identify. The two logos that were matched highest after these were the UNESCO and Heritage Lottery Fund. These are both logos that they would have seen quite often and have likely been noticed around their hometown on a regular basis. The Blaenavon Bill was not recognised at all and was labelled as either the World Heritage or World Heritage UK logos. This shows that the young people are recognising the logos they see but haven't been told what they are or the organizations behind them. That they would confuse these with the Blaenavon Bill shows that they are seeing them in the town and at the World Heritage



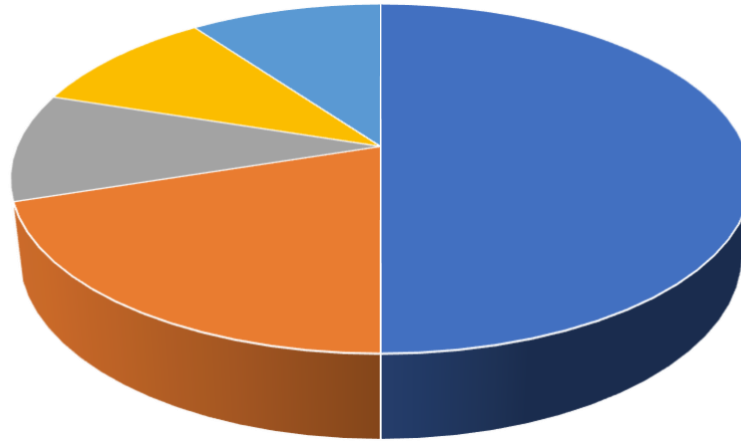
Site but are associating it with the place instead of the organizations. That none of the young people managed to correctly identify all eight of the logos means that they may not know the organizations as well as they could and the logos may not have been displayed and explained at the locations the young people have been visiting.

While these were being filled out I asked the group if they had heard of YAMs and if any had participated in it. Most of them said they hadn't heard of it but when one of the young people said yes he started to say about a trip that they had taken to North Wales. It was only after this that some of the others remembered going on the trip and associated it with the YAMs project. That the young people forgot the name of the project is not necessarily an indication of the effect it had since once they were informed that their trip was a part of this project they all had good memories and talked of enjoying this. Those who were a part of YAMs seemed more confident in their answers and more willing to talk to me, they spoke up more.

After they had finished the Match the Logo activity I asked them to fill out the smaller sheets with the three YAMs questions. I did say that they were about YAMs but even those who were not a part of the Youth Ambassadors chose to take part. This data has been compiled into the pie graphs below.



How is learning at YAMs different to school?



- Not as strict
- It's more comfortable
- Learn at your own pace
- Don't know
- More confident about learning

Why did, or would, you join YAMs?



- I would join to get out of the house
- Because you get fitter
- I wanted to know more about the community
- Because I thought it was good for me and my friends
- To help other people
- To feel more confident

From chart one you can see that YAMs has worked in getting the young people involved in the project. A third of the young people said that YAMs helped to get them out of the house. This suggests that there isn't usually much for them to do in Blaenavon and so this corroborates the given statement that heritage is "boring". That this is then labelled as the main reason they either would or did join YAMs in



the beginning is further proof of this. There does seem to be a theme throughout the three questions that the young people have nothing to do in Blaenavon. This may be a contributing cause to disinterest in heritage and their community. YAMs is helping combat this by supplying those activities that were obviously enjoyed.

Overall I have found that YAMs has positively affected the young people of Blaenavon. It has given them something to do around the town that allows them to contribute to the community. It appears to have achieved what it wanted to in that it has encouraged youth participation and taught the young people about their heritage in such a way that they enjoyed it and wanted to continue learning. The positive outlooks shared from those who were in the project showed how it had made them more confident about themselves and had helped them to get healthier as they were leaving the house and participating in more activities. There was however a lack of knowledge found through this consultation. Some could only recall the activities they joined in with and not the YAMs project itself. This is likely to be because the project has not run for some time formally. One thing that I have noticed is that Blaenavon is almost completely insular as a town. Though they regularly have visitors to the World Heritage Site and the Centre there appears to be a separation for the young people. This in part seems due to their resentment of being allowed change and that Blaenavon is isolated and not necessarily easy for a young person to leave even for short visits. YAMs inclusion of other Heritage Sites seems to have helped temper some of these feelings and it was interesting to see that those who were positive about Blaenavon seemed to have participated more in YAMs and the Hwb in general. I have also found over the course of this consultation that the knowledge of organizations could be developed further but that YAMs had gone to help with this in some parts. In my opinion, YAMs has helped the young people in gaining pride in their home and in their heritage however they do need to help with the knowledge more.

An evaluation of my project

For a part of my qualification I was asked to conduct a project while working with colleagues. I chose to undergo this project at my first placement for my apprenticeship under the supervision of my mentor Ashleigh Taylor. My project was a consultation on the effectiveness on the Youth Ambassadors (YAMs) in Blaenavon Heritage town.

There was four stages to this project. The first stage was research. For the research I had to look in depth at what consultation was and how it could occur. This was necessary as I had to know how I could conduct my project and how I could collect the data. I also had to look at how general consultation differs to consulting with young people. I found that there was more creative behind youth consultation. This includes finding activities and ways to communicate without necessarily interacting with the young people yourself. Though it is more informal when consult with young people there are still guidelines that you should follow. These include going to where they are and to not use sector specific jargon so as not to confuse the people who are taking part. These are important things to remember as you need to young people to feel comfortable so that they want to answer any questions you have.

The second stage of this project was preparation. This was an important stage as it meant meeting with colleagues and setting up what activities and questions I would be asking. The main person who I met with during these was my mentor Ashleigh. Ashleigh would regularly talk to me and point me in the direction of where I should be without explicitly telling me what to do. This include asking me to do tasks that seemed not to relate to the project but was for the Council instead. She would then ask me questions and what I had learnt from them. This allowed me to make the connections myself and see



the different ways that I could interact with those in my project and how there is more than one way to get the data. I found this especially helpful as it will be easier for me to understand the steps in the logic and possibly replicate it if needed without being told what needs to be done.

One part that is included in this was two days of Work Shadowing a colleague, Mair Sheen. Mair was also conducting a consultation with the young people regarding a survey she was trying to update. Ashleigh asked Mair to show me what she was doing and if I could join in. This helped me to get used to the setting of conducting a consultation and it helped that this was the same group that I would then be consulting myself.

I also met with Hannah Lewis from the Hwb at this point. She gave me some ideas of how to conduct the consultation and suggestions. These included extending it to two evenings instead of having one evening to meet them and collect all the data. I found this to be very useful as she explained why she thought I should do this and that it would give me a chance to talk to the young people and have a more diverse group as some may come one day but not the next.

The third part of this project was the consultation itself. This, as I said, was conducted over two evenings at the Youth Club at the Hwb in Blaenavon. It was held at the Hwb as it was a place that the young people would have gone to anyway and so they don't have to go out of their way to help me. On the first day I focused more on two questions around heritage and how they felt about it. On the second day I followed the advice of Hannah and took in some treats for the participants to have. I had asked her what I should bring and she said that they would like anything but that one of the young people had a gluten allergy and so I brought a separate set of biscuits for this particular reason. I asked Hannah about this as I felt that she knows them better and would know what they would like more.

The second day of the consultation focussed more on YAMs and how it has affected people. This was done through a number of ways including a Match the Logo worksheet, a set of three questions about YAMs and a verbal discussion and talks on what they remembered about YAMs.

The final part of my project was the evaluation. This was the four pages at the start of this document. For my evaluation I looked at the data I obtained and the differing responses from those who had participated in the YAMs program and those that hadn't

Over the course of conducting my project I have learnt a lot over a variety. While I recognised the importance of working with colleagues I hadn't considered it to such a degree before. It was through working with others that I found the best way to communicate with my target audience and how important it is to talk with someone who knows those people. I can easily say that I wouldn't have gotten as much information if I had been through this on my own and without direction in what areas I was researching. I also learnt the importance of having youth groups in small, isolated places.

I realised that for those in more isolated towns that the entire town supplies their point of view. I found through my data that the young people who took part would confuse the Blaenavon logo for that of the World Heritage Logo and to me it said that this is what they view it as and that Blaenavon is all they know. They know that Blaenavon and the Big Pit are a World Heritage Town and Site and so any logos they see displayed around the area are automatically believed to be marking Blaenavon. When I



combined this with some of the negative feelings reflected over the two days then I have also learnt that we have placed an unfair expectation on the residents of the town. We have withheld any change in Blaenavon to conserve the heritage but have therefore stifled young life there and this has led to resentment. I found that this was the most important aspect of the YAMs project – it gave the young people a reason to join in and enjoy their town. It gave them something to do. During my previous visits to the Site I had never considered the people who lived there and so this gave me the chance to see what impact we as tourists had on them. I hope this will make me more considerate in the future especially if I continue into a career that has me in different places that could cause me to disrupt peoples way of life, whether or not I mean to.

I think that what I did well in this project was considering how to communicate with my colleagues and to take on board their opinions and ideas. I found that this was easy to do as I understood that they were essentially experts in comparison with myself and so I feel it would have been a detriment to not listen and follow their advice.

The main problem I faced over this project was asserting myself and being more confident in what I was doing. I found that it took me some time to feel able to talk to the young people and I found it hard to consult with people that were only a few years younger than myself, especially as I fit into the age range that the youth group is aimed at of 11 – 25. I understand that this will hopefully improve naturally in time and recognise that this is as a result of the anxiety I do suffer from. I also feel that I was able to complete this project and participate as much as I did does show that I have gained enough confidence even over the past three months to at least be somewhat able to overcome my own anxieties. I attribute this to the preparation I had been asked to do earlier in the project and that I was allowed to join in with a colleague's consultation first.

Overall I feel that I managed to conduct my project and myself fairly well and that I learned a lot over the course of it. The things that I have learnt will hold me in good stead when interacting with people even outside a consultation or professional basis and that my people skills have increased due to this. The skills I have obtained will help me in the future in heritage as if I have a career at a Council or similar organization then I will understand how I am supposed to continue from that point and the importance of consulting with a multitude of people and all the stakeholders that could possibly be affected by any decision I or my future colleagues could make.



Two young people answering my question on the whiteboard



The Match the Logo worksheet

4. Kieran. Age 18. London WHS Review. 19th February 2019



Why did I go to London?

I went to London because youth ambassadors needed a young person point of a view about what would be interesting for other young people if they visited World Heritage in London. I had to go around and see world heritage sites and look at what would be good to take young people to if we visited.

I was asked to observe the sites, see how friendly they were, and see if they would like to run a group like yams. I was supposed to see how easy it was for me to ask

What did I find?

What I did find, they didn't like it when a young person asked them if they wanted to run a young group. They SEEMED a bit like who are you. They wanted to offer me what they already had. They were not helpful. They didn't seem like they were interested.

They would have respected if Dan and Ashleigh had gone but they didn't respect me as a young person.

Abbey –

Everyone was mega old.

This was my worst experience; I would not go back. It was boring. Staff were not friendly.

Tower

Staff so friendly. I had a good conversation with the warden. All friendly, all chatted to me. Even spoke to the health and safety officer! I didn't spend as much time as I would have like – I could have spent all day.

The crown jewels were not that interesting.

They do apprenticeships and they employ a 17 years old boy. Every member of staff, all LOVE their jobs. The education and learning centre every question I asked they answered.

Practically however I couldn't carry my bag and there was nowhere to put it down.

World Heritage

The abbey I didn't understand why it was a WHS other than it was old. They gave me audio guides, but I didn't learn until the end lot until I saw a guide leading a group, they were talking about WHS, and it was only because I understood it. I didn't realise that in the stain glass windows there was a story, and it tells the story of the church and the battles. That was really good.

There was one lady staff, who was Canadian, and she talked to me for a while. We get loads of young people come here, but they tend to be older age range (18+) – we don't give out jobs. You can volunteer but you have to know a lot about the church, but you can't even get work experience. You had to be part of the church.

They kept trying to palm me off on other people.

It wasn't very fair as what happens if I wanted to learn more about the church but there no way I could as no one would let me in unless I was already 'in'.

Tower.



I didn't know why before I went it was. WHS. The staff seemed to know it was and felt it was something that they felt I should know. The staff all wanted to talk to me and were very kind. Loads of information on display, and all staff knew why it was a WHS.

Rest of London

It was boring because I was on my own. It would be better with someone. I had no schedule and needed a plan. Travel around was ok, but I didn't like the tube. The Morris bikes were fun and I would do that. Did a bit of site seeing, like Buckingham palace and big ben. Walked around Soho, china town, Leicester square. Dungeons would have been nice. I went to the imperial War museum which was amazing. I ate in spoons it was good.

Overall

Definitely take the YAMS to London, it is really interesting. However, it is very noisy. You would need to be close to the centre.

