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CASE STUDY:

# Working Collaboratively



Chelsea, Zoe and Jesvita

Jesvita, Zoe and Chelsea formed a support network in school, commenting that was helpful not simply in school, but in attending the 3 core workshops. Jesvita said, 'When we were going to the sessions we had, it was nice to know it wasn't just us, and I knew Chelsea and Zoe who were going with me.' They made book displays in schools and led assemblies about reading and writing for pleasure, and again, found solidarity in numbers; 'It would have been difficult for just one of us to stand up in assembly, said Jesvita. Zoe commented: 'We did some assemblies, which was scary. A lot of little faces staring at me. I'm not a fan of public speaking but it went okay.' They took the opportunity to challenge their communication skills by developing a Manifesto for Change for the Cultural and Heritage sectors at the NUCoL International Heritage Learning Symposium Chelsea reflected that 'It was really good because it gave us the opportunity to create change. We didn't just talk about the problem but also how to remove it'.

It was particularly pleasing to hear that these three ambassadors had worked with others, and in conjunction with the school, to help reopen their school library for years 7,8 and 9, an impactful achievement. The fact that 'a lot of people have started going again, and knowing it is there is good' is a significant outcome of the YCLA programme.