

# Evaluation of Heritage Lottery Fund's First World War Centenary Activity: *Year 3 report*

July 2017



# Evaluation of Heritage Lottery Fund's First World War Centenary Activity: Year 3 report

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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 are 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 3, the evaluation included the following sets of activities:

- review of grant data;
- surveys of grant recipients and project participants;
- in-depth qualitative case studies of selected projects

This report is based on the third year of evaluation activity but also draws on survey data and cumulative HLF monitoring data from Years 1 and 2.

### **What has HLF funded?**

From 1 April 2010 to 1 March 2017, HLF awarded over £84 million to more than 1,680 projects. This includes over 1,200 projects funded through the FWW: Then and Now programme. Key findings were as follows:

- Funding for projects was spread broadly evenly across the UK. HLF has funded FWW Centenary projects in 92% of local authority areas. Projects were located in areas with a range of different socio-economic profiles with a relatively even distribution from the most to least deprived communities.
- Project size varied significantly, although the great majority of grants were small: 80% were for £10,000 or less and a further 9% 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 half (50%) of the value of grants awarded. The wide range of grant size awarded - from £3,000 to £12.2 million - highlights the breadth 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 90% 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 written outputs such as leaflets and books (52%), websites (51%), display boards (50%) and educational packs for schools (36%).
- Projects were also involved in a wide range of different activities, with an emphasis on community events. Collectively projects surveyed in Year 3 held 750 community events.

### **Who was involved in Centenary activities?**

It is estimated that a total of 7.1 million people participated in HLF-funded FWW projects that ended before February 2017 (based on survey data collected to date). 2.5 million people participated in projects ending between March 2016 and February 2017.

85% of projects worked with volunteers, with over 20,000 volunteers engaged in projects completing over the course of the evaluation to date. These volunteers provided an estimated 99,000 days' on projects (based on grant recipient survey data).

### **Volunteering**

Volunteers were very important to the delivery of projects. 85% of respondents to the Grant Recipient Survey reported having used volunteers in their FWW Centenary project. This amounted to over 20,000 people providing more than 99,000 days of their time for projects completed by February 2017. 7,000 volunteers were engaged in projects in Year 3, compared to an average of 6,500 for Years 1 and 2.



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.

### **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 in Year 3 was the importance of educating young people, uncovering untold stories.

Participant Survey Respondents were also asked about their motivations for taking part, choosing from a list of options. 69% of participants took part to learn more about the FWW in the local area, and 47% to learn about the war more generally. 52% 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.

### **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', it is abundantly clear that HLF-funded activities have led to an increase in knowledge about the FWW and its impacts right across the UK. Individual projects also show very good examples of engaging with impacts on marginalised communities such as different ethnic groups or disadvantaged communities.
- It is highly evident that a broad range of perspectives are being covered by projects, and participants are being encouraged to consider these. There is good evidence that many projects that start off as being interested in – for example – a local war memorial or the experiences of local people in the war (which make up the majority of projects funded under First World War: then and now) do expand their focus through the course of their projects, or in a subsequent project.
- Large numbers of young people are being reached by FWW Centenary activities both in and outside schools, and many projects are successfully engaging young people in a way that involves an active contribution to projects and to FWW heritage more broadly. The sheer number of young people involved in projects is a big success – around 600,000 to date. Some projects have shown an exemplary approach to engaging and working with young people in a way that enriches the lives of young people and the local community as a whole.
- There is good evidence that legacy for heritage is being created through collection of physical heritage materials and digital archiving. There is emerging evidence from the longitudinal surveys that projects are having an impact beyond the end of funded activities, including on people's knowledge and skills. The sheer numbers of projects working to recover, archive and create new heritage artefacts suggests a wide-ranging physical legacy of the FWW Centenary across the UK.
- The distribution of funding to such a large number of projects, and the amount of funding received by each organisation has had clear impacts on capacity for individual organisations as well as awareness of community heritage across the UK. The fact that grant recipients still feel the positive effects to a similar degree, a year on from the end of their project, suggests that HLF funding is impacting on capacity in the longer-term as well as during the period of project delivery – a very positive finding.

## 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. As the majority of projects focus on activities rather than capital work, they 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 (70% of Grant Recipient Survey respondents) said that 'heritage will be identified' as a result of their activities. 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. Fewer projects were achieving other heritage outcomes. 22% of 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 projects are not expected to achieve this outcome. As in previous years, 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 previous years, outcomes for people were the most evidenced, in particularly 'learning about heritage' which was an outcome for 99% of projects (based on Grant Recipient Survey data) and was the most important outcome for 80%. Respondents enjoyed taking part in activities, with 96% of participant survey respondents scoring their level of enjoyment of 7 or more on a scale of 1-10. 89% of Grant Recipient Survey respondents also felt that their project had led to a change in the way that people thought about the FWW.

The evaluation also found evidence of achievement against mental wellbeing, which is not captured by the HLF outcomes framework. Some change in life satisfaction and social interaction was recorded among Participant Survey participants.

### 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% of Grant Recipient Survey respondents said that more people were engaging with FWW heritage as a result of their project. Engaging a wider range of people was less well evidenced and only 39% of Grant Recipient Survey respondents said that they had achieved this outcome. However, 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.
- Thinking about 'making your local area a better place to live', 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'. 81% gave a score of 7 or more and nearly all participants (94%) gave a response of at least 5.



## 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 a 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 projects had already been approved for funding through other existing programmes.

From April 2010 to 1st February 2017, HLF has awarded over £83.5 million to more than 1,650 projects. This includes over 1,200 projects funded through the FWW: Then and Now programme.

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

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

## 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 third year of evaluation activity but it also draws on survey data from Years 1 and 2 to make comparisons across the three years of the evaluation.

## 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 (in Years 1 and 2);
- annual review of grant data;
- on-going surveys of grant recipients and project participants;
- longitudinal (follow-up) surveys of grant recipients and project participants;
- annual round of in-depth qualitative case studies for 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 5.

## 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 March 2016 until the end of February 2017, taking up from the Year 2 report which focused on data collected up to the end of February 2016. During that period 526 surveys were sent out (including 79 annual surveys) and 361 responses (41 annual survey responses) were received: a response rate of 47%. The analysis presented in this report is based on these responses. 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](#).

In Year 3 a follow-up survey was introduced to the evaluation. This survey is sent to grant recipients one year after completion of their project and asks grant recipients to provide information about activities and outcomes that took place over the 12 months following project completion. This is then repeated with all grant recipients every 12 months. The first wave of follow up surveys was sent to 268 contacts and 132 responses were received which represents a response rate of 49 per cent.

## 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 between March 2016 and February 2017. In this period 1248 surveys have been sent out and 569 responses have been received: a response rate of 46%. 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](#).

As with the Grant Recipient Survey, in Year 3 a follow-up survey was introduced to the evaluation. This survey is sent to participants one year after they completed the initial participant survey and asks participants to provide information about activities and outcomes that took place over the 12 months following project completion. This is then repeated with all respondents every 12 months up to 5 years after participants first took part in a project. The follow up survey was sent to 221 participants and 125 responses were received: a response rate of 57 per cent.

## 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 22 case studies over the period. In Year 3 the evaluation included six case studies and an in-depth follow-up to one Year 2 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.

Case studies were selected to ensure that a range of different criteria are met across the span of the evaluation. Over the five years of data collection case studies will be undertaken across the different countries and regions of the UK, each of the different grant-making programmes, covering a range of different subjects and types of organisation.

**Table 1.1: Case studies**

Project	Organisation	Location	Project description
Bottesford Parish WW1 Centenary: People, Community and Memory	Bottesford Community Heritage Project (BCHP)	Bottesford, East Midlands	A community group-led project researching the history of the parish of Bottesford.
Surrey in the Great War: A County remembers	Surrey County Council	Surrey, South East	A county-wide project which is directing, co-ordinating and collecting community and individual research projects in order to better understand the impact of the FWW on Surrey.
The Great War: Stories from a neighbourhood	Friends of Rock Road Library	Cambridge, East of England	Local history project exploring the FWW through public exhibitions, drama and tapestry workshops.
War Circus	North East Circus Development Trust	Newcastle, North East	Project researching the impact of the FWW on the circus, its people, animals and equipment.
Shetland: Those at Land, Sea, Home and Abroad, 1914-1918	Anderson High School	Lerwick, Scotland	A project bringing together school students, local history groups and community museums from throughout the islands.
Archaeology for Mental Health: War Memorial Survey	MIND	Aberystwyth, Wales	An archaeology project which utilises heritage activity to promote recovery, rehabilitation and coping strategies in mental health.



Project	Organisation	Location	Project description
Sheffield 1916: Steel, Steam and Power	Kelham Island Museum	Sheffield, Yorkshire and the Humber	Project focusing on the River Don Engine (RDE), which is recognised by the Institute of Mechanical Engineers to be 'one of the most powerful surviving steam engines in the world'.

## Report structure

This report is the third of six annual reports covering each year of the evaluation, culminating with a final synthesis report in 2019. The report is structured as follows:

- Chapter 2 provides an overview of key information about activities and participants, using data collected from the third year of the Grant Recipient Survey and HLF's grant award information.
- Chapter 3 looks at progress on HLF's FWW Centenary activity aims.
- Chapter 4 focuses on achievements against HLF's outcomes framework.
- Chapter 5 provides a short set of conclusions marking out key successes and challenges faced across the suite of activity, and next steps for the evaluation.

## What has happened and who took part in activities?

### Introduction

This section gives a brief overview of FWW Centenary activities funded through HLF. Findings suggest that, cumulatively, the activity is reaching large numbers of people across all parts of the UK. A wide range of grants have been distributed with three-quarters (67%) of grants awarded being £10,000 or less. Over a third (35%) of the overall grant pot is made up of grants under £100,000.

A more detailed breakdown of the data can be found in Appendix 1.

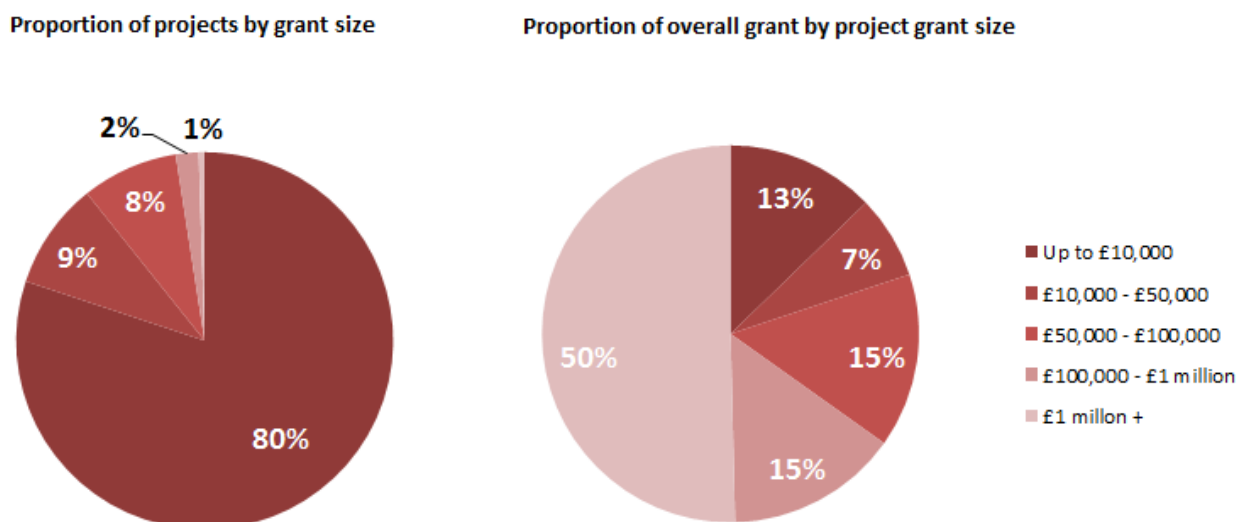
### Where were FWW Centenary projects?

Projects are taking place right across the UK, with at least one project taking place in 92% of the UK's local authorities. When grant levels are compared to population figures, there is a fairly even national and regional spread of FWW: Then and Now funding, although the North East has received a slightly higher proportion of grants in relation to its population than other nations and regions. Centenary funding overall has been fairly even across the UK, with the exception of London and Northern Ireland. This is due to two large grants made to Imperial War Museums (£10million to 14-18 NOW which delivers UK-wide activities and £6.5million to the IWM galleries) and £15million to HMS Caroline in Belfast.

### What size of grants were awarded?

Since the start of the Centenary activity, a wide range of grants have been provided, from the very largest for IWM and HMS Belfast, to grants of under £4,000 for some 94 projects. Figure 2.1 below shows the spread of total grant awarded by size in two ways. It shows the number of projects receiving funding under different funding bands and overall how much money went to different sizes of project. For example 1% of projects received more than £1 million, and these made up around 50% of the total amount of grant allocated. It also shows that the vast majority (80%) of projects received a grant of £10,000 or less, making up 13% of the overall grant allocated. HLF funding is reactive and this therefore does not reflect any strategic decision by HLF on how to allocate funding.

**Figure 2.1: Proportion of grant awarded by size of grant**



### Who participated in funded activities?

An estimated 2.5 million people took part in projects in Year 3, based on Grant Recipient Survey responses. This is similar to the average (mean) over previous years. Taking survey data from the first three years of the evaluation together, this suggests a total of 7.1 million people taking part in funded projects since 2010<sup>12</sup>. Projects engaged with varying numbers of participants, from those engaging with less than 100 participants (16%) to engaging with over 5,000 participants (13%).

**PARTICIPANTS** 

**YEAR 3: 2.5 million**    **TOTAL: 7.1 million**

Young people under 19 and older people over 60 were particularly well represented in projects. Engagement with different ethnic groups was broadly in line with UK population demographics on the whole (see Appendix 1 below for more on the demographic profile of participants).

85% of projects worked with volunteers, with over 20,000 volunteers engaged in projects completing over the course of the evaluation to date. These volunteers provided an estimated 99,000 days' on projects (based on Grant Recipient Survey data). 7,000 volunteers were engaged in projects in Year 3, compared to an average of 6,500 for Years 1

<sup>1</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>2</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.

and 2. A further 6,590 participants received training through projects. 3,300 received training in Year 3 compared to an average of 1,600 over Years 1 and 2.

However, as in Year 2, it remains a challenge for projects to engage non-White people in volunteering. In Year 3 only 7% of volunteers were not identified as White, compared to 13% of the UK population.

Thirty-nine per cent of Grant Recipient Survey respondents said that their project aimed to increase the diversity of people who engage with FWW heritage. Some projects have been very successful in reaching out to different groups and communities but case study evidence from this and previous years shows that engaging with different communities and groups is a challenge for projects. One Year 3 case study respondent explained the challenges they faced:

"It is always difficult, we have an equal split of men and women but this is not a diverse ethnic community and I can't answer about socio and economic disadvantage. I would imagine there is a big range of economic capacity in the village but it is not something that is of issue. It would be wrong to say we had sought out those with mental or physical health issues, but there are people who have differences who are part of the village and they come along to the exhibitions and so on... we have not done systematic outreach, we just welcome them when they come along" (case study respondent, Year 3)

### How did projects promote their activities?

Projects promoted activities in a range of ways, most notably through the use of digital media. In Year 3, 51% of projects produced a project website. In addition, 82% of projects had used their organisation's website, 70% used Facebook, 50% used Twitter and 25% used 1914.org<sup>3</sup> to record or promote their activities.



### 2.7. Geographic analysis of projects

As an additional activity in Year 3 we conducted an analysis of the location of projects by urban-rural classification, and by socio-economic classification using UK government typologies.<sup>4</sup> Overall, the proportion of grants going to urban and rural areas very closely matches that of the overall proportion of local authorities classified as such: 22% of grants

<sup>3</sup> 1914.org is the FWW Centenary partnership website, led by the Imperial War Museum. It highlights centenary events and resources from across the globe, and projects can upload information about their own activities to the website

<sup>4</sup> Info on rural-urban and on



went to rural areas and 78% to urban compared to the split of 20% rural to 22% urban across all local authorities.<sup>5</sup>

Turning to socio-economic distribution, Figure 2.2 below shows project location by Index of Multiple Deprivation<sup>6</sup> (IMD) rank (sorted into quintiles, where 1 = the most deprived). While a project's location does not directly determine which people it will engage with, the majority of projects are based in their local community so this can be used as a broad indicator of the types of communities reached by projects. It shows that broadly speaking there is a spread across each deprivation quintile, with the most deprived areas slightly overrepresented in England, and areas in the third and fourth quintile overrepresented in Scotland and Wales. **56% of projects are in the more deprived 50% of areas in England, 66% in Scotland and 45% in Wales.**

Participant Survey respondents were also asked to provide their home postcode. Respondents tended to live in the least deprived areas (only 9% of respondents lived in areas in the 20% most deprived compared to 23% in the 20% least deprived). This might suggest that there is a challenge for projects to reach people in more deprived communities. However the response rate for this question was quite low (just 130 participants answered this question) and as such it is hard to draw definite conclusions at this stage.

There is evidence that some projects are seeking to engage with people in deprived communities through qualitative case studies in previous years of the evaluation and a small number of examples from Grant Recipient Survey responses, but many other projects have either not considered or not been able to reach out in such a way.

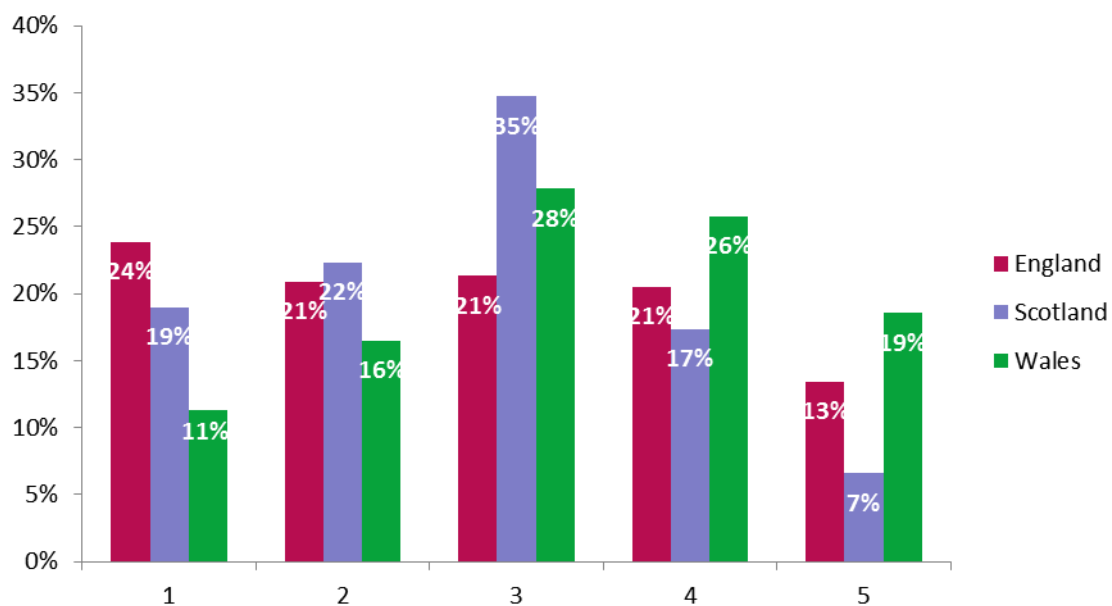
Two conclusions stem from these findings. First, this data shows projects happening across the range of different socio-economic communities. This can be interpreted positively. However, those areas with least resources are less likely to be able to deliver a project without HLF funding; and projects are not consistently attempting / able to include people from disadvantaged areas. Therefore, in order to put the conditions in place so that all communities have opportunity to deliver FWW Centenary projects it might be worth considering whether even more could be done to ensure that more grants go to the most deprived communities. A 'bottom-up' approach to funding has many benefits, but it also runs the risk of benefiting those more able to respond, rather than communities that are in greatest need of resources.

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<sup>5</sup> ONS statistics only cover England, Scotland and Wales so Northern Ireland is excluded from this analysis.

<sup>6</sup> The Index of Multiple Deprivation is...

**Figure 2.2: IMD of project location (LSOA level data) by deprivation quintile (1= most deprived), all HLF FWW Centenary projects 2010-February 2017)**



Deprivation quintile (1 = most deprived)

Source: English, Welsh and Scottish Indices of Multiple Deprivation, LSOA level data; and HLF project monitoring data 2010- February 2017.

Base: England, 1030 projects; Scotland, 121 projects; Wales 97 projects (no equivalent IMD data for Northern Ireland).

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

### Introduction

As outlined above this evaluation focuses on five aims set out by HLF for the FWW Centenary activity. To recap, these are:

- 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.

This section assesses progress against each of these aims to date. It finds evidence of progress against each aim, with particular strengths in creating a greater understanding of the FWW and its impacts and raising the profile of community heritage.

### Create a greater understanding of the First World War and its impact on the range of communities in the UK

Our evaluation shows that a key success of HLF's FWW activity is how it has catalysed interest and passion in local FWW history, reaching large numbers of people and improving their understanding of the FWW. Significantly, the community focus has led to activities that make it possible for individuals and communities to identify with the context of the First World War. HLF's funding, in particular the smaller grants programmes such as Then and Now and Young Roots, is reaching greater numbers of people across the UK, and new audiences.

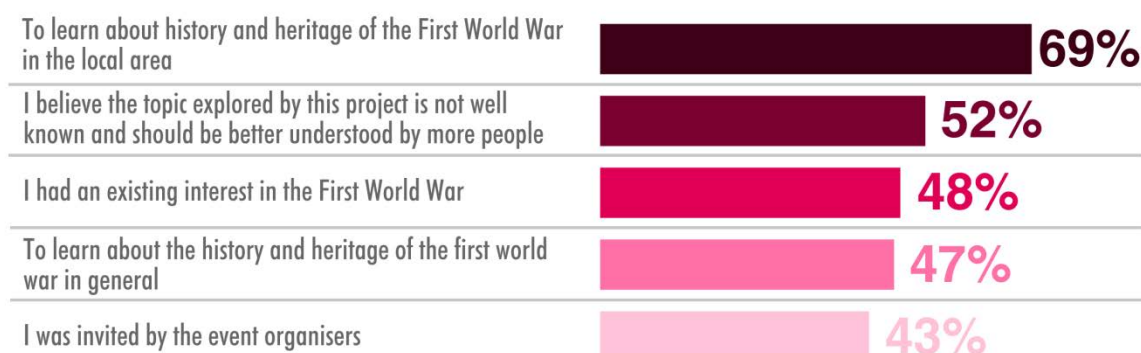
Increasing understanding of the FWW and its impacts was an important motivation for many people leading projects and those seeking to participate. Figure 3.1, below, shows the most common motivations cited by participants and grant recipients.<sup>7</sup> For both participants and grant recipients, motivations relating to learning and education featured highly. Over 86% of participants said that they were motivated by a desire to learn more about the FWW either in the local area, or in general. Open text survey responses from grant recipients most commonly referred to learning and improving understanding about the FWW and its impacts, with a particular focus on young people.

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<sup>7</sup> These are not directly comparable but shown here for illustrative purposes: participants were asked to choose options from a pre-populated list whereas Grant Recipients were given a free text box to describe motivations in their own words.

Figure 3.1: Motivations to take part in or lead projects

## PARTICIPANTS



## GRANT RECIPIENTS



Grant Recipient Survey responses provided some examples of these motivations, for instance:

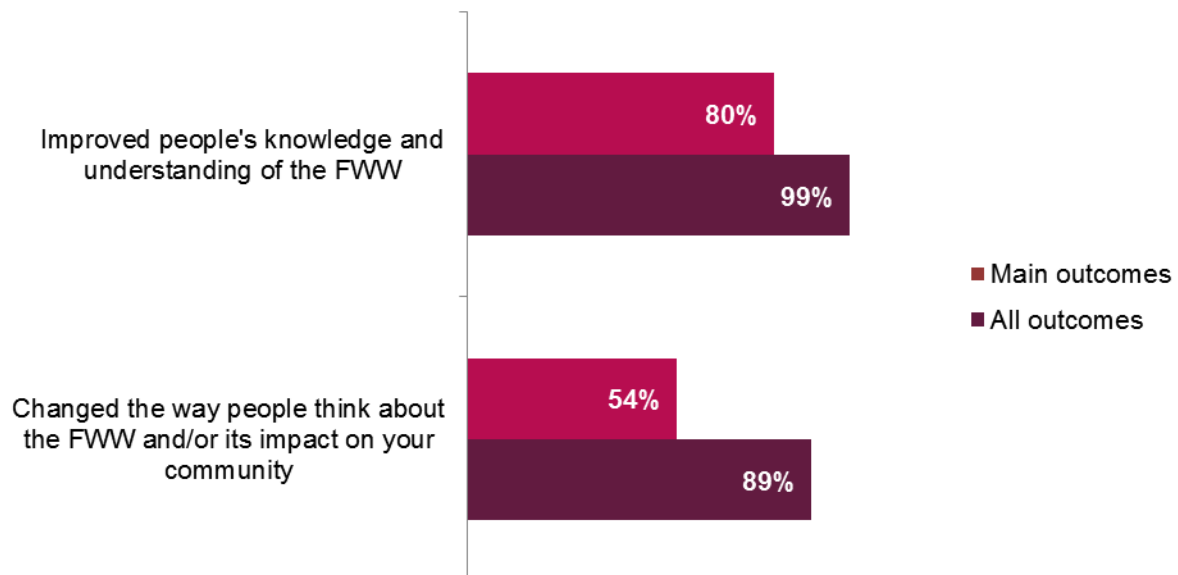
"Educate the young today of the sacrifice ones made in the time of the war."

"Inform people of an aspect of WW1 which hardly anyone else had touched upon."

"Opportunity for the descendants of these soldiers to discover the true story of how and why their relatives went to war."

Moving on from motivations to outcomes, increasing understanding about the FWW was cited as an impact by almost all projects: 99% thought that their project had improved knowledge and understanding of the FWW (80% said it was one of their main outcomes); and 89% of survey respondents felt that their projects had changed the way people think about the First World War and/or its impact on their community (54% had this as one of their main outcomes).

Figure 3.2: Learning-related outcomes of FWW Centenary projects



Source: Grant Recipient Survey, March 2016 - February 2017

Base: 202

This was echoed by participants' own reflections. Respondents to the participant survey were asked about gains in knowledge resulting from participation in FWW Centenary activities across 28 different topics relating to the FWW. **99% of participants reported some knowledge gain in at least one area and 65% of participants reported 'high' or 'very high' knowledge gains in at least one area.**

These findings are reinforced by the seven case studies. In each case, increasing understanding of the FWW was an important theme of project activities, with projects using community-specific issues to also explore the wider context of the FWW (and vice-versa).

It is clear that the process of participation is an important factor in participants' increase in knowledge. The provision of opportunities for in-depth engagement is key to this, as shown in Cambridge, where the project held a workshop to produce a tapestry about the FWW, titled 'Threads of War'. This had proved an important focal point for bringing people together to learn about the FWW:

"Everyone worked on (the tapestry). It was a joint project, we all enjoyed coming together and it was good having a variety of people, a group of people who had not met before, we all learnt something, about history, we learnt new techniques, and we learnt information about the war, I think we all educated each other, and we all seemed to have relatives connected to the war which we shared and discussed" (Volunteer, Cambridge)

To reiterate, there is no doubt that that FWW Centenary activity has successfully created a greater understanding of the FWW and its impacts for those who took part in projects.

There is also evidence that this knowledge extends to understanding of impacts across the range of communities in the UK.

Looking at motivations for grant-recipients, a common theme was to increase understanding of the FWW's impact on place-based communities and communities of interest, faith and ethnicity – for instance:

"To fill in a gap in history, present a balanced perspective and recognize the heritage of and contributions of African soldiers to WWI." (Grant Recipient Survey respondent)



"Nearly 1.5 million Sikh and other Indian soldiers served during 1914-18. One in six soldiers who served in WW1 was from the Indian sub-continent; that was more than the combined forces from white dominion countries (Australia, New Zealand, Canada, South Africa and New Foundling). Still very little is known in the popular history of WW1 about their contribution and sacrifices." (Grant Recipient Survey respondent)

An overview of projects funded across the FWW Centenary also shows that a large proportion of projects seek to look at the FWW within the context of their local community. Taken together with data cited in Section 2 showing that projects have so far taken place in 92% of local authorities we can crudely surmise that increased understanding of the FWW's impact on the range of the UK's geographic communities has been achieved.

We can also see from project summaries provided by grant applicants that projects have focused on a wide range of different communities of interest, faith and ethnicity: from the role of the Indian Army and African people in the War, to stories relating to different sporting communities and – as covered in one of this year's case studies – the circus community. So in this sense it is fair to say that this aim has been achieved.

Analysis shown in Section 4 below delves a little further into the nature, focus and location of projects which gives a more in-depth understanding of the extent to which the range of communities in the UK have actually engaged with FWW Centenary activity (and likely therefore increased understanding of the FWW's impact on their community). It shows that projects cover a range of geographic and socio-economic communities, including the most deprived population groups. This is positive in that traditionally these communities tend to be less well engaged with heritage projects, although – as the analysis shows – HLF could aim to take this further by targeting their resources at more disadvantaged communities and population groups.

## Progress Summary

### **Has progress been made on this aim?**

It is abundantly clear that HLF funded activities have led to an increase in knowledge about the FWW and its impacts right across the UK.

### **What has been particularly successful?**

The fact that FWW Centenary projects are taking place in 92% of local authorities is impressive. Individual projects also show very good examples of engaging with impacts on marginalised communities such as different ethnic groups or disadvantaged communities.

### **How could progress be taken further?**

More actively target funding at economically disadvantaged communities – this might in part come through HLF's continuing institutional focus on priority development areas.

Work with projects to develop partnerships or internal capacity to reach out to different communities, including BAME groups and economic disadvantaged communities.

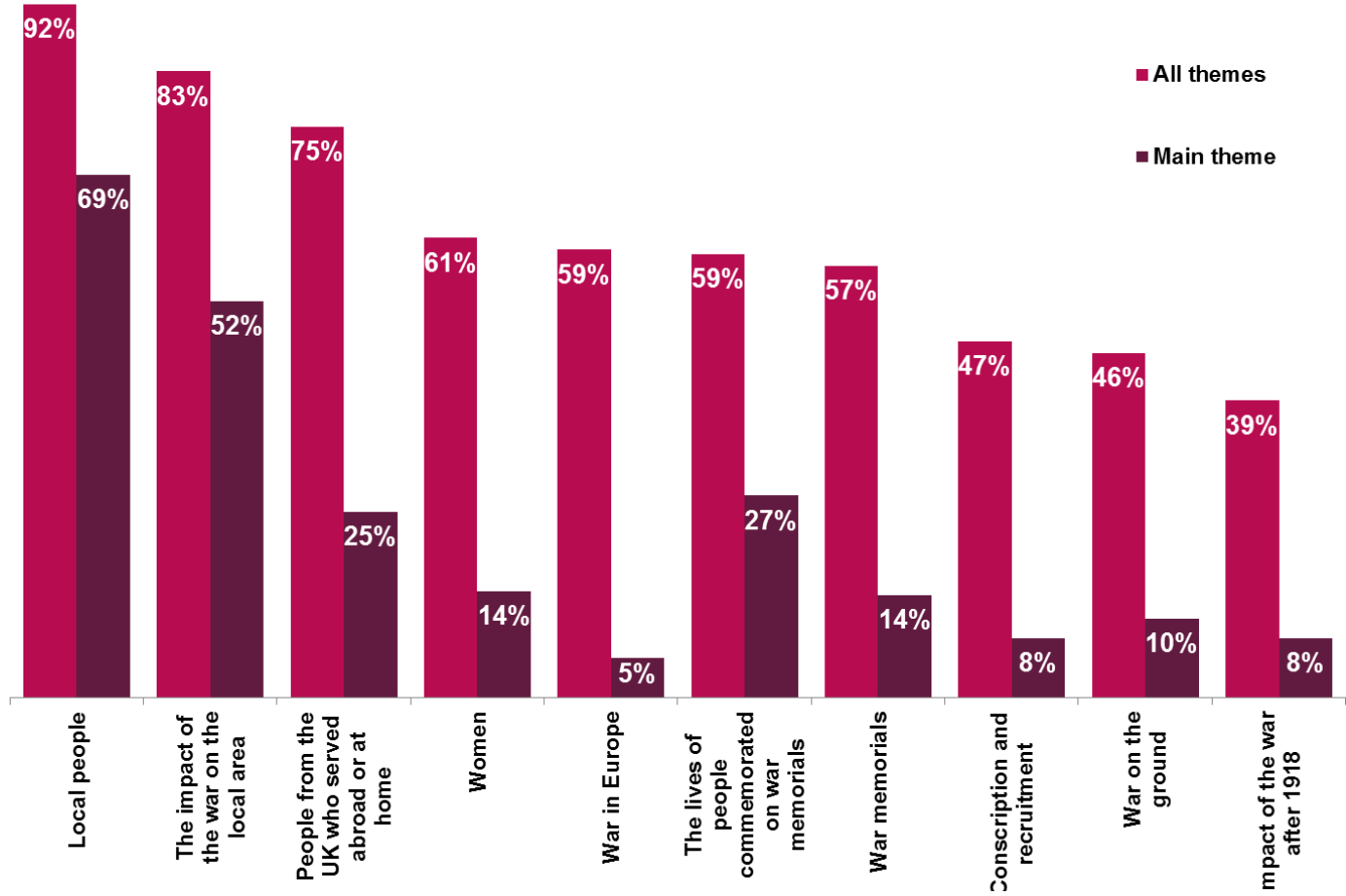
Be even more ambitious in growing the geographic coverage by working with communities in the remaining 8% of local authorities that have not yet received funding to develop funding proposals for HLF FWW Centenary.

## **Encourage a broad range of perspectives and interpretations of the First World War and its impacts**

The second aim of the Centenary activity relates to the different aspects of the FWW that projects cover; and how they encourage participants to think in different ways about the War. As in previous years the key point to note is the breadth of topics covered by projects, which in itself goes a long way to meeting this aim. In addition, while a large proportion of projects seek to focus initially on local stories it is clear that HLF FWW Centenary activity is encouraging a broad range of perspectives and interpretations of the FWW and its impacts. Projects are challenging understanding of the FWW but also broader understanding of British history.

Looking at Grant Recipient Survey data (see Figure 3.3 below) on themes covered by projects, the most striking figure is that 92% of projects focused on 'local people', which was the main focus for just over two-thirds of projects (69%). These figures are virtually identical to previous years' findings. However, this figure taken in isolation masks the range of other themes that projects covered: to take two examples, a third of projects looked at food and agriculture; and a further third spent some time exploring medicine and healthcare. Similarly, 99% of Participant Survey respondents said they had improved their knowledge about the FWW in their local area, but – for example – 71% said they had made some gains in knowledge about objection to the war, and nearly half (48%) said they had learned something about sport in wartime.

Figure 3.3: Top 10 themes covered by projects



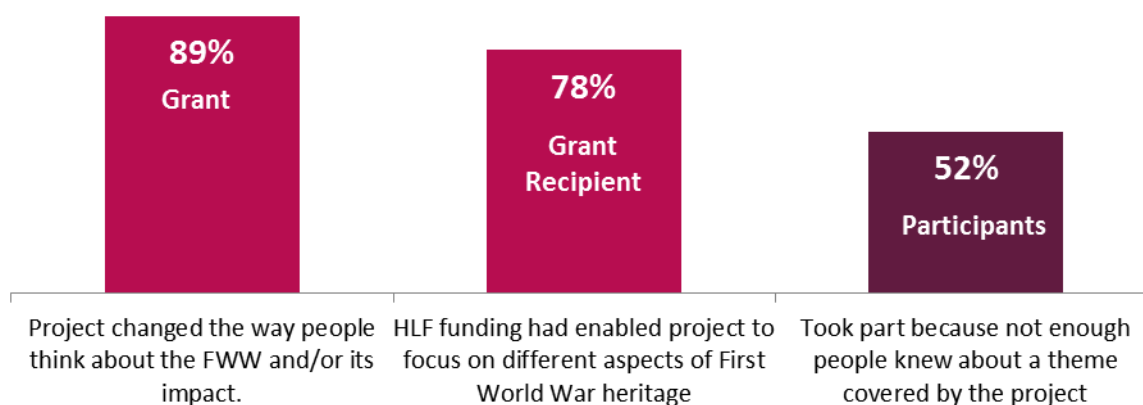
Source: Grant Recipient Survey March 2016 - February 2017

Base: 202 respondents

Case studies also bring light to projects that focused on some of the more overlooked aspects of FWW heritage – War Circus being a very clear case in point. The War Circus project, as the title suggests, focused on uncovering and archiving heritage about circuses and the circus community during the FWW. The project leads (Circus Trust) felt that this was an under-explored aspect of the FWW and spent time working with academics at Northumbria University to be sure that their proposed work was not duplicating any previous work on the subject.

Participants and project leads both sought to improve understanding of aspects of the FWW that were less well understood. As Figure 3.4 shows, 52% of Participant Survey respondents said that a motivation for taking part was that not enough people knew about a theme covered by the project they participated in. Furthermore, 89% of projects felt that they had changed the way people think about the FWW and/or its impact. And the role of HLF funding in achieving these goals was important: 78% of Grant Recipient survey respondents felt that HLF funding had enabled them to focus on different aspects of First World War heritage.

**Figure 3.4**



Source: Grant Recipient Survey February 2016 – March 2017

Base: 202 respondents

There is also evidence from case studies and open text responses to surveys that projects that began with an unspecified interest in local people who fought in the war often made new discoveries and took their projects in surprising directions. The Shetland case study for example began with research into a local war memorial in a school but soon – with the encouragement of HLF case officers – developed to encompass a much broader remit exploring the whole of the Shetland Isles, ‘at land, sea, home and abroad’. Similarly in Surrey the project’s activities had helped local people to expand their horizons when thinking about the FWW:

"It has made people think, there is still this thing of being bogged down with the war dead, but... people in the group are thinking more about life in the village as it would have been, and seeing how it has changed and people have an increased understanding of the people left behind" (Volunteer, Surrey)

This highlights the point that different perspectives and interpretations need not be new or different in an academic sense. For most people any learning beyond the basic facts about the FWW is new and different. Nonetheless it is important that such learning reflects a range

of different historical accounts and from a range of different social and political standpoints: this appears to be happening in lots of places, but HLF might want to consider what they and partners can do to push this further (see key points box, below).

One purpose of the AHRC FWW Centenary Engagement Centres is to assist projects to take their projects further in considering different perspectives and interpretations. In Years 1 and 2 the evaluation highlighted that only a relatively small number of projects had received support from Engagement Centres: 8% in total. In Year 3 of the evaluation this increased slightly to 13%, with 38% having heard of the Centres (up from 26% over the first two years of the evaluation). However, there is clearly more work to do for FWW Engagement Centres to ensure that projects are able to access academic expertise to assist with their projects.

## Progress Summary

### Has progress been made on this aim?

It is highly evident that a broad range and perspectives are being covered by projects, and participants are being encouraged to consider these. There is good evidence that many projects that start off as being interested in – for example – a local war memorial or the experiences of local people in the war (which make up the majority of Then and Now projects) do expand their focus through the course of their projects, or in a subsequent project.

### What has been particularly successful?

The number of instances where projects take forward initially relatively narrow projects to develop activities encompassing a broad range of insights.

The overall spread of different foci and angles taken across the 1,650 projects.

### How could progress be taken further?

AHRC Engagement Centres to make contact with and provide support to a greater proportion of projects. All projects should at least be aware of Engagement Centre activities.

Challenge existing projects to take their activities further in exploring new dimensions.

Work with projects to develop follow-on projects that move from mainstream FWW heritage to pick up threads of the interesting stories uncovered in projects.

It remains the case that the majority of projects set out to do something that is not especially challenging with regard to understanding the FWW – although they are important in their own right for improving knowledge and engagement with local/community heritage. In the final years of the Centenary activity, HLF might consider targeting more at projects that attempt to explore under-exposed or more challenging subjects.

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

Across the community history sector as a whole, as a general rule older people are the largest constituent group of those taking part. Young people (defined by HLF as those aged



11-25) tend to be less engaged. It is therefore encouraging to see that HLF FWW Centenary projects have engaged with young people in large numbers: our survey indicates that around one-third of all participants in Year 3 of the evaluation were young people – around 600,000 young people in total. Those aged 11-16 are particularly well represented, accounting for 17% of participants (compared to 7% of the UK population). Young people aged 19-25 are represented broadly in line with the proportion of people aged 19-25 in the UK population – which should be considered a success considering that this group can be particularly difficult to engage in community-based activities.

Many projects engaged with schools in order to reach young people, and Grant Recipient Survey responses indicate that 51% of projects conducted outreach sessions in schools or colleges (1,234 sessions in total), while 45% received visits from schools (805 visits in total). Some projects reported positively about the development of new successful relationships with schools, as the following survey response relays:

"It has changed how we as an organisation approach work with schools - encouraging us to develop more education projects with an active research element. ...The school has a greater awareness of how local study can become a regular curriculum component and how the impact of learning of the local can radically shift students' perceptions of history as a subject." (Grant Recipient Survey respondent)



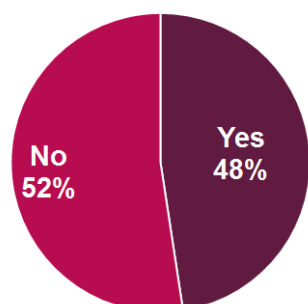
Engaging with schools often proved challenging however. Grant Recipients commonly mentioned difficulties faced when trying to contact and maintain engagement with schools as one of the most challenging aspects of their project.

61 HLF-funded projects were led by schools (based on HLF data). Schools provide a direct route to engaging young people, as was the case in Shetland, where Anderson High School led a Shetland-wide project. This culminated in a wide range of activities for the young people, and also helped to strengthen links between the school, other heritage organisations and the wider Shetland community.

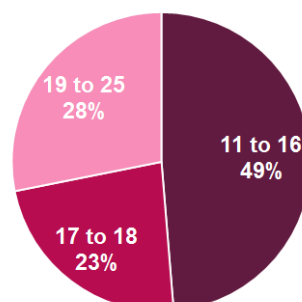
While schools are an important route to engaging young people, other avenues such as youth clubs are being explored. This invests resources in different groups and creates a different kind of space to engage with FWW heritage, with young people given license to follow their interests in a way that might not be possible in schools. As Figure 3.5 details, just under half of all projects engaged with young people outside school/college.

**Figure 3.5: engaging with young people outside school**

Did you engage with young people outside school/college?



Ages of those engaged outside school/college



Source: Grant Recipient Survey, March 2016 – February 2017

Base: 143 respondents

The key question in this aim is the extent to which young people have taken an *active* part in the Centenary: for instance, whether they have engaged with projects as participants, volunteers or trainees, rather than just as audience members.. Simply looking at the numbers of young people that have been involved with projects or at the number of schools visited does not reveal the nature of their participation. When looking at the ages of volunteers and trainees on projects, the percentage of those aged 17-25 is broadly in line with the percentage of 17-25 year olds in the UK population. This suggests that at the very least young people are not missing out on opportunities for in-depth engagement with projects.<sup>8</sup>

In addition, a common theme among case study projects and Grant Recipient survey open text responses when asked to outline their greatest success related to successfully involving young people in activities:

"We were genuinely surprised at just how much responsibility young volunteer could take and what an important part they played, becoming a bridge between the generations" (Grant Recipient survey respondent)

"The production of a collection of poems written by the young people on the project and a video of the live event where they shared their poems with a live audience at Netley Chapel" (Grant Recipient survey respondent)

"The young people's (sold out) performance of the WW1 stories" (Grant Recipient survey respondent)

"We were surprised by the young people's huge enthusiasm to learn and take part" (Grant Recipient survey respondent)

<sup>8</sup> Figures for 11-16 year olds are not available due to the way that survey data was collected in order to match other HLF monitoring data

Although these examples are not necessarily representative of all projects, they show how many projects are working with young people in a way that provides opportunity for active, in-depth engagement with FWW heritage.

## Progress summary

### Has progress been made on this aim?

Yes. Large numbers of young people are being reached by FWW Centenary activities both in and outside schools, and many projects are successfully engaging young people in a way that involves an active contribution to projects and to FWW heritage more broadly.

### What has been particularly successful?

The sheer number of young people involved in projects is a big success – around 600,000 to date. Some projects have shown an exemplary approach to engaging and working with young people in a way that enriches the lives of young people and the local community as a whole (see for example the Shetland case study this year in Appendix 4).

### How could progress be taken further?

Engaging with schools can be difficult for projects, especially when there are no established links between an organisation and local schools. HLF could ensure that all projects are aware of [HLF guidance on working with young people](#) and continue to encourage projects to look at other organisations as well as schools to engage young people.

HLF could ask all applicants to set out a plan for engaging with different population groups, including young people.

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

In Years 1 and 2 we remarked that it was difficult to fully understand the legacy of HLF's FWW Centenary activity while it is still on-going. However, there were some markers, such as efforts to digitise and archive projects and their activities. For example, the HLF is working with the British Library 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. Accessibility and promotion of this resource will be key to its enduring legacy.

This year we have expanded the discussion of legacy by considering broader factors, some of which cross over with other aims such as increased capacity of community organisations to engage with heritage (see below), and are considered under three broad groupings:

- physical legacy
- people legacy
- digital legacy

These are now considered in turn.

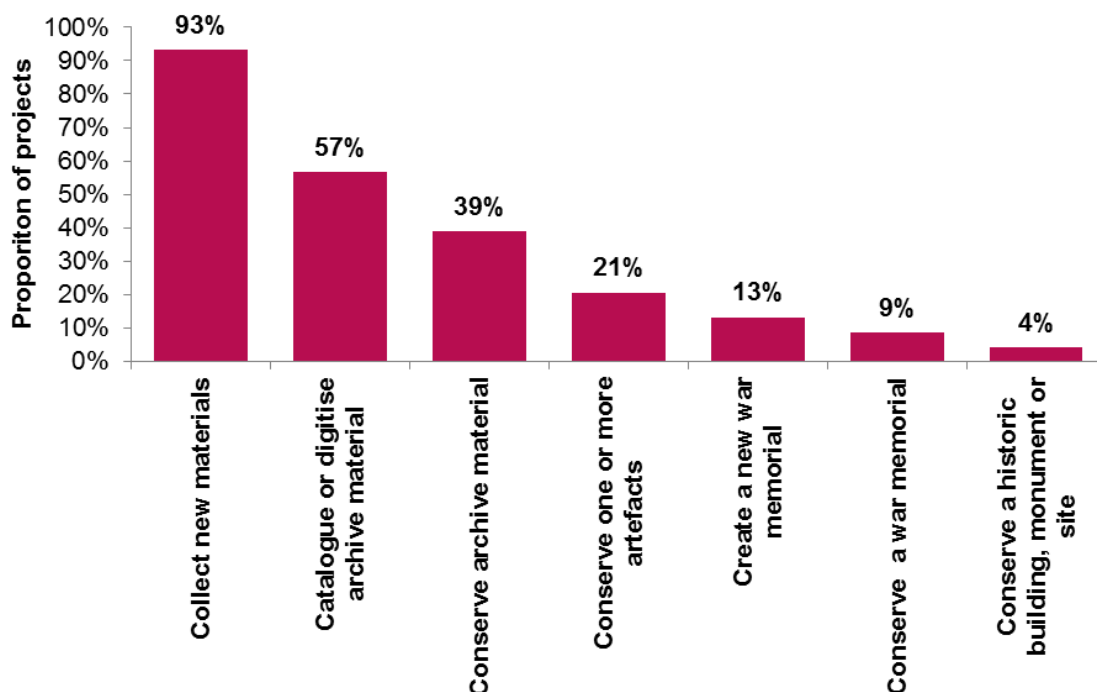
## Physical legacy of HLF's FWW Centenary activity

Improvements to physical heritage (including archives or creating new means of communicating heritage such as exhibitions or display boards) have been important outputs for projects. While only one-fifth of Grant Recipient Survey respondents said that they had improved the physical state of First World War heritage (in itself a sizeable number when extrapolated to all projects), respondents also said that they had produced a range of outputs from their projects that would contribute to a physical legacy of the Centenary activity – the caveat being that these outputs would need to be maintained in some way in the future beyond the end of HLF funding to ensure the legacy is long-lasting.



Figure 3.6, below shows that 93% of projects responding to the Grant Recipient Survey collected new heritage materials. It also shows that 57% of projects took some measures to catalogue or digitise archive material so that it could be made available in the future. In addition, a large proportion of projects conserved either archives (39%), artefacts (21%), memorials or buildings (4%).

**Figure 3.6: Creating a heritage legacy through producing or conserving physical heritage**



Base: 202

Source: Grant Recipient Survey March 2016 – February 2017

Such activity was often an integral part of projects and the case of Sheffield 1916 provides a high-profile example of a physical legacy, with the restoration of the River Don Engine at

Kelham Island ensuring that this artefact will remain in working order for many years to come. However, the conservation or creation of new heritage materials was also important element to most case study projects (see Box 1, below).

Projects also used a range of means to communicate heritage, many of which had a legacy beyond the end of the project. These are outlined in Figure 3.7, below, which shows that – for example – a small number of projects left behind a permanent legacy in the shape of exhibitions in community venues (9%) or in museums, galleries or libraries (7%). Others produced artefacts such as films (27%), schools packs (36%) and trails (11%) which have a life beyond the end of projects.

### **Box 1: Case study: Physical legacy in Bottesford**

The professional restoration of the deteriorating Bottesford Methodist Chapels Roll of Honour has ensured that local heritage is in a better condition. The project held a rededication service for the document which prior to the project 'had been forgotten, a unique document that is significant and rare has (now) been recovered and restored'.

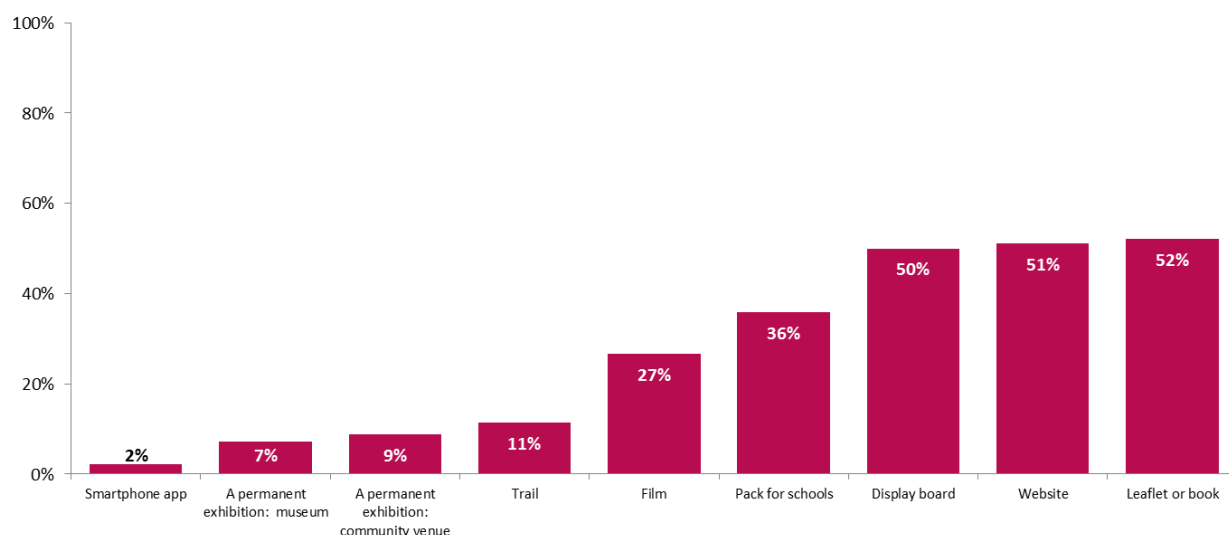
"I came here in 1948 and I looked at this roll of honour and well a lot of them were still alive, one of them was a baker who worked for my father, another was the postman ... the church wasn't going to pay for its restoration, it would have just gently faded away ... it will certainly last another 100 years now"  
(Stakeholder)

BCHP has helped Bottesford residents, and those from further afield, explore, conserve and share its FWW heritage. There had been no prior co-ordinated effort to document and record the areas role in the First World War and BHCP has ensured that heritage that was previously hidden, not well known, nor accessible will now be available to the public.

Volunteer research has resulted in the production of more than 250 FWW biographies, including those named on war memorials, and those who served and survived. The project has uploaded much of this original research onto a website together with the online archiving of FWW memorabilia and over 600 images. The collection of oral records has also helped preserve the dwindling number of living memories of those relatives who had parents and other family members who served in the war.

The production of a book about the local experiences of the FWW ('Lest we forget') forms an important part of the project's legacy and was realised through volunteers researching photographs, memorabilia, family memories, newspaper reports, and historical archives.

**Figure 3.7: outputs of project activities**



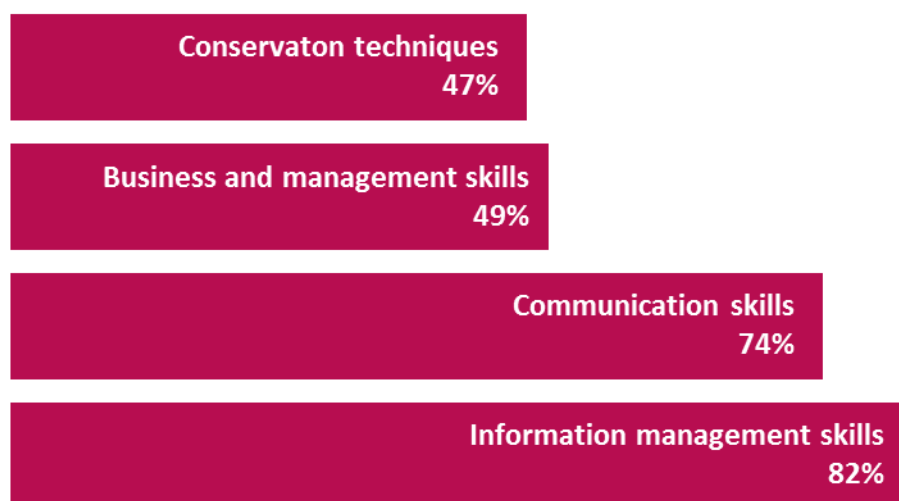
Source: Grant Recipient Survey March 2016 – February 2017

Base: 192

### People legacy of HLF FWW Centenary activity

As discussed at other points in this report (see e.g. Section 4.2, below) people have developed skills that will have a personal legacy, but also which will – if put to use - produce long-term gains for heritage. Participant survey responses indicate that, for example 47% of participants increased their knowledge of conservation techniques, while 49% improved their business and management skills and a startling 82% improved their information management skills.

**Figure 3.8: Areas where participants felt they had increased skills**



Source: Grant Recipient survey March 2016 – February 2017

Base: All valid responses (minimum n = 321)

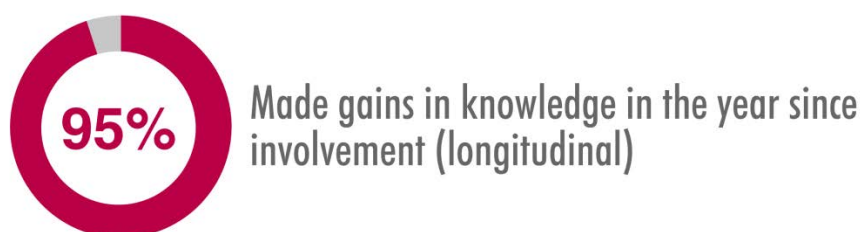
Interestingly, when asked about the lasting benefits of their projects, Grant Recipients were most likely to talk about the relationships between people, in particular in relation to young people but also social interactions among all members of communities, as the following excerpts from the Grant Recipient Survey highlight:

"The memorials which we have in the school foyer but also the relationships between our pupils and the older generation." (Grant Recipient Survey respondent)

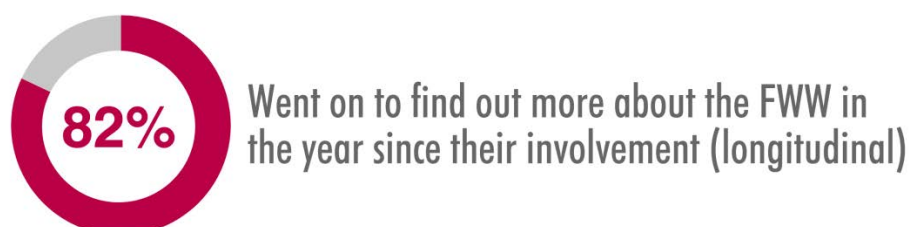
"Everyone has been able to get something out of the project, friendship, knowledge, exercise, social interaction and an eagerness to learn more about the subject." (Grant Recipient Survey respondent)

"The important community links created and the value of people feeling they have something to contribute."

In Year 3 the evaluation also included a longitudinal survey, sent to participants and grant recipients who completed an evaluation survey 12 months ago or more. This gives a further indication of the initial legacy of projects, with 95% of respondents claimed that they made gains in knowledge in the year since being involved in an HLF FWW Centenary project.



A further 82% went on to find out more about the FWW in the years since being involved in projects. This suggests that participant engagement with the FWW does not end with the completion of HLF-funded projects.



## Digital legacy

As noted above, the digital legacy of HLF's FWW Centenary activity is a central element of its overall approach to ensuring a UK-wide legacy of the Centenary activity. The work with the British Library to archive HLF FWW Centenary project websites is a high-level element of this: 456 websites had been archived as of July 2017. Critical to the achievement of a digital legacy is the use of digital outlets to promote and record projects. As shown in Figure 4 above (Section 2), 51% of projects produced a project website.

The partnership with Historypin<sup>9</sup> is another route to ensuring that project activities were recorded and saved beyond the end of the Centenary. Projects are encouraged by HLF to

<sup>9</sup> Historypin.org is "a place for people to share photos and stories, telling the histories of their local communities": projects can put information about their activities on the website, 'pinned' to a specific location.



use Historypin to record their activities although only 20% of projects that completed the Grant Recipient survey in Year 3 said they had done so. This was lower than in previous years: 40% of respondents over Years 1 and 2 had used Historypin. Of that 20% just over half (58%) found Historypin useful; and around half (46%) also found it easy to use, mirroring findings from previous years.

Overall although Historypin and archiving both capture some elements of the funded activity, there remains a challenge for HLF and all organisations involved in leading Centenary activity to ensure that the digital legacy of the Centenary is realised.



## Progress summary

### Has progress been made on this aim?

The legacy of the Centenary activity will not be clear for some time after the Centenary has passed. However, there is good evidence that legacy for heritage is being created through the recovery and creation of physical heritage materials and digital archiving. There is emerging evidence from the longitudinal surveys that projects are having an impact beyond the end of funded activities, including on people's knowledge and skills.

### What has been particularly successful?

The emerging evidence of longer-term impact on people is very encouraging, and the sheer numbers of projects working to recover, archive and create new heritage artefacts suggests a wide-ranging physical legacy of the FWW Centenary across the UK.

### How could progress be taken further?

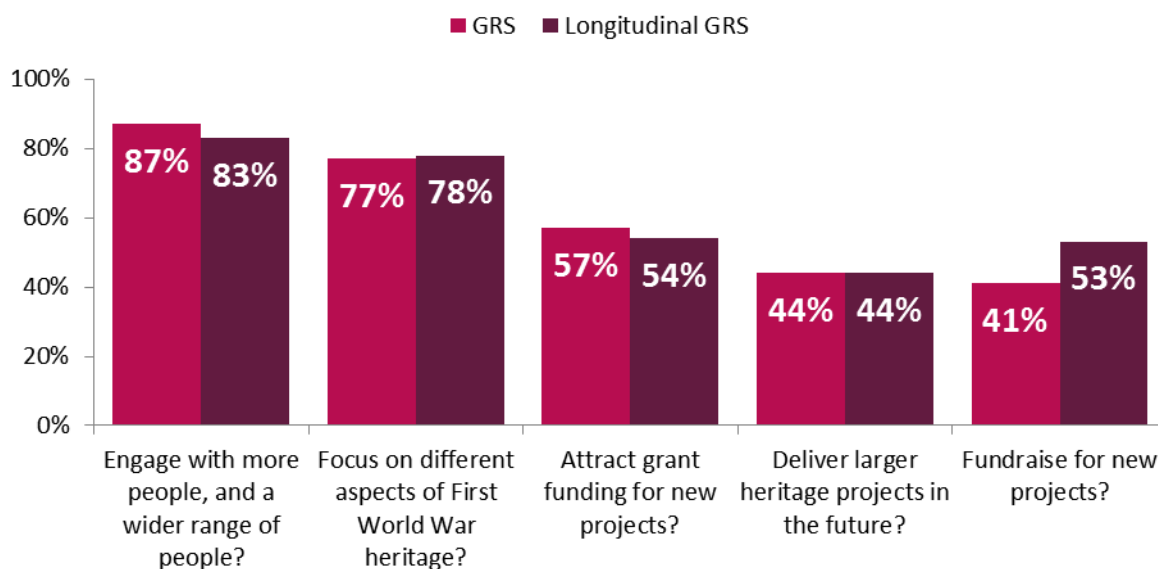
HLF and partner organisations might want to further consider how to capture the achievements of the large proportion of projects that do not do produce websites, or do not use Historypin.

Increase the capacity of community organisations to engage with heritage, and to raise the profile of community heritage

HLF FWW Centenary activity has transformed the community history landscape. Consequently HLF has transformed the capacity of community organisations to engage with heritage. Many organisations have undertaken heritage activities for the first time. The sheer number of projects taking place in itself has had the effect of raising the profile of community heritage across the UK.

HLF funding for FWW Centenary projects has led to increased capacity of community organisations to engage with heritage in a variety of ways. The most obvious means of this is through provision of money to allow projects to develop heritage expertise or to grow their overall organisational capacity to do more in future. Many organisations had not previously delivered heritage projects and 50% of grants went to organisations who had not previously received funding from HLF. Figure 3.9 shows impacts of HLF funding on organisational capacity to act in a range of ways. It shows that the ability to focus on different aspects of the FWW and to engage more people and a wider range of people were most likely to be improved by HLF funding. Looking to future capacity to deliver projects, around two-fifths of projects felt that HLF funding had improved capacity to deliver larger projects in future (44%) or to fundraise for new projects (41%). Over half (57%) felt that it had improved their chances of attracting more funding for new projects. It also shows that these figures did not change much one year on from project completion, based on responses to the longitudinal Grant Recipient survey. Given that a large number of projects are small, bounded projects run by small groups or voluntary organisations it is encouraging that HLF funding is seen to have such an impact on a reasonably large proportion of organisations.

**Figure 3.9: Proportion of projects that had improved different aspects of capacity as a result of HLF funding**



Source: Grant Recipient Survey and Longitudinal Grant Recipient survey, February 2016 – March 2017

Base: 183 (GRS) and 118 (Longitudinal GRS)

A further set of capacity-related questions were asked in the longitudinal Grant Recipient survey. This showed that, one year on from project completion:

- 73% of respondents felt that their capacity to delivery projects of a similar size in future had improved;
- 84% felt that HLF funding had improved their capacity to raise awareness about their organisation;
- 61% felt that HLF funding had improved their capacity to attract new volunteers;
- 81% felt that HLF funding had improved their capacity to develop stronger links in the community;
- 78% felt that HLF funding had improved their capacity to develop stronger links with other organisations.

In a separate question, Grant Recipient survey respondents were asked whether the project had led to any process or staffing changes that would improve their capacity in future. Far fewer organisations had put these in place - for instance:

- 11% had put in place new plans for management and maintenance;
- 9% had brought in additional staff to help manage heritage in the future beyond the life of the project;
- 3% had recruited additional trustees to help better manage heritage.

This suggests that much of the capacity building relates to soft outcomes such as individuals' capabilities to undertake different tasks.

Overall, longitudinal survey results suggest that there were lasting benefits for the majority of projects, with **71% of projects stating that HLF funding had made a lasting positive different to the resilience of the organisation**; and 68% had successfully accessed further funding to continue project activities.

This is partly evidenced by organisations who went on to deliver another HLF FWW project: 6% of grant recipients (97 organisations) have gone on to carry out further HLF-funded FWW Centenary projects. It is also evidenced through qualitative findings, with case studies highlighting how organisations had developed organisational and heritage-specific capacities.

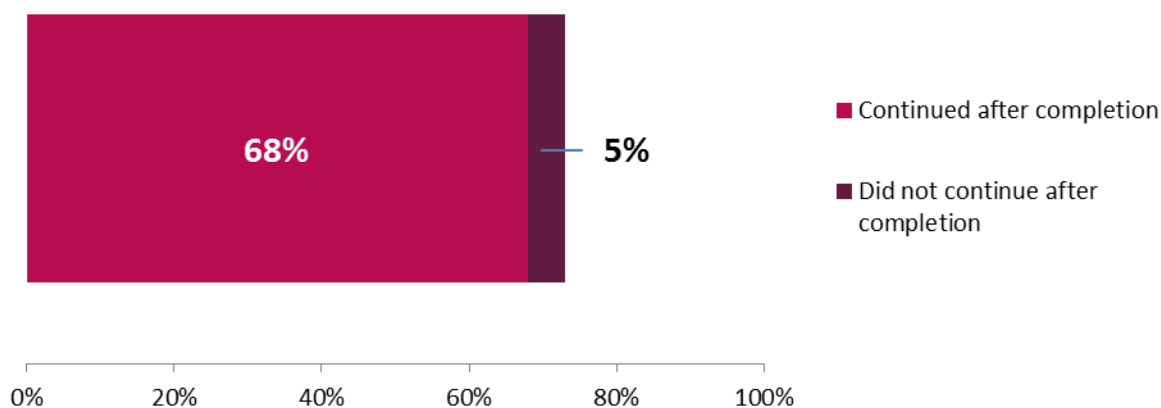
## Developing capacity through partnerships

Development of meaningful partnerships between organisations is another route to increasing capacity to engage with heritage by bringing together differing skillsets and combining resources. This has been shown in previous years and again this year case studies showed how the development of partnerships as a result of their projects made a difference to their capacity to engage with heritage now and in the future. The project in Shetland was particularly strong in this regard:

“Too much research 'goes nowhere' but in this project, people saw the value of sharing their work. Indeed, it was a revelation for the smaller history groups to learn from each other in this way and new partnerships between museums and community groups have been formed. Many of the little groups are now working more closely with Shetland Museum, pooling research and making it accessible to the wider community; even the tendency towards being proprietorial that can characterise local history groups has in some cases begun to be broken down.” (Project lead, Shetland)

Such projects are not isolated examples and as Figure 3.10 below shows, 73% of projects developed partnerships in the delivery of their projects. Impressively 93% of those that developed partnerships in previous years maintained partnerships in the year following project completion.

**Figure 3.10: Proportion of projects developing partnerships and continuing**



Source: Grant Recipient survey and Longitudinal Grant Recipient survey, March 2016 – February 2017

Base: 188 (GRS); 90 (Longitudinal GRS)

### Progress Summary

#### Has progress been made on this aim?

The distribution of funding to such a large number of projects, and the amount of funding received by each organisation has had clear impacts on capacity for individual organisations as well as awareness of community heritage across the UK.

#### What has been particularly successful?

The fact that grant recipients still feel the positive effects to a similar degree a year on from the end of their project suggests that HLF funding is impacting on capacity in the longer-term as well as during the period of project delivery – a very positive finding.

#### How could progress be taken further?

It is hard to think of more that could be done within the frame of the existing grants programmes but HLF could consider the merits of providing a follow-on capacity building funding programme for small grants holders to continue their work with the express intention of building capacity for future heritage work. HLF could also encourage FWW grant-recipients to look at other aspects of heritage in future.

## What outcomes were achieved?

This section focuses on projects' achievements against the HLF outcomes framework, which covers 14 different outcomes across three themes: heritage, people and communities. As in previous years, people outcomes were most pronounced in Year 3, in particular those relating to knowledge and skills.

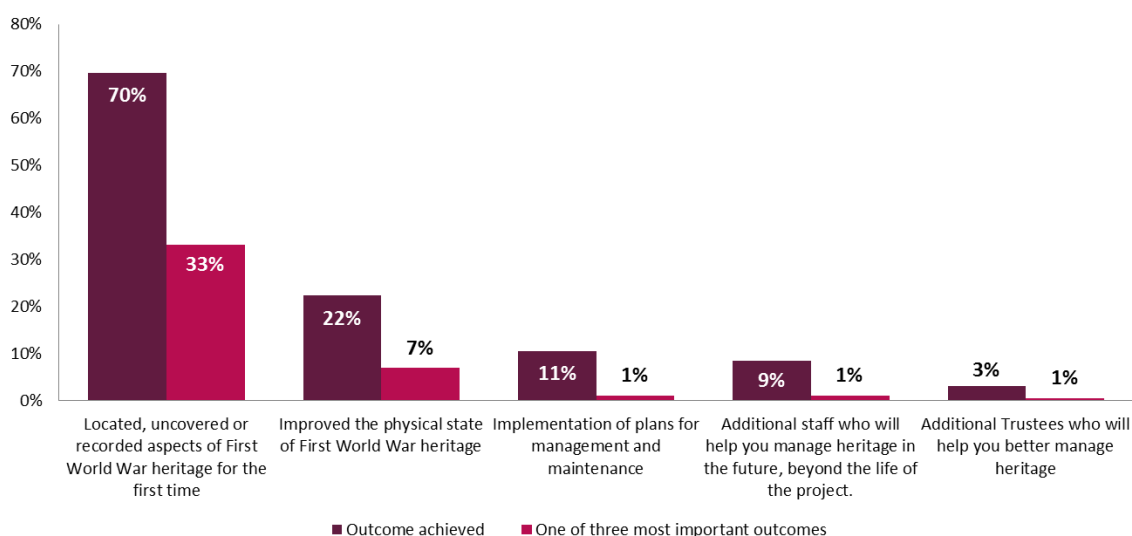
### Outcomes for heritage

The four 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 outcomes from their project. This included five responses that related directly to outcomes for heritage as summarised in Figure 4.1.

**Figure 4.1: Outcomes for heritage identified by grant recipients**



Source: Grant Recipient Survey March 2016 – February 2017

Base: 202

There is a fairly large variation between the different heritage outcomes, with projects most likely to have achieved those outcomes most directly related to FWW Centenary heritage. This is not surprising given the size of most grants and the focus of most projects: grants were not primarily aimed at organisational capacity building, although as discussed under aims above, this was an indirect outcome of grant-making. Each of the heritage outcomes are now taken in turn to provide a more detailed understanding of how outcomes were being met.

## Heritage will be better managed

As Figure 4.1 shows, relatively few projects implemented new structures to better manage heritage, which is in line with the findings from Year 2:

- 11% implemented plans for management and maintenance and only 1% saw this as one of their three most important outcomes;
- 9% employed additional staff to help manage heritage beyond the life of the project (1% said this was their main outcome);
- Only 3% appointed additional trustees to help better manage heritage; and 1% saw this as one of their three most important outcomes.

Three-quarters of projects received grants of under £10,000 and although smaller grants can be transformational for some organisations it is perhaps unlikely that these sums would lead to structural change in most organisations. In addition, 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. Softer outcomes relating to management (but which are not included within HLF's definition of 'better management') are often more likely to be achieved by these organisations – for instance project leads developing new heritage and management skills (see people outcomes, below): this was certainly the case in Year 3 case studies such as in Shetland and Cambridge which were not led by 'professional' heritage organisations.

## Heritage will be in better condition

There was much better evidence of achievement across the remaining three heritage outcomes, including heritage will be in better condition. This outcome was being achieved in various ways, albeit only one-fifth (22%) of projects claimed to have improved the condition of heritage and only 7% regarded it as one of their most important outcomes. Again, there was little variation between the first two years of the evaluation and Year 3.

Survey and case study data show the range of ways in which this outcome was being achieved. For instance 21% of projects indicated that they had conserved artefacts, 13% had conserved a war memorial and four% had conserved a historic building, monument or site. One good example of this outcome comes from a Grant Recipient survey respondent who described the conservation of unofficial 'street shrines' produced by local communities at the time of the FWW but which were made from non-durable materials such as paper. Another example came from the Bottesford case study where the project was involved professional restoration of the deteriorating Chapel Roll of Honour.

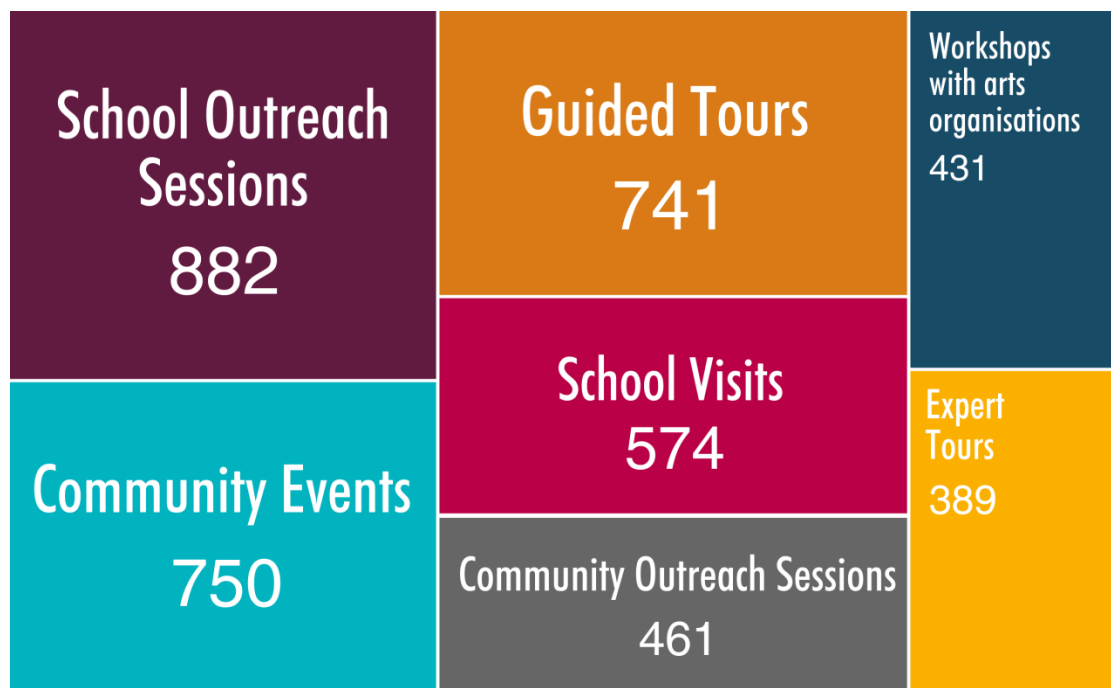
## Heritage will be better interpreted and explained

As in previous years the evaluation activities uncovered a wide range of ways that heritage was being interpreted and explained in order to make it more accessible to different groups of people. And again, young people were an important focus of these activities (see aims, above).

Figure 4.2 outlines the range of different activities based on grant recipient survey responses, giving detail of some 4,725 activities such as outreach sessions in schools and community venues, workshops and community events.

Projects also produced a wide range of outputs to interpret and explain heritage, as touched on in Section 3. This include 51% projects that had produced project websites, 27% who had made films and 42% who had put on performances, alongside more traditional media such as creating leaflets or exhibitions and displays.

**Figure 4.2: Activities undertaken by projects to share heritage**



**Box 2: Case study: Explaining and interpreting heritage in Cambridge**

The Friends of Rock Road Library (Cambridge) sought to provide interpretation and explanations of heritage through the provision of accessible and enjoyable activities and events for residents. In doing so, it found different ways of interpreting and presenting its archival research. The exhibitions and launch events, the radio programmes, the poppy plaques, the newspaper, textile banner and drama workshops, provided different mediums through which to attract interest in heritage.

“The talks we have had have been interesting, the way it has all been displayed has been very clear, the use of photography, the information about the Great Eastern Hospital. People didn’t know about that till somebody looked at the map and thought what are those rectangles there, a field hospital built on the cricket pitch” (Volunteer and visitor)

The research work which informed these activities and events was tightly focussed and succeeded in identifying local places and individuals from the FWW period that would capture the attention of the residents living in the area. Of especial note was the tapestry commemorating Rock Roads connection to the war which now hangs on permanent display in the library and continues to elicit the interests of residents; “The wall-hanging works to enhance the exhibitions and it is a beautiful piece of work, gorgeous” (Stakeholder).

**Heritage will be identified/recorded**

As Figure 4.1 above shows, the identification/recording of heritage was an important outcome for most projects, with 70% of projects stating that they had achieved this outcome and 33% believing it was one of their most important outcomes. This was the most selected heritage outcome by Grant Recipients.

An important element of most projects was researching and recording local people’s experiences of the FWW, and this was prevalent in survey and case study material. For



instance grant recipient survey respondents talked about identification or recording of heritage as either a success or lasting impact of their projects, for example:

“The main success of this project was the uncovering and sharing of local WW1 stories from the wider community in Taunton Deane”. (Grant Recipient Survey Respondent)

“Thanks to our volunteers, we have built up an on-line database of almost 3000 war memorials and more than 23,000 casualties. Our target was 500 records.” (Grant Recipient Survey Respondent)

“We found many casualties that hadn't been recorded, many stories that hadn't been told and made a greater percentage of the towns aware of these.” (Grant Recipient Survey Respondent)

Based on self-reported evidence, this is the most well evidenced heritage outcome.

## **4.2. Outcomes for people**

Following on from Years 1 and 2, outcomes for people continued to be the most evidenced set of outcomes in Year 3. There was strong evidence across four of the five outcome areas, which cover the following:

- 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; and
- people will have volunteered time.

Changes to attitudes and behaviour were less well-evidence, partly because these outcomes can be harder to capture and harder to achieve when involvement in projects can be fairly short-term.

The Grant Recipient Survey included five FWW-related outcomes that broadly map onto the different HLF outcomes for people, as displayed in Figure 4.3 below. Almost every project (99%) identified the improvement of people's knowledge and understanding about the FWW as a project outcome, with 80% saying it was one of their most important outcomes. Similarly high numbers identified providing people with something rewarding and enjoyable to do (92%) and changing the way people think about the FWW (89%) as outcomes. The different people outcomes are discussed in more detail immediately below.

**Figure 4.3: Outcomes for people identified by grant recipients**



Source: Grant Recipient Survey, March 2016 – February 2017

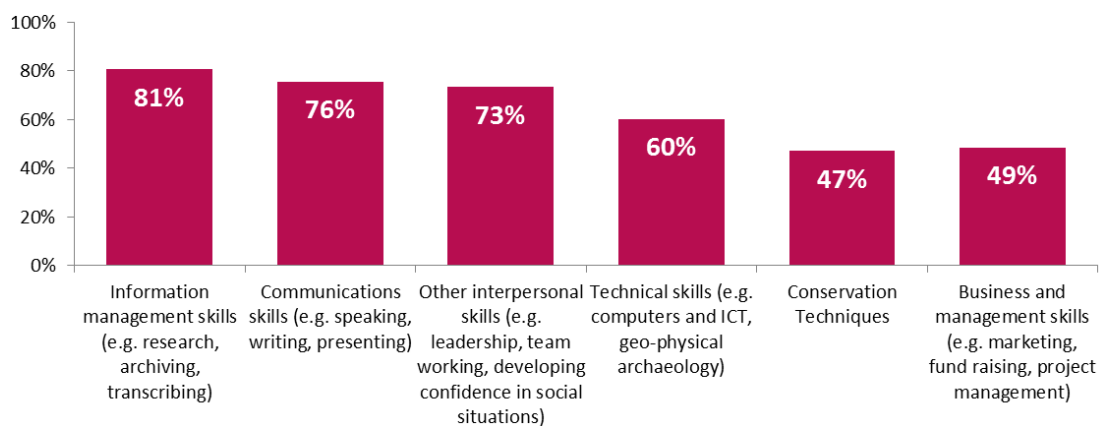
Base: All valid respondents (n = 202)

### People will have developed skills

As already noted in Section 3, the development of new skills for participants and project leads/staff came through as an important outcome of the HLF FWW Centenary activity. 54% of Grant Recipient survey respondents felt their projects had improved people's skills although a much smaller proportion (10%) included this as one of their project's main outcomes. This suggests that skills development was more of an indirect outcome of project activities, which largely focus directly on heritage and learning about the FWW.

With the exception of visitors to projects, all respondents to the participant survey were asked to self-rate any improvements to skills that had occurred as a result of their involvement in HLF FWW Centenary projects. Figure 4.4 below shows the proportion of participants that achieved at least 'some improvement' in the different skills listed. Over four-fifths of respondents noted at least some improvement in information management skills and three-quarters (76%) improved their communication skills – an impressive achievement for projects. Even in more specific skills such as conservation techniques and business and management skills around half of participants expressed some degree of improvement. Skills improvements in these two areas varied from those in Years 1 and 2 when only 29% stated that they had improved conservation techniques and 35% had improved business and management skills.

**Figure 4.4: Skills where respondents have experienced an improvement**



Source: participant survey, March 2016 – February 2017

Base: All valid responses (volunteers, trainees and participants) (n= 235-321)

### Box 3: Case study: Skills development in Surrey

As a larger project than many of the others, the Surrey Heritage project was perhaps better placed to development of skills across a wider range of areas but it provides a good example of how formal and informal skills development can take place through projects. The project had set itself a target of 75 volunteers receiving advanced skills training, with a further 325 benefiting from entry level skills. One full time apprentice heritage worker was also employed through HLF funding.

The project ensured that individuals have gained skills relevant to ensuring heritage is better looked after, managed, understood or shared across a diverse range of activities. Skills acquired through volunteering and through paid employment included increased management and support skills, experience of heritage teaching/training to practitioners, school pupils, and volunteers, how to upload research onto the web, support with digitising archive materials and completing heritage research, and training on how to collect and record oral histories. There was also an informal mentoring programme for volunteers, as well as provision for topic specific skill learning through internal and external short courses;

Staff and volunteers within this case study all expressed belief that they could demonstrate competence in new skills:

“I’ve attended workshops, two for the oral history project coming up, I have collected and researched some good stories to upload onto the website so I will be going to the workshop on writing biographies.” (Volunteer, Surrey Heritage)

“We are building up and identifying more experienced volunteers who take on more responsibility and help others to form groups – we call them volunteer mentors or super volunteers who take on the support of a group of 8 to 10 others.” (Project lead, Surrey Heritage)

“I’ve learnt to use different research data bases and how to use the website, how to upload stories, and I helped them test the site. I have also presented to people, and I have not done that in this context before, so I learnt quite a lot; enhanced my presentational skills, and I have had good feedback.” (Volunteer, Surrey Heritage)

As in previous years, the survey and case study evidence show that projects are consistently improving participants’ skills across a number of areas. These are largely attained through learning ‘on the job’, although some 4,000 people have undertaken training through HLF FWW Centenary projects and there is also evidence of some people attaining formal qualifications such as the Apprenticeship in Surrey.

### People will have changed their attitudes/behaviour

There is some evidence of people having changed their attitudes, but less so on behaviour. 89% of Grant Recipient survey respondents felt that their project had led to a change in the way that people thought about the FWW and for 55% this one of the most important outcomes. Participant survey results reinforce these findings. Participants and visitors were asked to rate, on a scale of 1 to 10, the extent to which FWW Centenary activities had challenged them or had been thought-provoking. 84% of respondents gave a score of 8 or higher, and 41% 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'. Over three-fifths (62%) gave a score of 7 or more. In this vein, one of the real successes of the War Circus project has been to provide a bridge between the traditional and social circuses', which has established a dialogue between the two groups, and started to change attitudes.

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'. 63% 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:

"I felt motivated to get involved with the local heritage trail activity with the two schools in (place name). Also to help start up a local history group, to carry on the enthusiasm enjoyed by many members of the community and expand on the knowledge of the history of (place name)." (Participant Survey respondent)

"I have been sufficiently motivated to carry out further research and support a petition to erect a permanent memorial in (place name) to members of the Royal Sussex Regiment who fell at the Battle of the Boars Head." (Participant Survey respondent)

"I am continuing with my own private project having been spurred on by the contacts I have made and their interest in what I am doing." (Participant Survey respondent)

As discussed above and in previous years, it is particularly difficult to assess behaviour change using a snapshot in time, usually soon after participation in activities. Instead then we use proxy measures regarding intentions to act or a sense of immediate change. Even so, there is good evidence of people being motivated to do new things and especially that activities challenged existing thoughts and beliefs. The fact that 62% of participants felt that activities had given them greater respect for other people and their cultures is particularly encouraging.

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

Learning about heritage is perhaps the most well-evidenced outcome across the evaluation. This was a project outcome for almost every single Grant Recipient survey respondent (99%) and is also backed up by participant survey responses. Respondents were asked to rate any gains they had made in knowledge and understanding on a range of areas, following their involvement in projects. Gains were reported across all themes listed, with even the topic with lowest levels of improvement (sport in wartime) recording some improvement among 48% of respondents, suggesting that people had learnt about heritage across a variety of different aspects related to the FWW Centenary. The most popular of these were as follows:

- Local people (99%);
- The impact of the war on the local area (97%);
- People from the UK who served abroad or at home (95%);
- Conscription and recruitment (90%);
- The lives of people commemorated on war memorials (90%).

Reference to case study materials gives more insight. In each case learning about the FWW was one of the primary outcomes for the project. Learning was also seen as an important means of ensuring future engagement in heritage

Children and young people were often a focus of these activities.

It is clear that this outcome has been very successfully met across the suite of projects 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'. 96% gave a response of 7 or above with 73% giving a score of 9 or 10 and just over half (52%) giving 10 out of 10. Case study and 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, understanding more about with personal history (either of family or of their community), of connecting with other people in similar and different situations and of the pride in successfully contributing to a collective endeavour:

"Because I am a Govan girl and this is my heritage and history." (Participant survey respondent)

"A chance to understand the county, and town I live in, of 100 years ago under extreme wartime circumstances. Intellectual challenge to assimilate and interpret evidence from those days. Chance to explain to others what has been discovered. Opportunity to meet people, new to me, with similar interests." (Participant survey respondent)

"Because I study media and I have now had experience on a professional film set which will help with my CV for future film jobs. I have also enjoyed this project to find out more about specifically my family's involvement in the war." (Participant survey respondent)

"It is very important – particularly for older people, it gives people something to think about. It is a process, as well as producing, it is the involvement in group activity, a feeling of belonging that is important." (Case study volunteer).

Volunteers also enjoyed the ways in which they were brought into contact with others outside of their established networks, giving them new perspectives but also recognition of shared heritage.

### **People will have volunteered time**

As highlighted in Section 2, volunteering was an important part of the majority of projects. To briefly recap, 85% of projects worked with volunteers, with over 20,000 volunteers engaged through the activity period, providing 99,000 days' volunteering on projects (based on grant recipient survey data).

Results from the Participant Survey indicate that volunteers had spent six hours per week (volunteering on projects since they started on average).

### **People outcomes achieved beyond the HLF outcomes framework**

As in previous years the evaluation also found evidence of outcomes not formally captured through the HLF outcomes framework. This year the only significant additional outcome

related to mental wellbeing, which was captured through the survey and topic guides for qualitative interviews.

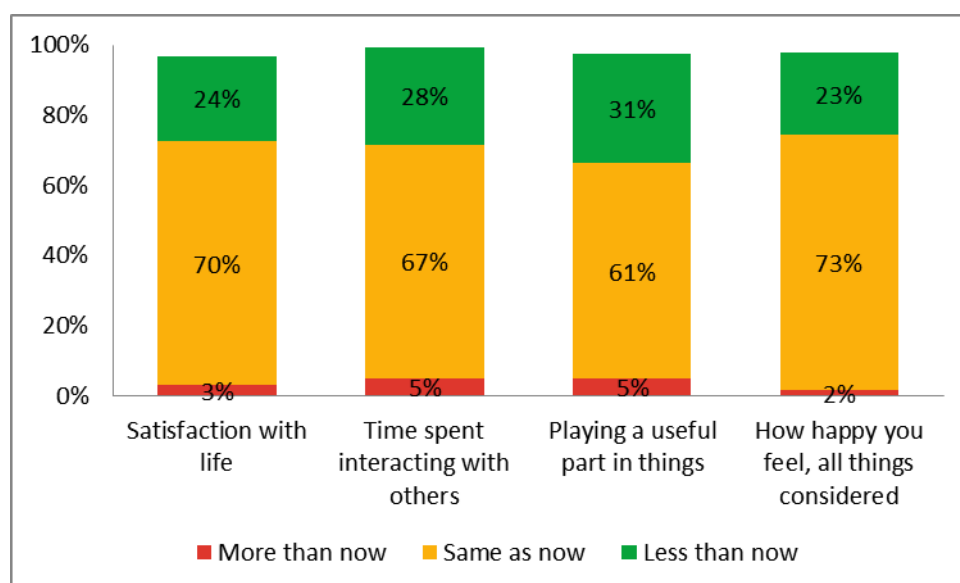
## Mental wellbeing

The evaluation captured information on how participants' 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 it?.

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>10</sup> Figure 4.5 shows how in most cases there had not been significant change across the four areas covered by the survey:

- 24% felt their level of overall satisfaction with life had improved since before their involvement in volunteering; 70% felt it had not changed.
- 28% felt the amount of time they spend interacting with others had improved; 67% felt it had not changed.
- 31% felt the extent to which they play a useful part in things had improved; 61% felt it had not changed.
- 23% felt their level of happiness had improved; 73% felt it had not changed.

**Figure 4.5: Wellbeing indicators: levels before volunteering, relative to now**



Source: Participant survey, March 2016 – Feb 2017

Minimum base: all valid responses (n = 222)

<sup>10</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.



## 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.

As in previous years of the evaluation, 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 were not covered in the survey or qualitative elements of the research; and local economic impacts are largely beyond the scope of the evaluation. For this reason these outcomes are not discussed in this report.

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

This outcome was partially explored while assessing progress on the different aims for the HLF Centenary activity in Section 3, in particular on the aim of creating a greater understanding of the First World War and its impact on the range of communities in the UK. **To recap, the findings suggested that more people had engaged with heritage (90% of projects felt that they had achieved this), and to some degree so had a wider range of people. 39% of projects felt that activities had increased the diversity of people who engage with the heritage of the First World War,** which suggests that while many projects have made a difference in this regard, the majority have not.

In Year 3 the evaluation team conducted analysis to understand in more detail whether a wide range of geographic and socio-economic communities and participants have engaged with HLF-funded FWW heritage. Before the lottery, heritage projects were associated with wealthier people and communities were not very ethnically diverse. This perception is backed up by the DCMS Taking Part survey which finds that people from more deprived neighbourhoods and from lower socio-economic groups are less likely to engage with heritage<sup>11</sup>. Our analysis found that a range of different communities were being reached by Centenary projects, including those in more disadvantaged areas: broadly speaking there is an even spread across different levels of deprivation from the most to least deprived communities. Overall, **56% of projects are in the more deprived 50% of areas in England, 66% in Scotland and 45% in Wales.** Projects also often struggled to engage with different communities or new groups of people with the exception of young people (see Section 3 for more on young people).

Capacity to carry out intensive engagement activities can be limited in small community organisations, as highlighted by one response to the Grant Recipient survey:

"6% of the [place name] population are, in census terminology, 'Non White British' and the arts and heritage sector is very aware that this multicultural population is not reflected in their audiences. However, it became clear as the project developed that they did not have the resources required to develop the relationships required to do this successfully." (Grant Recipient Survey respondent)

This opens up some questions about the ability for all projects to achieve this outcome and whether there is any more that HLF or umbrella organisations might be able to do to assist

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<sup>11</sup> <https://www.gov.uk/government/collections/sat--2>



projects with this outcome. As noted elsewhere there is a lack of sub-national infrastructure to support heritage organisations and this might be one instance where such a gap reduces the potential impact of projects.

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

As noted in Years 1 and 2, 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 continued to feel 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'. 81% gave a score of 7 or more and nearly all participants (94%) gave a response of at least 5.

Sense of place and belonging came out clearly in participant survey responses, too, with a number of respondents commenting on how their pride in the local community had increased, or that they had developed a stronger attachment to their local area as a result of their involvement in projects.

#### **Box 4: Case study: Attachment to place in Cambridge**

Case studies throughout the evaluation to date have demonstrated the different ways that projects impact on their local area, most notably in terms of promoting new and increased social connections between people living in the community, and in many cases an improved sense of place. This year the *Friends of Rock Road* project in Cambridge provided a particularly strong example. The project took place in an area previously relatively unrecognised as a community, with no previous engagement in community heritage or history. The project had impacted on how people saw their local area as a community and increased social connections:

"people have more understanding of their streets, they can identify their houses on our maps and illustrations and there are people on those streets who have been brought together by the project who lived 3-4 doors apart but had never talked to each other" (project lead).

It is difficult to quantify such effects or estimate their reach, but volunteers certainly experienced these attributes to project activity and went on to build on them outside of direct HLF funding:

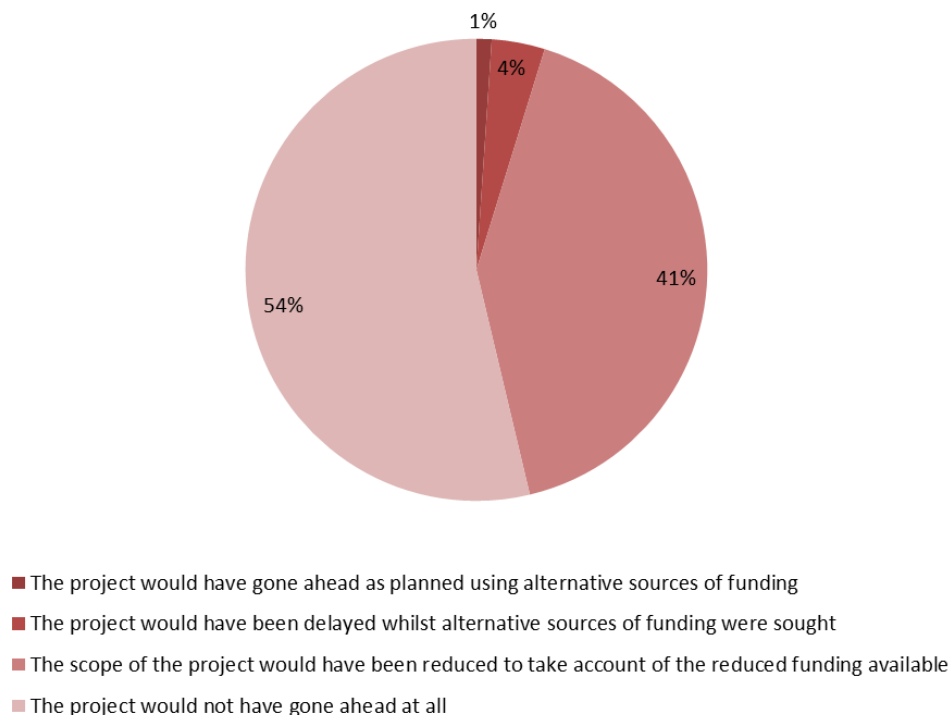
"we really enjoyed the project and so we went on to do another piece of work about our links with the local environment, and your sense and connection to place, peoples interest in their local community was sparked by the WW1 project" (volunteer, Cambridge)

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

This outcome was covered in depth in Section 3, above, when discussing the impact of HLF funding for FWW Centenary projects on organisational capacity. There was clear evidence

that organisational capacity, and in turn resilience, was being positively impacted by HLF funding. This further evinced by the findings depicted in Figure 4.6 below which shows that 54% of Grant Recipients believed that their project would not have gone ahead at all without HLF funding; and a further 41% felt that the scope of their project would he been reduced without HLF funding. This demonstrates that HLF funding was vital to the successful development and delivery of almost all projects; and consequentially vital to the overall success in achieving the range of aims set out in Section 3 above.

**Figure 4.6: Importance of HLF funding to funded projects**



Source: Grant Recipient Survey (March 2016 – February 2017)

Base: All valid responses (n = 188)

## Conclusion

These findings suggest that as a whole, FWW projects are achieving under almost every outcome. People outcomes relating to learning and enjoyment are the stand-out areas of achievement, but there is also a very strong evidence base to for heritage outcomes relating to identifying, recording and better explaining heritage. In terms of community, it is clear that many projects are having important impacts on participants’ sense of place and belonging in communities; and that funding is important to the resilience of organisations. Fundamentally, projects would not have gone ahead or at least not to the same extent if HLF funding had not been made available – this is a critical point in understanding the ‘added value’ of HLF FWW Centenary activity funding.

## Conclusions

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

### Key successes

The third year of the evaluation has in many respects replicated findings from previous years, with overall conclusions being positive, as follows:

- HLF Centenary activity has clearly led to a large increase in community heritage projects and activities with large numbers of people taking part in projects, in a range of different ways.
- Understanding of the FWW has been very positively impacted by HLF Centenary activity, with knowledge gains about the FWW in general as well as specific topics being a central element of most projects.
- The sheer number of people involved, new materials being created and heritage being recorded adds to the overall sense of a whole new UK-wide record of the FWW and the Centenary. This is creating a legacy for people, places and heritage more generally.

There is a very strong sense that HLF funding is impacting on organisational capacity and resilience in a variety of ways. Without HLF funding, a large number of FWW Centenary projects would not take place.

### Key challenges

The key challenges from Year 3 of the evaluation are similar to those in Year 2, as follows:

#### Challenges for projects

- Projects do not always have the capacity and ability to engage with a diverse group of people beyond those that might ordinarily engage with heritage. The challenge for projects here is to work in partnership with organisations that do have access to different groups (as so many have done to engage young people through schools and other youth organisations) to overcome these capacity deficits.
- Although findings from Year 3 show that around three-quarters of projects have developed new partnerships and most of these are then maintained following the end of projects, there remains a challenge for projects to work with other FWW heritage projects to help broaden the scope and impact of individual projects.
- In order to produce greater long-term benefits for organisations, projects could do more to use HLF funding to put in place longer term strategies for organisational resilience and management; or recruit new trustees (recruiting new staff will not be feasible for many small community organisations): at present very few projects have concentrated on this.

#### Challenges for HLF

- Considering the extent to which different population groups and communities have engaged with FWW Centenary activities, there is a role for HLF to take achievement further by increasing outreach work and perhaps explicitly targeting particular population groups. This includes working with projects that seek to engage people from

BAME backgrounds through in-depth activities and volunteering. This year's findings also suggest that the HLF could potentially do more to ensure that funding is received by those communities that have least financial resources.

- The lack of sub-national umbrella bodies for heritage potentially limits the reach and impact of projects, and HLF could work with other national heritage partners to explore how a more supportive infrastructure can be developed at regional and/or local levels, particularly within the context of deep cuts to local authority spending on heritage. This extends to all heritage projects and not only those relating to the FWW. However, in making this recommendation the extremely challenging climate for funding at all levels has to be acknowledged – it might not be something that is immediately achievable. Nonetheless it is important to be clear about what could or even should be possible in the long-term.
- There remains a case for using the final years of the Centenary to more actively encourage projects that seek to take alternative perspectives to FWW heritage. This might also include working with existing projects to develop follow-on activities that move from mainstream FWW heritage to pick up threads of the interesting stories uncovered in initial projects.
- As in Years 1 and 2 the AHRC Engagement Centres' engagement with HLF project activity remains low. There is therefore a challenge for HLF to continue promotion of the Engagement Centres and to in turn challenge Engagement Centres to do more to engage with projects.
- Engaging with schools can be difficult for projects, especially when there are no established links between an organisation and local schools. HLF could ensure that all projects are aware of [HLF guidance on working with young people](#) and continue to encourage projects to look at other organisations as well as schools to engage young people.
- HLF and partner organisations might want to further consider how to capture the achievements of the large proportion of projects that do not produce websites.
- Finally, could HLF be even more ambitious in growing the geographic coverage by working with communities in the remaining 8% of local authorities that have not yet received funding to develop funding proposals for HLF FWW Centenary?

### Next steps for the evaluation

The evaluation will continue to roll out data collection activities into Year 4. Given that this report largely mirrors findings from previous years, and that the increasing size of datasets allows us to start thinking about how the data might be broken down in different ways, it is worth considering whether a better use of project resources in Year 4 would be to produce a series of short reports examining particular issues in more depth – for instance the extent to which outcomes are achieved by different groups or different project types, the role of projects in producing community cohesion and/or emotional enrichment and the different geographies of HLF FWW Centenary projects. There also remains a challenge to capture data on the experiences of young people aged 18-25 – one way is to ensure that at least one case study focuses on this age group, but the evaluation team, with HLF, might also consider ways in which survey numbers could be boosted with this age group.

## Appendix 1: Data tables

### Types of organisation funded

Organisation type	n	Percentage by number
Church/Other Faith	57	4%
Commercial Organisation	20	1%
Community/Voluntary	867	60%
Local Authority	270	19%
Other Public Sector	241	17%
Private Individual	2	<1%
<b>Total</b>	<b>1,457</b>	<b>100 %</b>

Source: HLF project data March 2016

**Table 1: First World War themes covered by funded projects<sup>12</sup>**

Themes	Waves 1 & 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
<b>Local experiences</b>			
Local people	92	92	92
The impact of the war on the local area	83	83	83
The lives of people commemorated on war memorials	67	59	64
War memorials	62	57	60
<b>People</b>			
People from the UK who served abroad or at home	75	75	75
Women	65	61	63
Children	44	37	41
People from/in British Empire/Commonwealth countries	38	35	37
Disabled soldiers	30	24	28
People from/in countries outside the British Empire	19	12	17
<b>War in different settings</b>			
War in Europe	68	59	65
War on the ground	56	46	52
War at sea	38	29	35

<sup>12</sup> Source: Grant Recipient Survey (Waves 1 & 2: Jan 2015-Feb 2016; Wave 3: Mar 2016-Feb 2017)  
Base: All valid responses (W1&2: n=341, W3: n=191)

Themes	Waves 1 & 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
War outside Europe	38	30	35
War in the air	30	21	27
<b>Politics</b>			
Conscription and recruitment	51	47	50
Propaganda	32	28	31
Dissent/objection to the war	27	30	28
<b>Economy and society</b>			
Culture in wartime	43	37	41
Food and agriculture	37	32	35
Medicine and healthcare	33	30	32
Industry	30	33	31
Economy	27	24	26
Animals in war	23	17	21
Sport in wartime	23	14	20
<b>After the FWW</b>			
Impact of the war after 1918	32	39	35
How the war has been commemorated since 1918	26	28	27
<b>Faith and beliefs</b>			
Faith communities	18	13	16
Beliefs	18	17	18

**Table 2: First World War themes covered by funded projects: themes focused on most<sup>13</sup>**

Themes	Wave 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
<b>Local experiences</b>			
Local people	69	69	69
The impact of the war on the local area	54	52	53
The lives of people commemorated on war memorials	34	27	30
War memorials	14	14	14
<b>People</b>			
People from the UK who served abroad or at home	28	25	26

<sup>13</sup> Source: Grant Recipient Survey (Wave 2: Oct 2015-Feb 2016, Wave 3: Mar 2016-Feb 2017) Base: All valid responses (W2: n=195, W3: n=191)

<b>Themes</b>	<b>Wave 2 (Per cent)</b>	<b>Wave 3 (Per cent)</b>	<b>Total (Per cent)</b>
Women	13	14	14
People from/in British Empire/Commonwealth countries	5	8	6
Children	5	5	5
Disabled soldiers	2	2	2
People from/in countries outside the British Empire	1	1	1
<b>War in different settings</b>			
War in Europe	10	5	8
War on the ground	5	11	8
War at sea	4	5	4
War in the air	3	2	3
War outside Europe	1	3	2
<b>Politics</b>			
Conscription and recruitment	5	8	6
Dissent/objection to the war	5	4	5
Propaganda	2	2	2
<b>Economy and society</b>			
Culture in wartime	8	5	6
Medicine and healthcare	6	5	5
Industry	4	6	5
Animals in war	3	2	3
Food and agriculture	3	4	4
Sport in wartime	3	2	3
Economy	0	1	0
<b>After the FWW</b>			
Impact of the war after 1918	3	8	5
How the war has been commemorated since 1918	1	6	3
<b>Faith and beliefs</b>			
Beliefs	2	2	2
Faith communities	2	2	2



**Table 3: Conservation and other heritage tasks undertaken by funded projects<sup>14</sup>**

<b>Heritage tasks undertaken by funded projects</b>	<b>Waves 1 &amp; 2 (Per cent)</b>	<b>Wave 3 (Per cent)</b>	<b>Total (Per cent)</b>
Collect new material, such as documents, photographs, oral histories or artefacts	82	93	86
Catalogue or digitise archive material	53	57	54
Conserve archive material	40	39	39
Conserve one or more artefacts	20	21	20
Conserve a war memorial	12	9	11
Create a new war memorial	9	13	10
Conserve a historic building, monument or site	4	4	4

<sup>14</sup> Source: Grant Recipient Survey (Waves 1&2: Jan 2015-Feb 2016, Wave 3: Mar 2016-Feb 2017)  
Base: All valid responses (Total: n=518)

**Table 4: Outputs created by funded projects<sup>15</sup>**

Type of output	Wave 1 & 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
Display board	61	50	57
A temporary exhibition in a community venue	58	57	58
Leaflet or book	57	52	55
A temporary exhibition in a museum, heritage centre, gallery or library	56	52	54
Website	53	51	52
Performance	41	42	41
Pack for schools	34	36	35
Film	33	27	30
Trail	15	12	14
A permanent exhibition in a museum, heritage centre, gallery or library	9	7	9
A permanent exhibition in a community venue	7	9	8
Smartphone app	4	2	3
Other	24	19	23

<sup>15</sup> Source: Grant Recipient Survey (Waves 1&2: Jan 2015-Feb 2016, Wave 3: Mar 2016-Feb 2017)  
Base: All valid responses (Total: n=518)

**Table 5: Overview of activities undertaken by funded projects<sup>16</sup>**

Type of activity	Per cent		No. activities provided Wave 3	No. activities provided Total	No. participants Wave 3	No. participants Total
	Wave 3	Total				
Community event	85	86	984	3,124	265,021	1,152,932
Talk from First World War experts	62	58	462	1,366	22,716	54,847
Workshop with heritage organisations such as museums, libraries, archives or local history societies	57	53	610	1,454	16,377	47,722
Outreach session in schools or colleges	51	50	1,234	2,825	38,770	97,103
Outreach session in community venues	50	48	628	2,018	19,140	60,416
Visit from schools or colleges	45	44	805	1,715	36,830	67,280
Guided tour, walk or visit	44	41	843	1,732	17,142	763,963
Workshop with arts organisations or arts professionals	30	28	558	1,220	10,393	21,123
Non-accredited training course	21	17	132	442	1,048	2,823
Accredited training course	4	5	35	167	242	1,362

**Table 6: Banded breakdown of number of participants in funded projects<sup>17</sup>**

Number of participants	Total		End of project		Annual	
	n	%	n	%	n	%
Less than 100	87	16	69	17	18	14
Between 100 and 499	151	28	123	30	28	21
Between 500 and 999	97	18	72	17	25	19
Between 1,000 and 4,999	136	25	100	24	36	27

<sup>16</sup> Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016, Wave 3: Mar 2016-Feb 2017). Base: All valid responses (n=574).

<sup>17</sup> Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016; Wave 3: Mar 2016-Feb 2017). Base: All valid responses (Total n=544).

Number of participants	Total		End of project		Annual	
	n	%	n	%	n	%
5,000 or more	73	13	49	12	24	18

**Table 7: Demographic characteristics of participants in funded projects<sup>18</sup>**

Demographics	Waves 1 & 2 (%)	Wave 3 (%)	Total (%)	UK Population (%)	Difference from UK Population (ppts)
<b>Age:</b>					
Five or under	3	2	2	8	-6
Six to 10	14	16	15	6	9
11-16	9	17	14	7	7
17 to 18	4	8	6	2	4
19-25	7	8	8	9	-1
26-59	32	22	26	46	-20
60 and over	32	28	30	22	8
<b>Gender:</b>					
Male	49	50	50	49	-1
Female	51	50	50	51	1
<b>Ethnicity:</b>					
White	79	85	82	87	-5
Asian (Bangladeshi, Indian, Pakistani, other)	9	4	6	6	0
Mixed ethnic group	5	4	4	2	2
Black (Caribbean, African, other)	4	5	4	3	1
Other	2	2	2	1	1
Chinese	1	1	1	1	0
Irish traveller	0	0	0	0	0

**Table 8: Overview of volunteer roles within funded projects<sup>19</sup>**

Type of volunteer role	Waves 1 & 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
Researching and working with existing collections and archives	79	80	80
Gathering, recording, analysing and cataloguing new material	72	75	73
Coordinating or leading activities (e.g. as a member of a committee/management group)	64	55	60
Devising and delivering activities for the wider public (e.g. talks and small exhibitions)	64	58	62
Helping with marketing and publicity	62	51	58
Providing administrative or IT support for the project	58	44	52
Devising and delivering activities for schools	51	44	48
Providing other support to the project (e.g. catering, cleaning)	49	35	44
Devising and delivering activities for children and young people outside of school (e.g. in youth groups)	32	28	30
Conservation activities (e.g. on natural landscapes, or industrial/military heritage)	12	9	11
Other	14	16	14

**Table 9: Types of training received by participants in funded projects<sup>20</sup>**

Type of training received	Waves 1 & 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
Media skills, including websites, films and recordings	61	51	57
Delivering learning or interpretation	56	53	55
Delivering participation, including participation and volunteer management	39	33	36
Conservation of collections, including oral history	37	28	33
Conservation of other types of First World War heritage	16	13	15
Managing heritage sites, including customer care and marketing	13	6	10
Conservation of buildings, monuments or sites	1	5	3
Other	32	39	35

<sup>19</sup> Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016; Wave 3: Mar 2016-Feb 2017). Base: All projects involving volunteers (Total n=529)

<sup>20</sup> Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016; Wave 3: Mar 2016-Feb 2017). Base: All projects providing/enabling training (n=165)

**Table 10: Use of digital media by funded projects<sup>21</sup>**

Type of digital media	Waves 1 & 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
Your organisation/group's own website	82	83	83
Facebook	65	72	68
Twitter	48	55	51
First World War Centenary partnership (www.1914.org)	40	31	36
A new website created for the project	34	37	35
Other	28	24	26

**Table 11: Use of Historypin by funded projects<sup>22</sup>**

Use of Historypin	Waves 1 & 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
Create a project page in order to promote and share information about your HLF funded project?	82	68	78
Share heritage materials, such as photos or documents?	40	42	41
Find out about other First World War projects or activities in your area?	40	46	42
Find out about other First World War projects or activities similar to yours?	36	38	37
Share outputs of your project such as photos of activities or films?	34	42	36

<sup>21</sup> Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016, Wave 3: Mar 2016-Feb 2017). Base: All those using digital media for project promotion (Total: n=507)

<sup>22</sup> Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016, Wave 3: Mar 2016-Feb 2017). Base: All those using Historypin (Total: n=175)



**Table 12: Motivations for taking part in projects<sup>23</sup>**

<b>Motivations</b>	<b>Waves 1 &amp; 2 (Per cent)</b>	<b>Wave 3 (Per cent)</b>	<b>Total (Per cent)</b>
To learn more about heritage	34	32	33
To learn about the history and heritage of the First World War in general	48	47	48
To learn about the history and heritage of the First World War in the local area	73	69	71
I had an existing interest in the First World War	46	48	47
I wanted to commemorate the Centenary of the First World War personally	37	39	38
I believe the topic explored by this project is not well known and should be better understood by more people	52	52	52
To learn some new skills (e.g. computing, research, transcribing)	18	21	20
To continue utilising and updating my existing skills (e.g. teaching/presenting, business and management skills, IT ski	28	29	29
A friend or family member recommended me to get involved	9	13	11
I was invited by the event organisers	41	43	42
To learn more about/get more involved in the local community	31	34	33
To help others	22	28	25
To help look after heritage	37	40	38
To meet new people/get out of the house	15	19	17
Work experience/help in getting a job	4	5	5
It was part of my school/college/university work	6	2	4

<sup>23</sup> Source: Participant Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016; Wave 3: Mar 2016-Feb 2017). Base: All valid responses (Total: n=920)

**Table 13: Demographic characteristics of volunteers in funded projects<sup>24</sup>**

<b>Demographics</b>	<b>Wave 1 &amp; 2 (%)</b>	<b>Wave 3 (%)</b>	<b>Total (%)</b>
<b>Age:</b>			
1-16	4	3	3
17-18	4	3	3
19-25	7	10	9
26-59	28	36	32
60 and over	58	49	53
<b>Gender:</b>			
Male	44	46	45
Female	56	54	55
<b>Ethnicity</b>			
White	90	93	92
Asian (Bangladeshi, Indian, Pakistani, other)	3	2	2
Black (Caribbean, African, other)	3	3	3
Mixed ethnic group	2	2	2
Chinese	1	0	1
Other	1	1	1
Irish traveller	0	0	0

<sup>24</sup> Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016; Wave 3: Mar 2016-Feb 2017). Minimum Base: All valid responses from projects involving volunteers (Total n=464)

**Table 14: Demographic characteristics of trainees in funded projects<sup>25</sup>**

<b>Demographics</b>	<b>Wave 1 &amp; 2 (%)</b>	<b>Wave 3 (%)</b>	<b>Total (%)</b>	<b>UK Population (%)</b>	<b>Difference from UK Population (ppts)</b>
<b>Age:</b>					
1-16	21	6	9	21	-12
17-18	4	5	5	2	3
19-25	13	14	14	9	5
26-59	30	35	34	46	-12
60 and over	32	39	38	22	16
<b>Gender:</b>					
Male	40	44	43	49	-6
Female	60	56	57	51	6
<b>Ethnicity:</b>					
White	86	89	88	87	1
Black (Caribbean, African, other)	5	4	4	3	1
Asian (Bangladeshi, Indian, Pakistani, other)	3	2	2	6	-4
Mixed ethnic group	3	2	2	2	0
Other	2	3	3	1	2
Chinese	1	0	1	1	0
Irish traveller	0	0	0	0	0

<sup>25</sup> Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016; Wave 3: Mar 2016-Feb 2017). Minimum Base: All valid responses from projects involving volunteers (Total n=464)

**Table 15: First World War themes covered by funded projects<sup>26</sup>**

Themes	Waves 1 & 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
<b>Local experiences</b>			
Local people	92	92	92
The impact of the war on the local area	83	83	83
The lives of people commemorated on war memorials	67	59	64
War memorials	62	57	60
<b>People</b>			
People from the UK who served abroad or at home	75	75	75
Women	65	61	63
Children	44	37	41
People from/in British Empire/Commonwealth countries	38	35	37
Disabled soldiers	30	24	28
People from/in countries outside the British Empire	19	12	17
<b>War in different settings</b>			
War in Europe	68	59	65
War on the ground	56	46	52
War at sea	38	29	35
War outside Europe	38	30	35
War in the air	30	21	27
<b>Politics</b>			
Conscription and recruitment	51	47	50
Propaganda	32	28	31
Dissent/objection to the war	27	30	28
<b>Economy and society</b>			
Culture in wartime	43	37	41
Food and agriculture	37	32	35
Medicine and healthcare	33	30	32
Industry	30	32	31
Economy	27	24	26
Animals in war	23	17	21
Sport in wartime	23	14	20

<sup>26</sup> Source: Grant Recipient Survey (Wave 1: Jan 2015-Sept 2015; Wave 2: Oct 2015-Feb 2016; Wave 3: Mar 2016-Feb 2017). Base: All valid responses (Total: n=532)

Themes	Waves 1 & 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
<b>After the FWW</b>			
Impact of the war after 1918	32	39	35
How the war has been commemorated since 1918	26	28	27
<b>Faith and beliefs</b>			
Faith communities	18	13	16
Beliefs	18	17	18

**Table 16: FWW themes covered by funded projects: three main themes<sup>27</sup>**

Themes	Wave 2 (Per cent)	Wave 3 (Per cent)	Total (Per cent)
<b>Local experiences</b>			
Local people	69	69	69
The impact of the war on the local area	54	52	53
The lives of people commemorated on war memorials	34	27	30
War memorials	14	14	14
<b>People</b>			
People from the UK who served abroad or at home	28	25	26
Women	13	14	14
People from/in British Empire/Commonwealth countries	5	1	3
Children	5	5	5
Disabled soldiers	2	2	2
People from/in countries outside the British Empire	1	8	4
<b>War in different settings</b>			
War in Europe	10	5	8
War on the ground	5	10	8
War at sea	4	5	4
War in the air	3	2	3
War outside Europe	1	3	2
<b>Politics</b>			

<sup>27</sup> Source: Grant Recipient Survey (Wave 2: Oct 2015-Feb 2016; Wave 3: Mar 2016-Feb 2017). Base: All valid responses (Total: n=386)

<b>Themes</b>	<b>Wave 2 (Per cent)</b>	<b>Wave 3 (Per cent)</b>	<b>Total (Per cent)</b>
Conscription and recruitment	5	8	6
Dissent/objection to the war	5	4	5
Propaganda	2	2	2
<b>Economy and society</b>			
Culture in wartime	8	5	6
Medicine and healthcare	6	5	5
Industry	4	6	5
Animals in war	3	2	3
Food and agriculture	3	4	4
Sport in wartime	3	2	3
Economy	0	1	0
<b>After the FWW</b>			
Impact of the war after 1918	3	8	5
How the war has been commemorated since 1918	1	6	3
<b>Faith and beliefs</b>			
Beliefs	2	2	2
Faith communities	2	2	2

## Appendix 2: Case study summaries

### Surrey Heritage (Surrey County Council): 'Surrey in the Great War: A County remembers'

#### Summary

Surrey Heritage (SH) is Surrey County Council's (SCC) archive, archaeology and local studies centre based in Woking. The four-year project is engaged in coordinating a county-wide response to researching and commemorating the impact of FWW on Surrey, harnessing the enthusiasm and interest of community groups and individual researchers through the provision of support, training and advice. At the core of project activity is a website recording the stories of Surrey's towns and villages and individual men and women who experienced the war, both those who survived and those who fell. The creation of this resource enables people to explore, discover, record and understand the impact of the war on Surrey communities.

#### Making a difference

The Surrey Heritage project is a four-year project (2014-18) and this case study is based upon consideration of the first two years of its activities. Project outputs in key areas are 'backloaded' to the later stages of project activity for example resource packs, commemorative books and a major celebration event.

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

- Surrey Heritage has improved the management of heritage by bringing much of the community-level research taking place across the County together into a coordinated online hub where it can be accessed to answer county-level research questions regarding FWW.
- The project has preserved and identified many original documents and photographs and has been able to digitise documents and images of objects where owners wished to hold on to originals. These activities have helped to consolidate, preserve and expand the county's records for this period.
- Heritage is being identified and recorded in such a way that it can be shared online and this means heritage is accessible for interpretation. The project has made good progress in meeting its target for the online hub to collect 40,000 individual stories that are fact-checked and linked to images, documents, maps and other resources.
- The digitisation, indexing and dissemination of Surrey's FWW local newspapers has made a source of engaging FWW material available to new and experienced researchers to offer interpretation and explanation; a rich and detailed resource for local historians researching the people and places of Surrey's Great War.

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

- SH have developed a volunteer programme of activity at its offices that is strong on 'real-life' engagement opportunities. They have also sought to develop volunteering opportunities by supporting researchers to work from home or within a local history group.
- SH is making good progress in attaining its target of 75 volunteers receiving advanced skills training, with a further 325 benefiting from entry level skills. In doing so the project is ensuring that volunteers have gained skills relevant to ensuring heritage is better looked after, managed, understood or shared across a diverse range of activities. Skills acquired include increased management and support skills, experience of heritage



teaching/training, uploading research onto the web, support with digitising archive materials and completing heritage research, and training on how to collect and record oral histories,

- People have learnt about heritage: the materials and data being collected and placed online are accessible and available for ongoing explanation and interpretation. Active use of the website for research questions and discussion forums has created dialogue between researchers that runs alongside the learning taking place 'on the ground' through SH and partner organisations events and exhibitions.
- SH is developing learning resources for schools, using the stories of people and places that have been discovered by volunteer researchers and newspaper indexers. The work in schools has been successful in promoting debates and discussions amongst pupils around diverse subjects: the role of women in the war and women's rights; attitudes towards disability and mental health; pacifist movements; and the activity of foreign troops in Surrey.

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

- The experience of participating and volunteering in the project has had positive effects upon the wellbeing for some, and had provided emotional enrichment and self-identity to others. A common theme was the enjoyment generated through engagement with others in project activity and from an interest in history itself. Volunteering raised self-esteem through the taking on responsibilities, learning new skills, and providing help and support to others.
- The HLF project has made SH more resilient as an organization and in a better position for the future. This has been achieved through greater public participation and local involvement in the organization. The engagement of many volunteers has meant SH has secured new sources of expertise, advice and labour, and the organization has been strengthened by their work and enthusiasm.

### **Lessons learnt**

Making the boundary between SH and the public more permeable has been beneficial for the organisation, but it has not been without its pressures. SH is adapting to the increased and differing demands of a large volunteer programme. Staff, however, feel that they have valuable experience that can be shared with other organisations new to working with volunteers in similar fields. Keeping volunteers motivated, engaged and encouraging personal development are learned skills, as is the integration of public participation in the organisational life and activities of SH.

We've captured a lot of important heritage which would have remained scattered or lost. As an archivist, it has been marvelous to see formerly hidden documents, secreted away in peoples draws and attics, being brought forward and deposited within the archives... These stories and artefacts are given a virtual form by being uploaded on to the projects website.  
(project lead)

## **Friends of Rock Road Library (FRRL) 'The Great War: Stories from a neighbourhood'**

### **Summary**

The Friends of Rock Road Library (FRRL) is an association of residents that exists to help support the long-term sustainability of Rock Road library. The HLF funded 'Stories from a neighbourhood' aimed to engage residents in their local library through finding about their local FWW heritage.

### **Introduction**

'The Great War: Stories from a neighbourhood' comprised 3 public exhibitions over the course of the grant at the local Rock Road Library examining the impact of FWW on the men and women who lived in the area. The exhibitions used oral testimonies and historical research to put together a picture of life, home and away. (FRRL) also delivered activities relating to FWW including drama and tapestry workshops, and public talks on differing aspects of local FWW heritage.

The project was motivated by the desire of the Friends of Rock Road Library (FRRL) to strengthen the position of the local library vis a viz a perceived threat of closure by ensuring that it became a focus for public engagement and use. The HLF grants scheme offered the opportunity to engage residents in the discovery of local FWW heritage and enhance a sense of place based identity through connection to this past, and through involvement in the library.

### **Making a difference**

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

- The FRRL achieved outcomes for heritage by identifying and recording the FWW heritage of their locality. The research used to produce the exhibitions is specific to the local area and was previously hidden, not well known, or not accessible to the public.
- FRRL provided interpretations and explanations of heritage through the provision of accessible and enjoyable activities and events for residents. The exhibitions and launch events, the radio programmes, the poppy plaques, the newspaper, textile banner and drama workshops, provided different mediums that captured the interest of the residents living in the area.

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

- Volunteers and residents all learnt about FWW heritage. FRRL provoked an interest in history for residents which had previously been dormant, and they provided enhanced understanding of local heritage to others. The exhibitions succeeded in drawing attention to FWW heritage because they were tightly focussed on the local area and therefore had immediate relevance.
- There was some evidence that the project succeeded in getting participants thinking differently about FWW heritage; for example, volunteers spoke about new considerations of gender and the role of women and families through a research focus on the Homefront and the hospitals.
- Those participating and volunteering in the project had an enjoyable experience. Enjoyment came from the positive feelings of contributing to the realisation of differing aspects of the project, and from attendees who learnt interesting things about their area and history. It also came from being engaged with others in group activity.

- A tapestry workshop, 'Threads of War', was a good example of how volunteers gained a variety of new skills (fabric printing, needlecraft, teamwork.) whilst learning and sharing knowledge about heritage, as well as enjoying their experience
- People volunteered time: The project involved 20 persons but relied on a small nucleus of key volunteers.

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

- Project leads, and volunteers, felt that the local area was a better place to live. This was attributed to arising from increased social connections amongst residents, but also a strengthened sense of the areas heritage and a consequent realisation of a placed based identity
- FRRL has become more resilient. Volunteers recruited for the FWW project have gone on to become valued committee members and the organisations work has expanded to new areas. Perhaps the key to FRRL's increased sense of resilience is derived from the sense of legitimation it has gained from HLF activity

### **Lessons learnt**

Members of FRRL feel that the HLF project has provided them with a sense of legitimacy and confidence that they can take forward. It has done so by proving to the community (and themselves) that they can deliver different types of activity and can handle well the pressures of managing larger projects. They also feel that the HLF project will give them evidence to take to other funders, offering proof that they are a viable organisation that has integrity.

### **Quote/ fact**

Unlike other areas of Cambridge this area does not have a history society, so we have formed the elements of a local association devoted to research that was not there before ... I think it is probably fair to say that until now there was not anywhere that people thought of as a focus for local history and I can see now that other history projects will follow this one, and the library has been identified as a very good, a central, focus and for exhibitions (volunteer researcher)

## Sheffield Industrial Museums Trust (SIMT): 'Sheffield 1916: Steel, Steam and Power'

### Summary

The FWW heritage grant has provided a focal point for bringing together multiple priorities for SIMT and Kelham Island Museum (KIM), including conserving an important piece of physical heritage in the River Don Engine (RDE), improving the educational facilities and the visitor experience of KIM through new exhibitions, and developing a programme of community participation. The building and display elements of the HLF project are now completed and the delivery of the community programme is well underway and has been impressive in its reach.

### Introduction

The project is noteworthy for the ways it has ensured that its activities, events and exhibitions are as far as possible accessible to people with learning and physical difficulties, and for the concerted effort it has been made to increase participation amongst groups that are underrepresented in the Industrial Heritage field. The work that KIM is doing in the access and diversity field is being recognised both regionally and nationally. Outputs, include

- The capital work for replacing the old boiler for the RDE has secured its future as a working steam engine of great heritage importance.
- The new boiler, housed in the Power House, is accessible to the public via a mezzanine viewing gallery, enabling visitors to experience the boiler in action. New displays are on show relating the history of Kelham Island and steam power
- A 1916 House installation marks the Zeppelin raid on Sheffield in FWW, explores the lives of women munitions workers, and the Home Front. It also introduces visitors to the history of Belgian refugees in Sheffield and links are made to stories of sanctuary recounted by those who have made Sheffield their home today.
- The creation of a Power Lab has included the addition of interactive exhibits, relating to the generation, transmission and conservation of different forms of power. The space is multipurpose, and functions as a school, conference and STEM facility
- KIM has held two large public events, commemorating the centenaries of the Battle of Jutland and the Zeppelin raid on Sheffield. Both were well attended by the public
- KIM has overseen the publishing of a book "Forging the Fleet", telling the unknown story of Sheffield as a 'city of ships' through the lens of the armour plate industry
- KIM has rolled out an active volunteer programme that is now an integral part of the museums life. It is a diverse and vibrant group and the volunteers enjoy their roles, and are appreciated by staff and visitors
- KIM has made extensive outreach efforts and made partnerships with an impressive range of organisations. Its work in establishing a dementia group using the museum as a reminiscence resource is an example of how this work has extended the notion of heritage through social care.

## **Making a difference**

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

- HLF funding has ensured the sustainability of the RDE. It now continues to impress, and draw in, the public with an iconic demonstration of the city's history of steel, steam and power.
- The exhibitions highlight the hidden histories of Sheffield as a 'city of ships', of the Zeppelin raid, of women munition workers and Belgian refugees. The investigation of the museum's store resulted in the conservation and display of many objects of industrial heritage. It also uncovered archival information that became the focus for the book "Forging the Fleet".
- The exhibitions are accessible, and offer enjoyable and informative ways of exploring and understanding Sheffield's heritage.

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

- Volunteers and staff have been given training focussed upon making KIM more accessible and inclusive
- A notable achievement of the project has been the way in which it has worked to give responsibility within its volunteer programme to persons who are often ignored or at the best seen as 'recipients' of support, allowing them to feel more confident and valued
- The displays and exhibits provide resources for visitors to learn about FWW, and industrial and social history. Admission numbers have risen, reflecting that KIM has been successful in widening its audience
- KIM has ensured school projects can be tailored to the new exhibitions. Visits and bookings for educational visits have increased
- KIM has developed an under 5 service that engages young children in the museum and in heritage as well as introducing parents to KIM, many for the first time.

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

- The work of the CPO in broadening the range of people that work with the museum, and in establishing the diversity of its volunteering and audience bases, has provided a return in terms of organisational resilience.
- The Trust is building upon this experience of community engagement to form partnerships and share best practice across the heritage and arts field; such work derives from its increasing good reputation, and promises to generate future revenue funding
- The HLF project has ensured that the RDE, the museum's 'unique selling point', can continue working for the foreseeable future, attracting visitors to the museum and guaranteeing income for KIM
- In securing the future of the museum and the RDE, the project has helped ensure that it continues to be central to the ongoing regeneration of Kelham Island.

## **Lessons learnt**

With so much that is positive regarding KIM and inclusivity, volunteering and active engagement in industrial heritage, it is of vital importance that it finds the right level of support to meet the challenge of funding an ongoing volunteer programme beyond the life of the project, and does so in a way that it can support and meet the needs of those who participate in it. Such programmes are not a free resource or a cost saving vehicle; they

require a significant degree of coordination, skill, and resource deployment. The CPO offers good warning for those designing future projects;

With these kinds of (HLF) projects, volunteering tends to be just shoved in. I also have a community outreach role and that is busy, a role without volunteer management on top, and then the skilled engagement and support of refugees and asylum seekers... these things could be afforded a post in their own right. So, we need to be conscious of what level, and what time, we can commit to the different strands of the post...

**Quote/ fact**

The lottery investment has set in train a whole lot of other things like ripples in a pond that have engaged a lot of people in the museum; paying off in terms of admissions but also in terms of value the community places on the museum, it becomes more than a place to visit, it becomes a community hub (project lead)

## Aberystwyth Mind: 'Archaeology for Mental Health': War Memorial Survey

### Summary

The project utilises heritage activity to provide service users of Mind with the positive experience and benefits of archaeological field work practice to support them in their recovery and rehabilitation. The overarching aim of this pilot project in respect of these activities is to produce data to evidence the efficacy of archaeology as an activity to promote such recovery, coping and well – being.

### Introduction

The idea for 'Archaeology for Mental Health' came about from staff at Aberystwyth reading about a project run by Mind Herefordshire in conjunction with Hereford Archaeology Unit, and a project run by the Ministry of Defence, Operation Nightingale. The project lead for 'Archaeology for Mental Health' had a university background in archaeology and was employed by Mind Aberystwyth to carry out one to one support work and group work involving autistic service users through woodland and ecotherapy sessions. Aberystwyth Mind, with the interests and background of its staff member taken in to account, wished to pilot a small project with users of Mind's services to explore the efficacy of 'therapeutic archaeology'.

Participants engaged in the project face a broad range of issues including psychotic illness, those who are on the autistic spectrum, and those with depression and anxiety. The ideas behind the belief that archaeology activities would have benefits for those suffering poor mental health are outlined by the project lead, below;

... it is a team activity, when you get people working together like this it is usually a positive experience of other people. Mental health problems are terribly isolating and having interaction is extremely good for recovery. It also involves getting out and about so there is exercise, fresh air and dare I say it sunshine. It is also something that takes a fair amount of concentration and immersion, while your attention is focussed it drives out forms of self-loathing or hopelessness and other aspects of mental health conditions (project lead)

'Archaeology for Mental Health' is in the second month of its 4-month activity plan. After an initial 3-day planning, and training stage, participants with mental health difficulties have begun fieldwork investigation into several war memorials in and around Aberystwyth. Fieldwork is planned in for 6 days and the sessions are currently attended by up to 4 participants, recruited through Mind and other mental health referral routes. The research will be written up, with data uploaded to archaeological and heritage sites, and participants making presentation of their findings.

### Making a difference

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

- Participants have learnt about local heritage and developed skills in archaeology fieldwork through conducting surveys of local memorials. Activities have included site measurement, drawing, photography, exploration of symbology, site survey and measurement of memorials, research into the biographies of those they commemorate and uploading findings to heritage online hubs
- The project is promoting greater understanding and awareness of local FWW monuments and ensuring they are better identified/recorded. Fieldwork has discovered two local memorials that have not been previously registered, and it has also discovered details on others that were incorrectly recorded.



### How the project achieved outcomes for people:

- The project is monitoring the schemes effect on participants by using a well-being scale at the start and end of each session, but it is too early to say whether activities had seen improvements in mental health. The lead, however, reported that those he had expected to display challenging behaviour had not, and correspondingly that they had expressed positive enjoyment in project activities.
- All those who had participated in the project had enjoyed themselves, and there was some evidence that the project had inspired participants to pursue an interest in heritage and learn more about their local history and FWW

### Lessons learnt

Engagement, in general, but fundamentally at entry point to the project, appears to have been problematic with smaller numbers attending than expected. It is possible that Mind Aberystwyth could have benefited from doing some preparatory research to find out if there would be a demand for such an activity, and more specifically what form of archaeological and heritage work would appeal.

It can also be surmised that the recruitment process needed to be more targeted and proactive. The project had the assistance of a HLF development officer at application stage, and it is somewhat disappointing that the issue of take up and engagement for its intended activities was not more thoroughly planned at this stage.

### Quote/ fact

Things tend to be more successful, resilient, more likely to succeed if you start something small and build up the experience and the expertise... I was keen to build incrementally on top of the work we have done before (and this project) is a real learning experience for future projects, and I am hoping that what we have done here can be done again, and we can offer it as a service for other Minds around the country, and as something that might appeal to (the Ministry of Defences) Operation Nightingale, a project working with veterans. (project lead)

## **Shetland: Those at Land, Sea, Home and Abroad, 1914-1918**

Location: Anderson High School, Lerwick, Shetland.

### **Summary**

This is an immensely impressive and successful project. It began with a lost roll of honour at Anderson High School, Lerwick, and has grown into the main WW1 project for the Shetland region, bringing together Anderson High School, Shetland Museum, Shetland History Association, the Family History Society and local history groups and community museums throughout the islands.

### **Introduction**

The project originated with a history teacher at Anderson High School. It emerged from the teacher's personal interests in the Great War (in which his grandfather fought) and in military history more broadly. The impetus for the project came from research into the names on the school roll of honour initially carried out by the Family History Society. Linking this research with the school curriculum, the teacher initially envisaged a trip to the battlefields on which students would research the names on the roll of honour. An HLF advised that a trip could not be funded but encouraged him to think in terms of developing a bigger project. As a consequence, Jon made contact with Shetland Museum and Shetland Heritage Association and discussions began which gave shape to the project.

### **Making a difference**

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

A key legacy of the project is the creation and recording of a collection. Through the project, physical heritage artefacts from the FWW have become better known by museum staff and heritage volunteers, enabling them to be able to more accurately direct interested parties to them. They have been brought to the attention of the general public, among whom there is an enhanced understanding of their significance, including the importance of preservation. Furthermore, artefacts in private collections have been donated by individuals in the community, expanding collections and providing new artefacts for future use. Museum staff have developed greater awareness of those artefacts which are still in the community. Extensive research, much of it undertaken by the student volunteers, has enabled the combining of artefacts in Shetland Museum with a human story. Pupils also recorded the material that was brought in on the Open Day for the museum to contact people subsequently. Finally, heritage partnerships have been created and formalised through the project. These have ensured the success of the present project and also offer great potential (and models) for future collaborations.

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

School students have: developed confidence and skills in research, fieldwork and presentations; interacted with relatives and recorded stories from older members of the community; developed understanding of the significance of commemoration in their community; and have been emotionally engaged. The project lead has developed skills in project management, budgeting, working to targets, inter-agency work, inter-generational work, thinking about displays etc. Individual participants and stakeholders talked about being very moved by the project and people in the community generally are more aware and interested via the project. This includes young people. Museum staff note that people are more interested in finding out about their ancestors and in participating in events. Young people have been drawn into the museum and some local history groups have schoolchildren conducting recordings.

People further afield have engaged with the project. For example, individuals in Australia and New Zealand whose ancestors were from the Shetland Isles have made contact. In turn, project participants have developed interests in the colonial dimension of Shetland history.

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

Community benefits that are the greatest successes of the project. Museum staff reported that the project was exceptionally successful in engaging local community interest. All sectors of the community were involved, from primary schools, Brownies, Girl Guides, up through the age groups. The project has brought the community together and involved intergenerational work as well as collaborative efforts in terms of recording and detailed research.

Shetland is very geographically dispersed and individual groups of (often) elderly and retired local historians can be quite insular: the project brought all the activity together to provide a greater understanding of the region as a whole. Bringing community history groups together has had a knock-on effect. More groups are undertaking research into the FWW and learning from each other. Many of the smaller groups are now working more closely with Shetland Museum, pooling research and making it accessible to the wider community.

There was also some impact on the local economy: utilising local businesses in making the display boards, for example, or people travelling from the isles.

### **Lessons learnt**

The importance of communication and playing to peoples' strengths in order for groups to come together: the project 'opened a door for the community to look at the FWW and remember those who served locally.'

The impact and inspiration of the focus on local history: the inter-generational aspect of the project was a real highlight and people have found it 'heartening' (EA) that young people can care so much about events that happened so long ago.

### **Quote/Fact**

"They got in the trenches... They were given a real understanding of how close the British and the German trenches, how close they were to each other ... They got a feel for the battlefields themselves and experienced what they would have been like a hundred years ago... They visited gravesides of unknown soldiers as well ... They focused on names that they were researching and they got the poppy crosses from the British Legion with a picture laminated of each man and they left that at the war memorial as a gesture, along with the Shetland wreath with the flag on it as well... It was emotional... 'That's what it was all about, making that link from home, that's really important.'" (Project lead)

## War Circus

### Funding Stream: First World War: Then and Now

Funding Amount: £10,000

Location: North East

### Summary

War Circus was a project led by the Chief Executive of Circus Central (the North-East Circus Development Trust), based in central Newcastle. The project focused on the impact of the First World War on the circus, its people, animals and equipment. The main focus of the project was archive research, which has led to a book-length publication, available in print-form and online.

### Introduction

The project was delivered by Circus Central in the north-east of England. This is a social circus for youths and adults, which offers a diverse range of activities and projects. The War Circus project built upon an earlier research project funded by the HLF. The Five Ring Circus Troupe, the regional youth circus of the North East based at Circus Central (for ages 11-18), carried out this research in 2013. Entitled 'Family La Bonche', it used the extensive collection of local circus researcher and supporter Arthur Fenwick (1876-1957), which are housed in the Tyne and Wear Archives.

### Making a difference

#### How the project achieved outcomes for heritage

The War Circus project has sought to uncover, research and record the largely unknown history of the circus during the First World War. This heritage has been gathered together in book form, which is being made available online and in print form. The book was launched at an event in Newcastle on March 17<sup>th</sup> 2017.

Heritage was better interpreted and explained through the main project output, the War Circus book. The decision was made to write this in the style of newspapers from the time. Much of the archive research was carried out using the *World's Fair* newspaper collection (at the University of Sheffield), which was the weekly newspaper of the circus and showground community. Material from this source was extrapolated and rewritten in an accessible style, often in the first person. Pictures and adverts have also been incorporated to make the publication visually stimulating.

The book includes a list of circus artists and show-folk who died during the war; the most extensive list ever available. This roll-call of names has also been uploaded to the Imperial War Museum website. The book has been put together so that all types of interested parties can read it: academics, the traditional circus community, social and youth circuses, and members of the general public. It is being made available in print and online form to reach as wide an audience as possible and to publicise the story of the circus throughout the war.

The project had been very successful in identifying and recording the lives of circus people during the First World War, something that had not been previously done. Although the stories had appeared in print at the time of the war these were not in archives that remain fairly inaccessible to the public.

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

There was strong evidence of people developing skills in a number of different ways, but in particular in relation to research. Experience in working in archives and libraries was key. Skills in creating databases, in transcribing and in developing systems to deal with the sheer volume of material, were also promoted. Networking skills were also enhanced, particularly in publicising the project within academic circles and taking the project to the traditional circus community. Writing skills were also developed, with the desire to make the publication as accessible and attractive to different audiences as possible. The researchers from War Circus knew that the impact of the FWW on the circus remained an untold story and they were keen to uncover this in detail and publicise it to a wide audience.

One of the real successes of the project has been to provide a bridge between the traditional and social circuses', which has established a dialogue between the two groups, and started to change attitudes.

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

Although this project was small in scale, it has led to more ambitious plans to make the project more inclusive and for it to reach wider communities. It is hoped that young people can become engaged in the project by producing an educational pack for schools. A funding bid is planned for a travelling caravan that can tour schools. A circus research conference is also desirable in the future as are performative outcomes, turning the War Circus story into a large-scale show with an orchestra, choir and giant puppets that can tour large venues such as cathedrals.

### **Lessons learnt**

The War Circus team have delivered a highly successful project. It was built on existing and built new connections, it has widened people's understanding of an aspect of FWW history and it has built bridges between different aspects of the circus community.

Although the project had largely gone smoothly', there were several key lessons that the team would pass on to other groups. One was not to overextend too much - 'Projects are always bigger than you think they are'. Another was delegation – the CEO oversaw the whole project but had to think about what she could delegate.

### **Fact/Quote**

*'Partnerships are key. It is all very well having a good idea but partnerships with relevant bodies and wider ones (like the IWM) are key. Talk to people about the project. Get out there'.*

### Appendix 3: Case study interviews

Project	Interviews
Bottesford Community Heritage Project (BCHP)	1 x project lead 4 x volunteers 1 x local stakeholder
Surrey in the Great War: A County remembers	1 x project lead 1 x stakeholder 2 x participant / volunteer 2 x steering group members
The Great War: Stories from a neighbourhood	2 x project leads 1 x local stakeholder 2 x volunteers
War Circus	1 x project lead
Shetland: Those at Land, Sea, Home and Abroad, 1914-1918	1 x project lead 4 x participants 1 x staff member 1 x stakeholder
Archaeology for Mental Health: War Memorial Survey	1 x project lead (interviews with 4 participants were planned but did not show up for interviews)
Sheffield 1916: Steel, Steam and Power	1 x project lead 2 x staff members 5 x volunteers

## Appendix 4: Survey technical notes

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 3 report is based on data from January 2015 until the end of February 2017. This is split into three waves of survey responses.<sup>28</sup> Wave 1 ran from January 2015 to September 2015; Wave 2 ran from October 2015 to February 2016; Wave 3 ran from March 2016 to February 2017.

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<sup>28</sup> 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.



The table below shows the full response details for each survey wave. It shows that the overall response rate for grant recipient surveys was 47%.

Grant recipient			
Wave 1	End of project	Annual	Total
<i>Invited</i>	277	123	400
Completed	112	51	163
Rate	40%	41%	41%
Wave 2	End of project	Annual	Total
Invited	231	130	361
Completed	132	66	198
Rate	57%	51%	55%
Wave 3	End of project	Annual	Total
Invited	447	79	526
Completed	202	41	243
Rate	45%	52%	46%
Combined	End of project	Annual	Total
Invited	955	332	1287
Completed	446	158	604
Rate	47%	48%	47%

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

A longitudinal survey of grant recipients was commenced during Wave 3 of the evaluation. This longitudinal survey was sent to grant recipients who had completed their project between 12 and 24 months earlier. It was designed to provide an indication of the longer term outcomes of funding for projects. In Wave 3, this longitudinal survey was sent 268 projects and resulted in 132 responses. This represented a response rate of 49%.

### 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 analysis is divided into three waves: Wave 1 ran from January 2015 to September 2015; Wave 2 ran from October 2015 to February 2016.<sup>29</sup> Wave 3 ran from March 2016 to February 2017.

<sup>29</sup> In October 2015 the questionnaire was amended to include a small number of new questions, relating to participant characteristics and location.

The table below shows the full response details for each survey wave. It shows that the overall response rate was 45%.

<b>Wave 1</b>	<b>Total</b>
Invited	495
Completed	208
Rate	42%
<b>Wave 2</b>	<b>Total</b>
Invited	462
Completed	225
Rate	49%
<b>Wave 3</b>	<b>Total</b>
Invited	1248
Completed	569
Rate	46%
<b>Combined</b>	<b>Total</b>
Invited	2205
Completed	1002
Rate	45%

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

A longitudinal survey of participants was commenced during Wave 3 of the evaluation. This longitudinal survey was sent to participants who had completed a survey response between 12 and 24 months earlier. It was designed to provide an indication of the longer term outcomes of funding. A total of 221 surveys were sent out and this resulted in 125 responses. This represented a response rate of 57%.

### 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% confidence levels for each sample group. For example, taking the total number of respondents to the Grant Recipient Survey, 604 valid responses gives a confidence interval of +/- 2.9 percentage points at the 95%

confidence level (that is, if 50% 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 47.1 and 52.9%).

<b>Grant recipients</b>	<b>Sample size</b>	<b>Maximum 95% confidence interval (where reported finding = 50%)</b>
Wave 1	163	+/- 5.9
Wave 2	198	+/- 4.7
Wave 3	243	+/- 4.6
Total	604	+/- 2.9

<b>Participants</b>	<b>Sample size</b>	<b>Maximum 95% confidence interval (where reported finding = 50%)</b>
Wave 1	208	+/- 6.8
Wave 2	225	+/- 6.5
Wave 3	569	+/- 3.0
Total	1002	+/- 2.3

## Appendix 5: Theory of change approach

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**

