

CPAT Report No 1418

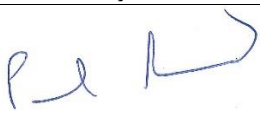
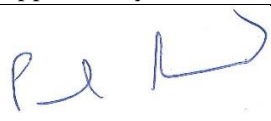
Unloved Heritage: youth-focused community archaeology programme

STAGE I: DEVELOPMENT (2015-2016)



THE CLWYD-POWYS ARCHAEOLOGICAL TRUST

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Cover photo: Students visiting 19th and 20th century heritage assets in Welshpool, Powys.
 Photo: CPAT 4173-0062.

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Summary

In 2015 the Education and Outreach section of the Clwyd-Powys Archaeological Trust began work on the development stage of an HLF-funded multi-partner project, 'Unloved Heritage'. The project was led by Cadw (the Welsh Government's historic environment service) with the partnership of all four Welsh Archaeological Trusts and the Royal Commission on the Ancient and Historical Monuments of Wales.

This report describes the development stage of the project, which aimed to create a series of regional youth panels and deliver pilot studies, in order to inform the preparation of a subsequent bid for HLF funding for a 'delivery phase' of the 'Unloved Heritage' project. The development stage of the project included the following elements:

- Audience development work
- Community consultation
- Development of a pilot study for the Clwyd-Powys region
- Recommendations for future work
- Activity Plan

The consultation was successfully delivered across the region with the support of the project stakeholders. Data were collected and analysed providing the ground for future work, the development of specific strategies to manage the historic environment of the 19th and 20th centuries and to develop an effective engagement and educational programme of activities.

The Clwyd-Powys Archaeological Trust worked in partnership with Amberleigh Residential *Therapeutic* School, Welshpool and a group of six young people aged between 15 and 17 to explore the wider rural landscape of the Clwyd-Powys region. This project focused on the impact of the internal combustion engine upon people's lives in a predominantly rural landscape and the resulting changes to the historic landscapes of mid and northeast Wales. The pilot study was delivered by the youth panel under the mentoring of CPAT archaeologists and with the support of local volunteers.

1 Introduction

- 1.1 In 2015 Cadw, the Welsh Government's historic environment service, received funding from the Heritage Lottery Fund (HLF) for the development phase of a pan-Wales multi-partner community archaeology project. The project – 'Unloved Heritage' – was designed as a youth-focused community archaeology project to explore and discover the often neglected archaeology and heritage of our recent past of the 19th and 20th centuries.
- 1.2 Cadw was the lead organisation, and the project consisted of a partnership with the four Welsh Archaeological Trusts (including the Clwyd-Powys Archaeological Trust) and the Royal Commission on the Ancient and Historical Monuments of Wales. The project was conceived as one where the archaeological and heritage gains from the research and fieldwork activities would be matched by the value of involving young people in discovering their area's heritage and learn how this impacts on their community today.
- 1.3 The development stage of the Unloved Heritage project aimed to create of a series of regional youth panels, each focused on a unique heritage theme within their community, overseen by local mentors from partner community and heritage organisations. The development stage of the project included the following elements:
- Audience development work
 - Community consultation
 - Development of a pilot study for the Clwyd-Powys region
 - Recommendations for future work
 - Activity Plan
- 1.4 At the end of 2015, The Education and Outreach Section of the Clwyd-Powys Archaeological Trust (CPAT) organised a series of meetings and events to develop audience and stakeholder relationships, as described in Table 1 - Consultation Strategy (Appendix 1). These meetings were organised to inform about the project and its objectives and to secure local community and stakeholders support identifying potential youth-panel candidates, co-mentors and co-mentoring organisations.
- 1.5 Between October 2015 and May 2016, CPAT undertook a series of consultation workshops, questionnaire and interviews in Powys, Wrexham, Flintshire and Denbighshire with young and older people, from different social, economic and education background.
- 1.6 During April and May 2016, CPAT and a youth panel represented by seven students from Amberleigh Residential School tested and run a pilot study in the locality of Welshpool, Powys which aimed to investigate the impact of the internal combustion engine in the rural areas of Powys and Montgomeryshire. A series of activities were carried out under the mentorship of CPAT's staff to introduce young people the basic techniques to research and interpret the historic environment.
- 1.7 This report provides a summary of the results of all the consultation activities conducted in the Clwyd-Powys region, but it focuses in detail on the results of the 2016 pilot study carried out in Welshpool. This was designed to evaluate the impact of the proposed project on young people and open up access to a wide range of archaeological techniques to study and investigate the local historic environment. An

important consideration was to increase local participation in interacting with and understanding and interpreting the historic environment of Welshpool and the surrounding areas. Furthermore, the project aimed to help young people to become more involved in their local community, while gaining technical and important life skills such as teamwork and community outreach.

2 Audience Development Work and Consultation

- 2.1 The consultation exercise was designed to initiate and sustain constructive external relationships over time with stakeholders and beneficiaries (Figs. 1 and 2). This was an essential step to create understanding about the project among those who were likely to be affected or interested, and to learn how these external parties viewed the project and its related impacts, opportunities, and mitigation measures. Most importantly, the community consultation exercise allowed to collect an informed account of the perspectives of young people themselves, and all those who contributed to the evaluation of the project.



Fig. 1. Audience development and consultation work at Wrexham Museum. Photo: CPAT 4173-0003.

- 2.2 In line with HLF's guidelines, the consultation and the development work were delivered considering the following objectives (Big Lottery Fund 2005):
- involving young people appropriately by considering depth and breadth of their engagement
 - delivering active consultation
 - making research methods work
 - designing creative approaches to involvement



Fig. 2. Audience development and consultation work at Wrexham Museum. Photo: CPAT 4173-0001.

- 2.3 Interactive activities, a questionnaire and interviews were combined together to enable a comprehensive survey that addressed different audiences' response to the consultation. Studies demonstrate that interviews allow people to be more relaxed and forthcoming in their responses "in conversation" rather than being restricted to predetermined categories (Harris and Brown 2010, 1). However, in order to reach different groups and people in the Clwyd-Powys region, a questionnaire was developed and questions agreed with Cadw.
- 2.4 The questionnaire contained the following key questions:
- What does unloved heritage mean to you?
 - How can we turn unloved to loved heritage?
 - Do you know any 19th/20th century buildings/landscapes that you like/love but you feel are unloved? Why are they so special to you?
 - What are the things we need to consider? How can we make it meaningful? (barriers to participation/learning outcomes/ logistics of the project...)
- 2.5 Three different models of data collection were developed to suit different audiences (Fig. 3):
- Panels with images and questions, and sticky notes;
 - Questionnaires
 - Assisted interviews

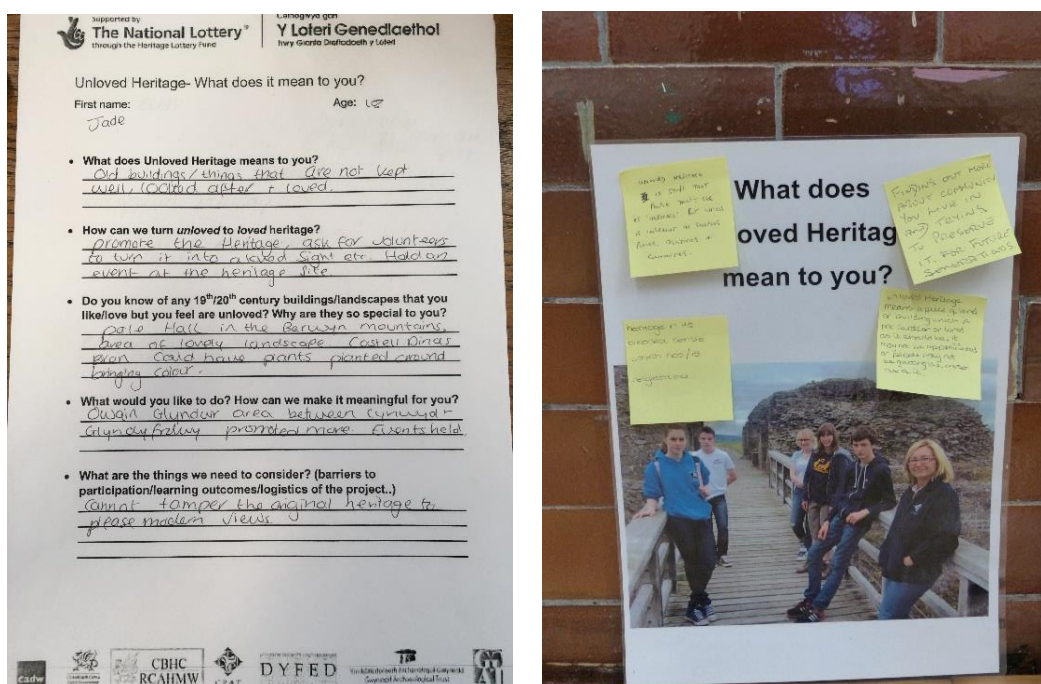


Fig. 3. Consultation tools used during evaluation of the project.

- 2.6 Where trained staff were not able to deliver the activity directly, the questionnaire was distributed by co-mentor organisations and it was accompanied by a poster and a letter addressed to young people explaining the project (Appendix 2). Solid collaboration between CPAT and stakeholders was essential to deliver the consultation in several areas and therefore reaching a wider sample of population.
- 2.7 A total of eight organisations and seven educational institutions were invited to contribute to the consultation. A total of 33 people were consulted and their concerns and feedback were a valuable source of information that will impact future project design, strategies and outcomes. The results of the consultation form Part 3 of this report. A breakdown of the numbers of people involved with the consultation programme can be found in Table 1.

Wrexham County Council Youth Service	1
Wrexham Museum Education Service	1
AVOW	1
Members of the public	4
University of Liverpool	2
University of Chester	4
University of Manchester	1
Coleg Cambria, Northop	5
Amberleigh Residential School	6
Welshpool High School, Powys	awaiting
Elfed High School, Buckley, Flintshire	awaiting
Dinas Brân High School, Llangollen, Denbighshire	8

Table 1. Community groups involved in the consultation programme.

- 2.8 The consultation informed and formed the basis for future collaboration and partnership. Most importantly this exercise assessed and evaluated the economic and social challenges that are currently affecting areas that were selected for the development of CPAT's project. Specifically, Wrexham County Borough was originally part of the development of the pilot study but recent financial cutbacks and administrative re-organisation drastically impacted on local Youth Service Provision, leading to the closure of several branches with whom we started our collaboration.

3 Pilot study

- 3.1 The project proposed by CPAT was conceived as an opportunity to examine the impact of the motor car in Welsh lives and landscape in the 20th century. Internal combustion engines found their way into all areas of life - from agricultural to industrial employment; from peoples' behaviour and working life to leisure time.
- 3.2 An entirely new infrastructure was required to sustain this new power source. A series of new building types were created, such as petrol stations or local garages emerged to sell, service and repair motor vehicles.
- 3.3 The initial stage of the project aimed, firstly, to consult the youth panel about the importance and value of the proposed project, and, secondly, to investigate the changes brought about the internal combustion engine during the 20th and early 21st centuries in Welshpool and surroundings.
- 3.4 Between April and May 2016 CPAT agreed a new collaboration with Amberleigh Residential School. After introducing the project and its objectives, six young students aged between 15 and 17 agreed to form a small youth panel and work under the mentorship of CPAT and co-mentorship of the staff of Amberleigh School.
- 3.5 Amberleigh Residential Therapeutic School lies on the outskirts of Welshpool. Its location and the core values of the school made it the ideal candidate for the development of the project. The school is a centre of excellence for young men who have exhibited inappropriate or harmful behaviours. The school seeks to provide each of their young people with the opportunity to develop personally, emotionally, and physically, to change how they think and feel, to enable them to make positive choices about their futures. The Unloved Heritage project offered the opportunity to experiment new methods, strategies and approaches to reach these young people and help them mature into responsible adults.
- 3.6 The town of Welshpool (SJ 2243 0755) was selected due to the significant number of 20th century heritage assets, the vicinity to Amberleigh School and the social and community value for the parties involved.
- 3.7 Welshpool is set on the western slopes above the Severn flood plain at the point where the Nant-y-caws Brook (also described as the Lledan Brook) converges on the river. Welshpool's historic core is enveloped by 19th and 20th-century housing on the west, south and north, and by a lower-lying industrial zone to the east (Fig. 4).
- 3.8 The town's early-medieval and medieval fabric has been largely re-shaped by the industrial revolution which brought the Montgomeryshire canal on the west side of town and the opening of the Welshpool and Llanfair Light Railway in 1903. Today,

Welshpool continues its historic function as a local centre serving an agricultural hinterland – the livestock market is one of the largest of its kind in Europe. The town functions as a nodal point on the edge of the Severn Valley with three main roads intersecting here including two trunk roads, the A483 and the A458.

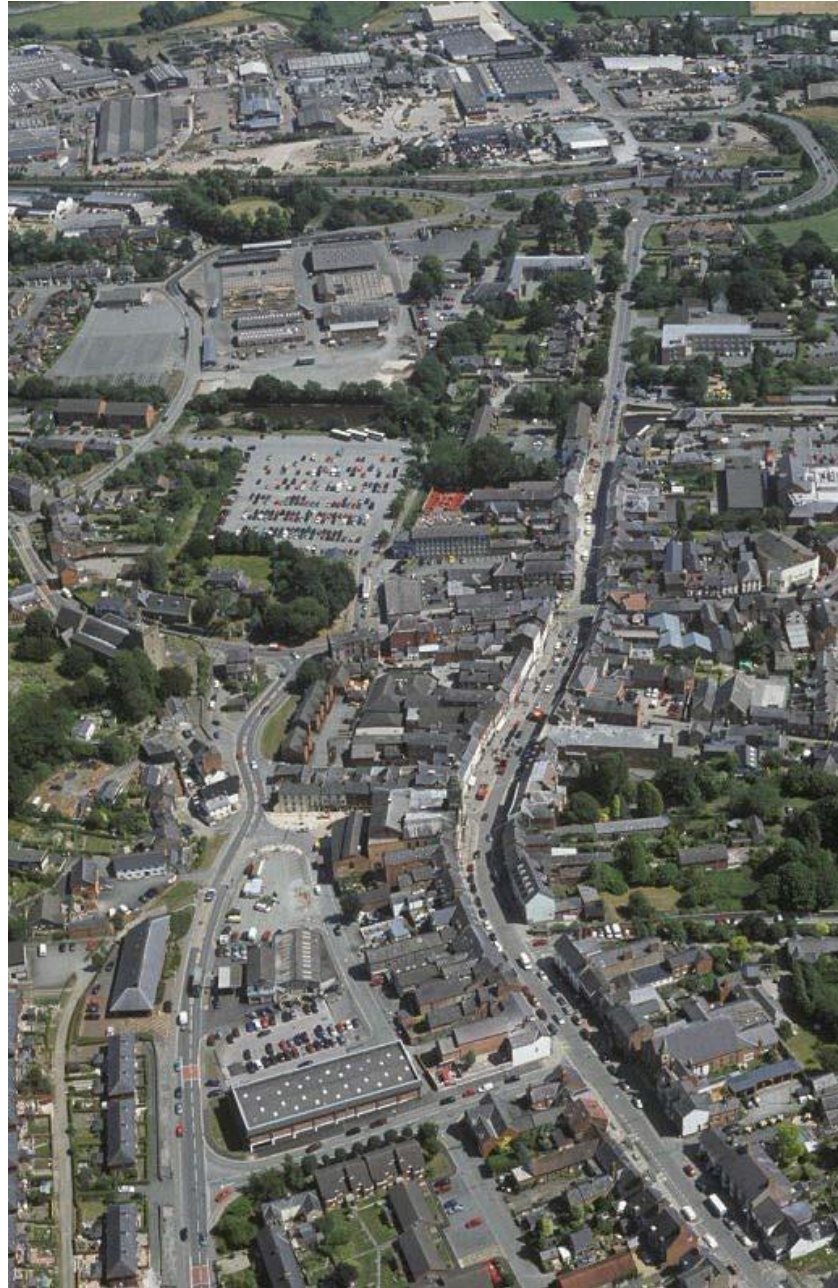


Fig. 4. Welshpool town centre, photo. Photo CPAT 03-c-0448.

- 3.9 The team delivered a series of activities, including a consultation exercise, desk based research, fieldwork, and an evaluation exercise. The activities were conceived and delivered by the CPAT Community Archaeologist with the support and approval of the Head of Education at Amberleigh, Michelle Maguire, and the support of two CPAT volunteers who recorded the activities, people's attitude towards the project and social dynamic within the team (Appendix 3). The activity plan is presented in Figure 5 and it indicates time allocated for each activity.

A busy, exciting and different day	
10 mins	Welcome
20 mins	Starting activity- Jigsaw
15 mins	Introduction: Unloved Heritage....don't panic!
15 mins	Gathering your views- Ideas storm
10 mins	BREAK
10 mins	Pilot study: <i>The impact of the internal combustion engine on rural lifestyles and the landscape of mid-Wales.</i>
	➤ 15 mins Presentation (V Culshaw and painter Mr Audrey)
	➤ 15 mins Photographs and painting discussion
	➤ 20 mins Map regression
10 mins	BREAK
15 mins	Gathering your views- Ideas storm and questions
30 mins	Planning activities: Hot hair Balloon
40 mins	LUNCH
60 mins	Fieldwork: Site visit Welshpool

Fig. 5. Activity plan for the CPAT pilot study.

- 3.10 Activities were developed using the consultation and evaluation tools acquired during the training delivered by Cadw to the partner organisations. In particular, the resource 'Participation Spice it Up! Practical Tools for Engaging Children and Young People in Planning and Consultations' (Shepard 2002) proved to be a valuable resource for designing and organising consultation and planning work with young and/or vulnerable people.
- 3.11 The content of the sessions and activities form part of the appendix of the present report and provide best practice for future activities. Activities were recorded and documented with the support of a CPAT volunteer, who had previously received training in nursing and the assistance of vulnerable people as part of their non-CPAT role.

- 3.12 Due to the profile of the members of the youth panel, activities were developed sympathetically with young people's needs: dynamic and engaging, frequent breaks and constant interaction with participants.
- 3.13 The session started with the consultation exercise. In order to deliver the project successfully, it was vital that key concepts such as 'heritage' and 'unloved heritage' were understood and agreed. A summary of results is presented in Table 2.

Heritage	Landscape
	Culture
	Archaeology
	Monument
	Music
	Background
	Royal Family
	Human remains
	Fieldwork
	Family (tree)
	People
	Science
	Monument
	Music
Background	
Unloved	Not nice
	Bad activities in the landscape
	Doesn't look nice
	Not looked after
	Not cared about
	Left ignored
	Abandoned
	Broken/smashed

Table 2. Meanings of the terms 'Heritage' and 'Unloved' for the youth panel.

- 3.14 The consultation exercise was carried out using a starting activity called the Jigsaw to set the scene, help people relax and let people working in team. This proved to be a very dynamic and engaging way to lead discussion and collect people's ideas. (Fig. 6).



Fig. 6. Jigsaw activity started the consultation. Photos: CPAT, 4173-0026; 4173-0031.

- 3.15 John Audrey, a local resident and artist, was invited to co-mentor the session. Mr Audrey witnessed the development of the internal combustion engine while working as an engineer at the Ford Motor Company in London. The participants were extremely engaged with Mr Audrey, collecting and recording his memories, while challenging their personal historical and technical knowledge of motor engines (Fig. 7).

- 3.16 In particular, the activity reinforced their team spirit and personal confidence. Several students admired one of their fellow-participant's knowledge about the subject and skills. Self-esteem and confidence are two very important values to deliver to young people, especially the young people of Amberleigh, who need positive inputs for their personal development. Unfortunately these data are difficult to record, both quantitatively and qualitatively but they are extremely tangible while working together as a team and valuable information when planning activities.



Fig. 7. Mr Audrey sharing his memories with the team. Photos: CPAT, 4173-0014; 4173-0016.

- 3.17 Great emphasis was given to the analysis of historic maps to facilitate the understanding of the development of the town by identifying changes that had taken place in field boundaries and alignments, road and path patterns, and buildings. With the support of aerial photographs and archive images, they examined both positive changes such as increased mobility, new architectural forms and increased standards of living; and negative ones often associated to the loss of historic landscape character and decline of older way of life.
- 3.18 The opportunity was taken to stress how important map regression is in any research project, and how it can be used as starting point from which, progressively, earlier landscapes may be deduced. This proved to be a very useful activity with young people elaborating theories and drawing conclusions independently by analysing maps (Fig. 8).



Fig. 8. Exploring the development of Welshpool during the 19th and 20th centuries.
Photo: CPAT, 4173-0034.

- 3.19 The final activity was probably the most delicate and important for the development and planning of future activities. A planning evaluation was developed by the team under the guidance of CPAT's community archaeologist. The activity allowed them to organise their ideas in a structural way, as well as giving the chance to express themselves and make a tangible contribution to the project. This helped them feel like equal partners, and the power to make their own decisions instilled a sense of responsibility and ownership of the project.
- 3.20 The activity was delivered using the Hot Air Balloon tool (Shephard and Treseder, 2002) (Fig. 9), a straightforward resource successfully used by organisations such as EnAct (Supporting Community Engagement Action), Gloucestershire County Council, Highland Children's Forum. This is the first attempt to use this technique to plan activities and make decisions for a community-led heritage project of this kind in Wales.

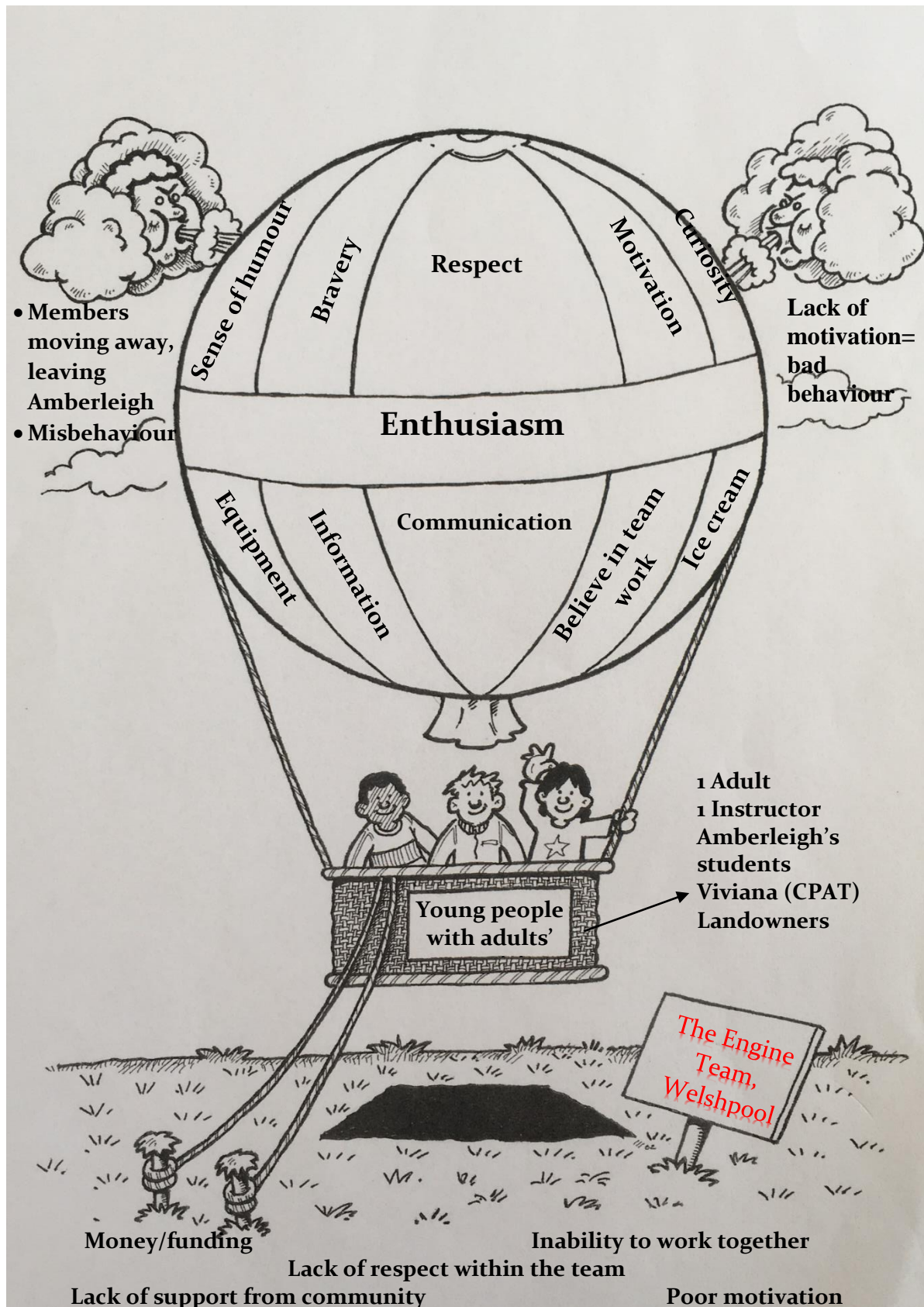


Fig. 9. Planning work carried out by the youth-panel. Illustration adapted from Shephard and Treseder, 2002.

4 Field visit

- 4.1 The theoretical approach used in the morning session, was enhanced by a site visit in the afternoon. The team visited some key sites in Welshpool, giving particular attention to Ballard's Garage (PRN 43037), Union Bridge (PRN 30753), the Welshpool-Llanfair Light Railway (PRN 130828) the former canal warehouse on Severn Road (PRN 36449), and the area surrounding the Cockpit (PRN 30708).
- 4.2 Students were trained to take photographs and assess the condition of and threats to the assets listed above. In particular great attention was dedicated to Ballard's Garage, which had been vandalised few weeks before our site visits.
- 4.3 The building currently occupied by Ballard's Garage (Fig. 10). was formerly a Malt House. It was probably associated with the public house (and others nearby in Hall Street) adjacent to the west, which was demolished in around 1902 during construction of the Welshpool and Llanfair Light Railway (NPRN 43037) through the town. The south-west corner of the Malt House was also removed for the railway alignment. Ballard took over the by then disused building in 1928-30 for use as a motor repair garage and petrol station. (Malaws 2008).



Fig. 10. Ballard's Garage as it appears today. Photo: CPAT 4173-0037.

- 4.4 The team was asked to think about strategies for the conservation, repair or management of the building and its setting. The occasion was also taken to discuss issues surrounding vandalism in the area and ways in which we could reduce human impact on the local historic environment.
- 4.5 Mr Audrey, who is a local painter, has dedicated the last few years recording derelict buildings and he brought some samples of his work to share with the team. He explained the importance of recording buildings, landscape and monuments for future

generations. His work has become part of CPAT's archive and it is a valuable visual resource since many of the buildings he painted have been demolished. (Figs. 11 and 12).



Fig. 11. Mr Audrey discussing with the team the importance of recording buildings at risk. Photo: CPAT 4173-0061.



Fig. 12. Mr Audrey shows the team some of his watercolours. Photo: CPAT 4173-0045.

- 4.6 These activities received a positive feedback, both from members of staff and young people involved in the project: *“Thank you so much for your full day of activities, the teachers and majority of the boys said they found it fascinating, interesting and really enjoyed it”* (Michelle Maguire, Head of Education at Amberleigh School).

5 Summary of results

- 5.1 The feedback received from stakeholders following the consultation exercise confirmed that the activity gave them opportunity to:

- obtain historical and archaeological information
- learn about the local context in which the project was to take place
- raise issues and concerns, and ask questions

The participants also recognised that they had the potential to help shape the future direction of the project by making suggestions for CPAT and partner organisations to consider and respond to.

- 5.2 A standard feedback form provided by the Cadw project co-ordinator was used to collect people’s reaction about the consultation exercise. These are some of the responses.

“The activity was very interesting and I feel I have learnt more about CPAT and the Unloved Heritage project”

“The activity was more than expected. I think it will help a lot of young people”

“The activity (...) gave the opportunity to talk freely”

- 5.3 The consultation exercise mainly collected the voices of people in education (High Schools, Colleges and Universities) or employment. This was due to the lack of opportunities to work in partnership with targeted groups following the administrative changes in Wrexham County Borough Council, as noted above.

- 5.4 The consultation could have been more effective if it had been conducted during the spring-summer period when the majority of public events such as fairs, open days and cultural events take place. This could have offered the opportunity to meet a wider audience and therefore to collect a larger corpus of data to analyse. Most importantly, research has pointed out that conducting a consultation with young people in their own ‘territory’ or in more comfortable and familiar settings for them, provide the ideal environment to collect peoples’ ideas (Jordan’s Change for Children Consultancy Ltd, 2008, 11).

- 5.5 Public events provide an informal and enjoyable setting where people (including particular audiences such as vulnerable people) feel more at ease, more prepared to listen, more open to conversation, and more likely to enjoy an activity. The majority of CPAT’s consultation work was carried out with the support of educational organisations during school time when other academic priorities limited young people’s involvement.

- 5.6 The most effective element of the CPAT consultation took place with a group of university students during a field training event. The opportunity was taken to run the consultation jointly with fieldwork activity in north-east Wales. The consultation was run at the young people’s convenience. Young people were intellectually already

-
- engaged with archaeological and heritage related activities and they had the time to build a positive team spirit during the day.
- 5.7 Overall, the audience development work and consultation activities were successfully delivered, gathering a satisfactory corpus of data. Data were collected in different areas of the Clwyd-Powys region to gain a general understanding of peoples' perceptions about heritage and unloved heritage.
- 5.8 The consultation exercise provided useful data (Appendix X) that can be summarised thus:
- The Unloved Heritage consultation has confirmed the results produced by the consultation that has supported the development of the Historic Environment (Wales) Act: 'a stark lack of awareness of heritage assets in Wales among young people'
 - 52.8% identify buildings as the main form of heritage, with only 5.6% looking at landscapes as heritage asset
 - A large percentage of the sample, 25%, is not sure about the meaning of 'unloved heritage'
 - A high percentage, 35%, link the cause of heritage assets to be 'unloved' to lack of care and they believe that restoration and maintenance would improve the situation.
- 5.10 Although the consultation has revealed that the young people involved had a relatively low interest in and understanding of archaeology and cultural heritage (many people did not answer to specific questions or were not sure), the project has offered an opportunity for young people to reflect upon the heritage of the more recent past, its value, and its impact on our lives. A frequent reaction was "*I never really thought about this*".
- 5.11 However, it is important to highlight that the results of the survey were possibly affected by the quality of the questions asked. In fact, some local project partners have constructively criticised the questions. Thus Eva Bredsdorff, the curator of the Powysland Museum in Welshpool, felt that the questions were '*too complex and ambiguous for a young audience who might be new to the heritage or archaeology world*' and that they were more tailored for a '*converted or educated audience*'.
- 5.12 In addition, there was probably insufficient consultation with young people at the inception of the project. As Tony Brown (2014) has remarked: 'if only they would have asked the group first'; he suggests that if you start by asking young people what they want to do, and help them explore and expand their ideas, you cannot go far wrong. This element – to ask for young people's contribution – was overlooked during the consultation stage. Figures for the 2015-16 consultation show that 25% of those interviewed either could not answer or were not sure about the meaning of unloved heritage. This could be linked to lack of knowledge regarding heritage and archaeological matters in general, but it could also highlight deficiencies in the format of the questions asked. The consultation would probably have been more effective and enjoyable for the young people if they had been consulted at the very beginning of the development stage, this might have involved them in the design of engagement strategies and data collection. In the future we hope to address this by including young people in both the development of our local offer and in the improvement of the publicity and promotion of the range of activities related to the project.

-
- 5.13 The pilot project enabled partners and stakeholders to test consultation and evaluation techniques acquired during the development of stage I and it achieved the following objectives:
- It introduced the youth panel team to the project successfully;
 - It engaged and gave voice to a vulnerable but enthusiastic and dynamic group;
 - It evaluated the effectiveness of the project proposed by CPAT;
 - It evaluated youth-panel's ideas, challenges and feedback;
 - It tested and planned future work;
 - It produced a series of recommendations for future work.
- 5.14 The recruitment process of youth panel's members highlighted the challenges related to the enrolment of volunteers aged between 16 and 25 years old. The youth panel established in Welshpool included people aged between 14 and 17. A consultation between the project partners revealed that this is a common element in different regions. It was perceived that younger people – under the age of 16 – are more likely to be involved and more willing to try new experiences.
- 5.15 The project would probably benefit from lowering the age range to include people as young as 11 years old. By doing this the young panellists will grow their expertise within the project as well as a stronger sense of ownership.

6 Conclusions

- 6.1 A series of group workshops, individual meetings and questionnaires were organised and delivered in Powys, Wrexham, Flintshire and Denbighshire. These meetings principally aimed at local authority organisations such as Council Youth Service and Volunteer Associations, educational institutions (High Schools, Colleges and Universities) and vulnerable groups (Champion House, Wrexham). The activities enabled to engage with over 50 people, and collect data from 32 people.
- 6.2 Although the project was a heritage and archaeology focused initiative, an essential element was to gather data from a wide demographic range – different social, economic and cultural backgrounds – in order to collect different perspectives and understanding around the heritage of the 19th and 20th centuries, the general meaning of heritage, and the contribution that this heritage makes to our lives and our identity.
- 6.3 The results of the consultation showed a low levels of understanding of heritage in general and, more specifically 'unloved' heritage. People were either not being sure about the meaning of unloved heritage, or were not able to provide examples of 19th and 20th century heritage.
- 6.4 The public consultation provided valuable information that will advise future activities and strategies. This will help in the delivery of any future stages of the 'Unloved Heritage' project, and will also inform how CPAT develops and delivers public engagement in general – and especially with young people and hard-to-reach audiences.
- 6.5 The development stage has proved to be challenging in recruiting youth panel members, co-mentors and co-mentoring organisations in the targeted area (Wrexham) due to the current financial and political situation. However, a youth

panel was identified and established in Welshpool. Together with the co-mentor organisation (Amberleigh Residential School) and several co-mentors in the form of volunteers, the team developed a pilot project designed by and under the mentorship of CPAT.

- 6.6 CPAT is still gathering data to support the consultation stage and it is currently planning new field activities with Amberleigh's team to explore new elements of the Powys historic landscape and develop new skills

7 Recommendations

- 7.1 The project should address a younger audience and target young people aged between 11 and 25 years old.
- 7.2 Better policies and strategies should be defined to allow young people and vulnerable people to work together. It is recommended that young people are involved from the early stages of planning and development work by developing engagement material, developing marketing, publicity and promotion strategies. This will ensure that material is adequate, clear and comprehensive.
- 7.3 It is essential that young people are supported, motivated and rewarded throughout the project. It is suggested that better means of accreditations and/or partnership are identified to reward participants' efforts. Young people have to feel and believe that their input is valued and they need to be helped to understand the potential benefits of their participation – for themselves as well as for their peers or wider community.
- 7.4 A significant element of the project resource in the development stage was spent on administrative tasks and on supporting the lead partner (Cadw). Future project planning should try and reduce this burden as much as possible, and perhaps redirect resources so as to enable more tasks to be devolved to project partners.

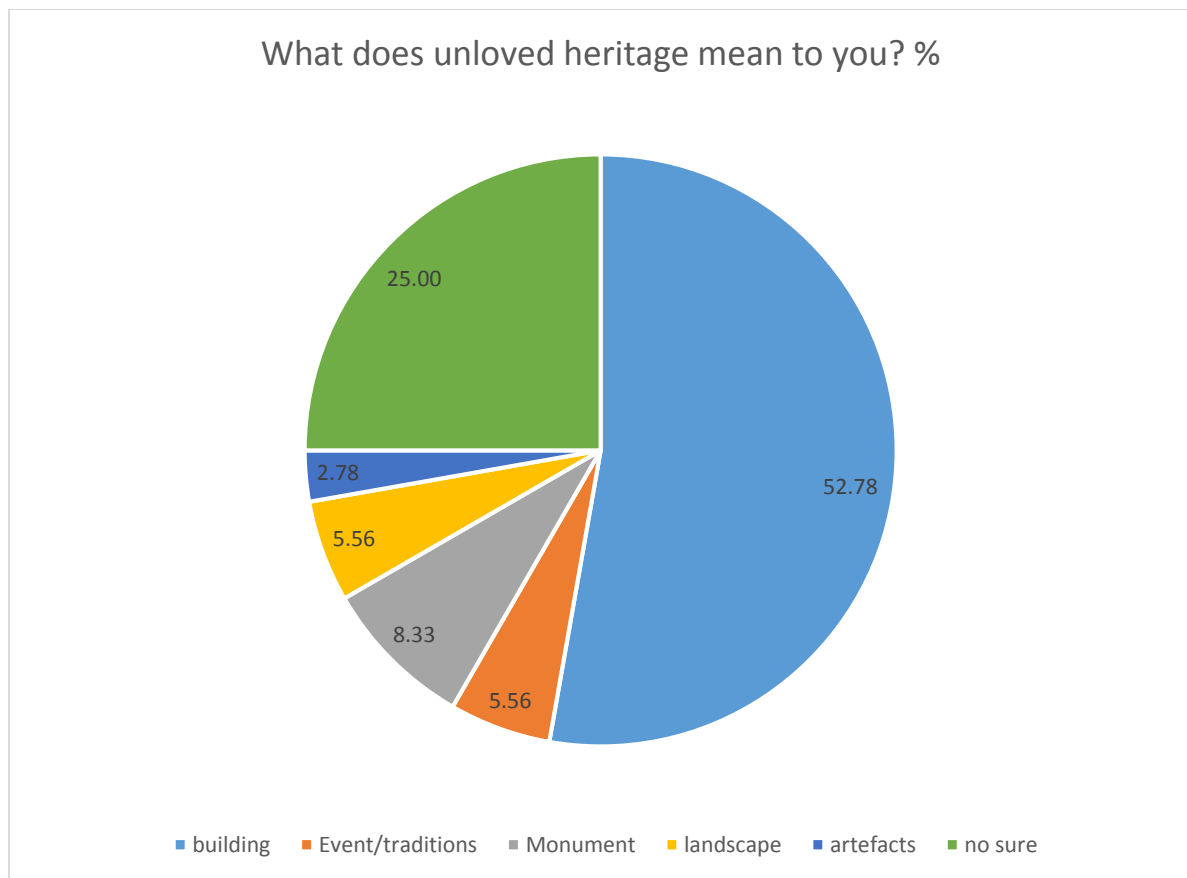
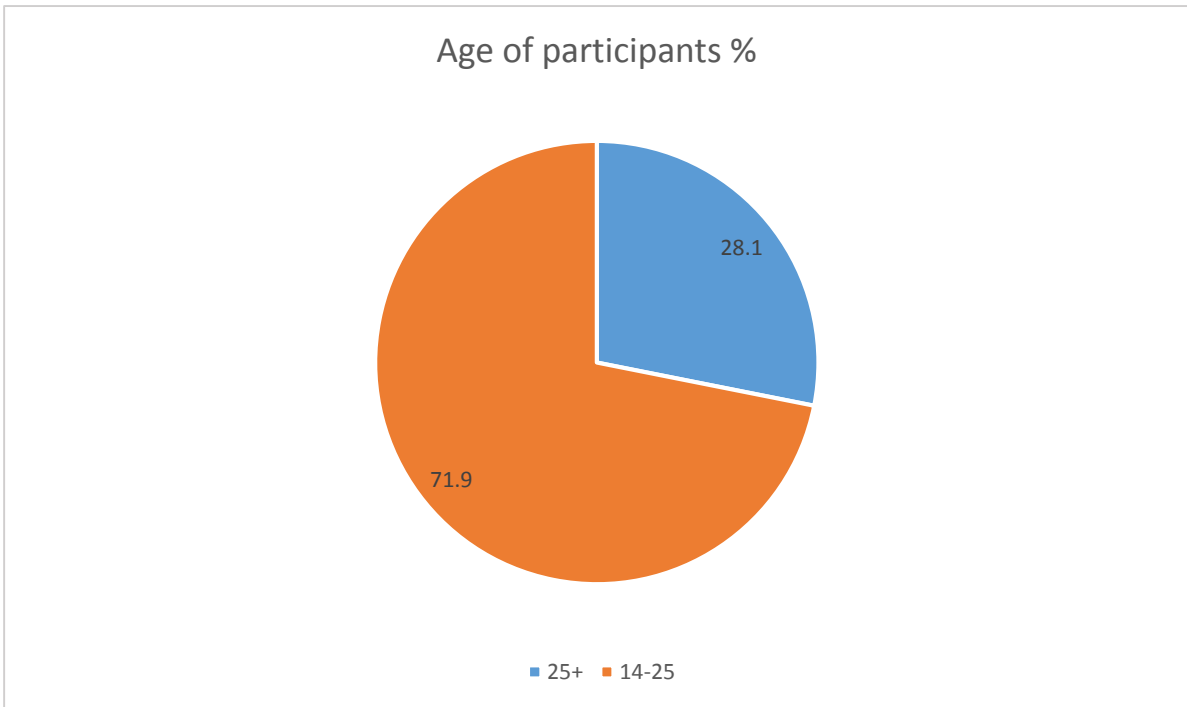
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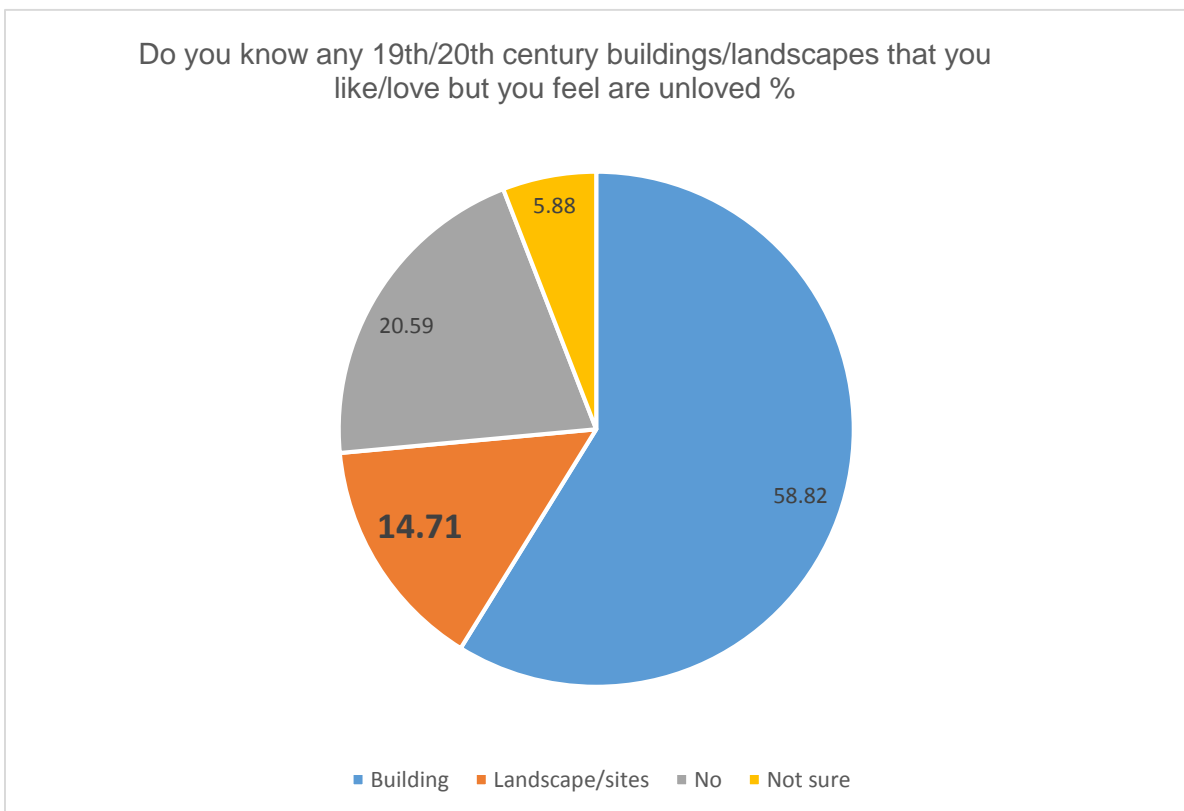
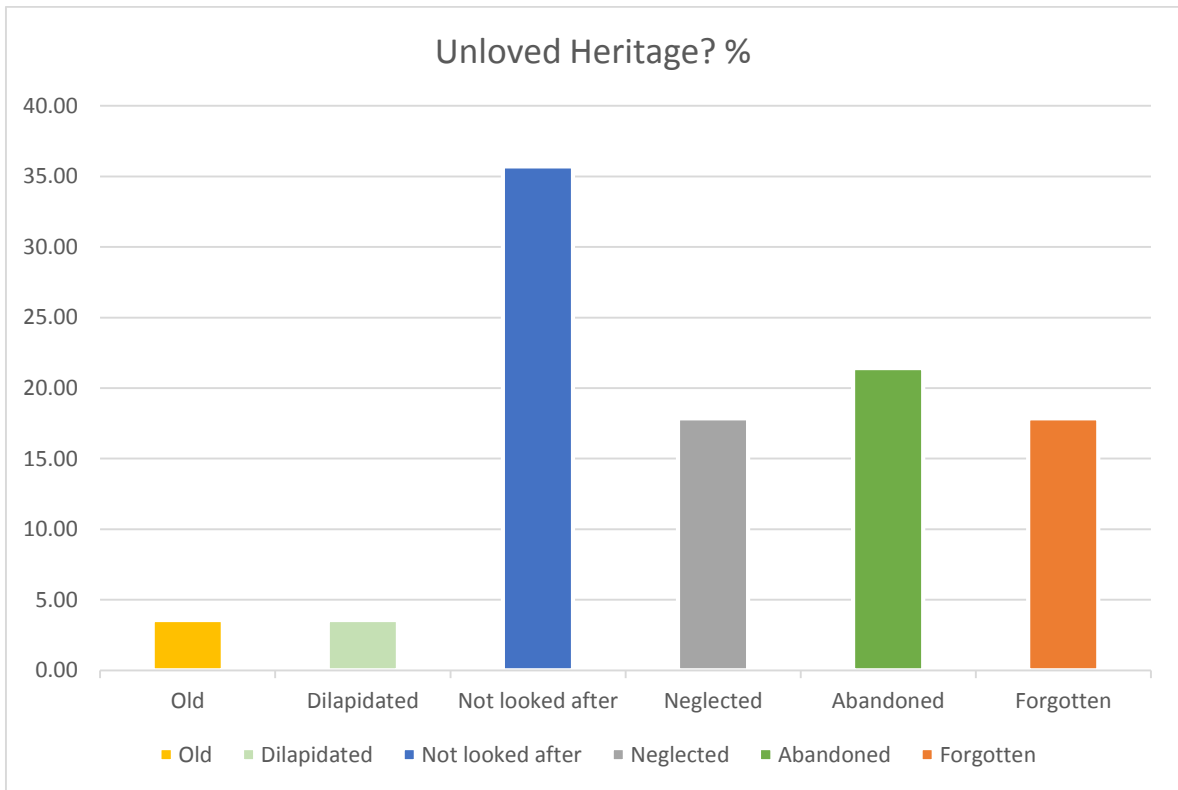
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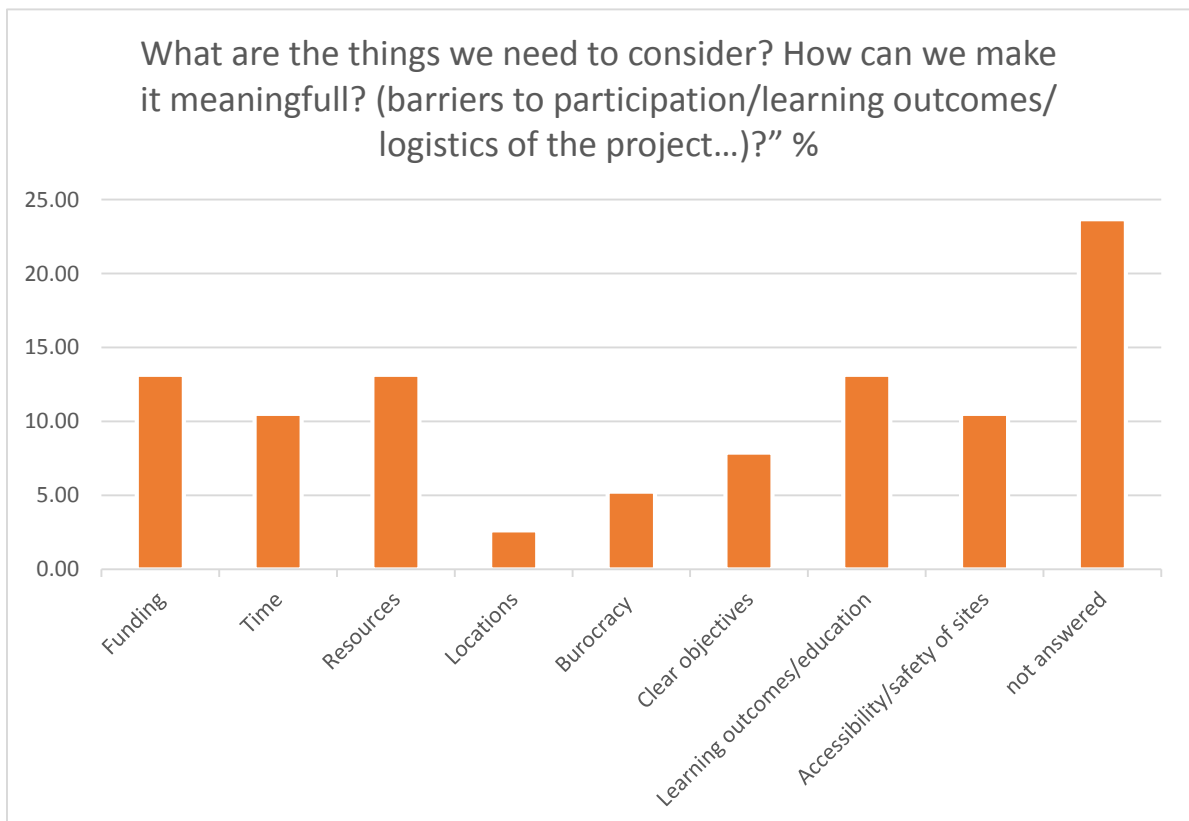
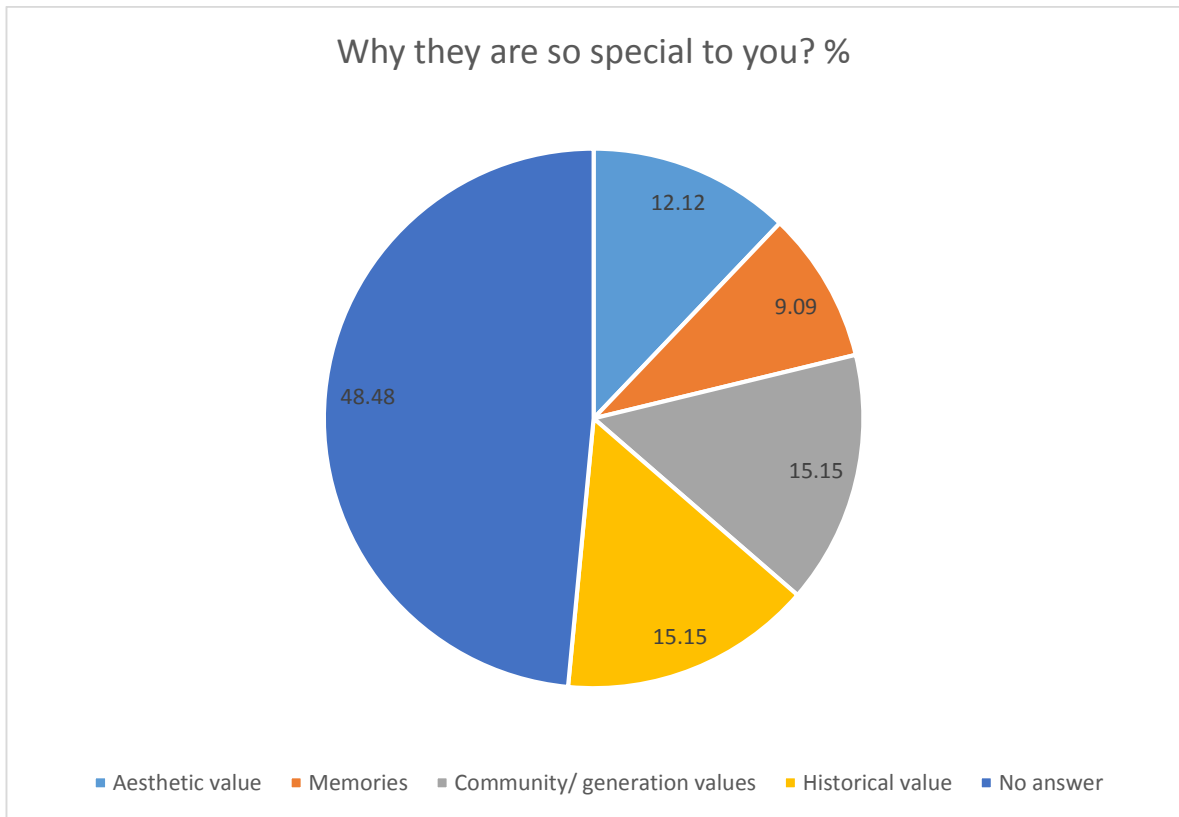
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APPENDIX 1: UNDERSTANDING OF HERITAGE AND ‘UNLOVED’ HERITAGE







APPENDIX 2: UNLOVED HERITAGE QUESTIONNAIRE



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Cefnogwyd gan
Y Loteri Genedlaethol
trwy Gronfa Dreftadaeth y Loteri

Unloved Heritage- What does it mean to you?

First name: _____ Age: _____

|








- **What does Unloved Heritage mean to you?**

- **How can we turn *unloved* to *loved* heritage?**

- **Do you know of any 19th/20th century buildings/landscapes that you like/love but you feel are unloved? Why are they so special to you?**

- **What would you like to do? How can we make it meaningful for you?**

- **What are the things we need to consider? (Barriers to participation/learning outcomes/logistics of the project...)**



APPENDIX 3: NOTES FROM CONSULTATION

1030	<p>Door open - external noises + ppl passing but children OK.</p>
	<p>Viviana intro'd herself. Asked stds what CPAT did - they told her. Explained who I was & why I was there - notes + photos Intro'd Mr Audrey & why he was there. Buildings only want to do 1 thing - fall down. when they disappear we wan't know how ppl used to live. Drew as a child. Drew at work - looked at Thames & drew ships, steamers. Didn't do well at school cos too busy drawing!</p>
Shuman HENRY Ford	<p>Ford Motor Co, London. Dagenham. huge. Tractors, cars, lorries etc. Farmers waiting for weather; then hand - sowing seeds etc. Thought about modifying his car to replace horse - had to look after horses etc.</p>
	<p>WW1 - no food due to submarines. Govt said sent tractors! Better than horses. - Std moved chair to see Mr A better. UK here made iron + steel. Built infrastr to support it. started Cork. Drew similarity with petrol engine - ill = Dr, listens. Petrol engines - noises, black smoke etc. Listen + look to sort problem. Boys engrossed! Early mechanics - learnt as they went along. Got more clever with time. Qu: How does petrol engine work? Boys enjoyed it v much. Someone said they wanted to be a mechanic. Explanation continued. Viv paused at where other transport was utilising engine - & started exercises of. Jigsaws, questions, answers; brainstorm session. Writing, Reading skills. Teamwork. Trying to facilitate discussion betw boys/Viv/teachers.</p>
1040	<p>New boy joined just before Mr A finished talking; bit of noise + disruption as boys greeted him + recognised him but they quickly settled down. Stopped for a break, toilets etc.</p>
1055	<p>Boys started sessions asking (Mr A) his name, then asking (John) used Christian name - about engines had he been in a war his work what did he design. Listened in silence! Told them; then about how he had v little £; giving suggestions each day; "bouncing from 1 job to another" / opportunity. Boys enjoyed how impart it is for control + discipline in industry. <u>Reliable</u>. Could be life + death. Good lesson.</p>

PTO

Viv - training for ppl. H + Safety. Both effects of new ^{industry} techno
Expl project. Put them in charge. They had to decide if a good
project or not. Qu + Ans.

Got boy to read paragraph out to class.
what was it like? → Loud noisy smokey
How did it effect cars → slowed down traffic to let train thro'
By continued reading.

PHOTOS of Lake V building dam. Boys knew about it.
Canal disused - ppl started the restoration of canals mvt.
→ Unloved heritage - ppl using their heads + thinking.

How to turn unloved into loved? → PROTECTION
Roads not as safe for big lorries - new bridges built etc.
disruption but boys fine. Used maps of old/new/archaeol map/plan
Cousers ? what possible reasons for them
? Where is it now? - too shy to ask so tutor asked for him. More engaged.
Burying things underground is best way to safeguard them.
Talked about aerial photos. Explained.

Boys chewing fingernails ? why?
Window cleaner distracted them a little. 2 new boys joined class but ok.

Everything continued.

al new
gs / Short outburst giggling stopped by Viv + firm talk about respect
Another short outburst teacher stopped it.
Darren left, cross at disruption from std "poking" + std giggling at accent.
Viv stopped it by getting them to reply in her accent!
Bays Criticising each other - disruptive.
Criticism + anger

y
ked
sup. Linked to ppl - just for fun as ppl - boys said no.
2 boys antagonistic - 1 angry, threatening. ^{? learning difficulties?} 1 giggling, teasing. Refused to leave.
V had to be v firm with them. Gave angry one job of writing.
Boys embarrassed. ^{fixed} Wanted to assign team roles in response to behaviour.
Staff escorted dark haired boy out.
Angry boy continued writing but shaving off too. Filmed from here on.
Darren + other boy with glasses returned but stood outside door - but they participated.

Exercise: Filmed it.

Two groups - 1) listening attentive calm interested

2) unsettled ~~was~~ unable to focus on any of the material

"avoidance" :- transferred their behaviour onto others
reward → avoided the work aspect

A antecedant : can't focus, realize don't want to

B behaviour : disrupt by showing off, being antagonistic

C consequence : rewarded by attention from other boys

tutors allow to continue - reinforce behaviour -
situation escalates

group 1) boys increasingly fed up, disappointed, get angry too

2) behaviours continue but more & more boys become
involved in it too

Alternative

2 individual groups with diff activities acc to their abilities.

APPENDIX 4: PHOTOGRAPHS



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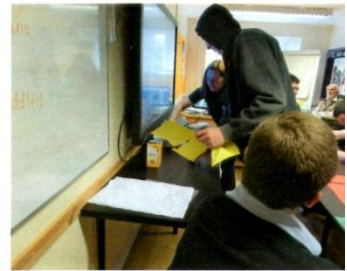
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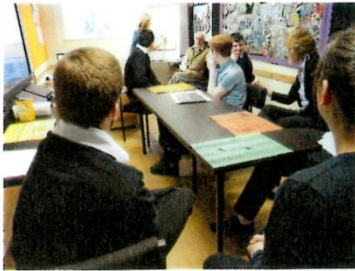
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