

# Evaluation of Heritage Lottery Fund's First World War Centenary Activity: *Year 2 report*

July 2016



# **Evaluation of Heritage Lottery Fund's First World War Centenary Activity: *Year 2 report***

**A report to the Heritage Lottery Fund**

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# Executive Summary

## Introduction

The Centre for Regional Economic and Social Research (CRESR), Sheffield Hallam University was appointed by the Heritage Lottery Fund (HLF) to conduct an evaluation of its First World War Centenary activity across the span of the commemoration period, from 2014 to 2019.

As part of the commemoration of the Centenary of the First World War (FWW), HLF is undertaking a range of activities through both grant-making and working with Government on the UK-wide Centenary programme.

Grants of £3,000 upwards are being provided for FWW Centenary projects through a number of programmes covering a range of project sizes. The majority of projects so far have been funded through the FWW: Then and Now programme, which was launched in May 2013 and provides grants of up to £10,000.

The two broad aims of HLF's FWW Centenary-related activity are:

### **1. To fund projects which focus on the heritage of the First World War and collectively:**

- create a greater understanding of the First World War and its impact on the range of communities in the UK;
- encourage a broad range of perspectives and interpretations of the First World War and its impacts;
- enable young people to take an active part in the First World War Centenary commemorations;
- leave a UK-wide legacy of First World War community heritage to mark the Centenary;
- increase the capacity of community organisations to engage with heritage, and to raise the profile of community heritage.

### **2. To use the Centenary projects that HLF funds to communicate the value of heritage, the impact of our funding and the role of HLF.**

## About the evaluation

**The evaluation focuses on HLF's grant-making activity, covering the first set of aims outlined above.**

In assessing success against the aims of the activities as a whole, the evaluation also works to HLF's broader outcomes framework, which focuses on three outcome areas:

- **Outcomes for heritage:** following HLF investment, heritage will be better managed; in better condition; better interpreted and explained; and identified and recorded.
- **Outcomes for people:** following HLF investment, people will have learnt about heritage; developed skills; changed their attitudes and/or behaviour; had an enjoyable experience; and volunteered time.

- **Outcomes for communities:** following HLF investment, environmental impacts will be reduced; more people, and a wider range of people will have engaged with heritage; organisations will be more resilient; local economies will be boosted; and local areas and communities will be better places to live, work or visit.

In Year 2, the evaluation included the following sets of activities:

- review of grant data and project material (for instance HLF application forms, HLF case material and projects' internal evaluations);
- surveys of grant recipients and project participants;
- in-depth qualitative case studies of selected projects.

This report is based on the second year of evaluation activity but pulls together survey data from Years 1 and 2 to provide a more robust dataset.

## What has HLF funded?

Since April 2010, up to 31 March 2016, HLF has awarded over £77million to more than 1,450 projects. This includes over 1,000 projects funded through the FWW: Then and Now programme. Key findings were as follows:

- Funding for projects was spread broadly evenly across the UK.
- Project size varied significantly, although the great majority of grants were small: 76 per cent were for £10,000 or less and 11 per cent were for between £10,000 and £50,000. Although only a few very large grants of £1 million or more were awarded, these accounted for around half (52 per cent) of the value of grants awarded. The wide range of grant size awarded - from £3,000 to £12.2million - highlights the breadth and complexity of FWW Centenary projects funded by HLF.
- Collecting, cataloguing and conserving heritage source material was central to a large majority of projects. For example, over 80 per cent of Grant Recipient Survey respondents said that their project involved collecting documents, photographs, oral histories and artefacts.
- Projects were producing a wide range of outputs, including display boards (60 per cent of Grant Recipient Survey respondents), temporary exhibitions in community venues (58 per cent) or museums and libraries (56 per cent), and written outputs such as including leaflets and books (57 per cent) or a website (53 per cent).

Projects were also involved in a wide range of different activities, with an emphasis on community events. Eighty-six per cent of projects said they held community events and participants in community events accounted for almost half of all participants based on Grant Recipient Survey responses about participation in specific activities.

## Who was involved in Centenary activities?

**It is estimated that a total of 5.1 million people participated in HLF-funded FWW projects that ended before February 2016 (based on survey data collected to date).**

The demographic data supplied by Grant Recipient Survey respondents suggest that in many respects overall participation in HLF funded FWW Centenary projects was broadly representative of the UK population. There are some variances in this, however. Participants aged 26-59 were underrepresented relative to the overall population (32 per cent of participants compared to 46 per

cent of the UK population), while those aged 60 and over were overrepresented (32 per cent of participants compared to 22 per cent of the population). Projects had successfully engaged with large numbers of people of school or college age (6-18) and this group accounted for 27 per cent of participants compared with only 15 per cent of the population. In terms of ethnicity, 79 per cent were White British, slightly lower than the overall UK figure, and nine per cent were Asian (compared with six per cent nationally).<sup>1</sup> However, proportionately fewer people from BAME backgrounds were involved in volunteering or training through projects than those with a White background.

### **Volunteering**

Volunteers were very important to the delivery of projects. 93 per cent of respondents to the Grant Recipient Survey reported having used volunteers in their FWW Centenary project. This amounted to over 13,500 people providing more than 65,000 days of their time.

The importance of volunteers was emphasised by the variety of role they fulfilled, most frequently being involved in activities directly related to project delivery, such as research and archival work, gathering, recording, analysing and cataloguing material. Volunteers frequently coordinated and led activities, with 64 per cent of projects using volunteers in this way.

The survey responses also highlight the important roles volunteers played in supporting the wider operation of funded projects: 62 per cent were involved in marketing and publicity, 58 per cent provided administrative or IT support and 49 per cent provided other types of support such as cleaning or catering.

### **Why did projects and participants get involved with Centenary activities?**

Projects were prompted by different motivations, but a common theme among Grant Recipient Survey responses was the importance of doing something to mark the Centenary as an act of remembrance. This was often set within the context of a perceived gap in knowledge either of local history or of a particular theme in relation to the FWW.

Participant Survey Respondents were also asked about their motivations for taking part, choosing from a list of options. Seventy-three per cent of participants took part to learn more about the FWW in the local area, and 46 per cent to learn about the war more generally. Fifty-two per cent felt the specific topic explored by the project was not well known and took part because they felt it should be better understood by more people.

### **What outcomes were achieved?**

The evaluation explored the extent and ways in which FWW Centenary activities have achieved different types of outcome, and specifically those identified within the HLF outcomes framework. Projects have tended to exhibit strong people outcomes but fewer heritage outcomes.

### **Outcomes for heritage**

The strength of evidence was mixed across the set of heritage outcomes, with some outcomes better evidenced than others. A majority of projects (71 per cent of Grant Recipient Survey respondents) said that *heritage will be identified* as a result of their activities, which matches the emphasis on recording heritage outlined above. There was also strong evidence that FWW funding was being used to *better interpret and explain heritage*, with projects using a wide range of devices to do so. Other heritage outcomes were less well evidenced. Twenty-eight per cent of

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<sup>1</sup> It should be noted that respondents were not always consistent in the way that they reported on demographics, especially in terms of ethnicity: e.g. some respondents gave a rounded estimate of proportions, while others appeared to give more precise figures. Any discrepancies caused by these differences will be ironed out as the dataset grows over the course of the evaluation.

respondents reported that their project had *improved the physical state of FWW heritage*, with *heritage will be better managed* the least-met outcome. However, small community groups should not necessarily be expected to meet HLF's formal criteria for this outcome. The case study and survey data did provide strong evidence of soft outcomes that suggest that heritage will be better-managed, for instance improved management skills for project staff and volunteers.

### **Outcomes for people**

As in Year 1, outcomes for people were the most evidenced, in particularly *learning about heritage* which was an outcome for 99 per cent of projects (based on Grant Recipient Survey data) and was the most important outcome for 74 per cent. Respondents enjoyed taking part in activities, with 97 per cent of participant survey respondents scoring their level of enjoyment of 7 or more on a scale of 1-10. 88 per cent of Grant Recipient Survey respondents also felt that their project had led to a change in the way that people thought about the FWW, although longer-lasting changes in attitudes/behaviour were not measured.

The evaluation also found evidence of achievement against two important additional people outcomes that are not captured in HLF's outcomes framework: mental wellbeing, and development of participants' self-identity.

### **Outcomes for communities**

Evidence of outcomes for communities was found across four of the six outcome areas. Environmental impacts and economic impacts were not covered in any depth by the evaluation. For this reason these outcomes are not discussed in this report.

Key findings include:

- In terms of engaging *more people and a wider range of people*, 90 per cent of Grant Recipient Survey respondents said that this was an outcome of their project, and 36 per cent saw it as one of the most important outcomes. Engaging a wider range of people was less well evidenced and less than half (45 per cent) of Grant Recipient Survey respondents said that they had achieved this outcome and only eight per cent of respondents felt that this was one of the main or most important outcomes of their project. However, the demographic data from the Grant Recipient Survey suggest that projects are engaging with a broad range of population groups, largely proportionate to the overall UK population profile.
- Thinking about *making your local area a better place to live, work or visit*, 79 per cent gave a score of 7 or more and nearly all participants (94 per cent) gave a response of at least 5.

As with people outcomes, the evaluation identified outcomes additional to the HLF outcome framework, including improving community cohesion, which emerged as an important theme in both Years 1 and 2.

### **Progress against Centenary activity aims**

The evaluation also made an assessment of progress against HLF's FWW Centenary aims as set out above. These can be summarised as follows:

- Looking at the aim *create a greater understanding of the First World War and its impact on the range of communities in the UK*, there is very strong evidence of projects leading to a greater understanding of the FWW and its impact in the communities that they are situated. HLF's funding reached every part of the UK, although the evaluation team have not analysed whether projects are situated in places with a range of different characteristics. There is evidence of projects focusing on a range of different non-geographic communities, including different ethnicities

- There is good evidence that FWW Centenary activities are allowing individuals to develop understanding of many different elements of the FWW. Although the Grant Recipient Survey suggests the main focus of projects tends towards local history, the Participant Survey suggested that people were learning about a wide range of issues.
- A large number of young people were taking part in HLF-funded projects. Grant Recipient data suggest that around 20 per cent of participants were young people aged 11-25, compared with 18 per cent of the UK population within this age group. Whether or not young people took an *active* part is less easily evidenced, but qualitative material provides some evidence about active engagement with young people.
- The legacy of First World War community heritage to mark the Centenary cannot properly be considered until the Centenary has passed. However, we can consider the extent to which the conditions are being put in place to ensure this aim is met. 33 per cent of all projects responding to the Grant Recipient survey had created project pages on a website; and HLF and the British Library have also developed a partnership to create a First World War Centenary Special Collection in the UK Web Archive. The collection will include snapshots of the First World War Centenary websites funded by HLF and will be preserved and made publicly accessible online by the UK Web Archive. 40 per cent of projects were also using Historypin to record their activities in some way.
- The evidence clearly showed that the capacity of community organisations to engage with heritage was being increased, and the profile of community heritage was being raised. 98 per cent of Grant Recipient Survey respondents felt that HLF funding had positively impacted on the capacity of their organisation in some way with many respondents saying that it would help them to deliver similar scale (76 per cent) or larger (43 per cent) projects in future. The evaluation data also suggest that projects were working to improve the profile of community heritage through their work to engage with different groups and to communicate their activities through a wide range of methods. When considered across the sheer number of projects being undertaken, and the numbers of people engaging with these projects, these figures alone suggests that the profile of community heritage is being raised by FWW Centenary activity.

# 1. Introduction

As part of the 2014-18 commemoration of the Centenary of the First World War (FWW), the Heritage Lottery Fund (HLF) is undertaking a range of activities through both grant-making and working with Government on the UK-wide Centenary programme.

Grants of £3,000 and above are being provided for FWW Centenary projects through a number of programmes, including:

- First World War: Then and Now, which funds projects up to £10,000 which explore, conserve and share the heritage of the FWW.
- Our Heritage, which provides grants of £10,000–£100,000 for projects which focus on any type of heritage.
- Young Roots, providing £10,000–£50,000 for projects led by young people, and which are delivered in partnership between a youth organisation and a heritage organisation.
- Heritage Grants, which provide grants of more than £100,000 for projects which focus on any type of heritage.

HLF's FWW activity followed on from internal planning and discussions with government and other key partners in 2011 and 2012. On 11 October 2012, the Prime Minister announced a range of activities to be delivered by different partners, including an HLF-funded programme of small community grants. This was to become First World War: Then and Now, HLF's programme dedicated to projects focusing on the FWW Centenary. This was launched in May 2013, although a number of other projects had already been approved for funding through other existing programmes.

Since April 2010 to 31 March 2016, HLF has awarded over £77million to more than 1,450 projects. This includes over 1,000 projects funded through the FWW: Then and Now programme (as of March 2016).

The two broad aims of HLF's FWW Centenary-related activity are:

## **1. To fund projects which focus on the heritage of the First World War and collectively:**

- create a greater understanding of the First World War and its impact on the range of communities in the UK;
- encourage a broad range of perspectives and interpretations of the First World War and its impacts;
- enable young people to take an active part in the First World War Centenary commemorations;
- leave a UK-wide legacy of First World War community heritage to mark the Centenary;
- increase the capacity of community organisations to engage with heritage, and to raise the profile of community heritage.

## 2. To use the Centenary projects that HLF funds to communicate the value of heritage, the impact of our funding and the role of HLF.

### 1.1. The evaluation

The Centre for Regional Economic and Social Research (CRESR), Sheffield Hallam University was appointed by HLF to conduct an evaluation of the extent to which the aims set out above have been met, across the range of FWW Centenary activities taking place, and across the span of the commemoration period, from 2014 to 2019. **The evaluation focuses on its grant-making activity, covering the first set of aims outlined above.**

In assessing success against the aims of the activity as a whole, the evaluation also works to HLF's broader outcomes framework, which focuses on three outcome areas:

- **Outcomes for heritage:** following HLF investment, heritage will be better managed; in better condition; better interpreted and explained; and identified and recorded.
- **Outcomes for people:** following HLF investment, people will have learnt about heritage; developed skills; changed their attitudes and/or behaviour; had an enjoyable experience; and volunteered time.
- **Outcomes for communities:** following HLF investment environmental impacts will be reduced; more people, and a wider range of people will have engaged with heritage; organisations will be more resilient; local economies will be boosted; and local areas and communities will be a better place to live, work or visit.

Accordingly this report devotes time to both assessing the extent to which outcomes have been achieved and to evaluating progress made on aims.

This report is based on the second year of evaluation activity but it also draws on survey data from Year 1. This is to allow comparison across the two years of the evaluation and also to increase the overall size of the dataset to allow more robust conclusions to be drawn.

### 1.2. Looking back to Year 1

This report builds on data collected in the first year of the evaluation (May 2014 to March 2015). At the end of Year 1, we were able to say that progress was being made across all outcomes and aims. In particular, the dataset indicated that projects were leading to outcomes for people. We also found evidence of outcomes being achieved that sat with the formal HLF outcome framework, including improvements in wellbeing, emotional enrichment and community cohesion. However, the level of responses to surveys meant that we had to be quite tentative in our conclusions: a recurring phrase was that it was 'too early to tell' the extent of progress being made.

By the end of Year 2 the number of responses to the Grant Recipient and Participant surveys had risen substantially making it possible to make firmer conclusions about overall progress on outcomes and aims, as well as begin to get a better picture of the composition of projects and their participants. As the respondent numbers build over subsequent years of the evaluation we will also be able to provide a more detailed breakdown of difference between different types of project or participant groups (e.g. by different demographic characteristics).

Because the number of responses in Year 1 was relatively low and therefore only indicative of potential outcomes it is not particularly useful to directly analyse change in the survey data between Year 1 and Year 2 reports. In order to produce some meaningful points of comparison we have instead broken down the survey data into two waves of data collection. Wave 1 spans from January to September 2015 and Wave 2 from October 2015 to February 2016. Some minor changes to the survey were made in October 2015, which provided a natural break point for data analysis. Nonetheless we advise caution in drawing conclusions from the variation between the two waves. Projects often run over a number of years, and as a result projects captured in Wave 2 often started at the same time or before projects captured in Wave 1. Further, there is no clear 'before and after' situation, where – for example – a clear change in policy took place at a set point which was then tested by the survey. In subsequent years if trends become apparent over a number of years, it might be more feasible to ascribe a sense of 'real' change to the data.

### **1.3. Evaluation approach**

The evaluation takes a 'logic chain' approach to underpin analysis. This approach focuses on mapping the development of the project 'theory' (assumptions and rationales behind the programme and its operation) through to programme inputs (financial and staff expertise) activities (e.g. grant-making), outputs (events/activities taking place, people participating in activities) and outcomes (measurable change for individuals, heritage and – potentially – communities). Tracking the theory of change 'logic chain' requires assessment at three 'levels' of operation:

1. Strategic direction (HLF plus other key stakeholders);
2. On-the-ground delivery ( project leads);
3. Participation (those who take part in activities/events/projects).

This is achieved through the following sets of activities:

- interviews with five internal and external stakeholders;
- review of grant data and project material (for instance HLF application forms, HLF case material and projects' internal evaluations);
- surveys of grant recipients and project participants;
- in-depth qualitative case studies of selected projects.

A yearly cycle of evaluation activity is being undertaken, following a broadly similar process each year. For more detail on the logic chain and theory of change approach, please see Appendix 3.

### ***Grant Recipient Survey***

The online Grant Recipient Survey aims to capture the perceptions, experiences and achievements of groups and organisations in receipt of funding from HLF for FWW Centenary activities. The survey invitation is sent to grant recipients by the evaluation team shortly after their project has been completed and asked to provide information covering the whole period the funding was provided for. A small number of larger projects (lasting more than a year) are sent the survey on an annual basis and asked to provide information covering the past 12 months.

The survey commenced in January 2015 and will be undertaken on a rolling basis throughout the evaluation. This report is based on data from that point until the end of February 2016. During that period 761 surveys were sent out (including 253

annual surveys) and 361 responses (117 annual survey responses) were received: a response rate of 47 per cent. The analysis presented in this report is based on these responses. Survey data collection will be ongoing for the duration of the evaluation. More detail on the Grant Recipient and Participant survey data can be found in Appendix 4.

A version of the survey can be viewed via this link:

[Grant recipient survey](#)

### ***Participant Survey***

The online Participant Survey aims to capture the views, experiences and outcomes of people who have participated in HLF funded First World War Centenary activities. Participants include project volunteers, people who have visited projects or taken in part in activities, and people who have received training. Possible participants are identified by funded projects that collect email addresses and pass them on to the evaluation team. Once this information has been provided an email invitation is sent to participants asking them to complete the survey.

The survey commenced in January 2015 and will be undertaken on a rolling basis throughout the evaluation. This report is based on data received up to the end of February 2016. So far 957 surveys have been sent out and 433 responses have been received: a response rate of 45 per cent. It is these responses on which the analysis presented in this report is based.

A version of the survey can be viewed via this link: [Participant survey](#)

### ***Case studies***

As part of the evaluation a series of in-depth project case studies will be undertaken each year, up to a total of 20 case studies over the period. In Year 2 the evaluation included four case studies and a follow-up to one Year 1 case study: these are briefly outlined in Table 1.1 below. More detail on these projects can be found in the case study summaries in Appendix 1.

**Table 1.1: Case studies**

<b>Project</b>	<b>Location</b>	<b>Description</b>
Black on Both Sides	Haringey, London	A project working to provide activities for young people to help better understand the role of Black soldiers in the FWW. This includes a range of outputs including a mobile app, video and exhibitions.
Heaton Avenues in Wartime	Newcastle Upon Tyne, North East	A local history group working to research and present stories from the lives of those living in a Newcastle suburb in during the FWW.
Lest We Forget	Glasgow, Scotland	A Scottish Refugee Council project which is engaging refugees and asylum seekers in Glasgow and supporting them to explore the experiences of Belgian refugees during the First World War. As well as exploring the experience of refugees, the project aims to consider public perceptions of refugees, both in the past and the present.
Sheffield 2016: Steel, Steam and Power	Sheffield, Yorkshire and the Humber	Restoration works to the 'River Don Engine', and the production of a new related exhibition at Kelham Island Museum, Sheffield. This was the most powerful steam engine in the world and was used to roll steel for Dreadnought warships in the FWW.
On The Brink (follow-up from Year 1)	Ballymena, Northern Ireland	A three-year project exploring the impact of the FWW, the Battle of the Somme and the Easter Rising. A particular focus of the project is supporting people (volunteers, those who take part in workshops as well as visitors viewing displays) to develop a broad perspective on historical events, and understand how events are interconnected. The project seeks to challenge perceptions and support learning.

#### **1.4. Report structure**

This report is the second of six annual reports covering each year of the evaluation, culminating with a final synthesis report in 2019. The report begins in Chapter 2 with a look at the composition of activities, using data collected from the first year of the Grant Recipient Survey and HLF's grant award information. This is then taken forward in Chapter 3 to consider the extent to which projects' activities have achieved outcomes across HLF's outcomes framework, before moving on to Chapter 4, which brings together the findings to summarise progress against the FWW Centenary activity aims. Chapter 5 then provides a short set of conclusions marking out key successes and challenges faced across the suite of activity, and next steps for the evaluation.

## 2. What has happened and who is involved in Centenary activities?

### 2.1. Introduction

This section looks at the nature of the FWW Centenary activities funded through HLF. It considers the themes covered by activities; the types of activities; who participated in activities; and how projects sought to promote their activities. These findings are based on survey responses from 361 grant recipients. Findings suggest a broad range of activities and themes were covered, engaging large numbers of people. Demographic analysis suggests that projects are reaching across a broad range of population groups, proportionate to national averages in most cases.

### 2.2. Where were FWW Centenary projects?

Data on HLF FWW Centenary project awards show that activities were taking place across all regions of the UK, as shown in Table 2.1, below.<sup>2</sup> Distribution can be measured in a number of ways, including:

- overall number of projects;
- overall grant awarded;
- percentage of grant awarded through the Then and Now stream. Because projects funded through other streams are likely to be larger, but fewer in number, this measure removes the effect that single large grants might have on the data.

This shows a broadly even spread of numbers of projects, taking into account population distribution, with some small outliers:

- The North East had a higher number of projects proportionate to its population size than other regions and countries of the UK.
- London and Northern Ireland received proportionately significantly more grant funding than other regions/countries: this can be accounted for by the investment in the Imperial War Museums (IWM) and HMS Caroline respectively.
- The West Midlands, the North East and Northern Ireland received a slightly higher share of the Then and Now funding programme as a proportion of their population compared to other regions and countries of the UK.

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<sup>2</sup>102 organisations received more than one grant, including one organisation that received four grants for different projects, five receiving three grants, and 96 receiving two grants.

Table 2.1: Regional spread of FWW Centenary projects

Region	Percentage of projects by number	Percentage of grant awarded by value	Percentage of Then and Now grant awarded	Percentage of Population
East Midlands	9%	3%	8%	7%
East of England	7%	3%	7%	9%
London	10%	30%	8%	13%
North East	9%	4%	9%	4%
North West	10%	4%	12%	11%
Northern Ireland	4%	18%	4%	2%
Scotland	7%	3%	8%	8%
South East	10%	9%	10%	14%
South West	10%	7%	9%	8%
Wales	6%	7%	6%	5%
West Midlands	10%	4%	12%	9%
Yorkshire and The Humber	7%	7%	6%	8%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: HLF project data March 2016

### 2.3. What size of grants were awarded?

HLF grant award data (March 2016) is presented according to grant size in Table 2.2. It shows that a large majority of grants were small: three-quarters (76 per cent) were for £10,000 or less and 11 per cent were for between £10,000 and £50,000. It also shows that although only a few very large grants of £1 million or more were awarded these accounted for around half (52 per cent) of the value of grants awarded. The wide range of grant size awarded - from £3,000 to £12.4 million - highlights the breadth and complexity of FWW Centenary projects.

Table 2.2: Size of grants awarded

Size of Grant	number	Percentage by number	Total value	Percentage by value
£10,000 or less	1,066	76%	£8,704,900	12%
More than £10,000 but less than £50,000	163	12%	£5,120,000	7%
More than £50,000 but less than £100,000	143	10%	£10,635,500	14%
More than £100,000 but less than £1 million	30	2%	£11,897,500	16%
£1 million or more	8	1%	£38,872,400	52%
<b>Total</b>	<b>1,410</b>	<b>100%</b>	<b>£75,230,300</b>	<b>100%</b>

Source: HLF project data March 2016

## 2.4. What kinds of organisations were funded?

HLF project data categorises grant recipients by organisation type. These are shown in Table 2.3, below. It shows that almost three-fifths (59 per cent) of organisations were identified as 'community/voluntary' and one-fifth (20 per cent) were local authorities. This follows from the focus of Then and Now in particular on community heritage projects.

Table 2.3: Types of organisation funded

Organisation type	Number	Percentage by number
Church/Other Faith	51	4%
Commercial Organisation	5	<1%
Community/Voluntary	782	59%
Local Authority	271	20%
Other Public Sector	220	17%
Private Individual	2	<1%
<b>Total</b>	<b>1,331</b>	<b>100%</b>

Source: HLF project data March 2016

## 2.5. What did funded projects do?

The Grant Recipient Survey asked a range of questions about the types of activities funded projects undertook to mark the FWW Centenary. Categories included the First World War themes covered, conservation and other heritage-based tasks, and the types of specific activities they provided. Data from this survey is also supplemented with HLF data for all FWW Centenary projects.

### 2.5.1. Heritage type covered

HLF records the main category of heritage on which each project focuses. This is shown in Table 2.4, below. As in Year 1, almost half of all projects (45 per cent) are identified as community heritage, reflecting the focus of the Then and Now programme in particular.

Table 2.4: Type of heritage covered by projects

Heritage type	Number	Percentage
Community heritage	642	45%
Historic buildings and monuments	60	4%
Industrial, maritime and transport	17	1%
Intangible heritage	498	35%
Land and biodiversity	6	<1%
Museums, Libraries, Archives and Collections	188	13%
<b>Total</b>	<b>1,411</b>	<b>100%</b>

Source: HLF project data March 2016

## 2.5.2. *First World War themes covered*

Table 2.5 provides an overview of the different types of First World War themes covered by the funded projects.<sup>3</sup> It demonstrates the broad focus of many projects but also highlights that understanding the impact of the FWW on the local community is of central importance to a majority of projects: more than nine out of 10 projects focus on **local people's experience of the war** and more than eight out of 10 explored the **impact of the war on the local area**. The survey responses also demonstrate that many projects have also sought to capture the global nature of the FWW. For example, over two-thirds covered the war in Europe, more than a third covered the war outside Europe, and the same proportion explored the experiences of people from the wider British Empire and Commonwealth. Overall there was very little variation in themes covered between the projects included in the first and second waves of the survey. There was, however, an increased focus on the legacy of the FWW and both the impact of the war after 1918 (an increase from 26 to 37 per cent of projects) and the commemoration of the war since 1918 (18 to 32 per cent).

The survey responses also show that many projects have focused on specific aspects of the FWW, covering a broad range of themes. For example, almost two-thirds looked at the experiences of women and over half focused on understanding the war on the ground. Other popular themes included conscription, children, and wartime culture. However, the survey data does not tell us the level of focus on each of these areas: it might be that some themes were covered only superficially. On average, respondents indicated that they covered 12 of the 29 options provided in the survey, which supports this theory.

To give a better understanding of which themes were covered in-depth by projects the second wave of the survey included a further question asking respondents to identify up to three of these themes that their project focused most on (Table 2.6). The results here are more concentrated across a smaller number of themes: only seven themes were mentioned by 10 per cent or more of survey respondents. This analysis reiterates the local focus of FWW projects, with 69 per cent focusing on local people's experience of the war and 54 per cent exploring the impact of the war on the local area. Nonetheless, these paint a positive picture of FWW activity covering a wide range of subjects and themes. 65 per cent of projects picked something other than the five most popular themes, which focus mostly on the war memorials and the lives of local people, as a main focus of their project.

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<sup>3</sup> This list of themes was created by the evaluation team in conjunction with HLF based on a review of existing project data and discussions relating to the various broad themes that might be covered in relation to the FWW

Table 2.5: First World War themes covered by funded projects

Themes	Wave 1 (Per cent)	Wave 2 (Per cent)	Total (Per cent)
<b>Local experiences</b>			
Local people	90	93	92
The impact of the war on the local area	82	84	83
The lives of people commemorated on war memorials	71	64	67
War memorials	60	63	62
<b>People</b>			
People from the UK who served abroad or at home	73	77	75
Women	66	65	65
Children	44	44	44
People from/in British Empire/Commonwealth countries	36	40	38
Disabled soldiers	32	29	30
People from/in countries outside the British Empire	15	22	19
<b>War in different settings</b>			
War in Europe	66	70	68
War on the ground	57	56	56
War at sea	39	36	38
War outside Europe	36	38	38
War in the air	29	30	30
<b>Politics</b>			
Conscription and recruitment	56	48	51
Propaganda	34	30	32
Dissent/objection to the war	25	28	27
<b>Economy and society</b>			
Culture in wartime	40	46	43
Food and agriculture	38	36	37
Medicine and healthcare	35	32	33
Industry	34	28	30
Economy	29	26	27
Animals in war	23	23	23
Sport in wartime	23	23	23
<b>After the FWW</b>			
Impact of the war after 1918	26	37	32
How the war has been commemorated since 1918	18	32	26
<b>Faith and beliefs</b>			
Faith communities	16	20	18
Beliefs	16	20	18

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Base: All valid responses (W1: n=146; W2: n=195; Total: n=341)

Table 2.6: First World War themes covered by funded projects: themes focused on most

Themes	Wave 2 (Per cent)
<b>Local experiences</b>	
Local people	69
The impact of the war on the local area	54
The lives of people commemorated on war memorials	34
War memorials	14
<b>People</b>	
People from the UK who served abroad or at home	28
Women	13
People from/in British Empire/Commonwealth countries	5
Children	5
Disabled soldiers	2
People from/in countries outside the British Empire	1
<b>War in different settings</b>	
War in Europe	10
War on the ground	5
War at sea	4
War in the air	3
War outside Europe	1
<b>Politics</b>	
Conscription and recruitment	5
Dissent/objection to the war	5
Propaganda	2
<b>Economy and society</b>	
Culture in wartime	8
Medicine and healthcare	6
Industry	4
Animals in war	3
Food and agriculture	3
Sport in wartime	3
Economy	0
<b>After the FWW</b>	
Impact of the war after 1918	3
How the war has been commemorated since 1918	1
<b>Faith and beliefs</b>	
Beliefs	2
Faith communities	2

Source: Grant Recipient Survey (Wave 2: Oct 2015-Feb 2016)  
 Base: All valid responses (W2: n=195)

### 2.5.3. Conservation and other heritage tasks

Table 2.7 provides an overview of the types of conservation and other heritage-based tasks undertaken by funded projects. Respondents were asked to indicate which types of conservation and other heritage tasks they were undertaking from a list of predetermined list of activities.<sup>4</sup> This highlights the central role of collecting new historical source material such as documents, photographs, oral histories and artefacts in a large majority of funded projects (82 per cent). Similarly, activities that involve cataloguing (including digitisation) archive material and conserving archives and artefacts have been an important focus of funded activity so far.

Table 2.7: Conservation and other heritage tasks undertaken by funded projects

Heritage tasks undertaken by projects	Wave 1 (Per cent)	Wave 2 (Per cent)	Total (Per cent)
Collect new material, such as documents, photographs, oral histories or artefacts	83	81	82
Catalogue or digitise archive material	47	58	53
Conserve archive material	38	41	40
Conserve one or more artefacts	17	22	20
Conserve a war memorial	14	10	12
Create a new war memorial	8	10	9
Conserve a historic building, monument or site	3	5	4

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
Base: All valid responses (W1: n=147; W2: n=196; Total: n=343)

Grant Recipient Survey respondents were also asked what outputs their projects had created, as shown in Table 2.8, below. It shows that projects produced a range of different outputs, with over a third of projects producing at least one of eight different outputs. Projects particularly focused on producing a temporary exhibition or display, leaflets and websites. Over 60 per cent had produced a display board, while a similar proportion had produced temporary exhibitions in a community venue (58 per cent) or a museum, heritage centre, gallery or library (56 per cent). The majority had published written outputs including leaflets and books (57 per cent) or a website (53 per cent). Fewer projects had produced permanent exhibitions, with less than one in 10 creating a permanent exhibition in a community venue or a permanent exhibition in a museum, heritage centre, gallery or library.

<sup>4</sup> Unless otherwise indicated, all survey responses are based on closed option questions, with the options developed by HLF and/or the evaluation team.

Table 2.8: Outputs created by funded projects

Type of output	Wave 1 (Per cent)	Wave 2 (Per cent)	Total (Per cent)
Display board	61	61	61
A temporary exhibition in a community venue	59	57	58
Leaflet or book	53	60	57
A temporary exhibition in a museum, heritage centre, gallery or library	52	59	56
Website	55	51	53
Performance	39	42	41
Pack for schools	31	37	34
Film	37	29	33
Trail	12	18	15
A permanent exhibition in a museum, heritage centre, gallery or library	10	9	9
A permanent exhibition in a community venue	4	9	7
Smartphone app	4	4	4
Other	24	25	24

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Base: All valid responses (W1: n=147; W2: n=197; Total: n=344); respondents could select all outputs that applied to their project

#### 2.5.4. *The range of activities provided*

Table 2.9 provides an overview of the range of activities provided by funded projects. It includes:

- the number and percentage of projects undertaking each activity;
- the total number (and median) of each activity provided; and
- the total number (and median) of participants involved in each type of activity.

Similar to responses regarding First World War themes, the responses highlight the local focus of a majority of funded activities. Nearly nine in 10 projects (86 per cent) said they held community events and participants in community events (887,911) accounted for almost half of all participants in specific types of activity.

Other prominent activities provided included talks by experts (56 per cent of projects), workshops with heritage organisations (50 per cent) visits and outreach with schools and colleges (44 and 49 per cent, respectively) and outreach sessions in community venues (47 per cent).

Table 2.9: Overview of activities undertaken by funded projects

Type of Activity	%	Activities Total	Activities Median	Participants Total	Participants Median
Community event	86	2,140	3	887,911	250
Talk from First World War experts	56	904	2	32,131	79
Workshop with heritage organisations such as museums, libraries, archives or local history societies	50	844	3	31,345	52
Outreach session in schools or colleges	49	1,591	4	58,333	100
Outreach session in community venues	47	1,390	4	41,276	100
Visit from schools or colleges	44	910	4	30,450	100
Guided tour, walk or visit	38	889	3	746,821	60
Workshop with arts organisations or arts professionals	27	662	4	10,730	50
Non-accredited training course	14	310	3	1,775	20
Accredited training course	6	132	1	1,120	13

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
Base: All valid responses (n=344)

### 2.5.5. Who participated in funded projects?

Overall, the 325 funded projects that provided data on numbers of participants in the Grant Recipient Survey reported having **4,614,957 participants**.<sup>5 6</sup> This figure includes projects that were already complete (231) and a number of longer-term projects that had been up and running for at least 12 months (94). Grossing up from survey data to consider the number of participants in completed projects only, it is estimated that a total of **5.1 million people** participated in HLF-funded FWW projects that ended before February 2016.

A broadly similar number of participants were contributed by completed projects (2,246,630), and those longer-term projects submitting the survey on an annual basis (2,368,327). However, on average, completed projects each had 9,726 participants, compared with 25,195 for longer-term projects: over 2.5 times as many. This is because longer-term projects tend to be larger, visitor-based attractions whereas completed projects tend to be short in duration and have more of a community focus. A banded breakdown of the number of participants is provided in Table 2.10 to illustrate this point in more detail. This shows how projects ranged widely in their

<sup>5</sup> Note that this figure and subsequent analyses excludes the Imperial War Museum First World War Galleries, which had over one million visitors in 2014/15 alone.

<sup>6</sup> It should be noted that many projects, particularly smaller ones with a community focus, do not currently collect systematic monitoring data on the characteristics of their participants. As such, much of the data collected are based on projects' best estimates of the numbers and percentages involved. As part of the Evaluation of HLF's First World War Centenary Funded Activity the evaluation team has worked with HLF and its grantees to develop Self-evaluation Guidance with the aim of improving the capacity of projects to capture this type of data in the future.

'reach', with a broad spread across different bands of participant numbers between 'less than 100' and up to 5,000 participants. This should be expected in line with the variation in project funding, scope, focus and outputs.

Table 2.10: Banded breakdown of number of participants in funded projects

Number of participants	Total		End of project		Annual	
	number	%	number	%	number	%
Less than 100	54	17	38	16	16	17
Between 100 and 499	89	27	67	29	22	23
Between 500 and 999	56	17	39	17	17	18
Between 1,000 and 4,999	91	28	64	28	27	29
5,000 or more	35	11	23	10	12	13

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Base: All valid responses (End of project: n=231; Annual: n=94; Total n=325)

Project participants include any individual that may have participated in one or more of the activities held as well as members of the organisations and groups (staff and/or volunteers) in receipt of HLF funding. Survey respondents also provided data on the demographic make-up of participants as well as specific data about volunteers and training recipients, an overview of which is provided in the following sections.

### 2.5.6. Demographic characteristics of participants in funded projects

Table 2.11 provides an overview of the age, gender and ethnicity of participants in HLF-funded FWW Centenary projects. This demonstrates that participation was evenly distributed by gender but there were some variations according to age and ethnicity which it is worth highlighting. Around two-thirds (64 per cent) were adults aged over 26, which is broadly similar to the national equivalent (68 per cent of the UK population). However, only 32 per cent were aged 26-59, compared with 46 per cent of the population; conversely 32 per cent were aged 60 and over, compared with 22 per cent of the population. 27 per cent of participants were approximately of school or college age (6 to 18) compared with only 15 per cent across the UK. Over half of these were aged six to 10 (14 per cent; six per cent nationally). In terms of ethnicity, 79 per cent were White British, slightly lower than the overall UK figure, and nine per cent were Asian (compared with six per cent nationally).<sup>7</sup>

<sup>7</sup> It should be noted that respondents were not always consistent in the way that they reported on demographics, especially in terms of ethnicity: e.g. some respondents gave a rounded estimate of proportions, while others appeared to give more precise figures. Any discrepancies caused by these differences will be ironed out as the dataset grows over the course of the evaluation.

Table 2.11: Demographic characteristics of participants in funded projects

Demographics	Total number	Wave 1 (%)	Wave 2 (%)	Total (%)	UK Population (%)	Difference from UK Population (ppts)
<b>Age:</b>						
Five or under	34,164	2	4	3	8	-5
Six to 10	155,271	12	16	14	6	+8
11-16	103,573	7	11	9	7	+2
17 to 18	42,111	3	4	4	2	+2
19-25	73,516	6	7	7	9	-2
26-59	355,972	36	28	32	46	-14
60 and over	359,366	34	30	32	22	+10
<b>Gender:</b>						
Male	544,571	47	50	49	49	0
Female	573,838	53	50	51	51	0
<b>Ethnicity:</b>						
White	739,060	84	76	79	87	-8
Asian (Bangladeshi, Indian, Pakistani, other)	79,520	5	10	9	6	+3
Mixed ethnic group	42,716	4	5	5	2	+3
Black (Caribbean, African, other)	36,655	3	4	4	3	+1
Other	22,087	1	3	2	1	+1
Chinese	11,532	2	1	1	1	0
Irish traveller	2,616	0	0	0	0	0

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016); UK Office for National Statistics (2013)

Minimum Base: All valid responses (W1: n=132; W2: n=159; Total n=291)

Note: two large projects with over 500,000 participants have been removed from the analysis in this table, since they were found to skew the age distribution of participants

### 2.5.7. People who volunteered in funded projects

Overall, 93 per cent of respondents to the Grant Recipient Survey reported having used volunteers in their FWW Centenary project. This amounted to over 13,500 people providing more than 65,000 days of their time. Table 2.12 provides an overview of the types of roles they were involved in while Table 2.13 provides an overview of these volunteers' demographic characteristics.

Table 2.12: Overview of volunteer roles within funded projects

Type of volunteer role	Wave 1 (Per cent)	Wave 2 (Per cent)	Total (Per cent)
Researching and working with existing collections and archives	78	80	79
Gathering, recording, analysing and cataloguing new material	74	71	72
Coordinating or leading activities (e.g. as a member of a committee/management group)	71	59	64
Devising and delivering activities for the wider public (e.g. talks and small exhibitions)	67	61	64
Helping with marketing and publicity	68	58	62
Providing administrative or IT support for the project	60	56	58
Devising and delivering activities for schools	54	49	51
Providing other support to the project (e.g. catering, cleaning)	57	44	49
Devising and delivering activities for children and young people outside of school (e.g. in youth groups)	34	30	32
Conservation activities (e.g. on natural landscapes, or industrial/military heritage)	11	12	12
Other	14	13	14

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Base: All projects involving volunteers (W1: n=136; W2: n=181; Total n=317)

The most frequently identified roles were directly related to project delivery: four-fifths said volunteers were involved in research and archival work; nearly three-quarters in gathering, recording, analysing and cataloguing material; and almost two thirds said volunteers coordinated and led activities. The survey responses also highlight the important roles volunteers played in supporting the wider operation of funded projects: 62 per cent were involved in marketing and publicity, 58 per cent provided administrative or IT support and nearly half (49 per cent) provided other types of support such as cleaning or catering.

Table 2.13: Demographic characteristics of volunteers in funded projects

Age	Total number	Wave 1 (%)	Wave 2 (%)	Total (%)
1-16	497	3	5	4
17-18	455	4	3	4
19-25	836	5	9	7
26-59	3,473	26	29	28
60 and over	7,366	63	53	58

Gender	Total number	Wave 1 (%)	Wave 2 (%)	Total (%)
Male	5,584	44	44	44
Female	7,113	56	56	56

Ethnicity	Total number	Wave 1 (%)	Wave 2 (%)	Total (%)
White	10,980	88	92	90
Asian (Bangladeshi, Indian, Pakistani, other)	359	5	1	3
Black (Caribbean, African, other)	348	3	3	3
Mixed ethnic group	296	1	4	2
Chinese	164	2	0	1
Other	69	0	1	1
Irish traveller	1	0	0	0

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016) Minimum Base: All valid responses from projects involving volunteers (W1: n=127; W2: n=151; Total n=278)

Table 2.13 demonstrates that similar to overall participation, volunteers were relatively evenly distributed by gender, with a slightly greater proportion of female volunteers, but there were some significant variations according to age and ethnicity. In terms of age, almost nine in 10 volunteers (86 per cent) were adults aged over 26 and more than half (58 per cent) were aged 60 or over. In terms of ethnicity, a large majority of volunteers were White with very few from specific black, Asian and minority ethnic groups.

### 2.5.8. People who received training through funded projects

Overall, 49 per cent of projects enabled their staff, volunteers or participants to receive training as part of their involvement in a FWW Centenary project. This amounted to 3,259 people trained. Table 2.14 provides an overview of the types of training received while Table 2.15 provides an overview of the demographic characteristic of training recipients.

Table 2.14: Types of training received by participants in funded projects

Types of training	Total (Per cent)
Media skills, including websites, films and recordings	61
Delivering learning or interpretation	56
Delivering participation, including participation and volunteer management	39
Conservation of collections, including oral history	37
Conservation of other types of First World War heritage	16
Managing heritage sites, including customer care and marketing	13
Conservation of buildings, monuments or sites	1
Other	32

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Base: All projects providing/enabling training (n=165)

Table 2.14 demonstrates the most commonly identified types of training were media skills, and delivering learning/interpreting, both of which were provided by more than half of projects who provided training. Specific heritage-based training was less common, although more than a third of those providing training did provide courses associated with conservation/oral history, and 16 per cent focused on training associated with conserving FWW heritage specifically.

Table 2.15: Demographic characteristics of training recipients

Demographics	Total number	Wave 1 (%)	Wave 2 (%)	Total (%)	UK Population (%)	Difference from UK Population (ppts)
<b>Age:</b>						
1-16	560	26	14	21	21	0
17-18	94	4	2	4	2	+2
19-25	357	15	11	13	9	+4
26-59	785	26	35	30	46	-16
60 and over	855	28	38	32	22	+10
<b>Gender:</b>						
Male	1,072	42	39	40	49	-9
Female	1,579	58	61	60	51	+9
<b>Ethnicity:</b>						
White	2,231	88	84	86	87	-1
Black (Caribbean, African, other)	139	3	9	5	3	+2
Asian (Bangladeshi, Indian, Pakistani, other)	69	3	2	3	6	-3
Mixed ethnic group	66	3	2	3	2	+1
Other	46	2	2	2	1	+1
Chinese	31	1	1	1	1	0
Irish traveller	9	1	0	0	0	0

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016); UK Office for National Statistics (2013)

Minimum Base: All valid responses from projects providing/enabling training (W1: n=64; W2: n=75; Total n=139)

Table 2.15 shows that a greater proportion of those receiving training were female (60 per cent) than were male (40 per cent). In terms of age, around three-fifths of training recipients were adults aged over 26 and almost a third were aged 60 or over. In terms of ethnicity, 86 per cent of training recipients were White with 14 per cent from other black, Asian and minority ethnic groups. This is broadly in line with the general UK population figures.

## 2.6. How did projects promote their activities?

In addition to questions about activities and participants, the Grant Recipient Survey also asked respondents how they promoted their project, focusing in particular on the use of digital media and the online platform Historypin.<sup>8</sup> Overall, 89 per cent of respondents promoted their project using some form of digital media. Table 2.16

<sup>8</sup> The 'First World War Centenary Hub' on Historypin is an online digital map which provides a place for projects to share heritage material and record their activities online. HLF funded projects have been encouraged to create a page on the Historypin Hub and use it to share information about their project since it went live in 2014. See: [www.historypin.com/en/explore/first-world-war-centenary](http://www.historypin.com/en/explore/first-world-war-centenary)

provides an overview of the different types of digital media used. This shows that grantees' own websites were most commonly used, followed by Facebook, Twitter and the FWW Centenary Partnership website. In addition, about a third of projects said they had set up a new website specifically for their HLF-funded project.

**Table 2.16: Use of digital media by funded projects**

Type of digital media	Wave 1 (Per cent)	Wave 2 (Per cent)	Total (Per cent)
Your organisation/group's own website	79	85	82
Facebook	60	69	65
Twitter	43	51	48
First World War Centenary partnership (www.1914.org)	43	38	40
A new website created for the project	33	36	34
Other	24	31	28

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
Base: All those using digital media for project promotion (W1: n=132; W2: n=169; Total: n=301)

Overall 40 per cent of respondents said they had used Historypin in some way as part of their HLF-funded project (46 per cent in Wave 1, 35 per cent in Wave 2). An overview of how they used it is provided in Table 2.17. Of all those using Historypin, four-fifths used it to create a page about their HLF-funded project, two-fifths used it to share heritage materials or find out about other FWW projects in their area, and just over a third used it to share other outputs of their project such as photos or films.

**Table 2.17: Use of Historypin by funded projects**

Use of Historypin	Wave 1 (Per cent)	Wave 2 (Per cent)	Total (Per cent)
Create a project page in order to promote and share information about your HLF funded project?	88	75	82
Share heritage materials, such as photos or documents?	38	43	40
Find out about other First World War projects or activities in your area?	36	44	40
Find out about other First World War projects or activities similar to yours?	27	46	36
Share outputs of your project such as photos of activities or films?	38	31	34

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
Base: All those using Historypin (W1: n=64; W2: n=61; Total: n=125)

## 2.7. Why did projects and participants get involved with FWW Centenary activities?

The Grant Recipient and Participant Surveys both included questions asking what motivated individuals or organisations to either deliver a project, or to get involved with a project. These are considered in turn, below.

### 2.7.1. Motivations to deliver a project

Respondents to the Grant Recipient Survey were given the opportunity to provide a free text response to the questions “*what motivated you and/or your organisation to do your First World War Centenary project*”. Respondents gave a range of responses, but, as in Year 1, almost all of the projects referred to the importance of doing something to mark the Centenary as an act of remembrance, as highlighted in the following responses:

*The desire to recognise the First World War in a way which focused on remembrance, on the story of the individual and which lasted for the full duration of the conflict centenary (Grant Recipient Survey respondent)*

*The rest of the nation was commemorating the centennial of the Great War and our small town lost 114 men. We owed it to them (Grant Recipient Survey respondent)*

This was often set within the context of a perceived gap in knowledge either of local history or of a particular theme in relation to the FWW. There was often a strong feeling from Grant Recipients that their project focused on “*a story that needs to be told*”:

*It was sadly the case that although the story [of our project] was being told outside of the UK, sadly there was so little information and research being done here in the UK (Grant Recipient Survey respondent)*

*I heard the story about the Women’s International League for Peace and Freedom and was amazed that it was not more widely known. I felt it was a very important story which needed to be told as widely as possible. (Grant Recipient Survey respondent)*

Other prominent themes included:

- following-up from a previous community, heritage or FWW project, including previous HLF-funded projects: “*[the project] was designed to build on the success of our earlier HLF-funded project*” (Grant Recipient Survey respondent)
- a desire to engage young people with FWW heritage, especially schools: “*we wanted to create a new piece of theatre to support schools in delivering the history of the First World War*” (Grant Recipient respondent)
- a desire to engage the local community in FWW heritage: “*we wanted local people to discover how it affected their own lives, their families and the places they lived*” (Grant Recipient Survey respondent)
- wanting to conduct repairs to war memorials or other important heritage artefacts, including digital artefacts: “*we were informed that the original online platform and software applications that the website and database relied on were to become obsolete in 2015 and we would be unable to update the records or add any new information*” (Grant Recipient Survey respondent)
- interest or pressure from the local community or stakeholders, for instance volunteers in a community organisation or local politicians: “*local interest in the munitions factory*” (Grant Recipient Survey respondent)
- the discovery of a previously unknown artefact: “*the interesting and hidden local stories that were discovered by one of our partner organisations, English Touring Opera, regarding the Zeppelin Raids in Wolverhampton during WW1*” (Grant Recipient Survey respondent)

These themes are largely similar to those explored in the Year 1 report, although the larger number of responses has brought out a greater range and nuance to the motivations expressed by respondents: for instance the greater range of physical artefacts discussed in comments. As a whole these responses are interesting in that they respond to a number of the outcomes and aims of HLF activity, yet very few respondents referred directly to HLF funding as a motivation for embarking on their project. Motivations to get involved with a project

Respondents to the Participant survey were also asked why they decided to take part in FWW Centenary activities, choosing from a list of options. The responses are summarised in Table 2.18, below. It shows that nearly three quarters of participants took part to learn more about the FWW in the local area, and nearly half to learn about the war more generally. Over half felt the specific topic explored by the project was not well known and took part because they felt it should be better understood by more people.

A third took part out of a desire to personally commemorate the FWW Centenary. The latter chimes with the motivations given by Grant Recipients about the importance of marking the Centenary in itself.

While relatively few saw improving skills as a motivation, there was an increase between Wave 1 and Wave 2 in the proportion taking part in order to use and update existing skills (increased from 22 per cent to 33 per cent) and to learn new skills (12 per cent to 23 per cent). The biggest change between the two waves was the proportion who saw helping to look after heritage (in general) as a motivation for taking part, increasing from 28 per cent to 45 per cent.

Table 2.18 Motivations for taking part in projects

Motivations	Wave 1 (Per cent)	Wave 2 (Per cent)	Total (Per cent)
To learn more about heritage	32	36	34
To learn about the history and heritage of the First World War in general	47	49	48
To learn about the history and heritage of the First World War in the local area	70	77	73
I had an existing interest in the First World War	46	46	46
I wanted to commemorate the Centenary of the First World War personally	34	39	37
I believe the topic explored by this project is not well known and should be better understood by more people	48	55	52
To learn some new skills (e.g. computing, research, transcribing)	12	23	18
To continue utilising and updating my existing skills (e.g. teaching/presenting, business and management skills, IT ski	22	33	28
A friend or family member recommended me to get involved	7	11	9
I was invited by the event organisers	45	37	41
To learn more about/get more involved in the local community	29	33	31
To help others	20	24	22
To help look after heritage	28	45	37
To meet new people/get out of the house	12	18	15
Work experience/help in getting a job	2	5	4
It was part of my school/college/university work	4	8	6

Source: Participant Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Base: All valid responses (W1: n=207; W2: n=223; Total: n=430)

## 2.8. Conclusions

This chapter provided analysis of the types of activity taking place across FWW Centenary activity, the people involved in activities (and the nature of their involvement) and the means by which projects had promoted activities. It highlighted some key successes, most notably in relation to the numbers of people participating in projects, and the important role being played by large numbers of volunteers in delivering projects. In Year 1 the early findings had suggested underrepresentation of some population groups, such as 18-25 year olds and some black, Asian and minority ethnic groups. However the latest findings suggest that most population groups are represented in a way that reflects the spread of the UK population, although there remains underrepresentation of these groups among volunteers. HLF's FWW activity aims point to the importance of ensuring young people engaged with projects and it appears that this is taking place across each of the age bands.

The following chapter moves on to consider how these activities have translated in outcomes measurable across the 14 HLF outcome areas.

# 3. What outcomes were achieved?

## 3.1. Introduction

This chapter explores the extent and ways in which FWW Centenary activities have achieved different types of outcome, and specifically those that meet the HLF outcomes framework. The analysis here draws on data from the Participant and Grant Recipient Surveys and qualitative research undertaken with the five case studies. The increased number of survey responses mean that we can have more confidence in talking about quantitative outcomes than in Year 1.

In Year 1 the evaluation was less able to capture heritage outcomes than other areas and additional survey questions were included in Year 2 to better capture achievements in this area. There is good evidence of some achievement across all outcomes, although a slightly narrower range of community outcomes are being met when measured against the HLF outcomes framework. However, there is evidence of community outcomes not captured within the HLF framework and the evaluation will seek to further explore these in future years.

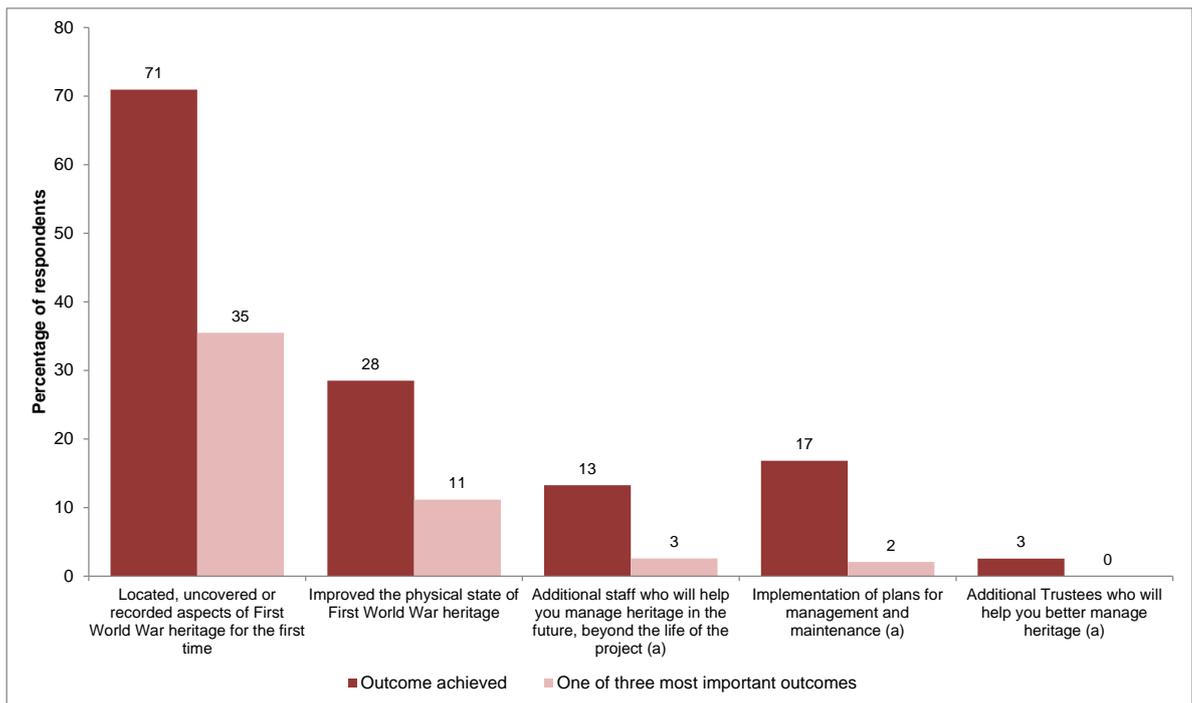
## 3.2. Outcomes for heritage

The four HLF outcomes for heritage are as follows:

- heritage will be better managed;
- heritage will be in better condition;
- heritage will be better interpreted and explained;
- heritage will be identified/recorded.

Respondents to the Grant Recipient Survey were asked to provide their views about the types of outcomes their project had achieved. Respondents were asked to identify any outcome that they felt they had achieved and up to three *main or most important* outcomes from their project. This included five responses that related directly to outcomes for heritage, as summarised in Figure 3.1.

Figure 3.1: Outcomes for heritage identified by grant recipients



Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Base: All valid responses (n=341); (a) Wave 2 only (n=194)

The data gives a useful overview as to what outcomes projects were working towards. Each of the heritage outcomes are now taken in turn to provide a more detailed understanding of how outcomes were being met.

### 3.2.1. *Heritage will be better managed*

In response to a lack of evidence on this particular outcome, Wave 2 of the Grant Recipient Survey included three additional questions on the management of heritage. Taken together the new evidence suggests that few projects implemented new structures to better manage heritage (Figure 3.1):

- 17 per cent implemented plans for management and maintenance and only two per cent saw this as one of their three most important outcomes;
- 13 per cent employed additional staff to help manage heritage beyond the life of the project (three per cent felt this was a main outcome);
- only three per cent appointed additional trustees to help better manage heritage; no projects saw this as one of their three most important outcomes.

This is perhaps unsurprising. The guidance HLF give for this outcome, makes it harder to achieve than other outcomes which can be evidenced in a variety of ways. Furthermore, three-quarters of projects received grants of under £10,000 and as such are perhaps unlikely to have implemented new structures to better manage heritage; and a relatively high proportion of organisations are small community groups that might not be seeking to employ staff or develop more strategic ways of working. For instance, the Heaton Avenues in Wartime project was run by a local history group for whom softer outcomes relating to management were more appropriate, such as improvements in collective ability to manage projects (see skills, below).

### **3.2.2. Heritage will be in better condition**

Evidence for this outcome was found across a number of survey questions, and through case study material. Overall, the finding is that improving the condition of existing heritage was taking place, albeit across a relatively small proportion of projects. Twenty-eight per cent of Grant Recipient Survey respondents reported that their project had improved the physical state of FWW heritage, with 11 per cent regarding it as their most important outcome (Figure 3.1). There was little change between Wave 1 and Wave 2; and no variation between projects that received £10,000 or less and those that received more than £10,000.

Survey and case study data show the range of ways in which this outcome was being achieved, including the erection of new buildings to house FWW collections, repairing war memorials and improving/restoring archive materials. For instance, 20 per cent of Grant Recipient Survey respondents indicated that they had carried out work to conserve artefacts, and 12 per cent indicated that they had worked to conserve a war memorial (See Section 2.5). The Sheffield 1916 case study provides an excellent example of HLF funding being used to improve the condition of heritage artefacts. The project is centred on the restoration of the River Don Engine, a steam engine used in the FWW to roll steel for the manufacture of Dreadnought warships used in the Battle of Jutland:

*“The River Don Engine is one of the most powerful working steam engines in the world and it is the reason this museum was founded... It's our unique selling point; it's what people come back to see again and again.” (Project lead, Sheffield 1916)*

HLF funding has allowed the installation of a new boiler to ensure the Engine can keep running, since the continual upkeep of the existing boiler had ceased to be cost effective. This is of central importance to the Engine's significance as heritage, and to the visitor experience of the museum which houses it:

*“It's the fact that it's under steam that makes it unique and important. If it's not working – if it doesn't run – it's just a great big piece of sculpture. It's the expression of power that the people see, and the people enjoy, and the people love. And all the smells and the steam. All of that.” (Project lead, Sheffield 1916)*

### **3.2.3. Heritage will be better interpreted and explained**

The survey and qualitative data uncovered a wide range of ways in which heritage was being interpreted and explained in order to make it more accessible to different groups of people. Young people in particular were a focus of these efforts.

Table 2.9 in Chapter 2 showed the range of means through which projects sought to share their stories, including outreach sessions in schools and community venues, workshops and community events. Table 2.8 in Chapter 2 showed the different outputs of projects, which also highlights a range of different means of interpreting and explaining heritage. Again, the use of websites figures highly (53 per cent of respondents), but the use of films (33 per cent) and performances (41 per cent) were also important media alongside more traditional means of communication such as exhibitions and displays.

This range of outputs was also reflected in the qualitative material. The Black on Both Sides project, for example, was producing a mobile app, a film and an exhibition. The Lest We Forget project was also creating a film as an output of the project, while the Heaton Avenues project was producing a set of stories that would be disseminated through exhibitions at the local pub as well as a city centre museum

and the history group's website. As in Year 1, projects often sought to combine more traditional or face-to-face means of sharing information alongside the use of digital media. A good example of this can be found in the survey data, where a high proportion of projects outlined as their "main success" different ways in which they had sought to better interpret and explain heritage:

*"Remembering Loos' 'and 'The Guns of Loos' a silent film with live score. These formed part of the national commemorations to mark the centenary of the Battle of Loos. It featured a mixture of music, readings, historical material and tickets sold out! It also featured an exhibition curated by two schools and a presentation of a 'Loos visualisation',... We commissioned one of the UK's leading composers and performers, Stephen Horne, to create and perform a score live to accompany the screening." (Grant Recipient Survey respondent)*

*"A high quality touring exhibition has been created and has already toured to two museum venues in South West Wales. Visitor figures to the temporary exhibition currently total approximately 50,456 visitors" (Grant Recipient Survey respondent)*

*"We have produced a First World War heritage map, so increasing public awareness of local sites with First World War associations" (Grant Recipient Survey respondent)*

*"[We held] a two week event at the Forum, Norwich where we engaged over 10,000 people about Edith Cavell and had volunteers dressed up in WW1 nurses uniforms and fun activities and games for the children." (Grant Recipient Survey respondent)*

*"[We developed] a website, which is now being used as a hub for historians, students and family members" (Grant Recipient Survey respondent)*

*"A great weekend of re-enactment with the whole town seeing WW1 vehicles, people dressed up, a carousel from WW1 and lots of people seeing how it was in WW1 times." (Grant Recipient Survey respondent)*

*"We created a 10 part audio series in the style of a drama, bringing family characters to life and showing the relationship between different social groups. We linked the themes of each episode to one of the museums that we were working with to encourage children to visit and get hands-on with the real history" (Grant Recipient Survey respondent)*

In summary FWW Centenary funding is being used to better interpret and explain heritage through a wide range of methods and projects of all sizes have carried out different activities to meet this outcome, often using creative means to do so. This is a well-evidenced heritage outcome from projects and can be seen as an important success of the FWW Centenary activity

#### **3.2.4. Heritage will be identified/recorded**

As Figure 3.1 above shows, the outcome *heritage will be identified/recorded* was viewed as an important outcome for most projects, with 71 per cent of projects stating that they had achieved this outcome and 35 per cent marking it out as their most important outcome. This was the most selected outcome by Grant Recipients in relation to their own projects.

The data on overall projects funded gives a sense of the different ways in which projects aimed to achieve this outcome, with an emphasis on the preservation of personal life histories. This was also a theme for the Heaton Avenues project had

researched and brought to public attention stories about 10 households which were previously unknown or forgotten. Although some of the stories had appeared in newspapers at the time these were now in archives that were not well known or relatively inaccessible to the public, and had not previously been brought together as part of a wider study of the area. As the project lead explained, this had included bringing stories to the attention of the families of the project's subjects:

*“Researching stories from the area are things that people didn’t know about; they were just buried in news items in wartime newspapers. One of the most interesting things is that for most of the stories, we’ve contacted descendants of the subjects of the stories. In almost all cases they did not know the stories. For instance a couple of people were accused of spying in the war and the descendants of those people didn’t know about this. It’s happened many times more than we’d hoped at the start of the project, partly through research, through our website and partly through coincidence. They mostly don’t live round here, either.” (Project lead)*

Grant Recipient Survey respondents also provided examples heritage being identified or recorded. For instance one project had purchased a reader printer which had enabled them to digitise and review local wartime newspapers for the first time: *“...this will ultimately unlock a wealth of previously unknown information. To date we have researched the life stories of around 350 local combatants and this information will be made available to the public via specially designed webpage in the spring of 2016”*. Others talked about the lasting impact of their projects in terms of the heritage that had been identified/recorded:

*“A complete record of those who gave their lives in WWI in written and digital form.” (Grant Recipient Survey respondent)*

*“Permanent record of local casualties which has been widely shared and is now available online.” (Grant Recipient Survey respondent)*

*“A record of the impact of the war on a small town and rural community. The stories behind the names (see our website), all of which we aim to turn into a permanent record possibly a book.” (Grant Recipient Survey respondent)*

There is therefore good (self-reported) evidence that heritage is being identified and recorded through HLF projects, often in small but important ways that reflect individual lives or communities that might not be brought to the public through larger projects that focus on the ‘grander’ themes of the war.

### **3.3. Outcomes for people**

Outcomes for people were the most evidenced set of outcomes in Year 1 and these continued to be very well evidenced. HLF people outcomes cover five areas:

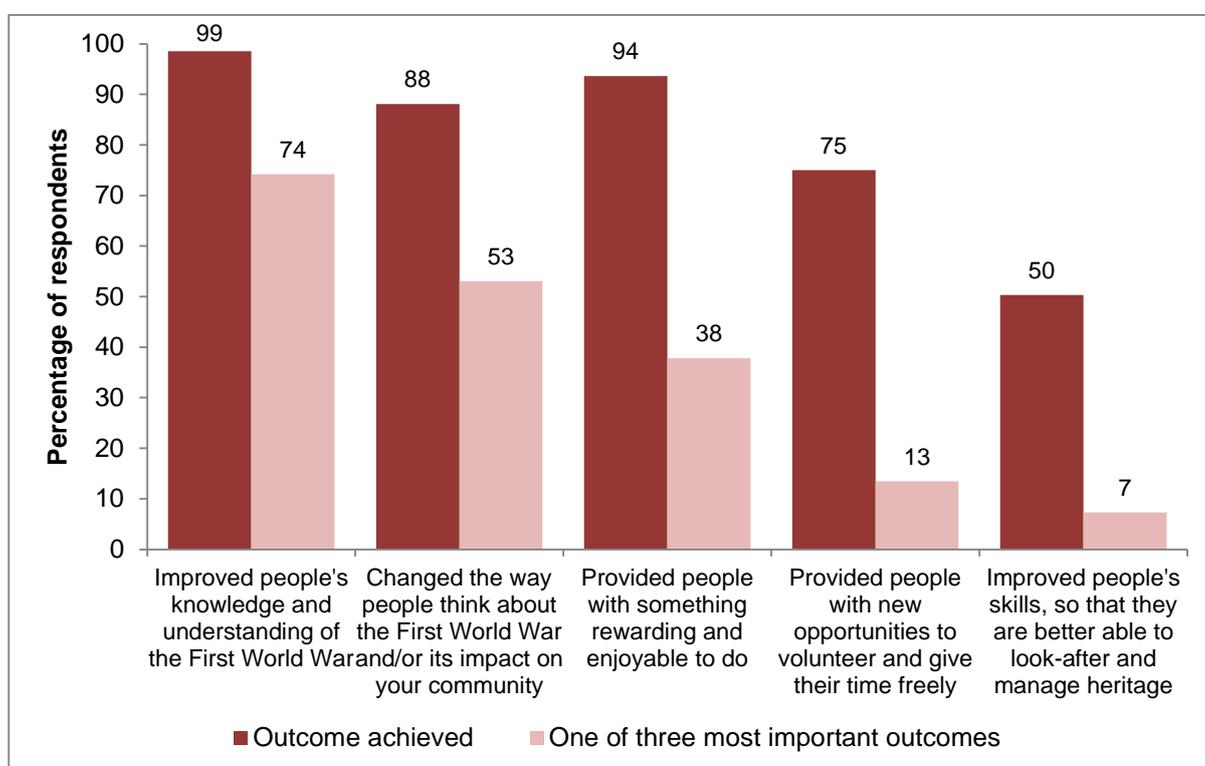
- people will have developed skills;
- people will have learnt about heritage;
- people will have changed their attitudes and/or behaviour;
- people will have had an enjoyable experience;
- people will have volunteered time.

There was strong evidence of widespread achievement across four of the five areas. Attitudinal and behaviour changes were less well-evidenced, although there was

some evidence of change. These outcomes are harder to capture, and harder to achieve through often short-term involvement with a project.

Respondents to the Grant Recipient Survey were asked to provide their views about the types of outcomes their project had achieved. This included five outcomes relating to the FWW which broadly map onto the different HLF outcomes for people. Respondents were asked to identify any outcome that they felt they had achieved and up to three main outcomes from their project. The responses are summarised in Figure 3.2. This shows that the most commonly identified outcome, and the most frequently identified *main or most important* outcome, was improving people's understanding of the FWW. Other commonly identified outcomes included providing people with something new and rewarding to do (94 per cent) and changing the way people think about the war and its impact on the community (88 per cent of projects). These are discussed in more detail under each of the people outcomes below.

Figure 3.2: Outcomes for people identified by grant recipients



Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Base: All valid responses (n=341)

### 3.3.1. People will have developed skills

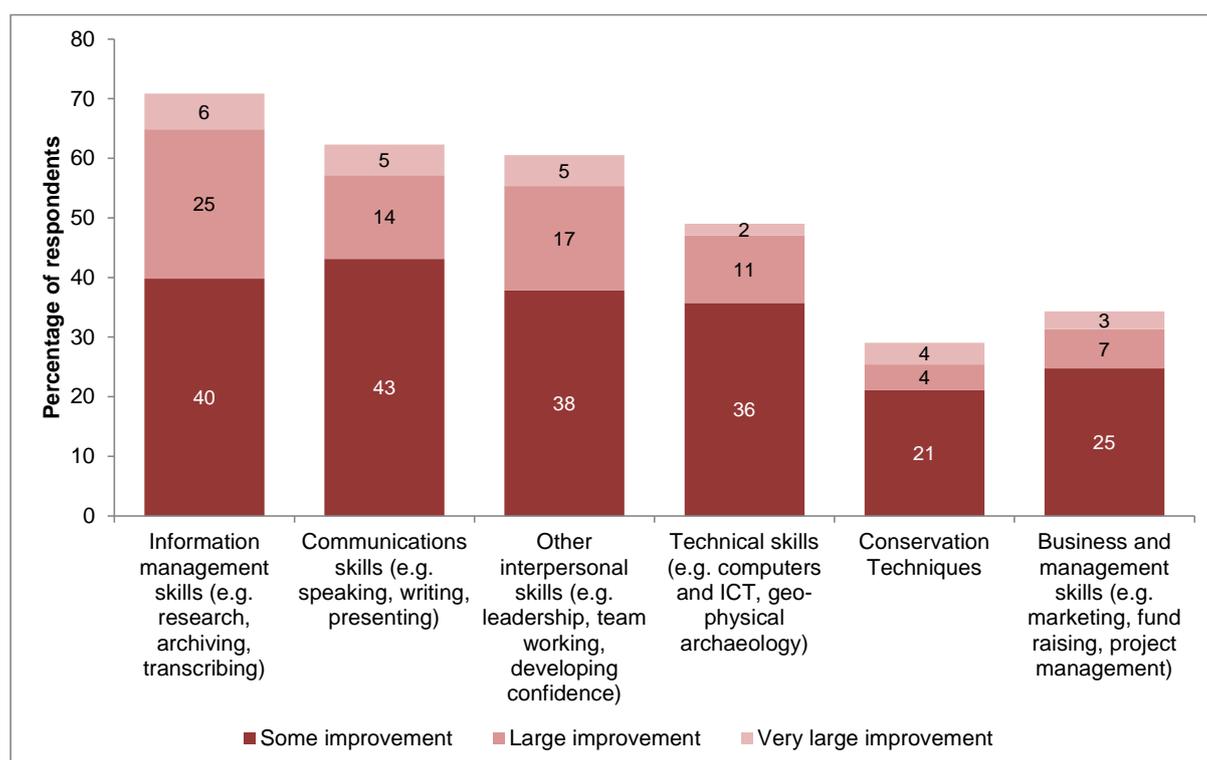
The chart above shows that 50 per cent of respondents felt their projects had improved people's skills, so that they are better able to look after and manage heritage, although only seven per cent included this as one of the main outcomes of their project.

All respondents, excluding visitors, were asked to what extent they had improved their skills in a number of areas through their involvement in HLF-funded FWW Centenary projects. Figure 3.3 below shows the number of participants stating that at least 'some improvement' had been made to the skills listed. Information management (71 per cent) and communication skills (62 per cent) were the ones most frequently identified as experiencing some improvement. Furthermore, nearly a third (31 per cent) felt they had seen a 'large' or 'very large' improvement in their

information and management skills. By contrast only 29 per cent had developed skills in conservation techniques, and only eight per cent reported 'large' or 'very large' improvement. This was also the category for which respondents were most likely to report no improvement at all: 24 per cent, compared with only 10 per cent for information management, and 11 per cent for communication skills and other interpersonal skills. It should be noted that large proportions of respondents felt that gaining conservation and business skills were not applicable to their experiences (28 per cent and 29 per cent, respectively).

In all, 85 per cent of participants had experienced improvement in at least one of the skills listed.

Figure 3.3: Skills where respondents have experienced an improvement



Source: Participant Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Minimum Base: All valid responses (volunteers, trainees and participants) (n=303)

These themes were reflected in the case study material, which provided evidence of skills development across each area. In Newcastle, the Heaton Avenues project had employed a trainer for participants to improve their computing skills, with a particular focus on 'Excel for local history groups'. This had allowed participants to use MS Excel to log, archive and manipulate research data relating to the project. Participants felt that they would go on to make use of these new skills in future heritage projects. The same project involved writing a set of stories about residents of 10 avenues in Heaton. The production of these stories had led to participants developing a range of research skills as well as honing their writing abilities, in some cases not having produced written work since leaving school many years previously:

*“Having very recently retired, being interested in family history, I got involved in a set of family history classes. Not just researching, but writing it up. Getting back into writing after not having much opportunity to write reports over the years, that’s been really good.” (Volunteer, Heaton Avenues)*

*“The whole recording thing; doing systematic research and learning how to record it. Finding out how to research, none of us really knew beyond very basic things about the Census and now we know about a whole wealth of resources, which we’re still learning. Because you’re looking all the time and you discover these things, but also talking to the professionals in the museum, in the library, and then things you uncover online. For example, the Red Cross have been compiling a directory of VAD nurses.” (Project lead, Heaton Avenues)*

In Glasgow, the Lest We Forget project was taking this further. The skills and talents the people involved bring to the project are being recognised through their designation as ‘heritage researchers’, something they will be able to add to their CV that could help them to find work. Given finding employment has many barriers for refugees this is an important aspect of the project.

Combined, the survey responses and case study evidence suggest that projects are consistently leading to improvement in skills across a number of areas, particularly in relation to research and conservation, but also as a means for developing interpersonal skills and self-confidence.

### **3.3.2. People will have changed their attitudes/behaviour**

88 per cent of Grant Recipient Survey respondents felt that their project had led to a change in the way the people thought about the FWW and for 53 per cent this was one of the most important outcomes.

This is reinforced by the Participant Survey. Visitors and participants were asked to rate, on a scale of 1 to 10, the quality of the project, specifically in terms of the extent to which the FWW Centenary activities had ‘challenged’ them and had been thought-provoking. 1 meant very low quality and 10 meant very high quality. 91 per cent of respondents gave a score of 7 or higher, and nearly half (47 per cent) gave 10 out of 10, suggesting that projects were successful in challenging participants’ existing attitudes.

Similarly, visitors and participants were asked whether their experience of the project they visited or were involved in had given them a greater understanding and respect for other people and their cultures. They were asked to give a response to this question on a scale of 1 to 10 where 10 is ‘much greater’ and 1 is ‘no change at all’. Nearly three-fifths (58 per cent) gave a score of 7 or more.

In Glasgow, one participant reflected how the project had not only taught him a great deal about the experiences of Belgian refugees 100 years ago, but also made him think differently about people from other cultures more generally. The project lead elaborated on this, explaining how an important element of the project was to change attitudes and behaviour towards refugees, which fitted their wider remit as an organisation:

*“This work is partly about attitudes, there’s a lot more in terms of promoting, and encouraging and enabling integration actually, because we are bringing together refugees with local people in the group. And you know, with people from other migrant backgrounds as well.” (Project lead, Lest We Forget)*

And in Ballymena, where in Year 1 the project lead had reflected on the challenges faced in trying to reach Catholic and Protestant communities, a breakthrough had been made through more in-depth engagement with the anniversary of the Easter Rising as an event that took place within the context of the First World War.

Visitors and participants were also asked if they had felt motivated to do something related to their experience of the project they visited or were involved in. They were asked to give a response to this question on a scale of 1 to 10 where 10 is 'very motivated' and 1 is 'not motivated at all'. 60 per cent gave a score of 7 or more. In some instances, open survey responses suggested that participation had led to an intention to take part in new activities, actually taking part in new activities or opening up new opportunities. For instance:

*“This [heritage work] will be another career for me” (Participant Survey respondent)*

*“We have formed a new singing group as a direct result of the project” (Participant Survey respondent)*

*“We are now working with new audiences, partners, artists and artforms” (Participant Survey respondent)*

It is particularly difficult to comprehensively capture changes to behaviour using a snapshot in time, usually quite soon after participants had finished their involvement with projects. As a result we are reliant on proxy measures that suggest that – for example – participants are more motivated to act or plan to do something in future. The results in relation to this are encouraging, nonetheless. Participants' responses to questions relating to attitudes are more striking, and suggest that FWW Centenary projects are challenging and thought-provoking, in many instances leading to changed attitudes towards other people and cultures. This is a positive finding for the evaluation.

### **3.3.3. People will have learnt about heritage**

Learning about heritage, and specifically the FWW was well-evidenced. This was a project outcome for 99 per cent of respondents to the Grant Recipient Survey, with 74 per cent saying it was one of the most important outcomes. This is reinforced by responses to the Participant Survey. Respondents were asked to rate the gains they had made in knowledge and understanding following their involvement in projects across a number of areas. Gains were reported across all themes listed (and by a minimum of 32 per cent of respondents for each theme) suggesting people had learnt about heritage across a variety of different aspects related to the First World War Centenary. The most popular of these were as follows:

- Local people (93 per cent);
- People from the UK who served abroad or at home (91 per cent);
- The impact of the FWW on the local area (91 per cent);
- The lives of people commemorated on war memorials (80 per cent);
- War memorials (77 per cent).

There was very little difference here between Waves 1 and 2 of the survey.

This is given some depth by reference to the case studies. In each of the projects learning about the FWW was a central outcome of the project. As in Year 1, this outcome was particularly well-evidenced among young people: it offered the chance to engage with the FWW as a subject, often for the first time. In Newcastle, the project had worked with a local primary school as part of the school's own HLF-funded project which was involved creating a museum documenting the school's history. Being able to embed the story of the FWW within the history of their own school was felt to have made young people more enthusiastic and more able to

substantively engage with discussion about the FWW. For project volunteers, although felt that they already had a good understanding of the general history of the FWW, the project had been important in helping to better understand the lives of individuals 'left behind' during the war, and the socio-economic context in the UK at the time. They attempted to avoid what they perceived as militaristic or nationalistic interpretations of the war and instead focus on lived experiences:

*"We've concentrated on developing new perspectives on the war. Even when people did have sons and husbands and relatives fighting, we've looked at what they were doing in their everyday lives, so people who were doing voluntary work knitting for the troops or sometimes sad stories of what people were doing to try to cope without their husbands or whatever. The whole range of things highlighted by our stories, like the antipathy towards foreigners shown through the story of two Dutch men accused of spying because they were seen taking a photograph" (Project lead)*

Participants felt that they had learnt a lot as a result of this focus on the everyday:

*"A feeling of understanding a bit better what ordinary people went through. So much of the literature is about the officers and so on, but it's the impact it had on very ordinary people's lives and so on... Last year I went to Ypres. So I did know the sheer quantity and numbers. I knew that side of it. But the detail, and some of things the people at home did, to keep going, I've really learnt more." (Volunteer 2)*

In London, the role of Black people in the FWW was felt to be poorly understood and not well covered in schools. Working on this topic had led to young people developing an in-depth understanding of different aspects of the FWW:

*"they've learnt so much, and [as part of this] it's been important to show that they [the participants] are part of the narrative. Some of it is quite personal, some of the challenges and statistics – in Africa you had over a million 'carriers' just employed to move things around and more than 200,000 died. And also about the motivation of why? Why would Africans want to fight for the colonial powers? And this speaks to ideas around empire and current ideas around commonwealth but also migration. That sense of belonging to Britain or to the German colonial empire, and wanting to fight, but also people fighting to improve their own local situation, fighting for a better future potentially. And how that relates to defending a way of life for people in Britain, or in France." (Project lead, Black on Both Sides)*

In Glasgow, as well as enabling participants to learn about the FWW, participants discussed the way in which the learning from this project was enabling them to understand how this aspect of Scotland's heritage relates to their experiences of being a refugee in Glasgow. As one project worker explained:

*"Just the experience refugees had 100 years ago, it hasn't really changed all that much. You know, the stages of the public welcoming refugees, and then not being very welcoming, things like that." (Project worker, Lest We Forget, Glasgow)*

This outcome has been very successfully met across the suite of project funded as part of the HLF FWW Centenary activity.

## **People will have had an enjoyable experience**

All Participant Survey respondents, except those who only received training, were asked how much they had enjoyed their involvement with a project. They were asked to give a response to this question on a scale of 1 to 10 where 10 is, 'enjoyed a great deal' and 1 is 'not enjoyed at all'. 97 per cent gave a response of 7 or above with 73 per cent giving a score of 9 or 10 and just over half (51 per cent) giving 10 out of 10. Participant Survey respondents were also asked to explain why they enjoyed the project, eliciting a range of responses, often with a focus on the joy of learning, of connecting with other people in similar and different situations and of the pride in successfully contributing to a collective endeavour:

*"The workshops were fun and interesting." (Participant Survey respondent)*

*"The experience has been enriching and valuable" (Participant Survey respondent)*

*"The children involved were proud that they had contributed to the local display" (Participant Survey respondent)*

*"It was a lovely show and I very much enjoyed all of it." (Participant Survey respondent)*

Similarly, case study respondents routinely referred to the enjoyable and enriching experience of taking part in projects. For example, participants in Newcastle were unanimous in their enjoyment of the project, with the engagement with the local school an important element of this:

*"I like the way that the kids have taken this to their hearts and have been so enthusiastic. We didn't get much response from the mailshots, but having gone into the school and seeing what they've taken from it has been great... Engaging with the schools has been rewarding. I'm so impressed with how enthusiastic the kids are. At school, I remember, you'd try to tuck yourself away in the corner not to get noticed, but these kids are all coming forwards wanting to talk, wanting to tell you what they think, what they've seen." (Participant, Heaton Avenues)*

Another participant talked about the value they placed in having met descendants of the people whose stories they were uncovering:

*"I really enjoyed it, I really did! All these things are about people, that's my interest. To meet the living descendants, that was fantastic. And there was a lot of collaboration and cooperation between us in the group, especially when we were getting going. So that was a nice part of it, you didn't feel like you were working in isolation." (Participant, Heaton Avenues)*

## **People will have volunteered time**

One of HLF's outcomes is for people to have volunteered time. There was a strong emphasis on volunteering across projects, partly reflecting the reality that projects required volunteers in order to be effectively delivered. The key points on this are covered in Chapter 2, above, but to briefly recap, 93 per cent of respondents to the Grant Recipient Survey said that their projects involved volunteers. This amounted to over 13,500 people providing more than 65,000 days of their time.

Looking to results from the Participant Survey, volunteers indicated that they had spent five hours per week (mean) volunteering on projects since they started. The median was three hours per week with the minimum number of hours volunteered

one hour per week and the maximum 60 hours per week (in one case only; the second highest response was 24 hours per week).

Interviews with volunteers in case study projects found a variety of tasks being performed, with volunteers finding it a very rewarding experience. For the Heaton Avenues project, 12 people had volunteered significant amounts of time to the project through a variety of different activities, including researching the stories, visiting schools, curating exhibitions, organising talks and presenting at events.

*“We each took different streams. I wrote up the two stories. We went through the census records, the electoral rolls and got a good understanding of who was where... [I’ve volunteered] A couple of hours a week – not as easily broken down as that but that would be the average, but at the start of the project I was probably putting in more time getting hold of the information.” (Participant, Heaton Avenues)*

As well as the refugee and asylum seekers who are engaged in the Lest we Forget project, four volunteers had also become involved, helping at events and supporting the participants through the project. The volunteers carried out a range of tasks, from supporting the creation of the film, to research, admin, coordination and training.

One such example is a volunteer who was a trained archivist, and having found out about the project via their personal contacts, decided to offer her skills to the project. This involved weekly input, which includes research but also engaging in activities and events. An important aspect of the experience for her was some training provided by the Scottish Refugee Council on issues surrounding being a refugee or asylum seeker, as she explained:

*“It was very interesting, certain things I didn't know. It was very, very good as a good starting point because we are working with refugees, so it's good to understand their journeys. And that's also quite important to produce in the exhibition, because a lot of it's to do with understanding refugee journeys and lives.” (Volunteer, Lest We Forget, Glasgow)*

### **3.4. Outcomes achieved beyond the HLF outcomes framework**

The evaluation also found evidence of outcomes not formally captured through the HLF outcomes framework. In some cases these additional outcomes were captured ‘by design’ through the survey and topic guides for qualitative interviews, for instance questions relating to health and wellbeing (see below). In other instances, new themes emerged from the qualitative data that the evaluation team felt were worth highlighting. Where qualitative findings are used there are no claims made about the extent that these outcomes are being achieved across the whole range of HLF FWW Centenary projects. However, highlighting these outcomes is important to show the range of different outcomes that projects *might* achieve. In subsequent years we will look to capture further data in these areas to increase the depth of findings.

#### **3.4.1. Emotional enrichment**

The HLF outcome framework includes an outcome on the enjoyment derived from heritage projects. This was well-evidenced for FWW Centenary projects, as discussed above. Importantly, however, enjoyment is just one element of a potential broader impact on the personal development of participants. The Year 1 report reflected on participants’ emotional enrichment through engaging with project. In Year 2 this emerged again through the research conducted for the Black on Both Sides case study; in particular through the development of self-identity. The young

people participating in the Black on Both Sides project were from a Black British, Black African or Black Caribbean family background and learning about the role of black people in the FWW was helping them to develop their sense of self. This operated in different ways and was at times quite challenging for the young people. In general terms, understanding that black people played an important part of the history of the FWW, both in Britain and across the different theatres of war, was helping to embed their sense of identity within a wider 'British' narrative relating to the war: "it's not something we've ever done in school, it helps me to understand about my family, where we were and how I fit into it" (participant, Black on Both Sides). However, at the same time, the young people were encountering difficult truths about the way in which black people were treated before, during and after the FWW, which could be hard to deal with. This was seen as an important part of the young people understanding their own heritage:

*"Part of it, the young people felt a bit upset, a bit betrayed. Given that the African soldiers were given substandard equipment, they weren't allowed guns initially, only much later when there had been severe losses, because they felt Africans shouldn't be killing other Europeans. So the young people felt that 'hey that's not fair', not being given guns or even boots. And some of the pictures set up with the White soldiers standing up, dignified, with the Black soldiers kneeling or on the floor. I think that's something that they took away and understood that these soldiers faced a lot challenges. This resonated with them and made them think about their own position in society and how much things have changed in some ways and not in others... There's a lot of emotional development in there. Already their concepts of what it is to be British and of African and Caribbean heritage they don't often get chance to discuss it in school or other places. It's just assumed that if you're Black and British you're just going to be okay with their heritage." (Project lead, Black on Both Sides)*

Although evidence for this was found only in one case study this year (the evaluation was not designed to capture this outcome), it is nonetheless a signal of the potential power of FWW Centenary projects to affect the lives of individuals in relatively profound ways.

### **3.4.2. Mental wellbeing**

The evaluation also considered the ways in which mental wellbeing was affected by taking part in projects. This outcome is not covered by HLF's outcomes framework, but in setting up the evaluation framework HLF and the evaluation team agreed that it was important to capture them.

A series of questions on wellbeing were asked to Participant Survey respondents who had volunteered in some capacity. Volunteers were asked about how they felt recently and whether this differed to how they felt before they got involved with projects.<sup>9</sup> Figure 3.4 shows how in most cases there had not been significant change across the four areas covered by the survey:

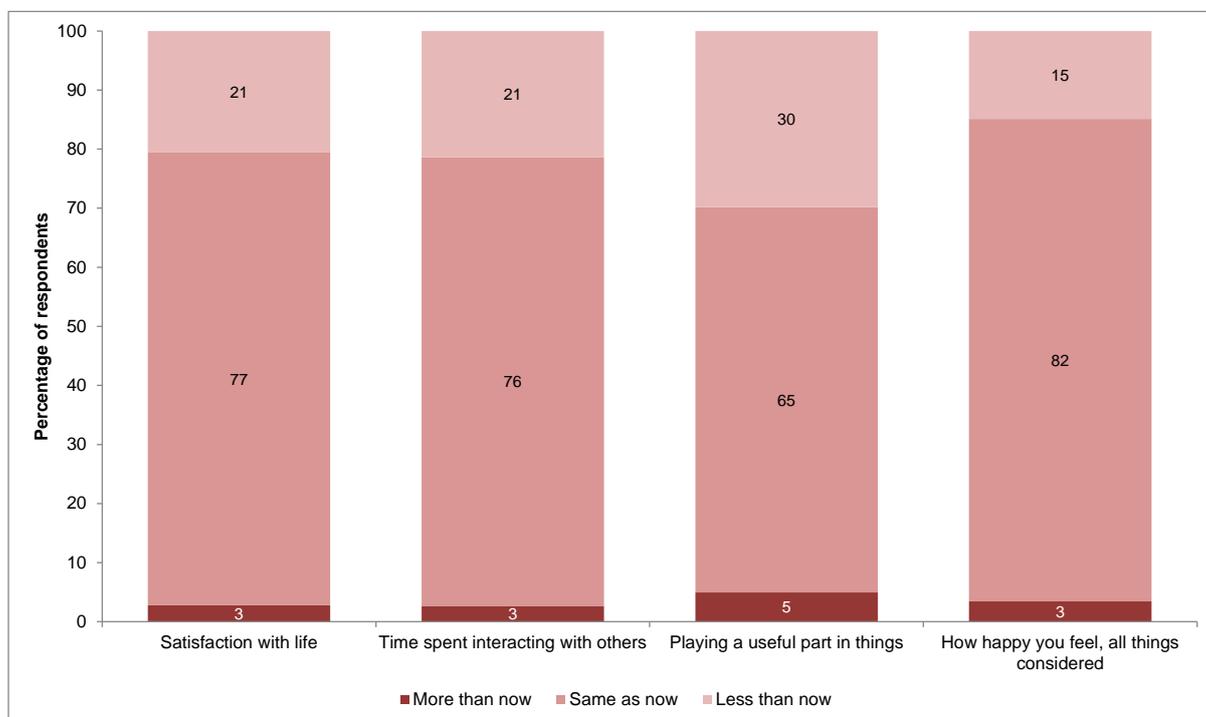
- 21 per cent felt their level of overall satisfaction with life had improved since before their involvement in volunteering; 77 per cent felt it had not changed.
- 21 per cent felt the amount of time they spend interacting with others had improved; 76 per cent felt it had not changed.
- 30 per cent felt the extent to which they play a useful part in things had improved; 65 per cent felt it had not changed.

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<sup>9</sup> This series of questions is also being used in HLF's Our Heritage evaluation, and is based on Office for National Statistics national wellbeing indicators.

- 15 per cent felt their level of happiness had improved; 82 per cent felt it had not changed.

Figure 3.4: Wellbeing indicators: levels before volunteering, relative to now



Source: Participant Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Minimum Base: All valid responses (volunteers), except those answering don't know/can't remember (n=175)

An example of how projects can improve individuals' wellbeing was provided by a Participant Survey respondent, reflecting on the importance for them of seeing other people in similar situations to themselves being portrayed within projects:

*"I was there with quite a few other Lesbians I know and it was fun to join in with these familiar old songs and laugh and celebrate the lives of these amazing women. If you don't see yourself reflected anywhere you begin to feel invisible. We don't often see women like us (older working class Lesbians) from history realistically portrayed on stage, on TV or on film, much less with a happy ending. It is very, very good for our health and wellbeing to see women we can relate to portrayed realistically live on stage."* (Participant Survey respondent)

Although the proportion of respondents declaring that their life had improved in some way through involvement in FWW projects is fairly small, if replicated across the whole suite of projects this would add to a substantial number of people.

### 3.5. Outcomes for communities

The HLF outcomes framework includes five community outcomes. These are as follows:

- environmental impacts will be reduced;
- more people and a wider range of people will have engaged with heritage;

- your local area/community will be a better place to live, work or visit;
- your local economy will be boosted;
- your organisation will be more resilient.

Projects have been able to provide some evidence across three of the outcomes areas. Environmental impacts tended not to be an objective for projects and it was not covered in depth within the survey or qualitative elements of the research. Similarly local economic impacts are largely beyond the scope of the evaluation. For this reason these outcomes are not discussed in this report.

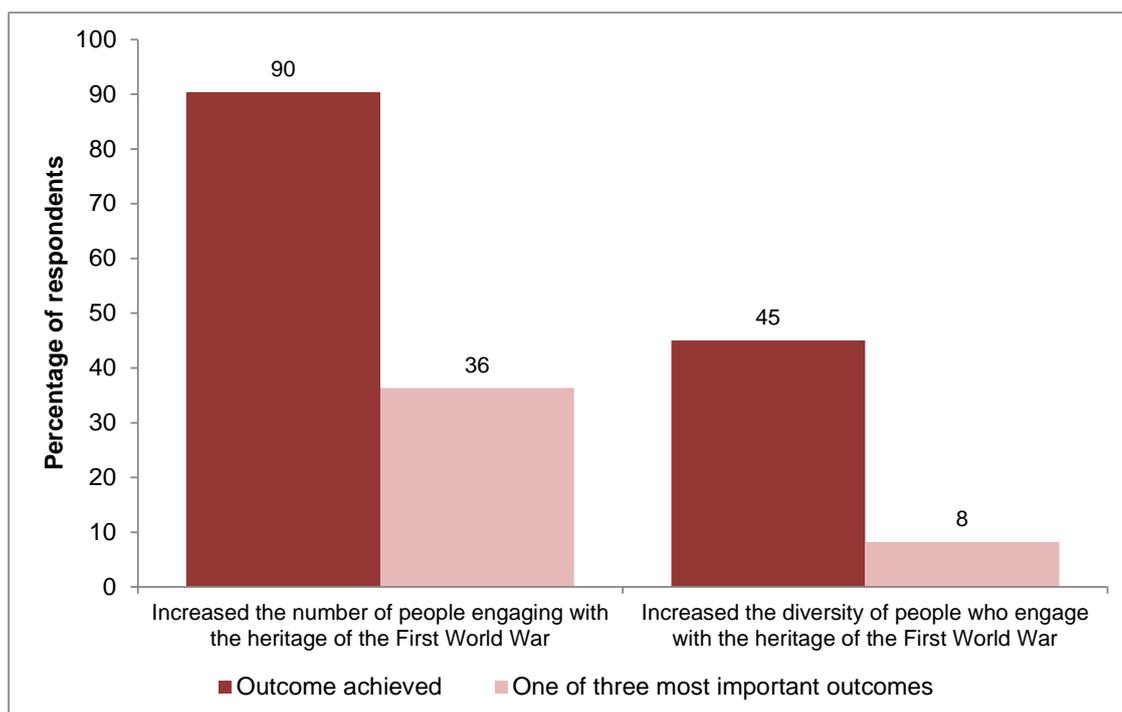
### **3.5.1. *More people and a wider range of people will have engaged with heritage***

HLF seek to engage more people and a wider range of people with heritage. In addition to qualitative responses, this is tracked in the evaluation through the following survey questions:

- Three questions in the Participant Survey asking: whether they had visited HLF-funded projects before; whether volunteers had previously volunteered with the organisation delivering the HLF-funded FWW Centenary activity; and demographic information about participants.
- Two questions in the Grant Recipient Survey asking whether activities had increased the number of people engaging with the heritage of the FWW, and if they had increased the diversity of people who engage with FWW heritage.

In terms of engaging *more* people, 90 per cent of Grant Recipient Survey respondents said that this was an outcome of their project, and 36 per cent saw it as one of the most important outcomes (Figure 3.5). Of the visitors who responded to the Participant Survey, nearly half (48 per cent) had not visited a HLF-funded project before, 20 per cent had and 32 per cent did not know. Of the volunteers who responded to the survey, 56 per cent stated that they first started volunteering for the particular organisation when the project started. These responses indicate that there are potentially large numbers of people engaging with HLF projects who have had no involvement before. However, we cannot say from this evidence whether they have previously engaged with heritage in other ways

Figure 3.5: Outcomes for people identified by grant recipients



Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
 Base: All valid responses (n=341)

The question of whether a *wider* range of people have engaged with heritage as a result of FWW Centenary activities is less clear cut and there is no existing baseline data on the types of people that currently engage with heritage projects.<sup>10</sup> Less than half (45 per cent) of Grant Recipient Survey respondents said that they had achieved this outcome - the lowest percentage across the seven people and community outcome-related questions in the survey - and only eight per cent of respondents felt that this was one of the main or most important outcomes of their project. However, as discussed in Chapter 3, the demographic data from the Grant Recipient Survey suggests that projects are engaging with a broad range of population groups, largely proportionate to the overall UK population profile. Some of the Grant Recipient Survey respondents also highlighted their engagement with disadvantaged groups as the main success of their project, as highlighted by this response:

*“The fact that our young people who are at risk of becoming NEET all appeared in the production on stage ...they all had no confidence at the beginning but by the final performance they all took part and were amazed at how fantastic and confident they felt.” (Grant Recipient Survey respondent)*

Despite these successes, the proportion of non-White British people taking part in training and/or volunteering for projects is lower than for participants as a whole and this might suggest a challenge for projects to engage some BAME groups through more in-depth participation.

Year 2 case studies all presented ways in which they had engaged with different population groups. The Black on Both Sides project is a good example here in that the project was explicitly aimed at engaging with young people from Black British,

<sup>10</sup> The evaluation of the Heritage Grants programme in 2012 does include demographic profiles of visitors, but Heritage Grants account for only a small proportion of FWW grants, and are not directly comparable to the majority of projects, which are smaller projects largely funded through FWW: Then and Now.

African and Caribbean backgrounds and had been successful in doing so through its workshop activities.

In Sheffield, the Sheffield 1916 project sought to address the fact that engagement in industrial heritage tends to be disproportionately White British and male. A concerted effort is being made in this project to increase participation amongst other groups, especially with women – drawing attention to the historical and continuing role of women in STEM fields, and encouraging and inspiring young women to follow in their footsteps – and with refugee and asylum seeker groups, drawing parallels with the experiences of refugees during the First World War. It is anticipated that other groups central to Sheffield's industrial history will also be involved, including representatives from the Yemeni and Irish communities.

Other faced challenges in engaging different demographic groups. For instance, the Heaton Avenues project had struggled to encourage members of the large local student population to become involved with the project. There was a feeling that the identity students, as a largely itinerant population, was not particularly tied into the local area which perhaps made them less likely to engage. Their sense of community was potentially more bound to the University or their home town. The project had, however, designed dissemination activities to engage with this and other 'hidden' groups: *"That was the idea of putting something in the pub so people could see it even if they hadn't engaged with the rest of it"* (Project lead)

### **3.5.2. Your local area/community will be a better place to live, work or visit**

Capturing project impacts across whole communities can be difficult to achieve for smaller project in particular, especially when 'community' refers to a place with potentially thousands of residents. Despite these difficulties, grant recipients, participants and visitors felt that projects were making some difference to communities.

Visitors and participants were asked how much they thought the project they either visited or were involved in had helped the local community (for example, by providing a greater sense of identity or understanding, increasing interest or pride in the local area and its heritage, improving bonds between different sections of the community).

Respondents were asked to give a response to this question on a scale of 1 to 10, where 10 is 'helped the community a great deal' and 1 is 'not helped at all'. 79 per cent gave a score of 7 or more and nearly all participants (94 per cent) gave a response of at least 5.

The case studies echoed these feelings, demonstrating different ways that they had impacted on their local area. A common trait across three of the cases studies was a focus on some element of community cohesion, which in turn leads to places that are better to live in. This is covered in more detail in Section 3.6.1, below.

Larger projects often have more scope to produce stronger outcomes in other ways. A good example of this is the Sheffield 1916 project, led by Kelham Island Museum. The museum was seen as part of – and in a mutually beneficial relationship with – the wider social and economic regeneration of the Kelham Island area of Sheffield, which is in the process of *"changing from an industrial wasteland into a very desirable residential area"* (Project lead). The regeneration of the area centres on the conservation of its industrial heritage,<sup>11</sup> in which the museum plays a central role. While it will be difficult to demonstrate specific impacts of the Sheffield 1916 project on the local community and economy, it is anticipated that the project's importance in

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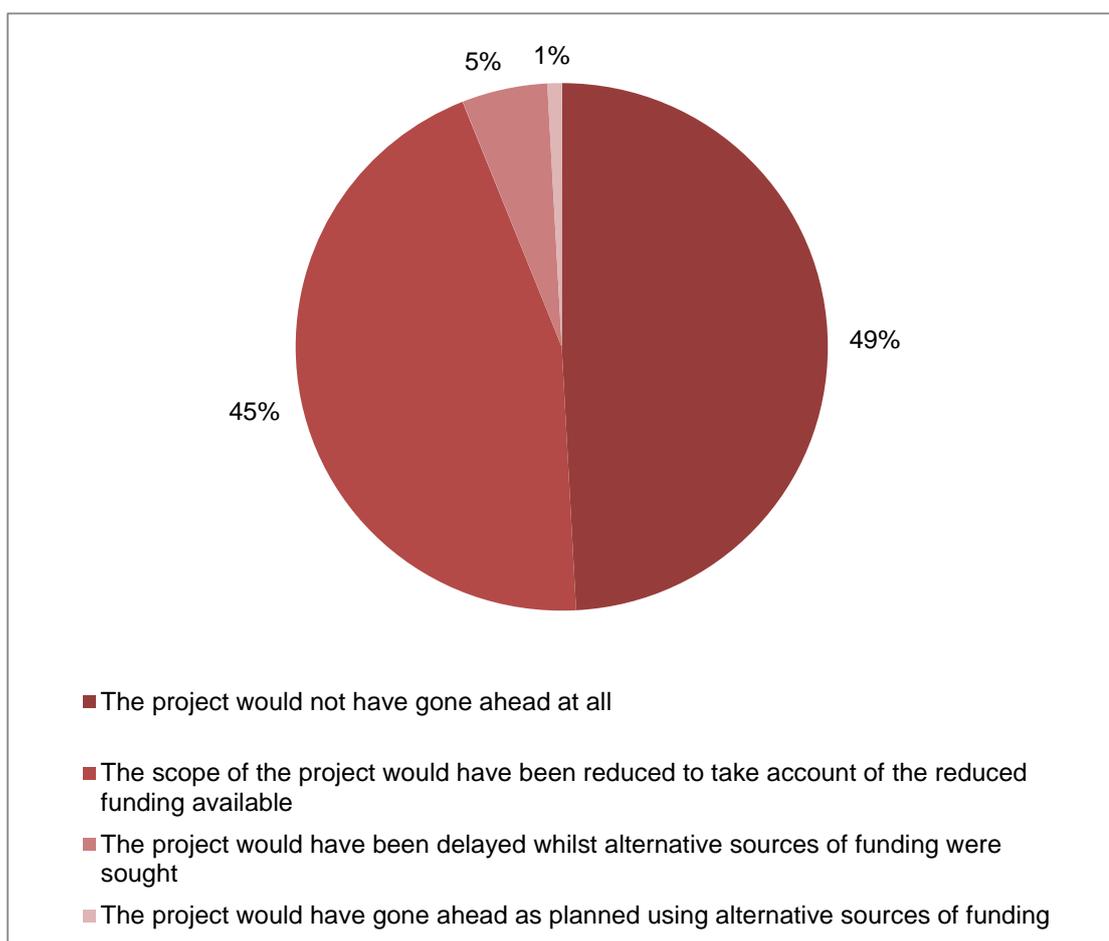
<sup>11</sup> See, for example, Sheffield City Council's (2008) *Kelham Neepsend Action Plan 2008-2018*, [Kelham Neepsend Action Plan](#)

securing the future of the museum will ensure that it continues to be central to the ongoing improvement of the area. This includes attracting visitors to the area, helping support the growing number of local businesses (especially in food and drink), and continuing to improve perceptions of the desirability of the area within the city.

### 3.5.3. *Your organisation will be more resilient*

Grant Recipient Survey respondents were asked a number of questions about the impact of HLF FWW funding on their specific FWW project and on their organisation or group as a whole. Figure 3.6 provides an overview of the importance of HLF funding for their First World War Project while Table 3.2 provides an overview of its impact on the capacity of organisations.

Figure 3.6: Importance of HLF funding to funded projects



Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
Base: All valid responses (Total: n=346)

Figure 3.6 demonstrates that for a majority of projects HLF funding was of vital importance: 45 per cent said that the scope of their project would have been considerably reduced without the funding and a further 49 per cent said it would not have gone ahead at all. In contrast only 1 per cent said they would have been able to progress as planned with alternative sources of funding.

Table 3.2: Impact of HLF First World War funding on the wider capacity of funded projects

	Wave 1 (Per cent)	Wave 2 (Per cent)	Total (Per cent)
Engage with more people, and a wider range of people	87	89	88
Deliver projects of a similar scale and scope in the future	78	74	76
Focus on different aspects of First World War heritage	69	79	75
Attract grant funding for new projects	61	56	58
Deliver larger heritage projects in the future	40	46	43
Fundraise for new projects	42	39	40

Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016)  
Base: All valid responses (W1: n=150; W2: n=197; Total: n=347)

Table 3.2 highlights the wider importance of HLF funding for many projects. 88 per cent said it had enabled them to engage with more people and 76 per cent said it had improved their capacity to deliver similar projects in the future. Similarly, three-quarters said it had enabled them to focus on different aspects of First World War heritage and three-fifths said it had improved their capacity to attract funding for new projects from other sources.

### 3.6. Outcomes achieved beyond the HLF outcomes framework

Like people outcomes, the evaluation uncovered community outcomes not captured by the HLF outcomes framework. These included two outcomes also found in Year 1 of the evaluation: community cohesion; and increasing capacity through engagement with other organisations.

#### 3.6.1. Community Cohesion

As in Year 1 projects demonstrated that a focus on FWW worked as an excellent means for challenging perceptions, creating shared understandings of identity and deepening attachments to local communities. Participants in the Lest We Forget project, which included a number of refugees, talked about the importance of the project in making them feel more part of the local community and more a part of the UK more generally. Participants discussed how they had felt alone before getting involved, but that the project had created warmth and hospitality, and had given them the confidence to go out and develop wider contacts in the city. The project lead expanded on this, outlining the ethos of the project to develop social connections between different cultures:

*“What is created is a little microcosm, a micro-community melting pot of different cultures, so it’s really interesting to see how people from different place who have different languages connect with each other. The social connections I think is really strong a really strong outcome of the project as well.” (Project lead, Lest We Forget, Glasgow)*

Although not necessarily as pronounced, these findings were not confined to projects working with participants from different ethnic backgrounds. The Heaton Avenues project was working in a quite different context, with a group of mostly older, White British participants. Yet Individual participants reported their own experiences feeling more part of the local community as a result of participation:

*“I definitely feel more connected to the community, I’ve got to know lots of new people.” (Volunteer 1)*

*“People are feeling more part of the community. I do. I know many more people now. And I think the same for others involved.” (Volunteer 2)*

Similarly some open text responses to Grant Recipient and Participant Survey data indicated a sense that communities were being brought closer together by the projects that they had participated in, as shown by the following selection of responses from participants when asked, *what is the single most important thing you’ve gained from participating in this project?*

*“A sense of belonging to a community.” (Participant Survey respondent)*

*“Acceptance within a new community.” (Participant Survey respondent)*

*“I feel more connected to my village community and am proud to have been involved in this project.” (Participant Survey respondent)*

*“I think it has made me feel more part of the local community.” (Participant Survey respondent)*

A number of grant recipients, when asked about the *greatest success* of their projects also mentioned community cohesion-related outcomes:

*“Bringing together people of different nationalities with a shared interest and sharing the knowledge we gained from the project with the wider community. We felt this had a positive impact on community cohesion as all nationalities locally could be involved.” (Grant Recipient Survey respondent)*

*“The dialogue established between the young and older generations in the community.” (Grant Recipient Survey respondent)*

*“Winning of the 2015 Fusion Award for Community Cohesion was also a great success. In a personal level the project has worked with over 800 year 6 pupils, who have left this project with greater understanding, respect and appreciation of other faiths, communities and peoples.” (Grant Recipient Survey respondent)*

As in Year 1, case study respondents reported that engaging different communities within the local area involved investing significant time and effort. To reiterate a point made in the first year of the evaluation, the extent to which projects are able to invest such time and effort will vary significantly, which will in turn have implications for the extent to which this outcome is achieved.

### **3.6.2. Increasing capacity by engaging with other organisations**

In Year 1, the evaluation found that partnership work with other organisations was leading to increased capacity for Grant Recipient organisations. There continued to be some evidence of this, although this was less pronounced than in Year 1 within case studies. That is not to suggest that this outcome was not being achieved; only that the selected case studies did not produce the same level of evidence of this as those in Year 1. All of the case study projects had developed partnerships with different organisations, with some of these partnerships leading to greater capacity to deliver the project and potentially also future projects. The Black on Both Sides project was also working to improve the capacity of other organisations. As part of the project they were working with another heritage organisation, Narrative Eye. Narrative Eye had also previously received HLF funding and were taking the opportunity of working with Community Builders – the Black on Both Sides lead

organisation – to build experience and understanding of how to develop larger heritage projects. The evaluation has also collected some data on projects' engagement with the Centenary Partnership, through the [First World War Centenary website](#). 35 per cent of respondents said that they had promoted their project through the website.

Open text responses to the Grant Recipient Survey showed that many projects had developed new partnerships and links with other organisations, and that this had been beneficial to the delivery of existing projects as well as improving capacity for future delivery, as the following excerpts demonstrate:

*"[in future] The South West Museums (SWM) Partnership will continue to meet and work together to plan, manage and deliver high-quality heritage and cultural projects." (Grant Recipient Survey respondent)*

*"[our greatest successes included]... Creating a Countywide network of new heritage enthusiasts through relevant and appropriate Sharing Days Developing new heritage partnerships outside of the project and keeping the network of sharing alive and inspiring through social media." (Grant Recipient Survey respondent)*

*"We felt that a united partnership project would have the strongest impact rather than multiple individual organisations putting on their own activities etc." (Grant Recipient Survey respondent)*

*"We have set up a permanent partnership with the theatre and college." (Grant Recipient Survey respondent)*

The extent to which projects have engaged with the five AHRC-funded Engagement Centres is also relevant to this outcome. These centres have been set up to provide FWW Centenary projects with support. Although just over a quarter of respondents (26 per cent) said they were aware of the Centres only 30 per cent of these (or 8 per cent of the total sample) had actually received support from them. There was no substantial difference between Wave 1 and Wave 2. Those projects that reported having had some contact with Engagement Centres were asked to provide a description in their own words of the support they received. Responses focused on facilitation of discussion and partnership-working as well as examples of receiving training and informal advice. These projects were also asked how helpful they found the advice. Across Waves 1 and 2 a total of 26 responses were received to this question, which does not allow us to provide any robust sense of the reliability or representativeness of responses. However, they might provide an indicative sense of projects experiences. 24 of the 26 respondents found the support they received to be very (14 respondents) or quite (10 respondents) helpful, and no respondents found the support to be unhelpful.

### **3.7. Conclusions**

This suggests that as a combined whole, FWW projects are achieving outcomes under almost every outcome area.

People outcomes are particularly well-evidenced and appear to be achieved by a majority of projects, especially learning about heritage and developing new skills. There are two reasons in particular why this might be expected. One is that people outcomes can be more easily evidenced and self-ascribed than community or – in some cases – heritage outcomes. The other is that small projects often involve in-depth participation, especially from volunteers, in a way that larger projects do not.

Working in such a way is likely to lead to strong people outcomes and is a strength of the FWW activity as a whole.

Year 2 has found greater evidence of heritage outcomes than in Year 1 and this is partly owing to the revised survey design, as well as choice of case studies. It is clear that many projects are producing heritage outcomes in a range of ways, particularly for the outcome *heritage will be better interpreted and explained*.

Improved data on *heritage will be better managed* has captured more evidence of impact, although this evidence suggests that this outcome is being less well achieved than other heritage outcomes. This is possibly a function of the small size of the majority of grants and their nature.

There was evidence of achievement across three of the community outcomes, as well as good qualitative evidence of community cohesion, something not covered in the HLF outcome framework. The emergence of community cohesion as a potentially important outcome of heritage work (albeit based on a small number of cases) should be seen as a success of the programme.

The report now turns to consideration of the specific aims set out for the Centenary activity. This involves some synthesis of evidence already presented, as well as introducing new analysis from the surveys and case studies.

## 4. What progress has been made on HLF's Centenary aims?

This chapter considers the progress made to date on HLF's FWW Centenary activity aims. These fall under two broad categories, as follows:

- 1. To fund projects which focus on the heritage of the First World War and collectively:**
  - create a greater understanding of the First World War and its impact on the range of communities in the UK;
  - encourage a broad range of perspectives and interpretations of the First World War and its impacts;
  - enable young people to take an active part in the First World War Centenary commemorations;
  - leave a UK-wide legacy of First World War community heritage to mark the Centenary;
  - increase the capacity of community organisations to engage with heritage, and to raise the profile of community heritage.
- 2. To use the Centenary projects that HLF funds to communicate the value of heritage, the impact of their funding and the role of HLF.**

As noted, this evaluation focuses on the aims falling under the first category.

Overall there is evidence of some progress against each of these aims, with the improved evidence base in Year 2 affording a stronger sense of the extent of progress. In particular, there is good evidence of progress against the final aim of increasing capacity of community organisations to engage with heritage, and to raise the profile of community heritage.

### 4.1. Create a greater understanding of the FWW and its impact on the range of communities in the UK

The evidence collected allows us to interrogate this aim in different ways. We can look at whether funding has led to a greater understanding of the FWW overall. We can also look at whether projects have fostered understanding of FWW in different spatial contexts, through looking at where projects are located and whether they have promoted understanding of different communities of interest, through analysis of the topics that projects focus on.

There is very strong evidence that activities are leading to greater understanding of the FWW and its impact within the communities where they are situated. As discussed under *outcomes for people*, above, FWW Centenary activities have been successful in improving knowledge and understanding of the FWW. This was evidenced across a number of survey questions. To summarise:

- 99 per cent of respondents to the Grant Recipient Survey felt that their project had improved people's knowledge of the FWW; and 74 per cent saw this as one of the most important outcomes of the project.
- 88 per cent of respondents to the Grant Recipient Survey felt that their project had changed the way that people think about the FWW and/or its impact on their community.

Participants reported having gained knowledge about the FWW across a range of subjects, including the role of local people (93 per cent) and the impact of the FWW on their local area (91 per cent). The case study material reinforced this, with learning about the FWW a key outcome for each of the five projects.

There is also evidence of projects leading to an understanding of the FWW's impact on *the range of communities in the UK*. HLF's funding reached every part of the UK (see Chapter 2, above). 92 per cent of projects responding to the Grant Recipient Survey focused on local people, with 83 per cent on the impact of the war on the local area. These two figures suggest that projects are leading to greater understanding of the impact of the war on the range of communities in the UK. We have not, however, conducted an in-depth geographic analysis of the characteristics of the different areas covered by projects.

There is evidence of projects focusing on a range of different non-geographic communities. This includes different ethnic groups. Although not directly analogous to ethnicity, Grant Recipient Survey respondents do give some indication of the extent to which projects have focused on people from different countries. 38 per cent of projects focused on people from the British Empire and/or the Commonwealth and 19 per cent focused people from countries outside the British Empire. The Black on Both Sides and Lest We Forget case studies both showed how projects can promote an understanding of the FWW and its impacts for different national and ethnic groups in the UK. The Grant Recipient survey also tells us that 18 per cent of projects focused on different faith communities.

Detail on the demographics of participants suggests that different ethnic groups are also being reached, proportionate to the make-up of the UK population. As noted above, the survey data suggests that there might be more to do to ensure that black, Asian and minority ethnic groups engage with projects in more depth, for instance through volunteering. Case studies in Year 1 and 2 have demonstrated that this can be achieved in different ways. Case study projects that have had most success in promoting in-depth involvement of BAME participants through volunteering or participation in training have also had a focus on the lives of different BAME groups or nationalities outwith the UK. They have also used and developed further existing links to engage with participants, for instance through established links to community organisations or schools.

Although the qualitative interviews cannot be said to be representative of all participants, they do give an indication of the reasons that people might become involved. In the Black on Both Sides projects, participants were already engaged in work to empower Black young people, in one case specifically through work on the FWW. Importantly, volunteering also offered the opportunity to develop skills in coordinating projects which they hoped to take on for their own projects in future. In Glasgow, volunteering offered refugee participant researchers the opportunity to better integrate with their local communities, develop employability skills and improve their English. It is important to note that projects found that engagement requires dedicated time/resources and fostering links with organisations that already have good links to people from BAME groups is important: even better if the organisation running the project is already engaged with people from BAME backgrounds.

## **4.2. Encourage a broad range of perspectives and interpretations of the FWW**

This aim refers to ensuring that different viewpoints on the FWW and its impacts are explored across a wide range of themes. There are different ways in which the evaluation data provides evidence for this. The Grant Recipient Survey provides information on the focus of projects across a range of different themes, as highlighted in Chapter 3, and Participant Survey respondents were asked to indicate whether they had improved their knowledge of different aspects of the FWW.

As noted above, there is good evidence that FWW Centenary activities are allowing individuals to develop understanding of many different elements of the FWW. Although the Grant Recipient Survey suggests the main focus of projects tends towards a fairly narrow range of themes, the Participant Survey suggested that people were learning about a wide range of issues. In Year 1 there were some quite stark differences in survey data on the range of issues that they had gained knowledge. In Year 2, although learning about local people, the local area and war memorials remain the most frequently cited gains, other issues were also well represented. For instance, almost half (49 per cent) of participants reported having improved knowledge on objection to the war, three-quarters (75 per cent) had improved knowledge of the role of women in the war and over half (58 per cent) had gained knowledge about people in or from the British Empire and/or Commonwealth. Qualitative material suggests that, although projects often begin with a focus on a local perspective of the FWW, this regularly then leads into improved learning about a wide range of issues. In Heaton Avenues, for example, the stories of different residents led to improved understanding of the political climate of the day (through stories of people accused of spying), economic impacts (through the experiences of a local tea manufacturer), FWW journalism and the role of women in the war.

This evidence suggests that the aim is being met to the extent that a range of people are learning new things about a wide range of aspects relating to the war. It might be argued that the themes covered are often well-known from an academic point of view, but ensuring a better public understanding of these issues is a real success of the FWW activity.

There is scope for further progress, and alongside continued communication and promotion by HLF, this might be made through improved engagement with the AHRC FWW Engagement Centres, which have this aim as an objective in the form of *inspiring projects to explore new avenues*. But, as noted in Year 1, it is also about recognising that many projects represent a first step into developing an understanding of the FWW; the next stage was to challenge those projects to then move on to take things further into more challenging or exploratory realms. Also as in Year 1, qualitative survey material shows that a number of respondents were looking to build on their experiences of delivering a FWW Centenary project by applying for further funding to take the projects further.

## **4.3. Enable young people to take an active part in the First World War Centenary commemorations**

HLF defines young people as those aged between 11 and 25. The evaluation data provides good evidence as to whether young people are taking part in First World War Centenary activities. The extent of their engagement (how much of an 'active' part they have) is slightly harder to glean from the quantitative data but the case study materials show ways in which young people are actively participating in projects through participation over project duration and moving on to other activities once projects have been completed.

The Grant Recipient data suggests that around 20 per cent of participants were young people aged 11-25, compared with 18 per cent of the UK population within this age group. This is a substantial increase from the figure of 9 per cent (based on analysis of early survey results and hence based on a relatively small sample) presented in the Year 1 report.

Considering those that are likely to be in full-time education shows an even more positive picture: 27 per cent of participants were aged six to 18 compared with 15 per cent of the UK population. Those aged six to 10 were particularly well represented (14 per cent, compared with six per cent of the UK population). It is also clear that many projects were seeking to engage with schools: 44 per cent of Grant Recipient Survey respondents said that their project had received visits from schools and colleges, and 49 per cent also said that they had carried out outreach work in schools and colleges. An additional question in Wave 2 of the survey asked whether or not projects engaged young people between the ages of 11-25 outside of school or college. Of the 151 projects with participants in that age range, 52 per cent (or 40 per cent of all projects in the survey) said they did engage young people outside of school or college. These respondents were also asked to estimate the proportion in three age groups: on average, 52 per cent of young people engaged outside of school or college were aged 11-16; 18 per cent were aged 17-18; and 30 per cent were aged 19-25.

Qualitative material provides some evidence about active engagement with young people. The case studies showed how projects could make young people central to project delivery, as in the case of Black on Both Sides, where young people were active in producing project outputs (such as a smartphone app and a documentary about the project) and outcomes (for instance, improvements in knowledge and skills through engagement with workshops, fieldtrips and research). In other instances projects worked hard to engage young people alongside other groups. This was successful – for instance the Heaton Avenues project’s work with local schools – but young people’s engagement with the specific project was more limited to dissemination of project findings than active involvement in delivery.

#### **4.4. Leave a UK-wide legacy of First World War community heritage to mark the Centenary**

There are different ways in which this aim might be achieved. Part of this might be about long-term impact and the extent to which HLF’s funding leads to activity over a period of years beyond the end of the FWW Centenary. This cannot properly be considered until the Centenary has passed. However, we can consider the extent to which the conditions are being put in place to ensure a UK-wide legacy of FWW community heritage. For example, we are able to consider the extent of progress in producing a long-lasting historical record of what the Centenary has meant to people and what has happened.

The use of Historypin to document a project might be seen as a means of creating a legacy of projects. 33 per cent of all projects responding to the Grant Recipient survey had created project pages on the website, suggesting that this is happening to some degree, at least. HLF and the British Library have also developed a partnership to create a First World War Centenary Special Collection in the UK Web Archive. The collection will include snapshots of the First World War Centenary websites funded by HLF and will be preserved and made publicly accessible online by the UK Web Archive.

Another way to view legacy is through the engagement of young people to carry stories of the FWW Centenary onto future generations. As discussed in Chapters 2 and 3 young people are being engaged in projects in large numbers. Finally, the UK-

wide element of legacy is discussed above: projects are taking place right across the UK.

## **4.5. Increase the capacity of community organisations and raise the profile of community heritage**

### **4.5.1 Increasing capacity of community organisations**

There is good evidence that HLF funding has increased the capacity of community organisations in general, which in most cases also means increasing capacity to engage with heritage. The data collected for the evaluation can be used to evidence this in a number of ways, as follows:

- Grant Recipient Survey data on structural changes to organisations that improve their capacity to engage with heritage
- Grant Recipient Survey and Participant Survey data on skills developed to better engage with heritage
- Case study data on whether grant-recipients had engaged with heritage prior to receiving HLF funding
- Case study data on capacity building
- Survey responses detailing how the profile of community heritage was raised through projects.

Data collected relating to the impact of HLF funding on organisations' long-term sustainability and capacity to deliver projects is one way of capturing this, as is the development of partnerships to create long-term institutional capacities for FWW community heritage. There is evidence that both of these outcomes are being achieved.

98 per cent of Grant Recipient Survey respondents felt that HLF funding had positively impacted on the capacity of their organisation in some way with many respondents saying that it would help them to deliver similar scale (76 per cent) or larger (43 per cent) projects in future. Wave 2 of the Grant Recipient Survey also asked whether projects had improved their ability to manage to heritage in three ways, as follows:

- Implementation of plans for management and maintenance (17 per cent)
- Additional staff who will help you manage heritage in the future, beyond the life of the project. (13 per cent)
- Additional Trustees who will help you better manage heritage (three per cent)

This shows that a small proportion of projects were improving their capacity to engage with heritage through structural changes to their organisation.

As explored in Chapter 3, Grant Recipient and Participant Survey responses showed that respondents had experienced improvements in their heritage skills in various ways. For instance, 50 per cent of projects said that they had improved people's skills, so that they are better able to look-after and manage heritage. Looking at skill gains for volunteers is particularly helpful here as this group are most likely to maintain engagement with organisations to deliver heritage activities and projects in future. Participant Survey respondents who volunteered on projects reported improvements across a range of domains for volunteers including information

management (80 per cent), technical skills (52 per cent) and business and management skills (31 per cent).

There was also some evidence that partnerships were being developed to build a longer-term commitment and ability to deliver FWW-related projects. As in Year 1 this appeared to be taking place mostly on an *ad hoc* basis rather than systematically and as a matter of course across projects, although many of these partnerships were developed in order to produce a proposal for HLF and deliver the project. However, the impact of the larger FWW Centenary infrastructure (for instance the Centenary Partnership) has not been captured in the evaluation to date – other than to say that the reach of AHRC engagement centres has been relatively limited.

There is also an additional dimension to understanding improved capacity which would consider the extent to which community organisations are engaging with heritage having not previously done so. Year 1 HLF project data showed that 65 per cent of FWW Centenary projects were first time applicants. Case studies showed different ways in which capacity to engage with heritage can be developed through Centenary projects, as follows:

- The Heaton Avenues project was the first time the Heaton History Group had received HLF funding (although they received some further funding around the same time for a different project). The experience of applying for funding and delivering the project had greatly increased their skills and confidence to deliver more projects in future.
- Black on Both Sides was the largest project that Community Builders had delivered and had improved their capacity to deliver similar or larger projects in future, including increased financial security. They intended to continue to use heritage projects as a means for achieving the organisation's wider goals.
- Kelham Island Museum (through the Sheffield 1916 project) employed a community engagement worker using the HLF funding. Part of this role is to change the way that the organisation works to be more volunteer-oriented, in turn building overall capacity to deliver heritage projects.

#### **4.5.2 Improving the profile of community heritage**

The evaluation data also suggests that projects were working to improve the profile of community heritage through their work to engage with different groups and to communicate their activities through a wide range of methods, as detailed in Chapters 2 and 3. When considered across the sheer number of projects being undertaken, and the numbers of people engaging with these projects, these figures alone suggests that the profile of community heritage is being raised by FWW Centenary activity. Qualitative survey responses also made reference to promoting FWW heritage in communities as a successful element of many projects:

*“Challenging the stereotype of the archetypal person engaged with heritage activities by targeting and working with completely new audiences; [and] New representation and profile for existing heritage groups and support in how to engage with new audiences.” (Grant Recipient Survey respondent)*

*“If not for this project, WW1 heritage in the National Park would not have achieved its current high-profile status, and its value would not have been appreciated and as a result more people now understand and appreciate the significance and impact that the Great War had on our communities.” (Grant Recipient Survey respondent)*

*“raising the profile of the organisation and local people during the war years.”  
(Grant Recipient Survey respondent)*

*“We were able to meaningfully engage with communities from a bottom up approach with volunteers and children being involved in the project from the outset. This collaborative working has broadened horizons and expanded the community engagement for the heritage sites... The children very much valued the trips to the museum/archives as part of the week with many expressing interest in future careers as archivists” (Grant Recipient Survey respondent)*

The aim to improve community organisations' capacity to engage with heritage, and to raise the profile of community heritage is wide-ranging and in many ways is a summative outcome of the various activities, outputs and outcomes outlined in Chapters 2 and 3. In all, the data suggest that HLF's FWW Centenary activity has been very successful in raising the profile of community heritage both by the dint of numbers of people involved delivering and participating in projects and by the activities that projects have undertaken. The data on capacity of community organisations to engage is also positive, with a variety of indicators pointing towards improvements in different ways, including increases in skills and competencies, improved finances and overall capacity to engage with heritage.

## 5. Conclusions

This final chapter summarises key conclusions from the second year of the evaluation of HLF's FWW Centenary activity. It summarises key successes and challenges faced, before outlining next steps for the evaluation.

### 5.1. Key successes

The second year of the evaluation of the HLF's FWW Centenary activity has reinforced and provided additional evidence relating to a number of findings from the first year, as follows:

- There is clear evidence of projects meeting outcomes across the 12 domains covered by the evaluation, especially people outcomes relating to skills and learning.
- There is also good evidence of HLF's FWW Centenary activity aims being met. In particular, Year 2 of the evaluation has produced stronger evidence of a broad range of perspectives being covered by projects. The increased profile of community heritage is a particularly positive finding as a summative outcome of the activity.
- The overall demand for projects across the span of the HLF FWW Centenary period has been high and this has led to significant levels of activity at the local level, being led by community organisations. This highlights HLF's ability to empower local people and places.
- Consequently a large number of people have engaged with projects, including significant numbers of volunteers, who have been central to the delivery of many projects and brought significant added value. It is estimated that a total of 5.1 million people participated in HLF-funded FWW projects that ended before February 2016.
- HLF funding is having an impact on the capacity of organisations to deliver projects and there is also some evidence of impact on medium-term capacity, for instance through improved finances, structural changes to some organisations and increased skills to manage and deliver heritage projects.

### 5.2. Key challenges

The findings from Year 2 suggest that some challenges identified in Year 1 have either reduced or a better evidence base has shown these to be less pronounced. It is, however, possible to identify a number of challenges for projects, for HLF and for the evaluation:

## Challenges for projects

- In Year 1, the early data indicated a potential challenge for engaging with people from BAME backgrounds and young people. With an improved evidence-base, it appears that - in the projects surveyed - overall engagement with people from these groups is broadly in line with the UK population. However, evidence above indicates a challenge for projects to engage with a wider range of people through *in-depth* participation, for instance through volunteering. In addition, given that the FWW Centenary activity aims include a focus on young people, and on widening participation, there is a case for aiming for even greater engagement with these population groups.
- As outlined in Chapters 3 and 4 there is evidence of a wide range of themes being covered across the suite of projects, and participants reported learning about a broad spectrum of issues relating to the FWW. However, the main focus of projects remains concentrated around themes relating to local people, the local area, and war memorials. This is not necessarily problematic if it – as the findings suggest – it leads to understanding about a wider range of issues through participation in the project. However, greater numbers of projects focusing on wider aspects of the FWW as the *main* element of their project could potentially lead to wider engagement with these issues.
- In line with the findings from Year 1, to broaden the potential scope and impact of projects, more projects could work to engage with other FWW Centenary projects. Case Study projects and Grant Recipient Survey respondents referred to the value of partnerships and links with other projects as a means of sharing good practice, generating new ideas and increasing the scope of projects. In Year 1 and Year 2 there was evidence from case studies and qualitative survey material of this taking place (see Section 3.6.1 for further detail) but also that not all projects were taking full advantage of opportunities to do so.

## Challenges for HLF

- As anticipated by HLF, the numbers of applications has reduced significantly since a peak period in 2014. In 2014, 772 new projects were approved, with 274 approved between April and June 2014 in the lead up the Centenary of the start of the FWW. In 2015, 207 new projects were approved in total, although there was been a small increase in the first three months of 2016, with 88 new projects being approved. This might suggest that forthcoming Centenaries such as the Battle of the Somme later in 2016 are prompting a rise in applications but it is possible that numbers will remain lower during the period between the Centenary of the beginning and end of the FWW war. It is important that HLF continue to promote the FWW Centenary activity broadly, but lower levels of demand might also present an opportunity to focus outreach on particular population groups or themes from the FWW to further increase the reach and depth of engagement both in terms of the groups of people engaging and the issues covered.
- Following the comment above on improving in-depth participation of some population groups, the challenge for HLF is to use project guidance, outreach work, and partnership with other organisations (such as those already delivering heritage projects that involve people from BAME backgrounds in different ways) to encourage more leadership of projects from organisations and people from – for instance – BAME backgrounds, and to encourage all applicants to further consider how they engage with different population groups.
- As in Year 1, following on from the challenge for projects to engage more with other FWW Centenary projects and activities, there is a challenge for HLF to

continue promoting this, and to work with the AHRC to improve the extent to which Engagement Centres are actively working with projects. This extends to working to better understand the impact of support for those projects Engagement Centres do reach.

### ***Challenges for the evaluation***

A focus of this year's activity has been to increase the size of quantitative datasets. This has largely been successful but has also required relatively intensive work. A challenge therefore is to continue efforts to ensure that FWW projects consistently engage with the survey elements of the evaluation. The evaluation team and HLF will continue to monitor this in Year 3.

Changes to the Grant Recipient Survey have improved data capture relating to the management of heritage and different ways of engaging young people, but there is still a challenge to better understand how young people aged 18 to 25 have engaged with the project. Although the evaluation suggests that people in this age group are engaging with projects broadly in line with the UK population, we have little information on how this is taking place: this might be partly addressed through choice of case studies in Year 3, but it is also worth considering how we might boost the numbers of survey respondents from this group, as currently only three per cent of Participant Survey respondents are aged 18-25.

We will also work to more systematically collect qualitative data on the 'additional outcomes' identified in Years 1 and 2, while remaining attentive to the possibility that new outcomes might emerge through our investigations.

# Appendix 1: Case study summaries

## SHEFFIELD 1916: STEEL, STEAM AND POWER

### Summary

The project centres on the conservation of the River Don Engine – one of the world's most powerful working steam engines – and its role in shipbuilding in the First World War.

### Introduction

The diverse strands of the project are brought together by a focus on: (1) the Battle of Jutland, May 1916; (2) a Zeppelin bombing raid on Sheffield in September 1916; and (3) the centrality of different forms of power to Sheffield's industrial history. These strands include:

- installing a **new boiler** to power the River Don Engine, securing its future as a *working* steam engine;
- opening up the **Power House**, where the new boiler is housed, made accessible to the public via a mezzanine viewing gallery and enabling visitors to experience the boiler in action for the first time;
- producing a **Steel, Steam and Power exhibition**, with new displays detailing the Engine's role in producing armour plate for battleships in the First World War;
- an **extension** to the existing Engine Room, to house the old decommissioned boiler, cross-sectioned so that visitors can see inside and better understand how a boiler works;
- a comprehensive **community participation programme**, led by a newly appointed Community Participation Officer, a post created and funded through the project;
- reconstructing a **1916 House** within the museum, with two rooms and a 'courtyard' space, also to be used as a setting for educational sessions;
- upgrading the existing learning centre space to create a **PowerLab**, focusing especially on education in STEM subjects;
- two large **public events** in May and September 2016, commemorating the centenaries of the Battle of Jutland and the Zeppelin raid on Sheffield, respectively.

### Making a difference

Note: many of the following outcomes are in the process of being delivered. More progress has been made with the heritage outcomes than with people and community outcomes, due to the phasing of the ongoing project.

#### *How the project achieved outcomes for heritage:*

- It is anticipated that the new boiler will run much more efficiently and be easier to control, operate and manage, ensuring the financial viability of keeping the Engine working and allowing the Trust to make better use of its human and financial resources.
- Having now acquired the new boiler, the future running of the Engine and hence its continued maintenance have been secured.
- There will be numerous new displays and interactive exhibits, including on the history of the River Don Engine and the largely untold story of Sheffield's role in military shipbuilding, and the social history of the First World War, especially life on the Home Front. These are currently in the process of being designed and produced.
- The community engagement programme will collect first-hand accounts of the River Don Engine from people who worked alongside it while it was still operational until the

late 1970s. Significant progress has been made with completing research for the new displays, including more detailed investigation of the museum's existing collection.

#### *How the project achieved outcomes for people:*

- The project incorporates a comprehensive programme of training for staff and volunteers. Volunteers will be given a full induction. As well as staff and volunteers gaining new skills, an important outcome of keeping the Engine working for another generation will be to pass on the heritage skills required in its upkeep.
- The new displays and interactive exhibits will provide resources for museum visitors to learn about aspects of industrial and social history that have not previously been emphasised, including the role of the River Don Engine and experiences of everyday life during the First World War.
- The participation of asylum seekers and refugees in the project will draw attention to another little told story, of Sheffield's history in welcoming refugees, as well as raising awareness of their present day experiences.
- An important part of the educational work will be to celebrate women working in science, technology, engineering and maths.
- The new boiler is intended to ensure the continued working of the Engine so that visitors can continue to enjoy it. In addition, it is anticipated that the new displays and spaces, along with the direct interaction between volunteers and visitors, will enhance the experience.
- A key part of the Community Participation Officer's remit will be to develop a volunteer programme for the museum. At the time of the fieldwork, the process of volunteer recruitment had just begun, but more than 40 people had expressed an interest.

#### *How the project achieved outcomes for communities:*

- The new boiler is expected to be much more efficient to run, improving the museum's ecological footprint.
- Part of the Community Participation Officer role is to broaden the range of people that work with and visit the museum. The two large events are key opportunities to bring more visitors in to the museum. The project aims to build on the successes of a recent project improving accessibility to those with additional needs.
- The Sheffield 1916 project is expected to contribute to the resilience of the organisation by ensuring that the Engine is able to continue working for the foreseeable future; the working Engine is important for attracting visitors and securing commercial income.
- The museum is seen as part of – and in a mutually beneficial relationship with – the wider social and economic regeneration of the Kelham Island area of Sheffield.

#### *Quote/fact*

*"The River Don Engine is one of the most powerful working steam engines in the world and it is the reason this museum was founded... It's our unique selling point; it's what people come back to see again and again."* (Project Lead)

## LEST WE FORGET - 100 YEARS THEN & NOW

### Summary

'Lest we Forget – 100 Years: Refugees Then & Now' is a Scottish Refugee Council project which is engaging refugees and asylum seekers in Glasgow and supporting them to explore the experiences of Belgian refugees during the First World War. As well as exploring the experience of refugees, the project aims to consider public perceptions of refugees, both in the past and the present.

### Introduction

'Lest we Forget - 100 Years Then & Now' is funded through the 'Our Heritage' grant scheme. The project involves working with a group of refugees and local Scots, supporting them to become volunteer researchers, alongside public events and information encouraging wider participation and learning.

The project aims to increase knowledge and understanding of the experiences of Belgian refugees in Scotland during WW1, exploring the experiences of people from around the world, and public perceptions of refugees in Scotland during WW1 and the present day. The project is successfully achieving a wide range of outcomes, but is a particularly good example a project which meets an extremely broad range of outcomes for people.

### Making a difference

#### *How the project achieved outcomes for heritage:*

- *Heritage is being identified and recorded* through a group of refugees and local Scots volunteer researchers identifying the largely unknown heritage of Belgian refugees who came to Scotland during the First World War.
- *Heritage is being better interpreted and explained* through the creation of a heritage exhibition offering alternative perspectives on experiences in the First World War; through the production of a film which will document the progress of the volunteer researchers involved in the project.

#### *How the project achieved outcomes for people:*

- *People will have learnt about heritage:* This project is offering people the opportunity to learn about a hidden aspect of Scotland's First World War heritage, and enabling them to get involved in producing an exhibition of this learning.
- *People will have developed skills:* project activities have included training sessions to support the volunteer researchers in research/archive skills
- *People will have changed their attitudes and/or behaviour:* an important longer-term outcome of the project is to enable learning to challenge and change attitudes towards refugees.
- *People will have an enjoyable experience:* A number of volunteer researchers reflected on the opportunity the project has afforded them to meet other people, develop friendships, and feel welcome in a new country.
- *People will have volunteered time:* As well as the refugee and asylum seekers who are engaged in the 'Lest we Forget' project, 4 volunteers have also become involved, helping at events and supporting the project.

### *How the project achieved outcomes for communities:*

- *More people and a wider range of people will have engaged with heritage:* As the project progresses, participants will be producing a permanent heritage exhibition in the form of a film which will gather together all their learning from the project. The project is also producing an exhibition for the project launch, which will include photography, art and written materials. The project has engaged photographers, and participants have started producing materials for the film and display.

### **Lessons learnt**

The main success of the project has been the engagement of the volunteer researchers. Their sustained involvement in the project has enabled a richness of research, but it has also enabled a large degree of personal development. This success has relied on the group being of a size which isn't too large, which has been a key learning point for the project. The project has also been a source of surprising lessons surrounding the degree of personal development afforded volunteer researchers.

### *Quote/fact*

*"The whole thing has been surprising, in the sense that you don't know who the group is going to be made up of when you begin a project like this. So you can devise outcomes that are for the project generally, and for the group as a whole, but what is surprising is those outcomes that you find for the individuals that are involved in the project... It's really looking at what could be their legacy, what could be the thing that they're getting out of the project" (Project Lead, Lest We Forget, Glasgow)*

## HEATON AVENUES IN WARTIME

### *Summary*

Heaton Avenues in Wartime was a project led by Heaton History Group in Newcastle Upon Tyne. Through archival research, the project research 10 hitherto 'buried' stories of local residents.

### *Background*

The project was being delivered by Heaton History Group, which started as a Friends Group of a local park, Iris Brick Field. The HLF First World War: Then and Now grant was the first grant funding they had received to deliver a project.

The group decided to focus their project on 10 streets: First to Tenth Avenue in the suburb of Heaton. This was quite a neat geographic area, but also had the added distinction of being the childhood home of Jack Common, a local author who had written about his childhood in the book *Kiddar's Luck*. From here the idea developed to produce a 'story' for each of the 10 avenues, based on research into the lives of residents.

Beyond the direct research, the project was conducting a range of other activities, including the following:

- production of stories about 10 households living in the Avenues for a range of media, including print and online.
- commissioning artworks to illustrate stories
- working with students at the local primary school, including producing artefacts for the school's HLF-funded museum
- curating exhibitions in a local pub, libraries and theatre
- engaging in events with other FWW-related projects across Newcastle to share findings and learning
- undertaking bespoke training on the use of MS Excel for local history groups
- a visit to the Northumberland Fusiliers museum

### *Making a difference*

The project was able to demonstrate outcomes across heritage, people and community domains, but with particular emphasis on people outcomes relating to developing new skills and learning about heritage.

#### *How the project achieved outcomes for heritage*

- Heritage will be in better condition: although this was not an outcome of this project, the project lead did say that the project had led to greater awareness of different artefacts in the area: *"it's starting conversations about what we might do in future"*.
- Heritage will be better interpreted and explained: this outcome was achieved through the different project outputs, including exhibitions and website materials. The production of newspaper-style articles/stories was used as a way to bring heritage to 'life' in an engaging way, with the artworks used to further enhance this.
- Heritage will be identified/recorded: the project had been very successful in identifying and recording the lives of people living in the Heaton Avenues around the time of the First World War, something that had not been previously done.

### *How the project achieved outcomes for people*

- People will have developed skills: there was strong evidence of people developing skills in a number of different ways, but in particular in relation to research. The project had also used some of the grant money to commission some bespoke training on the use of Excel for local historians. Participants also reported having developed other allied skills, such as writing for different audiences and for different media.
- People will have changed their attitudes/behaviour: volunteers felt that attitudes towards the FWW or the lessons that might be gleaned from it had not changed but they had changed their behaviour in more practical ways: getting more involved in volunteering or their local community.
- People will have learnt about heritage: the project had been important in helping to better understand the lives of individuals 'left behind' during the war, and the socio-economic context in the UK at the time.
- People will have an enjoyable experience: respondents were unanimous in their enjoyment of the project, with the engagement with the local school an important element of this, which volunteers found very rewarding.
- People will have volunteered time: 12 people had volunteered significant amounts of time to the project through a variety of different activities, including researching the stories, visiting schools, curating exhibitions, organising talks and presenting at events.

### *How the project achieved outcomes for communities*

- more people and a wider range of people will have engaged with heritage: the project had engaged both more and a wider range of people with heritage, particularly through their work with the local school, and the exhibition in the local pub.
- your local area/community will be a better place to live, work or visit: there was a sense that the project had made some improvement to the lives of those living in the area, and in particular participants felt more part of their local community.
- your organisation will be more resilient: the project had made the organisation more resilient in two ways: it had led to an increase in the number of History Group members, and the funding had directly helped the organisations' finances.

### *Quote/fact*

*"We've concentrated on developing new perspectives on the war. Even when people did have sons and husbands and relatives fighting, we've looked at what they were doing in their everyday lives, so people who were doing voluntary work knitting for the troops or sometimes sad stories of what people were doing to try to cope without their husbands or whatever. The whole range of things highlighted by our stories, like the antipathy towards foreigners shown through the story of two Dutch men accused of spying because they were seen taking a photograph." (Project lead)*

## Black on Both Sides

### Summary

Black on Both Sides was working with a group of young people in Haringey from Black British, African and Caribbean backgrounds to deliver a project focusing on the role of Black people in the FWW, in Britain, Africa and Europe.

### Background

The organisation delivering the project, Community Builders, works with young people, mostly from Black British or African-Caribbean backgrounds, with a particular focus on cultural identity and employment issues. An important part of the heritage focus was to help improve inclusion and community cohesion, within a wider goal of integrating Black people's history into the narrative of UK heritage. The project emerged from a feeling that Black people's experiences were not well reflected in existing activities commemorating the FWW.

The project was working with a group of 8-15 young people aged 11-16 from the Tottenham area over the course of an academic year to produce a number of outputs using different media. The project delivered a range of workshops, visits and other educational activities with the young people. These included 20 heritage workshops with young people delivered through a variety of means, leading to a range of outputs, including:

- a documentary of the project, including interviews with historians
- interactive website
- mobile phone app to enable wider access (collaboratively designed by the young people)
- oral history training and interviews recorded and documented
- schools resource pack created
- public screening of documentary
- exhibition at local venues including the youth enterprise centre that hosts the project and local arts centres/museums

### Making a difference

#### *How the project achieved outcomes for heritage*

- **Heritage will be better interpreted and explained:** the wide range of project outputs each contributed to better explaining and interpreting heritage, to a range of different audiences.
- **Heritage will be identified/recorded:** the project was not identifying or recording 'new' artefacts or stories from the FWW. However, it was working to make available archives and information to a wider audience than previously.

#### *How the project achieved outcomes for people*

- **people will have developed skills:** participants and volunteers were developing a wide range of new skills. This included practical skills such as research and archival skills, as well as new skills working with digital media
- **people will have changed their attitudes/behaviour:** young people were developing new attitudes towards studying history and engaging with heritage. This was partly achieved by showing the young people how it linked to their own heritage, but also by using different means to engage the young people

- **development of self-identity (additional outcome):** the young people participating in the project were from a Black British, Black African or Caribbean family backgrounds and learning about the role of Black people in the FWW was helping them to develop their sense of self.
- **people will have learnt about heritage:** all those involved in the project had learnt about heritage, specifically about the role and experiences of Black people in the FWW.
- **people will have an enjoyable experience:** all those involved talked about how much they had enjoyed taking part in the project. This was clear also from observing the young people taking part in activities, in particular during a group visit to Bruce Castle museum in Tottenham.
- **people will have volunteered time:** three part-time volunteers gave time to the project, which involved activities such as supporting workshops and group sessions as well as supporting pupils with special needs. Volunteers gave in total around 90 hours of support time to the project.

#### *How the project achieved outcomes for communities*

- **more people and a wider range of people will have engaged with heritage:** the project very clearly met this outcome by engaging with a group of young people who were otherwise less likely to engage with heritage. The young people were at risk of social exclusion, including some that had already fallen out of mainstream education.
- **your local area/community will be a better place to live, work or visit:** although this project was small in the context of effecting change on a whole geographic area, there was a sense that the project was making a positive difference to the local community
- **your organisation will be more resilient:** HLF funding was important in contributing to overheads which allowed increased capacity to develop new projects and funding bids.

#### *Quote/fact*

*“Sometimes these subjects like World War One can seem quite dry when covered in school, but their attitudes have shifted quite significantly because they are given not just interesting facts but things that are relevant to them, about people from Africa, they might be able say ‘well that’s where my parents are from’ – so history becomes less of an abstract thing just for referencing in school but actually it’s something that is or can be part of the day-to-day narrative and to understand what’s happening today.” (project lead)*

## Appendix 2: Case study interview profile

Four case studies and one follow-up study were undertaken in the second year of the evaluation. The purpose of case studies was to capture in-depth qualitative data, set within the context of particular projects. While quantitative surveys give a sense of ‘what’ happened, case studies allow for a better understanding of questions relating to ‘how’ things happened.

Case studies involved interviews with the project lead, mix of participants, volunteers, visitors and other stakeholders. This varied across projects depending on who was deemed most appropriate to interview in the context of each activity. A total of 27 interviews were completed. The profile of interviews is shown in Table A2.1, below

Table A2.1: Interviews completed by case study

Case study	Interview profile
Black on Both Sides (London)	1 x project leads 4 x participants 2 x volunteer
On the Brink (Ballymena, follow-up)	1 x project lead
Heaton Avenues (Newcastle Upon Tyne)	2 x project lead 4 x participants 1 x stakeholder
Lest We Forget (Glasgow)	1 x project lead 1 x project worker 1 x volunteer 3 x participants
Sheffield 1916 (Sheffield)	1 x project leads 5 x project workers

## Appendix 3: Theory of change

This evaluation uses a logic chain approach based on developing a 'theory of change' for the activity. This considers the intended 'pathway' for an intervention from inputs through to outcomes, based on key assumptions or hypotheses about how the intervention was designed to work.

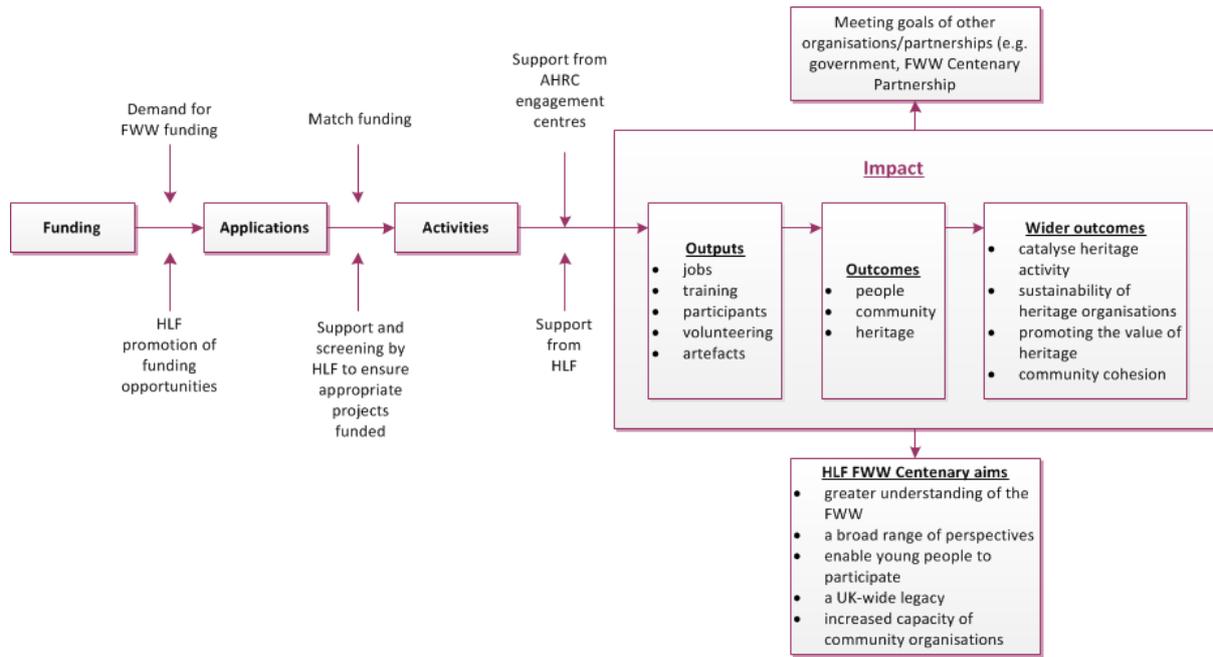
These assumptions and the related logic chain have been constructed by the evaluation team, drawing from stakeholder interviews and HLF documentation. In other words, these were not necessarily always explicitly considered by HLF in setting out their rationale for undertaking the FWW Centenary activity: rather they have been 'retrofitted' by the evaluation team in order to create a model for evaluating the success of the activity against 'what we might expect'.

In the case of funding for FWW activity, the intervention can be understood by referring to a number of assumptions. These include the following:

1. Funding will lead to outcomes captured by HLF's outcome areas (and other possible additional or wider outcomes) and meet HLF's FWW Centenary aims.
2. Outcomes will not be achieved (or will be to a lesser extent) without funding.
3. There is particular value in funding FWW activities *at this time*.
4. Promoting FWW activities will catalyse heritage activity more generally.

The overarching logic chain for the 'theory of change' behind the grant-funding for projects, incorporating the assumptions above, is summarised in Figure 2.1, below. As noted above this model is a construction created by the evaluation team drawing from interviews with HLF stakeholders and HLF documentary data, rather than something developed and used by HLF in the design of the FWW Centenary activity. The model shows how inputs (finances and advice and guidance provided by HLF and other organisations) lead through to activities (projects), and then – in turn – outputs and outcomes. The basic logic behind the activities is relatively straightforward: funding the right projects leads to achievement of HLF outcomes.

**Figure A3.1: a logic chain map for FWW Centenary activity**



# Appendix 4: Survey technical appendix

The Centre for Regional Economic and Social Research (CRESR) at Sheffield Hallam University has been commissioned by the Heritage Lottery Fund (HLF) to conduct an evaluation of its First World War Centenary activities taking place from 2014 to 2019. This appendix details the implementation of two online surveys, which together form a major part of the primary research for the evaluation: a survey of grant recipient organisations and one of project participants.

## Grant Recipient Survey

The online Grant Recipient Survey aims to capture the perceptions, experiences and achievements of groups and organisations in receipt of funding from HLF for First World War Centenary activities. The Grant Recipient Survey can be further divided into a survey of completed projects and an annual survey of larger ongoing projects. A survey invitation email is sent to a named contact for each grant recipient shortly after their project has been completed. They are asked to provide information covering the whole period the funding was provided for. A small number of larger projects (lasting at least two years) are invited to complete the survey on an annual basis, providing information covering the past 12 months.

The survey commenced in January 2015 and will be undertaken on a rolling basis throughout the evaluation. HLF notify the research team, on a monthly basis, of all newly completed projects who are then contacted and invited to take part in the survey. The Year 2 report is based on data from January 2015 until the end of February 2016. During that period 761 surveys were sent out (508 end of project surveys and 253 annual surveys) and 361 responses were received (244 end of project and 117 annual). This equates to an overall response rate of 47 per cent (48% end of project; 46% annual).

In October 2015 the questionnaire was amended to include a small number of new or extended questions. These included an additional question asking which project themes were given most attention and an expanded question covering a greater range of project outcomes. For the purposes of the Year 2 report, the analysis is divided into two waves, corresponding to the first and second versions of the survey: Wave 1 ran from January 2015 to September 2015; Wave 2 ran from October 2015 to February 2016.

The tables below show the full response details for each survey wave.

**Figure 1: Wave 1 Responses**

Wave 1	End of Project	Annual	Total
Invited	277	123	400
Completed	112	51	163

Wave 1	End of Project	Annual	Total
Rate	40%	41%	41%

**Figure 2: Wave 2 Responses**

Wave 2	End of Project	Annual	Total
Invited	231	130	361
Completed	132	66	198
Rate	57%	51%	55%

**Figure 3: Combined Responses**

Combined	End of Project	Annual	Total
Invited	508	253	761
Completed	244	117	361
Rate	48%	46%	47%

The latest version of the survey can be viewed via this link:

[Grant recipient survey](#)

## Participant Survey

The online Participant Survey aims to capture the views, experiences and outcomes of people who have participated in HLF funded First World War Centenary activities. Participants include project volunteers, people who have visited projects or taken in part in activities, and people who have received training. Possible participants are identified by funded projects that collect email addresses, ask for permission to share them and pass them on to the evaluation team. Once this information has been provided an email invitation is sent to participants asking them to complete the survey.

The survey commenced in January 2015 and will be undertaken on a rolling basis throughout the evaluation. The Year 2 report is based on data received up to the end of February 2016. So far 957 surveys have been sent out and 433 responses have been received: a response rate of 45 per cent.

In October 2015 the questionnaire was amended to include a small number of new questions, relating to participant characteristics and location. For the purposes of the Year 2 report, the analysis is divided into two waves, corresponding to the first and second versions

of the survey: Wave 1 ran from January 2015 to September 2015; Wave 2 ran from October 2015 to February 2016.

The tables below show the full response details for each survey wave.

**Figure 4: Wave 1 Responses**

Wave 1	Total
Invited	495
Completed	208
Rate	42%

**Figure 5: Wave 2 Responses**

Wave 2	Total
Invited	462
Completed	225
Rate	49%

**Figure 6: Combined Responses**

Combined	Total
Invited	957
Completed	433
Rate	45%

The latest version of the survey can be viewed via this link: [Participant survey](#)

### **Statistical reliability**

An important caveat regarding statistical reliability is that the achieved survey sample is to some extent self-selecting, meaning that it is neither random nor representative in a statistical sense. The Grant Recipient Survey is sent to all completed projects. While there has been a good response rate – nearly half of all completed projects have to date

completed the survey – there is likely to be some 'non-response bias' in the sample, a possibility in all survey research. This refers to the disproportionate likelihood of certain groups over others to complete the survey, for instance those with sufficient time and resources to participate, thus potentially skewing the survey findings. An additional consideration with the Participant Survey is that the generation of the sampling frame is out of the control of the research team, reliant on projects successfully collecting participant contact details.

That said, it is possible to give an *indication* of the likely margin of error in the respective sample groups. This is based on an assumption that the sample is random and so should only be treated as a guideline, rather than an accurate assessment of statistical significance. The table below shows the confidence intervals at 95 per cent confidence levels for each sample group. For example, taking the total number of respondents to the Grant Recipient Survey, 361 valid responses gives a confidence interval of +/- 3.7 percentage points at the 95 per cent confidence level (that is, if 50 per cent of respondents select a particular response to a question, we can say that if we took 100 different samples of the same size from the same population, we would expect 95 of them to give a value somewhere between 46.3 and 53.7 per cent).

Grant Recipients	Sample Size	Maximum 95% confidence interval (where reported finding = 50%)
Wave 1	163	+/- 5.9
Wave 2	198	+/- 4.7
Total	361	+/- 3.7

Participants	Sample Size	Maximum 95% confidence interval (where reported finding = 50%)
Wave 1	208	+/- 6.8
Wave 2	225	+/- 6.5
Total	433	+/- 4.7

# Sheffield Hallam University

*Evaluation of Heritage Lottery Fund's First World War Centenary Activity: Year 2 report*

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