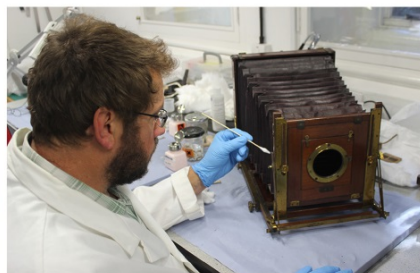
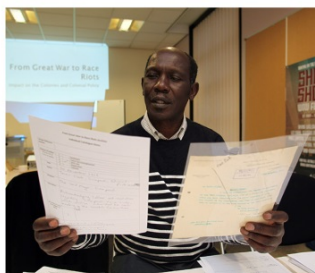


# Evaluation of Heritage Lottery Fund's First World War Centenary Activity: *Year 4 report*

August 2018



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# Executive Summary

## Introduction – HLF Centenary activities and the evaluation

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 are provided for FWW Centenary projects through various programmes, including:

- First World War: Then and Now, which funds projects from £3,000 - £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 provides grants of more than £100,000 for projects which focus on any type of heritage.

From April 2010 to 1st March 2018, HLF has awarded over £94 million to more than 1,900 projects. This includes over 1,400 projects funded through the FWW: Then and Now programme.

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.

This evaluation focuses on the first set of aims, as well as the HLF outcomes framework, which covers outcomes for heritage, for people and for communities.

## What has HLF funded?

**Projects are taking place right across the UK, with at least one project taking place in 95% of the UK's local authorities.** Projects are also taking place across areas with different levels of deprivation, from the very least to very most deprived. Overall 57% of projects are in the more deprived 50% of areas in England, 62% in Scotland and 50% in Wales.

HLF-funded activity covers a wide and growing range of FWW themes, from the war in Syria through to the role of animals in UK towns, as well as a large body of projects that focus on more traditional themes such as the local people who went to war, local war memorials as specific events (for instance, this year the Battle of Passchendaele was a key event). The vast majority of projects (92%) included some focus on local people.

Projects also engaged in a wide range of activities. Most (76%) projects led community events, while large proportions also put on talks from FWW experts or delivered workshops (60%) with heritage organisations such as museums, libraries, archives or local history societies (52%).

Projects also produced a wide range of outputs to interpret and explain heritage. This includes 57% projects in Year 4 that had produced project websites, 28% who had made films and 38% who had put on performances, alongside more traditional media such as creating leaflets or exhibitions and displays.

### **Who was involved? - Numbers and profile of participants and volunteers**

An estimated 2.3 million people took part in projects in Year 4, based on Grant Recipient Survey responses. A total of 9.4 million people took part in funded projects since 2010. Projects engaged with varying numbers of participants, from those engaging with less than 100 participants (17%) to engaging with over 5,000 participants (13%).

Young people under 16 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.

90% of projects worked with volunteers, with over 26,000 volunteers engaged in projects over the course of the evaluation to date. These volunteers provided an estimated 241,000 days' on projects (based on Grant Recipient Survey data). However, as in earlier years, it remains a challenge for projects to engage non-White people in volunteering. In Year 4 only 8% of volunteers were not identified as White, compared to 13% of the UK population.

### **Why did projects and participants get involved?**

Increasing understanding of the FWW and its impacts was an important motivation for many people leading projects and those seeking to participate. For both participants and grant recipients, motivations relating to learning and education featured highly. In Year 4, 76% 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 the importance of commemorating the FWW and its impacts, and to uncovering untold stories – either locally or those experienced by particular population groups (such as women, and people with different ethnic backgrounds).

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

There is evidence of continuing progress against each of the FWW Centenary aims. An abiding theme is continuity from Year 3 to Year 4 with very few changes to overall trends.

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

HLF's FWW activity has had a catalytic effect on 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 is reaching greater numbers of people across the UK, and new audiences.

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

A wide breadth of topics has been covered by projects, which in itself goes a long way to meeting this aim. Few aspects of the war have been untouched. Most projects seek to focus initially on local stories but HLF FWW Centenary activity is encouraging a broad range of perspectives and interpretations of the FWW and its impacts. 99% of Participant Survey respondents in Year 4 said they had improved their knowledge about the FWW in their local area, but – for example – 85% said they had made some gains in knowledge about disabled soldiers, and 91% said they had learned something about culture in wartime. 91% of projects felt that they had changed the way people think about the FWW and/or its impact.

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

The extent that HLF FWW Centenary projects have engaged with young people is very positive. The Grant Recipient Survey indicates that around one-third (30%) of all participants in Year 4 of the evaluation were young people – around 680,000 young people in total. Those aged 11-16 are particularly well represented, accounting for 16% 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.

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.

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

There is growing evidence – sustained over the four years of the evaluation to date – that heritage legacy is being created through the recovery and creation of physical heritage materials and digital archiving. There is also evidence from the longitudinal surveys that projects are having an impact beyond the end of funded activities, including on people's knowledge and skills. HLF are working with partner organisations to further promote digital archiving of projects, although there is still a significant number of projects who do not produce websites.

### **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, transforming the capacity of community organisations to engage with heritage. Many organisations have undertaken heritage activities for the first time. The vast array of activity taking place has raised the profile of community heritage across the UK. Grant recipients still feel the positive effects to a similar – or even greater - degree a year on from the end of their project. This suggests HLF funding impacts on capacity in the longer-term as well as during the period of project delivery – a very positive finding.

## Outcomes

The HLF outcomes framework covers 14 different outcomes across three themes: heritage, people and communities. As in previous years, people outcomes were most pronounced in Year 4, in particular those relating to knowledge and skills.

### Outcomes for heritage

Cumulative evidence across the evaluation period shows that outcomes are being achieved across different heritage outcomes albeit to varying extents.

Projects were most likely to have achieved those outcomes most directly related to FWW Centenary heritage: for instance improving the condition of heritage; better interpreting and explaining heritage; and locating/recording heritage. 72% of projects said that they had located, uncovered or recovered aspects of FWW heritage for the first time and 26% had improved the physical condition of FWW heritage. Relatively few projects implemented new structures to better manage heritage, which follows findings from Years 1 to 3. This follows the trends of previous years and is what might be expected given the size of most grants and the focus of most projects: grants were not primarily aimed at organisational capacity building, although this was an indirect outcome of grant-making.

### Outcomes for people

As in Years 1 to 3, outcomes for people continued to be the most evidenced set of outcomes in Year 4. There was good evidence across each of the outcome areas. Almost every project in Year 4 (99%) identified the improvement of people's knowledge and understanding about the FWW as a project outcome, with 84% saying it was one of their most important outcomes. 67% of participants said that they had made gains in knowledge. Similarly high numbers identified providing people with something rewarding and enjoyable to do (89%) and changing the way people think about the FWW (91%) as outcomes. High levels of skills development were reported: over four-fifths of participant survey respondents noted at least some improvement in information management skills (85%) and improved communication skills (85%) – an impressive achievement for projects. Participants and grant recipients both overwhelmingly reported that projects had successfully challenged preconceptions about the FWW: 81% of participants gave a score of 8 out of 10 or higher when asked the extent to which FWW Centenary activities had challenged them or had been thought-provoking.

### Outcomes for communities

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. The findings suggest that more people have engaged with heritage (91% of projects felt that they had achieved this), and to some degree so have a wider range of people. 48% of projects felt that activities had increased the diversity of people who engage with the heritage of the First World War, although projects however sometimes struggle to engage with different communities or new groups of people with the exception of young people. As noted above, projects were taking place in communities with different levels of deprivation, with a relatively even spread across the most to least deprived communities. Participants felt that their local area/community will be a better place to live, work or visit, with 80% feeling that the project had helped their local community (scoring 7 out of 10 or more in terms of the extent that the project had made their community a better place to live, work or visit).



## Conclusions

The fourth year of the evaluation has in many respects replicated findings from previous years, with overall conclusions being positive. HLF Centenary activity has led to a large increase in community heritage projects and activities with large numbers of people taking part in projects. Understanding of the FWW has been positively impacted by HLF Centenary activity, with knowledge gains about the FWW in general as well as specific topics central to most projects. The huge 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. And, 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.

There remain some challenges for HLF and for projects, particularly around increasing the diversity of volunteers and ensuring long-term organisational benefits. HLF and partner organisations might also further consider how to capture the achievements of the 47% of projects that do not produce websites. HLF have introduced measures to tackle each of these issues in the last year and hopefully the impacts of these will be seen in the final year of activity.

The evaluation will continue to roll out data collection activities into Year 5. As in Year 3, 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 to look at some specific issues in depth in Year 5.

# 1. Introduction

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

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

- First World War: Then and Now, which funds projects from £3,000 - £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 provides 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 March 2018, HLF has awarded over £94 million to more than 1,900 projects. This includes over 1,400 projects funded through the FWW: Then and Now programme.

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

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

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

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

## 1.1. The evaluation

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

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

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

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

This report is based on the fourth year of evaluation activity but it also draws on survey data from Years 1, 2 and 3 to make comparisons across the four years of the evaluation.

## 1.2. 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 2017 until the end of February 2018 taking up from the Year 3 report which focused on data collected up to the end of February 2017. During that period 400 surveys were sent out (including 53 annual surveys) and 179 responses (27 annual survey responses) were received: a response rate of 45%. 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:

<http://www.shu.ac.uk/research/cresr/sites/shu.ac.uk/files/hlf-grant-recipient-survey.pdf>

In Year 3 a follow-up survey was introduced to the evaluation. The follow-up survey was also sent out this year. 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. The follow up surveys was sent to 211 contacts and 129 responses were received which represents a response rate of 61%.

## 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 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 2017 and February 2018. In this period 626 surveys have been sent out and 315 responses have been received: a response rate of 50%. 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:

<http://www.shu.ac.uk/research/cresr/sites/shu.ac.uk/files/hlf-participant-survey.pdf>

As with the Grant Recipient Survey, in Year 3 a follow-up survey was introduced to the evaluation and repeated for Year 4. 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. The follow up survey was sent to 487 participants and 206 responses were received: a response rate of 42%.

## **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 24 case studies over the period. In Year 4 the evaluation included five case studies: these are briefly outlined in Table 1.1 below. More detail on these projects can be found in the case study summaries in Appendix 2.

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**

<b>Project</b>	<b>Organisation</b>	<b>Location</b>	<b>Project description</b>
Away from the Western Front	Away from the Western Front	National – nine projects in different locations	The project explores the campaigns in other areas of the world such as the The Balkan Front, including Gallipoli and Salonika.
The Impact of World War I on the Communities of Llansteffan, Llanybri and Llangynog	Llansteffan History Society	Llansteffan, Wales	Development of an exhibition and an illustrated book to show how rural communities were irrevocably changed by World War I.
Yr Ysgwryn	Awdurdod Parc Cenedlaethol Eryri / Snowdonia National Park Authority	Snowdonia, Wales	The project has worked to conserve and improve Yr Ysgwrn, home of the poet, Ellis Humphrey Evans (better known as Hedd Wyn).
No Man's Land – young people uncover women's viewpoints on the First World War	New Focus (part of Impressions Gallery)	Bradford, Yorkshire and Humber	This project aimed to recognise, research and celebrate the pioneering use of photography by women in the First World War and make it relevant to young people.
The New Zealand Rifle Brigade & Cannock Chase 1917-19	Association of Friends of Cannock Chase	Cannock Chase, West Midlands	This project focused on commemorating the 5th (Reserve) Battalion, New Zealand Rifle Brigade (NZRB) arrival and the two years that they made Cannock Chase their home.

### **1.3. Report structure**

This report is the fourth of six annual reports covering each year of the evaluation, culminating with a final synthesis report in 2020. The report is structured as follows:

- Chapter 2 provides an overview of key information about activities and participants, using data collected from the fourth 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.

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

### 2.1. 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 (77%) 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.

### 2.2. Where were FWW Centenary projects?

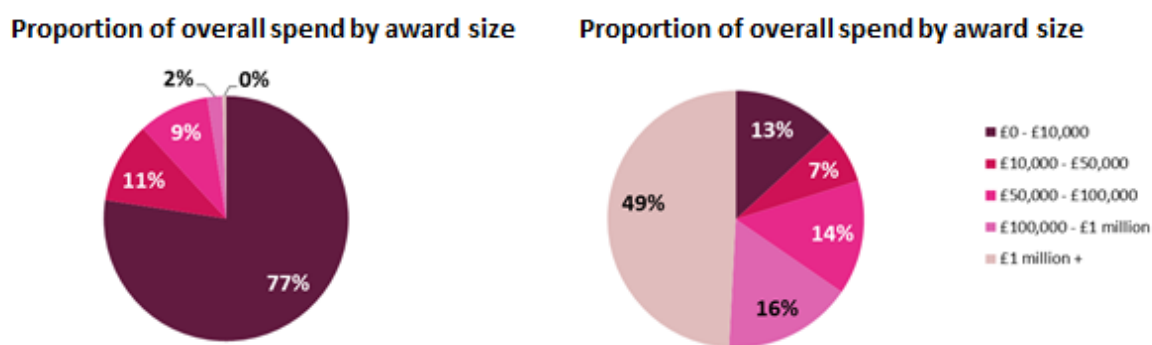
Projects are taking place right across the UK, with at least one project taking place in 95% of the UK's local authorities. When grant levels are compared to population figures, there is a fairly even national and regional spread of FWW: Then and Now funding across most regions, although the North East has received almost double the proportion of grants in relation to its population than other nations and regions. Centenary funding overall varies when compared to population size, but this is largely explained by the location of six grants over the size of £2 million. For instance London and Northern Ireland have received particularly high levels of grant, 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 (the last remaining battleship from the battle of Jutland, and one of only three ships remaining from the FWW) in Belfast.

### 2.3. 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 Caroline, to grants of under £4,000 for some 98 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 projects. For example, less than 1% of projects received more than £1 million, and these made up 49% of the total amount of grant allocated. It also shows that the vast majority (77%) of projects received a grant of £10,000 or less, making up 13% of the overall grant allocated. These smaller projects have accounted for a growing proportion of projects over the course of the FWW Centenary activity – in 2017-18 85% of projects funded received £10,000 or less compared with 72% in 2013-14. 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**



## 2.4. Who participated in funded activities?

An estimated 2.3 million people took part in projects in Year 4, 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 9.4 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 (17%) to engaging with over 5,000 participants (13%).<sup>3</sup>

Young people under 16 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).

90% of projects worked with volunteers, with over 26,000 volunteers engaged in projects over the course of the evaluation to date. These volunteers provided an estimated 241,000 days' on projects (based on Grant Recipient Survey data). 6,100 volunteers were engaged in projects in Year 4, compared to an average of 6,500 for Years 1 to 3. In total, 8,300 volunteers have received training through projects. 1,700 received training in Year 4 compared to an average of 2,200 over Years 1 to 3.

However, as in earlier years, it remains a challenge for projects to engage non-White people in volunteering. In Year 4, only 8% of volunteers were not identified as White, compared to 13% of the UK population.

48% 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, in particular the Away from the Western Front project which reached a range of different communities through delivery of different projects across the UK.

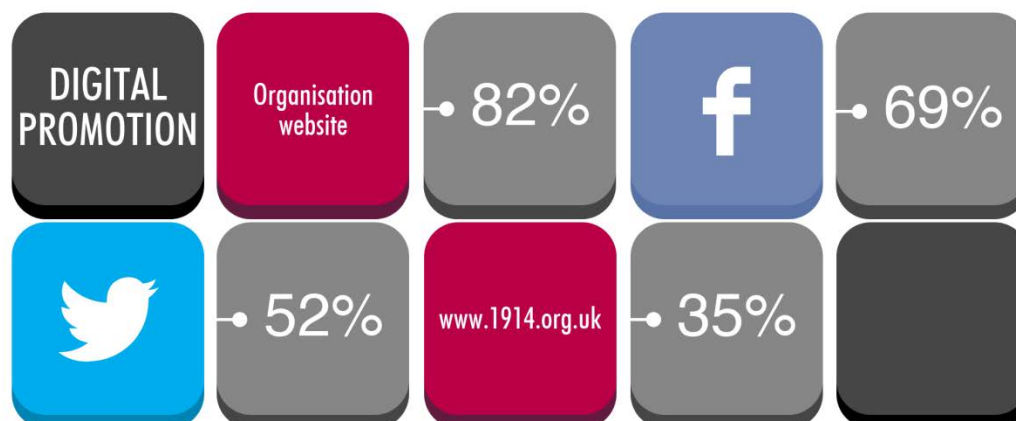
<sup>1</sup> Note that this figure and subsequent analyses excludes the Imperial War Museum First World War Galleries, which had over one million visitors in 2014/15 alone.

<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.

<sup>3</sup> See Appendix 1, Table 6 for further details.

## 2.5 How did projects promote their activities?

Projects promoted activities in a range of ways, most notably through the use of digital media. So far, 82% of projects had used their organisation's website, 69% used Facebook, 52% used Twitter and 35% used 1914.org<sup>4</sup> to record or promote their activities.



## 2.6. Geographic analysis of projects

We also conducted an analysis of the location of projects by urban-rural classification, and by socio-economic classification using UK government typologies.<sup>5</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 went to rural areas and 78% to urban compared to the split of 20% rural to 80% urban across all local authorities.<sup>6</sup>

Turning to socio-economic distribution, Figure 2.2 below shows project location by Index of Multiple Deprivation<sup>7</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. Aggregating further, **57% of projects are in the more deprived 50% of areas in England, 62% in Scotland and 50% in Wales.**

Participant Survey respondents were also asked to provide their home postcode. Respondents tended to live in the least deprived areas (only 11% of respondents lived in areas in the 20% most deprived compared to 20% in the 20% least deprived). This is largely unchanged since Year 3 and continues to suggest that there is a challenge for projects to reach people in more deprived communities. However the response numbers for this question remain quite low (only 181 out of

<sup>4</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>5</sup> The Office for National Statistics classifies each local authority district according to its rurality or urbanity. There are six classifications, which for simplicity have been combined to make two classifications in this report.

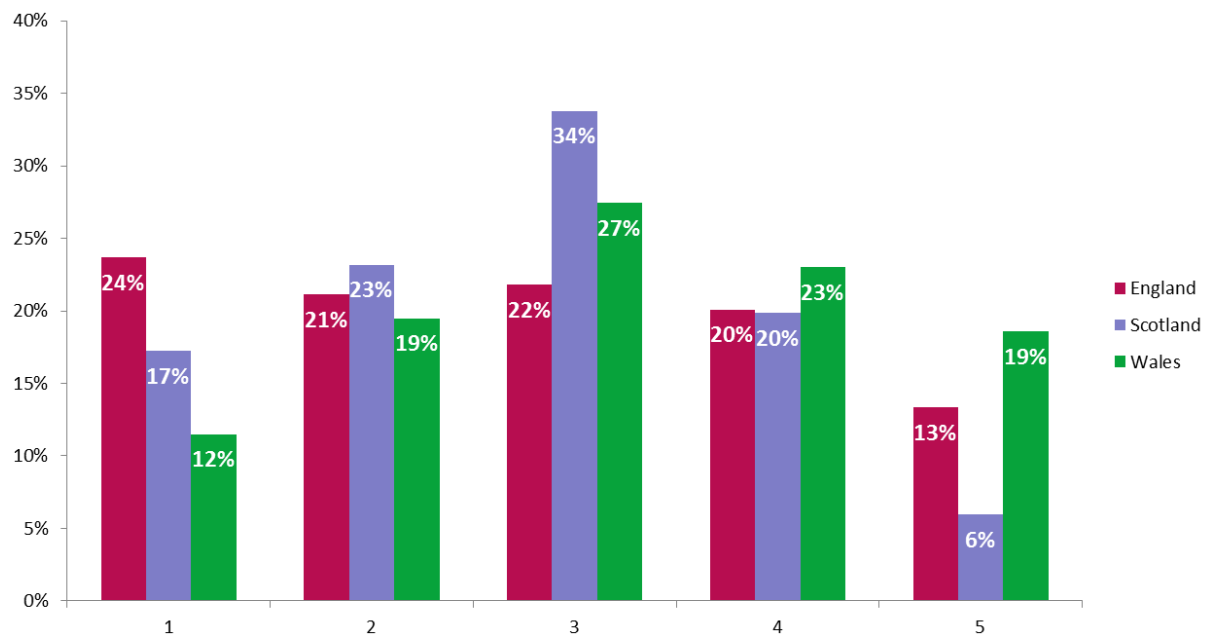
<sup>6</sup> ONS statistics only cover England, Scotland and Wales so Northern Ireland is excluded from this analysis.

<sup>7</sup> The Index of Multiple Deprivation is a set of statistics produced by English, Scottish and Welsh governments to understand relative deprivation in communities across each country.

1317 respondents over Years 1-4 gave their postcodes when asked to do so) and as such these figures remain indicative rather than definitive.

Our qualitative case studies provide some evidence of projects seeking to engage with people in deprived communities (see Appendix 3 for case study summaries), but as in previous years we find that many other projects have either not considered or not been able to reach out in such a way.

**Figure 2.2: IMD of project location (LSOA level data) by deprivation quintile (1= most deprived), all HLF FWW Centenary projects 2010-February 2018)**



Deprivation quintile (1 = most deprived)

Source: English, Welsh and Scottish Indices of Multiple Deprivation, LSOA level data; and HLF project monitoring data 2010- February 2018.

Base: England, 1568 projects; Scotland, 151 projects; Wales 113 projects (no equivalent IMD data for Northern Ireland).

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

## 3.1. Introduction

As outlined above, this evaluation focuses on HLF's five aims 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. In keeping with previous years, the evaluation findings continue to show 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.

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

HLF's FWW activity has had a catalytic effect on 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 FWW. HLF's funding is reaching greater numbers of people across the UK, and new audiences.

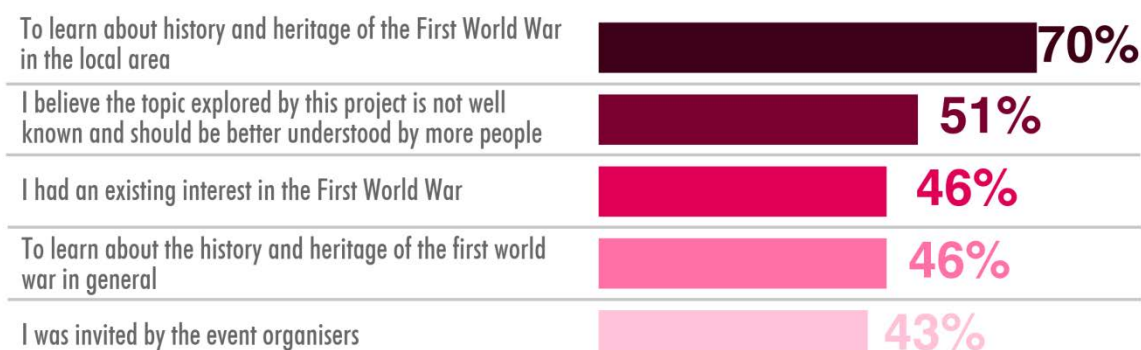
Increasing understanding of the FWW and its impacts was an important motivation for many people leading projects and those seeking to participate. Figure 3.1, below, shows the most common motivations cited by participants and grant recipients.<sup>8</sup> For both participants and grant recipients, motivations relating to learning and education featured highly. In Year 4, 76% of participants said that they were motivated by a desire to learn more about the FWW either in the local area, or in general. This is understandable given the extent to which every community in the UK was deeply impacted by the effects of the FWW, in ways which varied from place to place. Open text survey responses from grant recipients most commonly referred to the importance of commemorating the FWW and its impacts, and to uncovering untold stories – either locally or those experienced by particular population groups (such as women, and people with different ethnic backgrounds).

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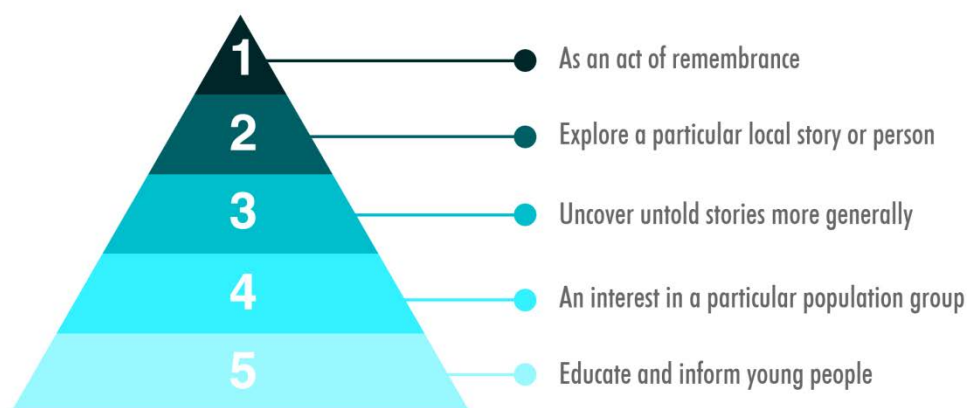
<sup>8</sup> These are not directly comparable but shown here for illustrative purposes: participants were asked to choose options from a pre-populated list whereas Grant Recipients were given a free text box to describe motivations in their own words. This text was then thematically coded and ranked according to how commonly these themes appeared in responses.

Figure 3.1: Motivations to take part in or lead projects<sup>9</sup>

## PARTICIPANTS



## GRANT RECIPIENTS



Grant Recipient Survey responses provided some examples of these varied motivations, ranging from the most popular around uncovering (a wide variety of) untold or not well known stories to project leads wanting to explore the experiences of particular population groups, a small selection of which can be seen here:

“The need to recognise the contribution of our community to WW1 and the war’s local impact. The need to help younger generations be aware of the significance of the war through local experience.”

“To understand more about my own Indian culture and heritage. Also to understand the importance of the contribution that the Indian Army provided at that time to the British government.” (GRS respondent)

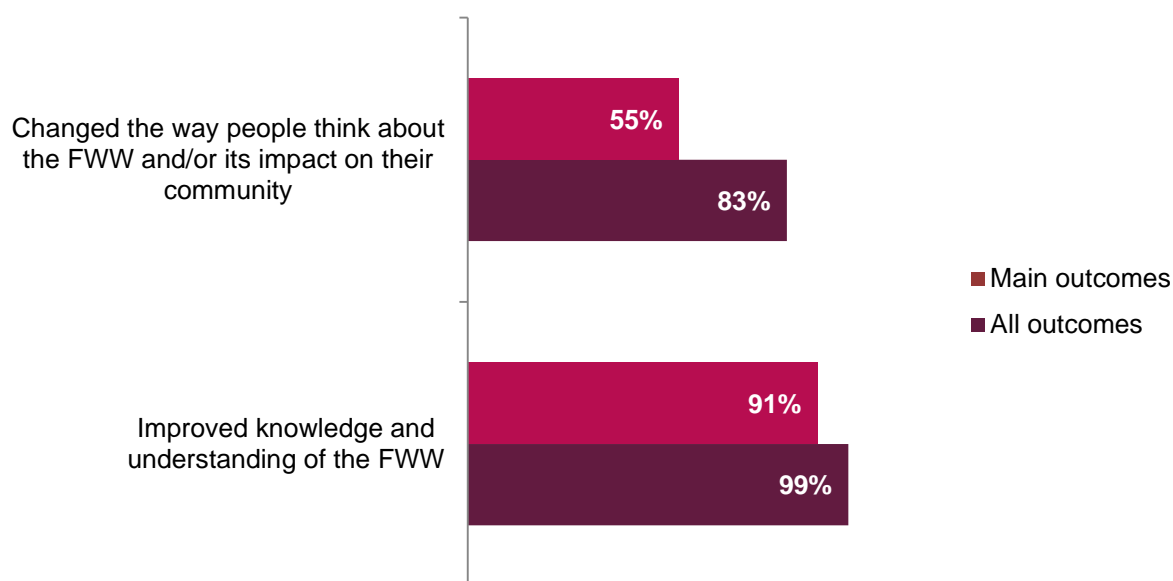
“A desire to honour, acknowledge and to publicise the contributions and the huge sacrifices made by everyone in our local area during and after the Great War. To get local people involved in researching and finding out about the Great

<sup>9</sup> Waves 1 to 4 of participant survey, N=1209

War to understand the world changing events that took place 1914-18.” (GRS respondent)

Moving on from motivations to outcomes, increasing understanding about the FWW was cited as an impact by almost all projects: in Year 4, **99% thought that their project had improved knowledge and understanding of the FWW** (91% said it was one of their main outcomes); and 83% 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 (55% had this as one of their main outcomes).

**Figure 3.2: Learning-related outcomes of FWW Centenary projects**



Source: Grant Recipient Survey, Wave 4. Base (n=164)

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. **All volunteers reported some knowledge gain in at least one area.**

These findings are reinforced by the Year 4 case studies. For instance the The Yr Ysgwrn project has helped people to learn about their own heritage and the heritage of other cultures, through thoughtful and innovative interpretation of Yr Ysgwrn's collection, drawing on the five key interpretation themes. New exhibition spaces, immersive interpretation and a reading room/library, allow visitors to immerse themselves in the entire site.

“... there are a lot of elements, the agriculture and not just local rural history but Welsh, British and world history, you bring everything in to what you tell people, and at times taking people around can be more of a conversation than a guided tour” (volunteer)

Yr Ysgwrn and its collection are also an unusually complete record of life in rural Wales at the turn of the 20th century, illustrating a way of life particular to Wales at that time.

To reiterate, there is no doubt 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. A significant proportion of projects also seek to look at the FWW within the context of their local community. If we consider this in line with data cited in Section 2 showing that projects have so far taken place in 95% 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.

The Away From The Western Front project provides one example of this aim being achieved by delivering projects locally across the UK in a range of different communities, both geographically and through reaching different population groups – for instance working with homeless people in Devon and a project on the involvement of West Indian soldiers in the FWW. Looking at motivations for Grant Recipients, as in previous years 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:

“We wanted to explore the work of women entertainers in the First World War because we felt this would provide opportunities to entertain and educate audiences about gender identity and challenge the some of the fictions supporting compulsory heterosexuality. The work of artists like Hetty King and Ella Shields raised lots of interesting questions about what we now call gender performativity.” (Grant Recipient Survey respondent)

“Trying to engage different groups who face stigma and discrimination locally specifically Gypsy/Travellers and those with experience of mental ill-health. Also hoping to raise awareness as part of wider WW1 commemorative programme locally. ” (Grant Recipient Survey respondent)

“There seemed to be a general lack of knowledge amongst the German community regarding German immigration before WW2. When I became aware of the atrocities members of the community had to face during WW1, I felt it was important to start this project, especially at a time when hostilities against immigrant are on the rise again.” (Grant Recipient Survey respondent)

Project summaries provided by grant applicants also show that projects have focused on different communities of interest, faith and ethnicity. These include projects focusing on the role of the Women in the war, Gypsy/Traveller communities, people from the West Indies and one project focusing on Bosnia.

Analysis in Section 4 below looks in more depth at the nature, focus and location of projects to help better understand of the extent that the range of geographic 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.

## Progress Summary

### Has progress been made on this aim?

HLF funded activities have led to an increase in knowledge about the FWW and its impacts right across the UK and projects focus on a range of different communities of interest, faith and ethnicity.

### What has been particularly successful?

The geographic reach of FWW Centenary activity has been a great success. 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?

As in previous years, HLF could more actively target funding at economically disadvantaged communities which 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.

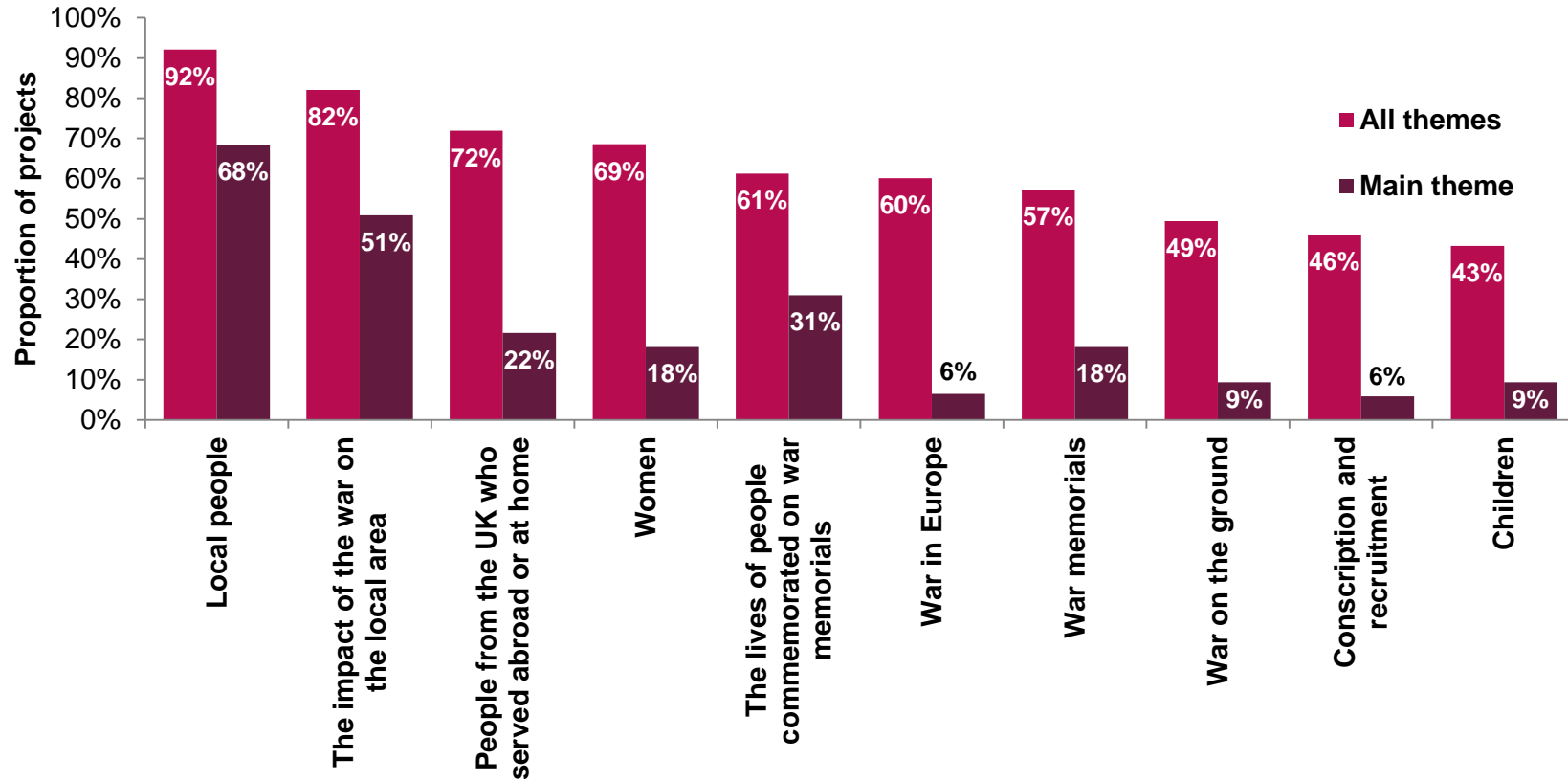
### 3.3. Encourage a broad range of perspectives and interpretations of the First World War and its impacts

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 Years 1-3 the key point to note is the breadth of topics covered by projects, which in itself goes a long way to meeting this aim. Most projects seek to focus initially on local stories but HLF FWW Centenary activity is encouraging a broad range of perspectives and interpretations of the FWW and its impacts.

Grant Recipient Survey data (see Figure 3.3 below) on themes covered by projects, highlights that 92% of projects focused on 'local people', which was the main focus for just over two-thirds of projects (68%). These figures are very similar to previous years' findings. However, this figure taken in isolation masks the range of other themes that projects covered: to take two examples, two-thirds of projects looked at women; and a further third spent some time exploring medicine and healthcare. Similarly, 99% of Participant Survey respondents in Year 4 said they had improved their knowledge about the FWW in their local area, but – for example – 87% said they had made some gains in knowledge about disabled soldiers to the war, and four-fifths (80%) said they had learned something about sport in wartime. Separate analysis of project data conducted by the University of Hertfordshire confirmed that few themes remained uncovered by HLF FWW Centenary projects, although they also identified four under-represented themes: the aftermath of war; children and young people; home front industries and business; and transport.



Figure 3.3: Top 10 themes covered by projects

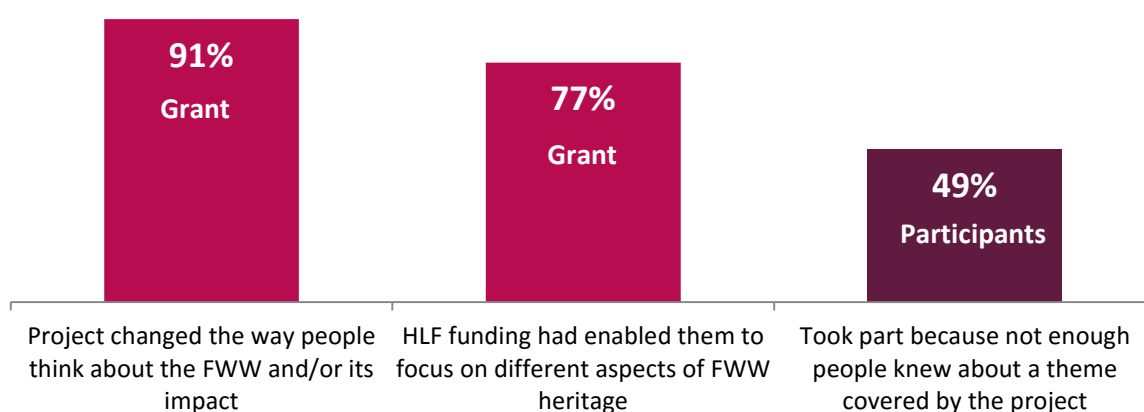


Source: Grant Recipient Survey, Wave 4. Base: 171 respondents

Participants and project leads both sought to improve understanding of aspects of the FWW that were less well understood. Among this year's case studies, The Away from the Western Front project is an important example of this, with its focus on a wide range of less well understood aspects of the FWW. The Away from the Western Front project funded a number of projects across England, each focusing on less well understood aspects of the FWW, including perspectives on and from Iran, Iraq, Syria, Egypt and Palestine.

As Figure 3.4 shows, 49% of Participant Survey respondents in Year 4 said that a motivation for taking part was that not enough people knew about a theme covered by the project they participated in. Furthermore, 91% 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: 77% 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: Understanding aspects of the First World War**



Source: Wave 4 Grant recipient and participant surveys, n=165, n=162, n=289 respectively

The Away from the Western Front project also gave an example of how encouraging different perspectives and interpretations can be about personal discovery as well as creating new knowledge – one volunteer spoke of how their depth of understanding of FWW had changed over the course of the project:

“I think if I were talking to people now, had I talked to people about the war diary last year, I would have given them the facts and figures and I would have said isn't that awful and how dreadful that must have been If I was to give that talk now, they would see in my eyes there was more to it. I think I would be able to bring that out now.” (Volunteer, AFTWF Holy Lands project)

Similarly the New Focus project also clearly impacted on how its participants understood the FWW (see Box 5, 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. Years 1 and 2 of the evaluation noted 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). Year 4 results were similar with 41% aware and 12% having received support. This suggests that there is still 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?

As in Year 3, it is highly evident that a broad range and perspectives are being covered by projects, and participants are being encouraged to consider these. There has been little change over the last year.

### What has been particularly successful?

The increasing number of individual projects that focus on different aspects of the FWW either as part of or beyond an interest in local heritage

The overall spread of different foci and angles taken across the 1,933 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 and 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.

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

The extent that HLF FWW Centenary projects have engaged with young people is very positive. The Grant Recipient Survey indicates that around one-third (30%) of all participants in Year 4 of the evaluation were young people – around 680,000 young people in total. Those aged 11-16 are particularly well represented, accounting for 16% 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 – a successful achievement considering that this group can be particularly difficult to engage in community-based activities<sup>10</sup>). This is broadly similar to Year 3.

Many projects engaged with schools in order to reach young people, and Year 4 Grant Recipient Survey responses indicate that 50% of projects conducted outreach sessions in schools or colleges (5,923 sessions in total), while 44% received visits from schools (501 visits in total). Again, these figures are very similar to previous years. A number of projects developed positive relationships with schools, as detailed in the following survey response:

"The involvement and commitment of the 18 schools throughout the programme has been a great success. They developed a programme of work and visits with us throughout the school year and excelled in all they did. The visits brought the theme to life and the classroom research backed this up with local heritage stories. The schools produced some amazing scrapbooks of their projects which demonstrate the detail they went into." (Grant Recipient Survey respondent)

<sup>10</sup> See for example Britain Thinks (2015) 20 Years in 12 Places: 20 years of Lottery funding for heritage. HLF, London. <https://www.hlf.org.uk/about-us/research-evaluation/20-years-heritage>

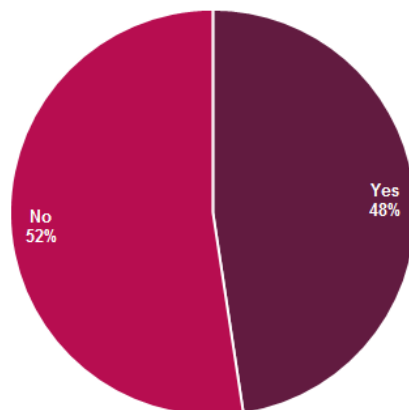


Grant Recipients did however sometimes note the challenges faced engaging schools. This was mentioned less frequently than in previous years, but remains a common response when prompted to outline the greatest challenges of projects in the Grant Recipient Survey.

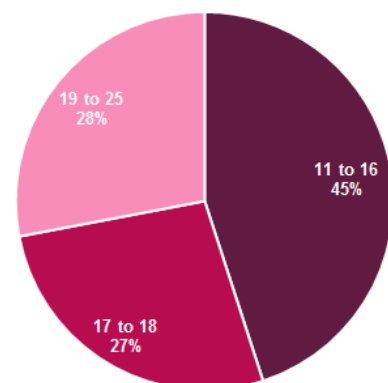
134 HLF-funded projects were led by schools (based on HLF data). Schools provide a direct route to engaging young people, but other avenues such as youth clubs are also important means for engaging young people. This invests resources in different groups and creates a different kind of space to engage 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 of school/college



Source: Grant Recipient Survey, Wave 4, Base (n=128)

The key element to this aim is the extent that young people have *actively* taken 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>11</sup> Again, this has not changed over the course of the evaluation to date. See Box 1, below, for an example of a project where young people were at the heart of delivery.

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:

“The achievement of the young people and the impact of the resulting performance on participants and audience views” (Grant Recipient Survey respondent)

“The huge amount of wonderful work created by the children in the schools. They totally embraced the whole subject of the Battle of the Somme, and created their own letters and poems from the Front.” (Grant Recipient Survey respondent)

“The engagement levels of the young people from the outset surpassed our expectations” (Grant Recipient Survey respondent)

“Given the wide age range we were working with, we did question how our youngest performers would react to the ideas and stories we were exploring. We were unsure how interested they would be in a period which to them seems so long ago. It was really interesting to watch them respond the stimulus, how curious they were and how many questions they had. We found that our young people were very motivated to carry out their own independent research out with the rehearsal room and were excited to share new facts with their peers.” (Grant Recipient Survey respondent)

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.

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<sup>11</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

### Box 1: Engaging young people in Bradford

New Focus (NF) – a young people’s consultation group at the Impressions Gallery - were initially sceptical about whether an exhibition on female photographers would inspire and engage young people. However after the Head of Programme at the gallery and curator of the exhibition talked them through some of the stories behind the images, the group became enthusiastic about developing the project. They saw that the exhibition was unique and could challenge young people’s preconceptions about history in general and about the history of the First World War in particular. One young person volunteer explained:

“I saw that it combined my love of feminism and history and literature together and then also just wanting to learn and expand my mind a bit.”

Another who was studying history and photography, was intrigued by the technical side:

“I collect old cameras and getting an insight into how people actually used them, I found it really interesting.”

Another understood the uniqueness of the exhibition content:

“The topic about women in the First World War, I think before this project I didn’t know there were any female photographers ... it just kind of surprised me how they managed to do all this during war and battle ... and also just to get more of an insight into the First World War, it is very vague to most of us, we know so much about the Second World War ... The topic really intrigued me.”

The project ran from October 2016 to December 2017 and was a substantial time commitment for the volunteers. Altogether there was 38 young people involved in the project from start to finish, but there was a core group of about 20 who were really engaged, participated in the archive research, the school visits, gallery events and social media campaigns. NF met every two weeks for two hours, and they would carry out the research and writing tasks in their own time, with guidance from the NF lead. Most live locally but one travelled in from Liverpool where she had begun a university course. All enjoyed the project and were willing to commit to it. As one explained ‘*Each and every one of us came because we were excited to*’. One of the volunteers came to every meeting (*‘so a substantial amount of my time was given to this project*)

## Progress summary

### Has progress been made on this aim?

Yes. As in Year 3 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 680,000 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?

There has been little change over the course of the evaluation and there is a case for HLF considering in particular whether there might be ways to catalyse the involvement of young people as volunteers and trainees in projects.

If not already doing so HLF could ensure that all projects are aware of HLF guidance on working with young people (<https://www.hlf.org.uk/how-involve-young-people-heritage-projects>) 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.

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

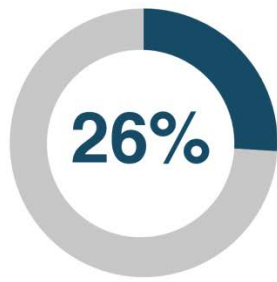
There is growing evidence of the legacy of HLF's activity as we enter the final years of the Centenary. We consider legacy under three broad headings below:

- physical legacy
- people legacy
- digital legacy.

These are now considered in turn.

### 3.5.1. Physical legacy of HLF's FWW Centenary activity

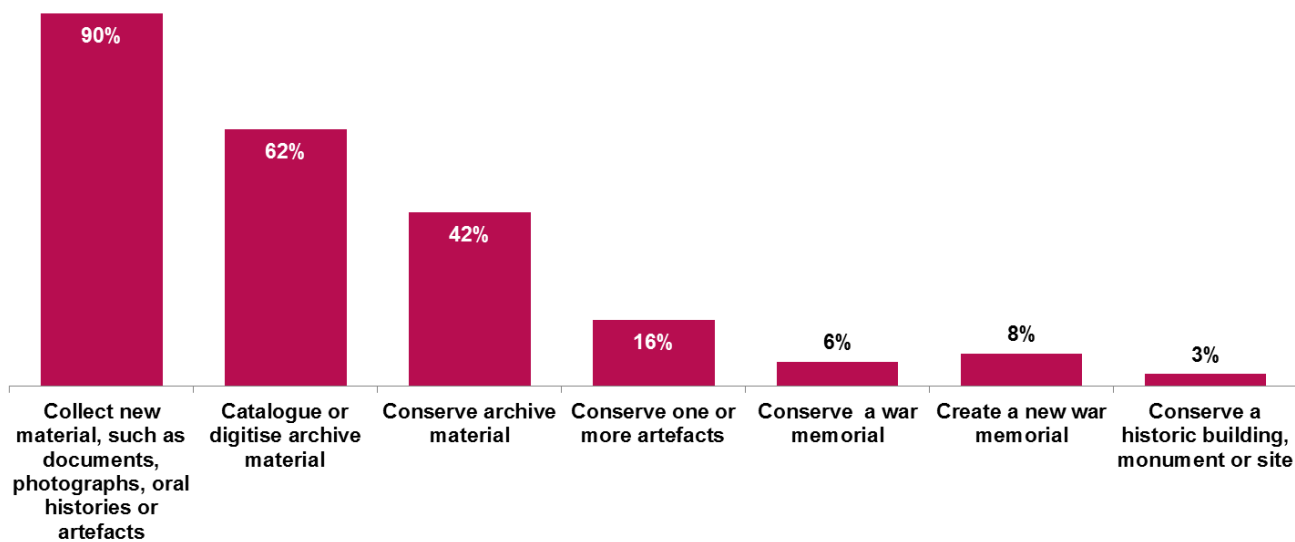
Improvements to physical heritage (including archives or creating new means of communicating heritage such as exhibitions or display boards) continue to be important outputs for projects. A quarter of Grant Recipient Survey respondents in Year 4 said that they had improved the physical state of First World War heritage (a sizeable number when extrapolated to all projects), which is slightly up from the 22% who said the same in the previous year. 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 as long as they were maintained beyond the end of HLF funding.



"We have improved the physical state of First World War heritage" (GRS)

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: 165. Source: Grant Recipient Survey, Wave 4. Base: n=165

Such activity was often an integral part of projects and the conservation or creation of new heritage materials was also important element to most case study projects (see Box 2, 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 from Year 4 left behind a permanent legacy in the shape of exhibitions in community venues (7%) or in museums, galleries or libraries (8%). Others produced artefacts such as films (28%), schools packs (34%) and trails (16%) which have a life beyond the end of projects.



## Box 2: Case study: Physical legacy in Yr Ysgwrn

A museum and heritage centre with excellent education facilities has been developed at the site with a strong relationship with National Museum Wales and the Cyngor Gwynedd Arts and Museums Service. Yr Ysgwrn is now considerably more developed in terms of making its literary, historical and agricultural heritage available for its publics than it was previously; for example:

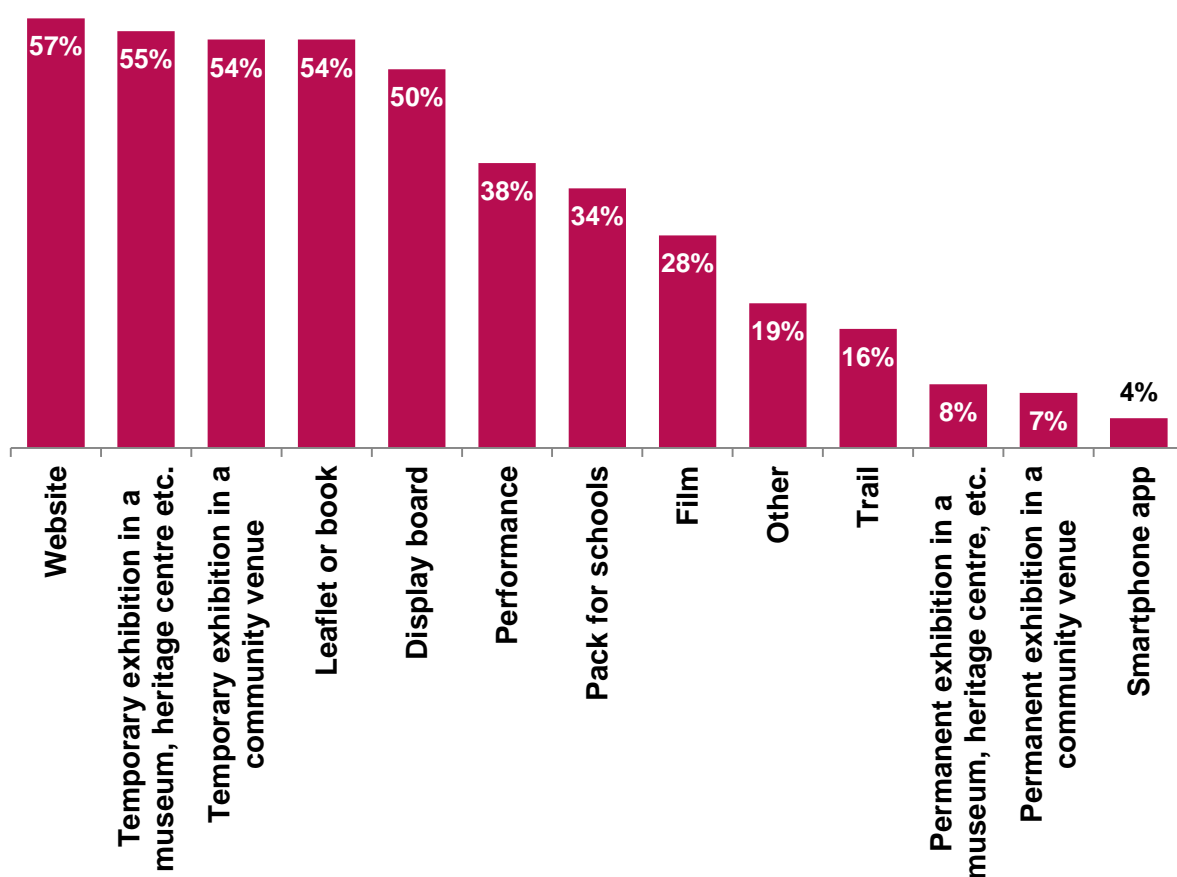
- The creation of themed interpretation based on five key strands of Hedd Wyn's life and literacy legacy offers rich and varied seams of interpretation for visitors as they move through the site.
- The Activity Plan has executed a varied range of educational activities including open days, gardening, historical interpretation of artefacts, oral history, rural skills training, topic specific workshops.
- The project has begun to raise awareness of Yr Ysgwrn's heritage to a new, international audience, by digitising the collection and developing a web presence and online educational resources.
- Guided tours of Yr Ysgwrn are one of the core means of offering visitors an interpretation, but these have been greatly improved by the new facilities, and the installation of various exhibits.

The project has avoided rarefication of heritage as commodity or sentiment, and left it available for enjoyment, appreciation and learning:

“It could be a dry old project but it is not it is alive and when you are around here you think ‘Yes it is still alive in there’ , it's not dry history, it is living history ... reaching out to an audience who perhaps don't know anything about WW1 and I think it is so important to carry that memory on and the knowledge of that horrendous time” (volunteer)

Future development and possibilities for educative activities and exhibitions that draw upon the current strands of interpretation are plentiful. As well as extending its work around agricultural heritage, the project is currently looking to work with the Lloyd George Museum to provide a contrasting story of war ‘heroes’ through a focus upon a different Welsh ‘icon’, the Welsh Wizard.

Figure 3.7: Outputs of project activities

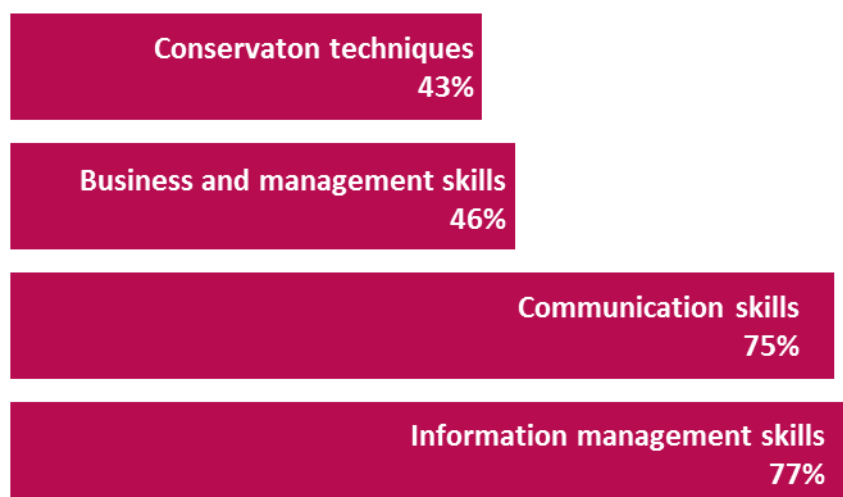


Source: Grant Recipient Survey, Wave 4. Base (n=178)

### 3.5.2. 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 from Year 4 indicate that, for example 43% of participants increased their knowledge of conservation techniques, while 46% improved their business and management skills. Over three-quarters improved their information management skills (75%) and communication skills (77%).

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



Source: Participant survey, Wave 4. Base (n=195 minimum)

In Year 3, when asked about the lasting benefits of their projects, Grant Recipients were most likely to talk about the relationships between people. This was less prevalent in Year 4 – with a greater focus on physical legacy – but a number of responses did raise new or improved relationships and community-building as legacies:

“During the trip to Dublin we had people from the local community (Protestant background), a women’s Group (Nationalist background) and a flute band and great relationships were built up and have continued on.” (Grant Recipient Survey respondent)

“The exhibition helped us to build links and relationships with local historians and other local museums, libraries and archives. We will build upon these relationships for future project work, allowing the museum to take a more active role in the promotion of local history.” (Grant Recipient Survey respondent)

“Definitely bringing the community together through walks, workshops and events. The Heritage co-ordinator, who is local man, has continued with the history walks and they are well attended.” (Grant Recipient Survey respondent)

In Years 3 and 4, 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 99% of participants claimed that they made gains in knowledge in the year since being involved in an HLF FWW Centenary project.



**Made gains in knowledge in the year since involvement (longitudinal)**

In addition, 80% 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.



Went on to find out more about the FWW in the year since their involvement (longitudinal)

### 3.5.3. Digital legacy

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. HLF's work with the British Library to archive HLF FWW Centenary project websites is a high-level element of this: 488 websites had been archived as of March 2018. Critical to the achievement of a digital legacy is the use of digital outlets to promote and record projects. For example, 53% of projects produced a project website (see Appendix 1).

The partnership with Historypin<sup>12</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 use Historypin to record their activities although only 27% of projects that completed the Grant Recipient survey in Year 4 said they had done so. This was lower than in the early years of the survey but higher than for Year 3 of the survey (20%): 40% of respondents over Years 1 & 2 had used Historypin. Of that 20%, more than two-thirds (70%) found Historypin useful; and half (50%) also found it easy to use, mirroring findings from previous years.

As in Year 3, 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.



<sup>12</sup> Historypin.org is "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.

## Progress Summary

### Has progress been made on this aim?

There is growing evidence – sustained over the four years of the evaluation to date – that heritage legacy is being created through the recovery and creation of physical heritage materials and digital archiving. There is also 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 sheer numbers of projects working to uncover, 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?

As in Year 3, 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, or do not use Historypin.

HLF could consider whether follow-on funding for some projects with high potential for long-lasting benefits might help to increase their long-term legacy.

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

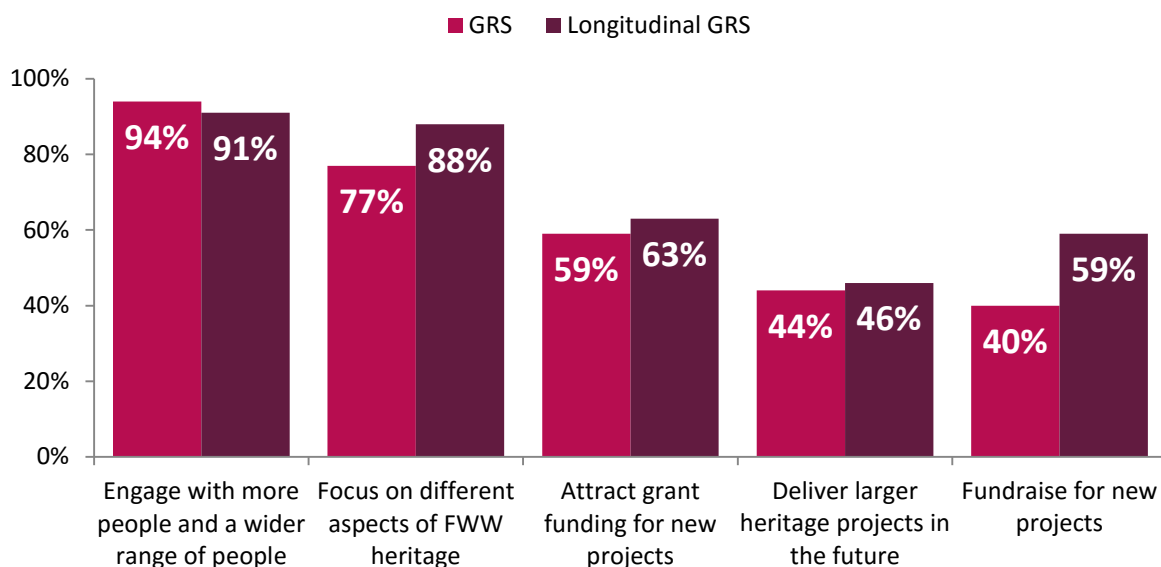
As we noted in Year 3, HLF FWW Centenary activity has transformed the community history landscape, transforming the capacity of community organisations to engage with heritage. Many organisations have undertaken heritage activities for the first time. The vast array of activity taking place has raised the profile of community heritage across the UK.

HLF funding for FWW Centenary projects has increased capacity of community organisations to engage with heritage in different ways, most directly through grants that develop organisations' heritage expertise or grow their organisational capacity to do more in future. Many organisations had not previously delivered heritage projects and since 2013 59% of FWW: Then and Now grants have been made organisations who had not previously received funding from HLF. This figure has declined slightly over the course of the FWW Centenary activity. In 2013/14 61% of grant recipients had not previously received funding from HLF, which declined to 45% in 2017/18. One likely explanation for this decrease is the growing number of projects who have successfully applied for further grants once their initial HLF FWW project was complete (see below).

Figure 3.9 shows impacts of HLF funding on organisational capabilities. It shows that HLF funding was most likely to improve ability to focus on different aspects of the FWW and to engage more people and a wider range of people. Looking to future capacity to deliver projects, around two-fifths of projects in Year 4 felt that HLF funding had improved capacity to deliver larger projects in future (44%) or to fundraise for new projects (40%). Over half (59%) felt that it had improved their chances of attracting more funding for new projects. These figures did not change much one year on from project completion, based on longitudinal Grant Recipient survey responses. In fact, most of impacts are slightly greater one year after the

project has completed. These echo findings from Year 3. Given that many of the projects are small and run by small groups or voluntary organisations it is encouraging that HLF funding is seen to have such an impact on a reasonably high 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, Wave 4

Base: 162 (GRS) and 137 (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:

- 90% felt that HLF funding had improved their capacity to raise awareness about their organisation;
- 71% felt that HLF funding had improved their capacity to attract new volunteers;
- 85% felt that HLF funding had improved their capacity to develop stronger links in the community;
- 81% felt that HLF funding had improved their capacity to develop stronger links with other organisations.

In a separate question, Grant Recipient survey respondents in Year 4 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:

- 14% had put in place new plans for management and maintenance;
- 10% had brought in additional staff to help manage heritage in the future beyond the life of the project;
- 6% had recruited additional trustees to help better manage heritage.

Much of the capacity building therefore 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 **80% of projects stating that HLF funding had made a**

**lasting positive different to the resilience of the organisation;** and 70% had successfully accessed further funding to continue project activities.

This is partly evidenced by organisations who went on to deliver another HLF FWW project: 7% of grant recipients (139 organisations) have gone on to carry out further HLF-funded FWW Centenary projects; a small increase since Year 3 when only 6% had carried out a second project. Qualitative findings from case studies and survey returns also highlighted how organisations had developed organisational and heritage-specific capacities.

### 3.6.1. 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 each of the 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. For instance the Ys Ysgwrn project had strengthened existing and developed a range of new partnerships. The existing project has been inclusive of significant stakeholders in the development of Yr Ysgwrn on international, national and local levels. Additionally, regional geographic and thematic partnerships have been formed to co-ordinate marketing and visitor offer, including heritage sites and museums such as the Gwynedd Museum, the National Slate Museum and Llys Ednowain heritage centre and literary sites and venues, including Literature Wales, Ty Newydd National Writing Centre and Y Lasynys Fawr.

Such projects are not isolated examples and 77% of projects developed partnerships in the delivery of their projects. Impressively 90% of those projects that developed partnerships in previous years maintained partnerships in the year following project completion.

#### 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 continues to have positive impacts on capacity for individual organisations as well as awareness of community heritage across the UK.

##### What has been particularly successful?

Grant recipients still feel the positive effects to a similar – or even greater - degree a year on from the end of their project. This suggests HLF funding impacts on capacity in the longer-term as well as during the period of project delivery – a very positive finding. This is reinforced by the fact that Year 4 findings repeated those of Year 3.

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

HLF could consider providing a follow-on capacity building funding programme for small grants holders to continue their work explicitly focused on building capacity for future heritage work.

## 4. 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 4, in particular those relating to knowledge and skills.

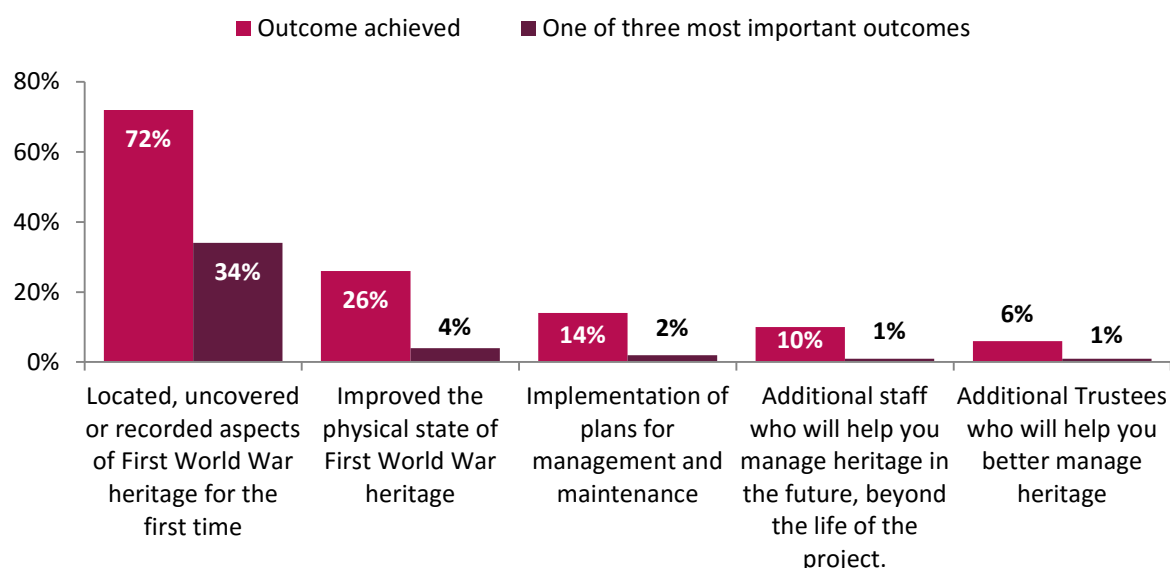
### 4.1. Outcomes for heritage

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 (proportion of projects)**



Source: Grant Recipient Survey Wave 4. Base: 165

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 follows the trends of previous years and is what might be expected given the size of most grants and the focus of most projects: grants were not primarily aimed at organisational capacity building, although this was an indirect outcome of grant-making (see Section 3.6). We now look at each of the HLF heritage outcomes in more depth.



#### 4.1.1. Heritage will be better managed

As Figure 4.1 shows, relatively few projects implemented new structures to better manage heritage, which follows findings from Years 1 to 3:

- 14% implemented plans for management and maintenance and only 2% saw this as one of their three most important outcomes;
- 10% employed additional staff to help manage heritage beyond the life of the project (1% said this was a main outcome);
- Only 6% 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) as was found in previous years' case studies and again with all Year 4 case studies.

#### 4.1.2. Heritage will be in better condition

There was better evidence of achievement across the remaining three heritage outcomes, including heritage will be in better condition. This outcome was achieved in various ways, albeit only a quarter (26%) of projects claimed to have improved the condition of heritage and only 4% regarded it as one of their most important outcomes. Again, there was little variation between earlier years of the evaluation and Year 4.

Survey and case study data show the range of ways in which this outcome was being achieved. For instance 17% of projects in Year 4 indicated that they had conserved artefacts, 6% had conserved a war memorial and 3% had conserved a historic building, monument or site. Examples of this outcome being achieved this year include the restoration of Ys Ysgwryn and many of the artefacts within (see Box 3) and restoration of the Grade II listed Hollingworth War Memorial (monitoring data).

### Box 3: Case study: Improving the condition of heritage at Ys Ysgwrn

This project has carried out much of the necessary work to safeguard the long-term future of Yr Ysgwrn as a historic environment. Prior to these works the dilapidation of the interior of the farmhouse, as well as the collection of chattels (including the Bardic chairs) had become of increasing concern. The project has conserved heritage through immersive conservation works to site buildings, structures and the Yr Ysgwrn collection of chattels leading to increased public awareness and understanding of Yr Ysgwrn and its heritage.

The restoration, and conservation of Hedd Wyn's collection of bardic chairs is an important contribution. These are of vast cultural and heritage significance illustrating the vibrant eisteddfod tradition in rural Wales at the turn of the 20<sup>th</sup> Century, which continues to thrive in areas of Wales, including Trawsfynydd. Y Gadair Ddu is different to the local eisteddfod chairs, in terms of both style and significance, and is widely regarded the most iconic piece of Welsh furniture.

The consultation report highlighted the importance of Yr Ysgwrn's sense of place, the existing unique visitor experience of Yr Ysgwrn and the importance of conserving the collection there. There was an overwhelming consensus that Yr Ysgwrn should remain the collection's permanent home and the success of the project has, in part, been the nuanced ways in which it has improved and preserved heritage through keeping heritage 'in-place':

"This place could very easily have been taken down to the Welsh folk museum, by keeping everything here it brings the experience alive. You go into the house in the morning to make the fire and it is such a nice atmosphere ... it was a home and I like to think that is what the project has kept – it is a home" (volunteer)

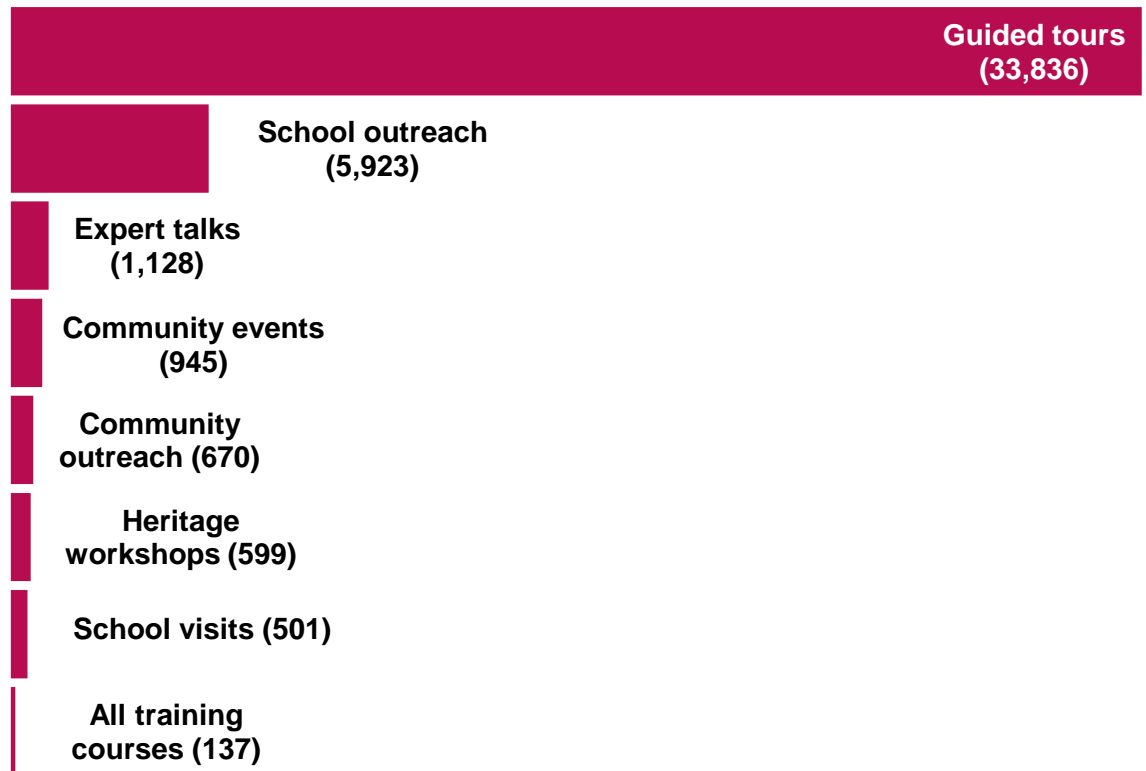
#### 4.1.3. Heritage will be better interpreted and explained

Heritage is being interpreted and explained in order to make it more accessible to different groups of people in a variety of ways. As in previous years, young people have been an important focus of these activities (see aims, above – in particular the New Focus examples).

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. This include 57% projects in Year 4 that had produced project websites, 28% who had made films and 38% 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 4: Case study: Explaining heritage in Cannock Chase

Walks and talks organised through the Friends of Cannock Chase have been a way of disseminating research gleaned by volunteers about the New Zealand Rifle Brigade, and they have been well attended, and productive of more understanding of the history of the Chase:

“Next week we have another tour of the New Zealand lines at Brompton camp, the first one we did we had 25, a surprise given the horrendous conditions ... the knock-on effect of that was amazing ... I got contact with lots of follow up material, ... and others who had been on bringing others around [...] the ripple effect of showing the public what is available out there has been impressive ... so the public are getting to know about the camps”  
(project lead)

A freelance worker appointed by the project worked with Staffordshire Libraries Service to provide local school children with literacy activities linked to the NZRB and the First World War. Peter Millet, the author of ‘The Anzac Puppy’ (a children's book about the First World War and the NZRB through the lens of their dog mascot on the Chase) agreed to take part in the project from his home in New Zealand and gave a storytelling and Q&A sessions via video link.

A suite of curriculum-linked learning activities was developed for delivery alongside the project and for future use. The children were encouraged to write their own story and taught storytelling skills which they would use back at school. The evaluation was unable to speak to any of the children or staff from the two schools involved, but the materials were open for inspection and appeared a comprehensive and engaging way for children to be introduced to the history of WW1 (‘... *they did have a lot of hands on dressing up which is why we did the school loan box, lots of tools for them to play with ...*’). These resources are now available on loan from the library for schools to use in the future.

A volunteer, with a keen interest in war heritage and researcher from the previous phases of the HLF grants to FoCC, carried out the research on the names graffitied on the Triumphal arch and this information adds to the store of WW1 local heritage knowledge emerging from the HLF grants that preceded this one.

#### 4.1.4. Heritage will be identified/recorded

As Figure 4.1 above shows, the identification/recording of heritage was an important outcome for most projects, with 72% of projects stating that they had achieved this outcome and 34% 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 as in previous years 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 identification of 25 soldiers killed in WW1.” (Grant Recipient Survey Respondent)

“Perhaps the biggest success is a digital database of thousands of items of correspondence between the [land owners] and tenants which gave us a real insight into the lives of villagers.” (Grant Recipient Survey Respondent)

“To discover so many new images of the county between 1914 and 1918. Over 140 images are now on the website and there are still about 10 or so to research.” (Grant Recipient Survey Respondent)

This is the most well evidenced heritage outcome.

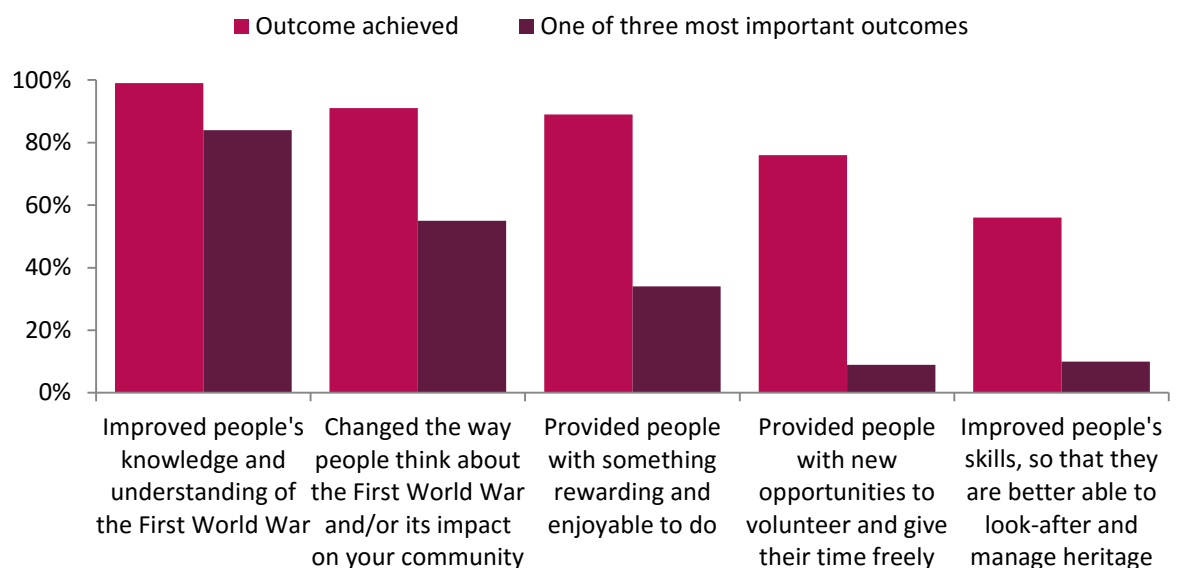
## 4.2. Outcomes for people

As in Years 1 to 3, outcomes for people continued to be the most evidenced set of outcomes in Year 4. There was good evidence across each of the 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.

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 in Year 4 (99%) identified the improvement of people’s knowledge and understanding about the FWW as a project outcome, with 84% saying it was one of their most important outcomes. Similarly high numbers identified providing people with something rewarding and enjoyable to do (89%) and changing the way people think about the FWW (91%) as outcomes. The different people outcomes are discussed in more detail immediately below.

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



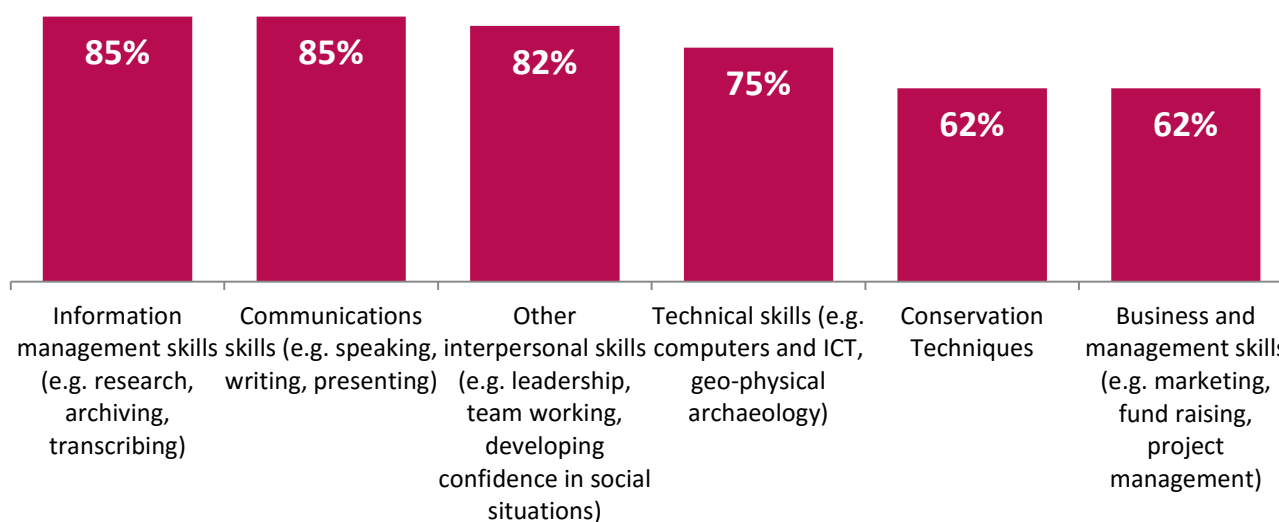
Source: Grant Recipient Survey, Wave 4. Base: All valid respondents (n = 164)

### 4.2.1. People will have developed skills

As already noted in Section 3, the development of new skills for participants and project leads/staff is an important outcome of HLF FWW Centenary activity. 56% of Grant Recipient Survey respondents felt their projects had improved people's skills, although a much smaller proportion (10%) felt it was one of their project's most important outcomes. Skills development was often an indirect outcome of projects largely focused directly on heritage and learning about the FWW.

With the exception of project visitors, 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 in Year 4 that achieved at least 'some improvement' in the different skills listed. Across all areas skills improvements were slightly higher than in Year 3. Over four-fifths of respondents noted at least some improvement in information management skills (85%) and improved communication skills (85%) – an impressive achievement for projects. Even in more specific skills such as conservation techniques (62%) and business and management skills (62%) almost two-thirds of participants expressed some degree of improvement. Skills improvements in these two areas were slightly higher than Year 3, and much higher than in Years 1 and 2 when only one-third stated that they had improved their skills in these two areas.

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



Source: Participant survey, Wave 4. Base: All valid responses (n= 137 to 188)

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 8,000 people have undertaken training through HLF FWW Centenary projects.

### 4.2.2. People will have changed their attitudes/behaviour

There is good evidence of people having changed their attitudes, but less so on behaviour. 91% of Grant Recipient survey respondents in Year 4 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. 81% of respondents in Year 4 gave a score of 8 or higher, and 39% gave 10 out of 10, suggesting that projects were successful in challenging participants' existing attitudes. This came through strongly across two of the five case studies – New Focus and Away from the Western Front (see Box 5, below).

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 half (54%) gave a score of 7 or more. The various projects led through Away From the Western Front have worked to achieve this aim and some of the Grant Recipient Survey responses also alluded to greater understanding between different cultures:

“The project has helped to show the wider community that Gypsy/Travellers contributed and suffered in the First World War just like everyone else.” (Grant Recipient Survey Respondent)

“This heritage project had a direct appeal to the Scottish communities, and evidenced that welcoming those in need – such as refugees – is indeed a heritage that Scotland is keen to own and protect.” (Grant Recipient Survey Respondent)

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'. 56% gave a score of 7 or more. In some instances, open survey responses elicited participant intentions to take part in new activities, were actually taking part in new activities or that involvement in HLF funded projects had opened up new opportunities. For instance:

“I am hoping to become involved in another local heritage project after this current project ends. If we can get funding it will help us establish a local heritage centre which I am sure will add to growing continuing awareness of our heritage in this area.” (Participant Survey respondent)

“I would like to carry one with a heritage project, and use what I have learned to benefit others.” (Participant Survey respondent)

“I have been trying to complete the story of my father's life and it has encouraged me to make a greater effort to conclude his part in WW1.” (Participant Survey respondent)

As discussed in previous years, it is difficult to assess behaviour change using a snapshot in time, usually soon after participation in activities. Instead we use proxy measures regarding intentions to act or a sense of immediate change. There continues to be good evidence of people being motivated to do new things and especially that activities challenged existing thoughts and beliefs. The fact that 54% of participants felt that activities had given them greater respect for other people and their cultures is particularly encouraging.

### Box 5: Case study: Changing attitudes in the New Focus project

The project introduced the volunteers to a side of the First World War that they had not known previously. It made them more interested in the war in general, and of women's role in the war in particular. They were able to draw some relevance between the lives of the women they researched and today's society:

"Trying to keep that history alive ... it's not that long ago really ... to think about how much has changed, but also how much has not changed ... trying to keep people's memories, stories alive, trying to keep those voices there ..."  
(Participant)

"The level of involvement these women had during the FWW ... before this project I had no idea they did anything other than being housewives ... that's the main thing I learned, the different roles they had ..."  
(Participant)

"At school I hated history, I just wouldn't pay attention ... I found it boring ... ask me now what I did at school in history and I have no idea, but looking at it from a different perspective ... I think I've learnt more and taken it in better"  
(Participant)

The impact on one volunteer at the Peace Museum was profound:

"it just sort of really struck me that I was reading about their lives and looking at pictures of them and reading their personal letters that they'd sent to their family ... yet they'd never know that I existed, it's just really peculiar and led to a lot of introspection, thinking about how they will never know I existed but I know so much about them".  
(Volunteer)

The NF project lead explained:

"I think its massively changed people's perceptions of the FWW ... everyone we've spoken to ... Young people don't realize how much the FWW had a massive impact on women's equality in society, no idea ... a lot of young people were amazed. They were able to have an emotional reaction because they were able to identify with some of the women ... like "oh my gosh she's just like taking a selfie"... they were able to put themselves in the women's shoes, and they were able to react emotionally and to image these women are just like me and they weren't even allowed to vote."  
(Project Lead)

#### 4.2.3. 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 (animals at war) recording some improvement among 67% 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 (98%);
- The impact of the war on the local area (98%);



- People from the UK who served abroad or at home (97%);
- Women (95%);
- The lives of people commemorated on war memorials (92%).

Reference to case study materials reinforces these findings (see Appendix 3 for case study summaries): in each project – albeit in different ways – learning about the FWW was a 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, particularly in New Focus and Away from the Western Front.

It is clear that this outcome continues to be very successfully met across the suite of projects funded as part of the HLF FWW Centenary activity.

#### **4.2.4. 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 70% giving a score of 9 or 10 and just under half (49%) giving 10 out of 10. Case study and Participant Survey respondents were also asked to explain why they enjoyed the project. Respondents gave 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:

“As an RAF child I have no 'home village' and, hence, I tend to regard [place] as my heritage. My mother was also an RAF child and hence no roots either so I regard [place] as very much part of my life, despite never having lived there.” (Participant survey respondent)

“I am enjoying the opportunity to work with new people - such as schools, University colleagues and students from various departments as well as community groups in the UK and Australia and the prospect of working with a published author and a playwright to produce and film a play. The scope for personal development is also enjoyable - the project activities are aiding me in enhancing my existing skills as well as giving me the opportunity challenge myself in developing new ones.” (Participant survey respondent)

“As part of the organising team and responsible for much of the design and production work it was gratifying to see the response of visitors and local participation for their contribution to a highly successful 4 day Exhibition and their continued interest.” (Participant survey respondent)

“Because I learned a lot about writing. And, although I've previously said the subject matter was not of particular interest to me, I did learn a lot of new things about the First World War, which was fascinating.” (Case study volunteer).

As these quotes show, enjoyment was (among other things) borne out of applied learning, enrichment of personal identity and development of new networks or friendships.

#### **4.2.5. People will have volunteered time**

As highlighted in Section 2, volunteering was an important part of the majority of projects. To briefly recap, across all Years 91% of projects worked with volunteers, with over 26,500 volunteers engaged through the activity period, providing 240,000 days' volunteering on projects (based on grant recipient survey data).

Results from the Participant Survey (Year 4) indicate that, on average, volunteers had spent five hours per week volunteering on projects since they started.

#### **4.3. 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.

##### **4.3.1. 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.

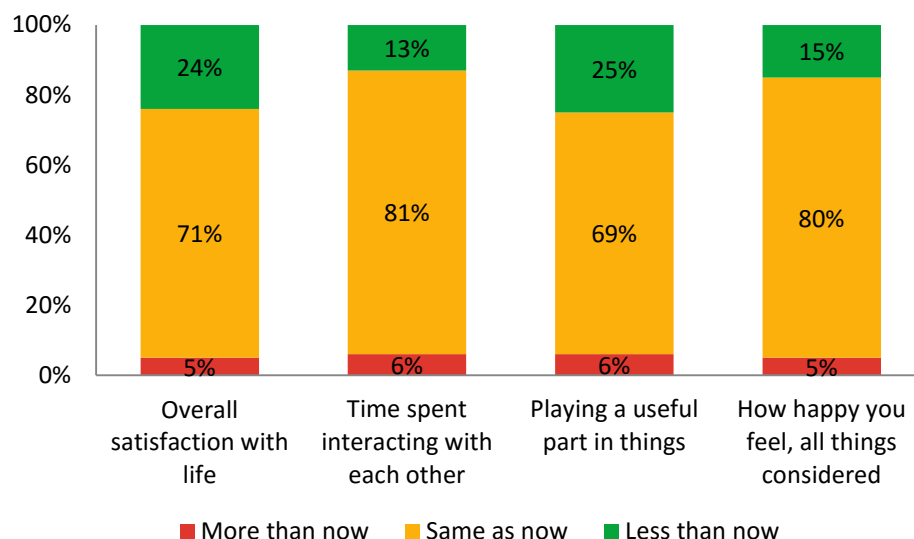
A series of questions on wellbeing were asked to Participant Survey respondents who had volunteered in some capacity. Volunteers were asked about how they felt recently and whether this differed to how they felt before they got involved with projects.<sup>13</sup> Figure 4.5 shows how in most cases there 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; 71%% felt it had not changed.
- 13% felt the amount of time they spend interacting with others had improved; 81% felt it had not changed.
- 25% felt the extent to which they play a useful part in things had improved; 69% felt it had not changed.
- 15% felt their level of happiness had improved; 80% felt it had not changed.

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<sup>13</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.

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



Source: Participant survey, Wave 4. Minimum base: all valid responses (n = 128)

### **Box 6: Case study: Wellbeing in Yr Ysgwrn**

The sense of purpose and engagement gained from volunteering at the project has led to increased sense of well-being for many participants. Within the evaluation, this was particularly marked for older and retired members of the community.

“Loneliness is something affecting us socially more than anything, and the older people that are getting involved, it is getting them out there, meeting people, creating the story of Hedd Wynn, and their minds are being moved, not stuck in front of the tv... socially it is great and that is respect as well, and of course it is helping to deliver the project in its totality as well ... really good stuff.” (Stakeholder)

One volunteer emphasised that her increased sense of wellbeing was closely related to improvements in mental health:

“Without going into detail, I gave up teaching because I burnt out after 30 odd years, but doing this because it is my choice it does give you a sense of wellbeing, you finish your tour and think yeah people liked that.” (Volunteer)

## **4.4. 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.

#### 4.4.1. 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 (91% of projects felt that they had achieved this), and to some degree so had a wider range of people. 48% 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, over half have not.

We also 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. The 2017 DCMS Taking Part survey finds that people from more deprived neighbourhoods and from lower socio-economic groups are less likely to engage with heritage<sup>14</sup> and our analysis sought to understand if HLF FWW Centenary funding was making a difference to this. 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, **57% of projects are in the more deprived 50% of areas in England, 62% in Scotland and 50% in Wales**. Projects did however sometimes struggle to engage with different communities or new groups of people with the exception of young people (see Section 3 for more on young people).

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

As noted in Years 1 to 3, capturing project impacts across whole communities can be difficult to achieve for smaller projects in particular, especially when 'community' refers to a place with potentially thousands of residents. Despite this, 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'. 80% gave a score of 7 or more and nearly all participants (92%) gave a response of at least 5.

As in previous years, sense of place and belonging came out clearly in participant survey responses, too, with a number of respondents commenting on how their pride

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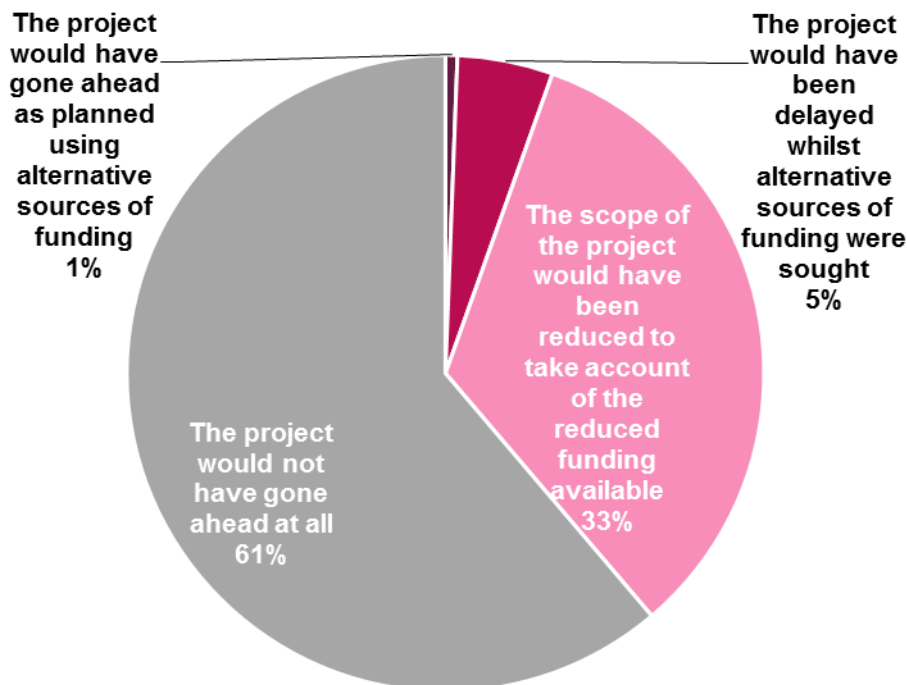
<sup>14</sup> <https://www.gov.uk/government/collections/sat--2>

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.

#### 4.4.3. 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 61% of Grant Recipients believed that their project would not have gone ahead at all without HLF funding; and a further 33% 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 Wave 4, Base: All valid responses (n = 165)

### Box 7: Case study: Resilience in Cannock Chase

The Cannock Chase New Zealand Rifles project had helped develop resilience in a number of ways, including for the delivery organisation, Friends of Cannock Chase: “it has made a huge difference, it has helped us to get more volunteers and harnessed some of the interest in WW1”. The secretary of the society emphasised that the purchase of equipment was a very effective capital improvement to its activities, allowing it to be more professional and self-reliant, particularly in relation to its talks and walking guides:

“Whereas previously we begged and borrowed equipment, I used to borrow a projector from the council, we have been able to get our own, our own laptop, even a laminating machine; when you take people on walks you want it laminated ... just the tools to have to do the job properly has been amazing.”  
(FOCC Secretary)

But the project had also had a wider impact on resilience, improving the long-term resilience to the wider activities in Cannock Chase Area of Natural Beauty:

“What the project has done is that it has brought us a different group of volunteers, most our volunteering has been about the practical tasks and survey work but this has brought a different group of people to volunteering and they bring with them an enthusiasm and understanding and knowledge and interest but also they have taken on board our point of view on protection of this landscape and they are able to convey this to new visitors ... what is there to be interpreted and what is there to be protected.”  
(stakeholder AONB)

## 4.5. Conclusion

These findings suggest that FWW activity is achieving gains under almost every outcome. Following trends from the start of this evaluation, people outcomes relating to learning and enjoyment are 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. It is clear that many projects are having important community impacts, for instance on participants’ sense of place and belonging in communities; and that funding is important to the resilience of organisations. It continues to be the case that projects would not have gone ahead or at least not to the same extent if HLF funding had not been made available – a critical point in understanding the ‘added value’ of HLF FWW Centenary activity funding.

## 5. Conclusions

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

### 5.1. Key successes

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

- HLF Centenary activity has 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 positively impacted by HLF Centenary activity, with knowledge gains about the FWW in general as well as specific topics central to most projects.
- The huge 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.

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.

### 5.2. Key challenges

The key challenges from Year 4 of the evaluation are unchanged from Year 3, as follows:

#### 5.2.1. Challenges for projects

- Projects often do not have capacity and ability to engage with a diverse group of people beyond those that might ordinarily engage with heritage or who are already involved with the delivery organisations. There is a challenge for projects 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.
- 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 be not be feasible for many small community organisations): at present very few projects have concentrated on this.

#### 5.2.2. 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 through outreach work and explicitly targeting particular population groups. This includes encouraging projects that seek to engage

people from BAME backgrounds through in-depth activities and volunteering. There remains a case for HLF doing more to ensure that funding reaches people and communities that have least financial resources. With this in mind, since the Year 3 report HLF regional teams have continued to reach out to a wide range of community groups through their development work. This includes targeting specific types of organisations in HLF's priority development areas.

- As in all previous years the AHRC Engagement Centres' engagement with HLF project activity remains low, albeit improving slightly. During the last year, Engagement Centres have held workshops, advice sessions and showcase events around the UK to support community groups planning FWW projects, working with HLF regional teams. HLF continue to engage with the challenge of promoting of the Engagement Centres and to in turn challenging Engagement Centres to do more to engage with projects.
- As in Year 3, HLF and partner organisations should further consider how to capture the achievements of the large proportion of projects that do not produce websites. In order to address this, HLF is working closely with the Living Legacies Engagement Centre who have been funded by AHRC to create an archive of the digital outputs created by Centenary projects. The archive will properly preserve digital material and make it accessible for future use.

### **5.2.3. Next steps for the evaluation**

The evaluation will continue to roll out data collection activities into Year 5. As in Year 3, 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 to look at some specific issues in depth in Year 5.



# Appendix 1: Data tables

**Table A1.1: Types of organisation funded**

Organisation type	n	Percentage by number
Church/Other Faith	82	4%
Commercial Organisation	21	1%
Community/Voluntary	1,193	62%
Local Authority	368	19%
Other Public Sector	255	13%
Private Individual	2	<1%
<b>Total</b>	<b>1,457</b>	<b>100 %</b>

Source: HLF project data March 2016

**Table A1.2: First World War themes covered by funded projects<sup>15</sup>**

	Waves 1 to 3 (%)	Wave 4 (%)	Total (%)
<b>Local experiences</b>			
Local people	92	92	92
The impact of the war on the local area	83	82	83
The lives of people commemorated on war memorials	64	61	63
War memorials	60	57	59
<b>People</b>			
People from the UK who served abroad or at home	75	72	74
Women	63	69	64
Children	41	39	40
People from/in British Empire/Commonwealth countries	37	43	39
Disabled soldiers	28	28	28
People from/in countries outside the British Empire	17	20	18
<b>War in different settings</b>			
War in Europe	65	60	64
War on the ground	52	49	51
War at sea	35	27	33
War outside Europe	35	24	32
War in the air	27	28	27
<b>Politics</b>			
Conscription and recruitment	50	46	49
Propaganda	31	28	30

<sup>15</sup> Source: Grant Recipient Survey (Waves 1 to 4). Base: All valid responses (n=703)

	Waves 1 to 3 (%)	Wave 4 (%)	Total (%)
Dissent/objection to the war	28	31	29
<b>Economy and society</b>			
Culture in wartime	41	41	41
Food and agriculture	35	34	35
Medicine and healthcare	32	31	32
Industry	31	15	27
Economy	26	28	27
Animals in war	21	19	20
Sport in wartime	20	24	21
<b>After the FWW</b>			
Impact of the war after 1918	35	34	35
How the war has been commemorated since 1918	27	29	27
<b>Faith and beliefs</b>			
Faith communities	16	18	16
Beliefs	18	17	18

**Table A1.3: First World War themes covered by funded projects: themes focused on most<sup>16</sup>**

	Wave 2 & 3 (%)	Wave 4 (%)	Total (%)
<b>Local experiences</b>			
Local people	69	68	69
The impact of the war on the local area	53	51	52
The lives of people commemorated on war memorials	30	31	30
War memorials	14	18	15
<b>People</b>			
People from the UK who served abroad or at home	26	22	25
Women	14	18	15
People from/in British Empire/Commonwealth countries	6	10	7
Children	5	9	6
Disabled soldiers	2	4	2
People from/in countries outside the British Empire	1	5	2
<b>War in different settings</b>			
War in Europe	8	6	8
War on the ground	8	9	8
War at sea	4	4	4
War in the air	3	4	3

<sup>16</sup> Source: Grant Recipient Survey (Wave 2 to 4) Base: All valid responses (n=557)

	Wave 2 & 3 (%)	Wave 4 (%)	Total (%)
War outside Europe	2	3	2
<b>Politics</b>			
Conscription and recruitment	6	6	6
Dissent/objection to the war	5	2	4
Propaganda	2	4	2
<b>Economy and society</b>			
Culture in wartime	6	7	6
Medicine and healthcare	5	6	5
Industry	5	7	6
Animals in war	3	1	2
Food and agriculture	4	4	4
Sport in wartime	3	0	2
Economy	0	1	0
<b>After the FWW</b>			
Impact of the war after 1918	5	4	5
How the war has been commemorated since 1918	3	3	3
<b>Faith and beliefs</b>			
Beliefs	2	1	2
Faith communities	2	4	2

**Table A1.4: Conservation and other heritage tasks undertaken by funded projects<sup>17</sup>**

	Waves 1 to 3 (%)	Wave 4 (%)	Total (%)
Collect new material, such as documents, photographs, oral histories or artefacts	86	90	87
Catalogue or digitise archive material	54	62	56
Conserve archive material	39	42	40
Conserve one or more artefacts	20	17	19
Conserve a war memorial	11	6	10
Create a new war memorial	10	8	10
Conserve a historic building, monument or site	4	3	4

<sup>17</sup> Source: Grant Recipient Survey (Waves 1 to 4). Base: All valid responses (Total: n=683)

**Table A1.5: Outputs created by funded projects<sup>18</sup>**

	Wave 1 to 3 (%)	Wave 4 (%)	Total (%)
A temporary exhibition in a community venue	58	54	57
Display board	57	50	55
Leaflet or book	55	54	55
A temporary exhibition in a museum, heritage centre, gallery or library	54	55	54
Website	52	57	53
Performance	41	38	40
Pack for schools	35	34	35
Film	30	28	30
Trail	14	16	14
A permanent exhibition in a museum, heritage centre, gallery or library	9	8	9
A permanent exhibition in a community venue	8	7	8
Smartphone app	3	4	3
Other	23	19	22

**Table A1.6: Overview of activities undertaken by funded projects<sup>19</sup>**

	Per cent	Per cent	No. activities provided	No. activities provided	No. participants	No. participants
	Wave 4	Total	Wave 4	Total	Wave 4	Total
Community event	76%	83%	945	4,069	91,898	1,244,830
Talk from First World War experts	60%	59%	1,128	2,494	13,822	68,669
Workshop with heritage organisations such as museums, libraries, archives or local history societies	52%	53%	599	2,053	46,149	93,871
Outreach session in schools or colleges	42%	48%	5,923	8,748	25,428	122,531
Outreach session in community venues	39%	46%	670	2,688	44,234	104,650
Visit from schools or colleges	36%	43%	501	2,216	15,637	82,917
Guided tour, walk or visit	36%	39%	964	2,696	39,815	803,778
Workshop with arts organisations or arts professionals	26%	28%	567	1,787	10,319	31,442
Non-accredited training course	20%	18%	127	569	1,374	4,197
Accredited training course	3%	5%	10	177	73	1,435

<sup>18</sup> Source: Grant Recipient Survey (Waves 1 to 4). Base: All valid responses (Total: n=696)

<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 valid responses (n=574).

**Table A1.7: Banded breakdown of number of participants in funded projects<sup>20</sup>**

Number of participants	Total		End of project		Annual	
	n	%	n	%	n	%
Less than 100	120	17%	98	18%	22	14%
Between 100 and 499	198	28%	165	30%	33	21%
Between 500 and 999	130	18%	97	17%	33	21%
Between 1,000 and 4,999	168	24%	131	24%	37	24%
5,000 or more	95	13%	65	12%	30	19%

**Table A1.8: Demographic characteristics of participants in funded projects<sup>21</sup>**

	Waves 1 to 3 (%)	Wave 4 (%)	Total (%)	UK Population (%)	Difference from UK Population (ppts)
<b>Age:</b>					
Five or under	2	3	2	8	-6
Six to 10	15	12	14	6	8
11-16	14	16	14	7	7
17 to 18	6	6	6	2	4
19-25	8	8	8	9	-1
26-59	26	23	25	46	-21
60 and over	30	32	30	22	8
<b>Gender:</b>					
Male	50	50	50	49	-1
Female	50	50	50	51	1
<b>Ethnicity:</b>					
White	82	82	82	87	-5
Asian (Bangladeshi, Indian, Pakistani, other)	6	6	6	6	0
Mixed ethnic group	4	4	4	2	2
Black (Caribbean, African, other)	4	6	4	3	1
Other	2	1	2	1	1
Chinese	1	1	1	1	0
Irish traveller	0	0	0	0	0

<sup>20</sup> Source: Grant Recipient Survey (Waves 1 to 4). Base: All valid responses (Total n=711).

<sup>21</sup> Source: Grant Recipient Survey (Waves 1 to 4). Base: All valid responses

**Table A1.9: Overview of volunteer roles within funded projects<sup>22</sup>**

	Waves 1 to 3 (%)	Wave 4 (%)	Total (%)
Researching and working with existing collections and archives	80	70	77
Gathering, recording, analysing and cataloguing new material	73	69	72
Coordinating or leading activities (e.g. as a member of a committee/management group)	60	55	59
Devising and delivering activities for the wider public (e.g. talks and small exhibitions)	62	54	60
Helping with marketing and publicity	58	51	56
Providing administrative or IT support for the project	52	44	50
Devising and delivering activities for schools	48	39	46
Providing other support to the project (e.g. catering, cleaning)	44	41	43
Devising and delivering activities for children and young people outside of school (e.g. in youth groups)	30	18	27
Conservation activities (e.g. on natural landscapes, or industrial/military heritage)	11	9	10
Other	14	15	15

**Table A1.10: Types of training received by participants in funded projects<sup>23</sup>**

	Waves 1 & 2 (%)	Wave 3 (%)	Total (%)
Media skills, including websites, films and recordings	57	51	55
Delivering learning or interpretation	55	52	54
Delivering participation, including participation and volunteer management	36	40	37
Conservation of collections, including oral history	33	34	33
Conservation of other types of First World War heritage	15	21	16
Managing heritage sites, including customer care and marketing	10	10	10
Conservation of buildings, monuments or sites	3	2	3
Other	35	33	34

<sup>22</sup> Source: Grant Recipient Survey (Waves 1 to 4). Base: All projects involving volunteers (Total n=702)

<sup>23</sup> Source: Grant Recipient Survey (Waves 1 to 4). Base: All projects providing/enabling training (n=378)

**Table A1.11: Use of digital media by funded projects<sup>24</sup>**

	Waves 1 to 3 (%)	Wave 4 (%)	Total (%)
Your organisation/group's own website	83	80	82
Facebook	68	75	69
Twitter	51	56	52
First World War Centenary partnership (www.1914.org)	36	30	35
A new website created for the project	35	42	37
Other	26	23	26

**Table A1.12: Use of Historypin by funded projects<sup>25</sup>**

	Waves 1 & 2 (%)	Wave 3 (%)	Wave 4 (%)	Total (%)
Create a project page in order to promote and share information about your HLF funded project?	82	68	43	71
Share heritage materials, such as photos or documents?	40	42	53	43
Find out about other First World War projects or activities in your area?	40	46	38	41
Find out about other First World War projects or activities similar to yours?	36	38	50	39
Share outputs of your project such as photos of activities or films?	34	42	58	40

<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). Base: All those using digital media for project promotion (Total: n=507)

<sup>25</sup> Source: Grant Recipient Survey (Wave 1 to 4). Base: All those using Historypin (Total: n=215)

**Table A1.13: Motivations for taking part in projects<sup>26</sup>**

	Waves 1 to 3 (%)	Wave 4 (%)	Total (%)
To learn more about heritage	33	31	33
To learn about the history and heritage of the First World War in general	48	43	46
To learn about the history and heritage of the First World War in the local area	71	65	70
I had an existing interest in the First World War	47	43	46
I wanted to commemorate the Centenary of the First World War personally	38	32	37
I believe the topic explored by this project is not well known and should be better understood by more people	52	49	51
To learn some new skills (e.g. computing, research, transcribing)	20	19	19
To continue utilising and updating my existing skills (e.g. teaching/presenting, business and management skills, IT ski)	29	25	28
A friend or family member recommended me to get involved	11	11	11
I was invited by the event organisers	42	47	43
To learn more about/get more involved in the local community	33	37	34
To help others	25	22	24
To help look after heritage	38	35	38
To meet new people/get out of the house	17	16	17
Work experience/help in getting a job	5	3	4
It was part of my school/college/university work	4	2	3

<sup>26</sup> Source: Participant Survey (Waves 1 to 4). Base: All valid responses (Total: n=1209)



**Table A1.14: Demographic characteristics of volunteers in funded projects<sup>27</sup>**

	Wave 1 to 3 (%)	Wave 4 (%)	Total (%)
<b>Age:</b>			
1-16	3	4	3
17-18	3	3	3
19-25	9	12	10
26-59	32	35	33
60 and over	53	47	52
<b>Gender:</b>			
Male	45	48	46
Female	55	52	54
<b>Ethnicity</b>			
White	92	91	92
Asian (Bangladeshi, Indian, Pakistani, other)	2	3	2
Black (Caribbean, African, other)	3	2	3
Mixed ethnic group	2	2	2
Chinese	1	1	1
Other	1	1	1
Irish traveller	0	0	0

<sup>27</sup> Source: Grant Recipient Survey (Waves 1 to 4). Base: All valid responses

**Table A1.15: Demographic characteristics of trainees in funded projects<sup>28</sup>**

	<b>Waves 1 to 3 (%)</b>	<b>Wave 4 (%)</b>	<b>Total (%)</b>	<b>UK Population (%)</b>	<b>Difference from UK Population (ppts)</b>
<b>Age:</b>					
1-16	9	7	9	21	-12
17-18	5	2	4	2	2
19-25	14	11	13	9	4
26-59	34	40	35	46	-11
60 and over	38	40	38	22	16
<b>Gender:</b>					
Male	43	46	44	49	-5
Female	57	54	56	51	5
<b>Ethnicity:</b>					
White	88	90	88	87	1
Black (Caribbean, African, other)	4	2	4	3	1
Asian (Bangladeshi, Indian, Pakistani, other)	2	4	2	6	-4
Mixed ethnic group	2	2	2	2	0
Other	3	1	3	1	2
Chinese	1	1	1	1	0
Irish traveller	0	0	0	0	0

<sup>28</sup> Source: Grant Recipient Survey (Waves 1 to 4). Base: All valid responses

# Appendix 2: Case study summaries

## No Man's Land – Young People Uncover Women's Viewpoints on the First World War

### Summary

This project was devised and conducted by New Focus (NF). Based at Impressions Gallery in Bradford, they are a group of young volunteers aged between 16 and 25 years. In partnership with the Peace Museum, Bradford, the University of Leeds, and the Imperial War Museum, they researched the lives of women photographers to coincide with the gallery's exhibition No Man's Land: Women's Photography and the First World War. Their findings were published as a book, which they showcased at a variety of local events and schools.

### Making a difference

The project was able to demonstrate outcomes across heritage, people and community, but with particular emphasis on the latter two, with members of New Focus developing new skills, learning about heritage and reaching out to a wide and diverse community.

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

- Due to the nature of the project it was not an intended outcome to manage heritage or ensure its condition. However it did lead to awareness among the group of the different ways images are stored and can be accessed, and the different reactions that could be generated from different types of material.
- The interpretation and explanation of heritage was achieved through the different project outputs, including the No Man's Land book, the exhibition talks and the schools events. To date around 1500 copies of the book have been distributed, including to all schools and libraries in Bradford, free of charge.
- The project has been very successful in identifying, researching and recording the lives of female photographers in the First World War. Whilst their photographs have survived and are housed in publically-accessible archives, the research conducted by New Focus members has led to a new understanding of these women's working lives.

#### *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 and communication. **Participants received training from a university academic and from a museum curator.** Volunteers had come into the project with different interests but all felt that their skills had been developed. They explained the process as 'learning and building'. The young people learnt how to work as a team and were proud that the project had been conducted in a democratic way.
- The project introduced the volunteers to a side of the First World War that they had not known previously. It made them more interested in the war in general, and of women's role in the war in particular. They were able to draw some relevance between the lives of the women they researched and today's society.
- Some of the volunteers explained that they had not heard of the Impressions Gallery before they volunteered and they were proud to be associated with the organisation. The project had introduced them to the history of the war, which, as outlined above, they previously had little knowledge of.

- All the volunteers interviewed were unanimous that they had enjoyed working on the project.
- The project ran from October 2016 to December 2017 and was a substantial time commitment for the volunteers. Altogether 38 young people were involved in the project from start to finish, but there was a core group of about 20 who were really engaged, participated in the archive research, the school visits, gallery events and social media campaigns. NF met every two weeks for two hours, and they would carry out the research and writing tasks in their own time, with guidance from the NF lead.

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

- The project successfully reached the ethnic diversity of the local community – especially in the schools and at a local festival.
- All involved felt that this had enhanced the local community. It had publicised the existence of the Impressions Gallery and reached out not only to young people in the local area, but to a really diverse mix of people across the age, gender and ethnic groups in Bradford.
- Organisational resilience has been assisted by the success of the No Man's Land book, in particular by enhancing its reputation for delivering successful projects.

#### **Lessons learnt**

The project was very successful in meeting its outcomes and was an overwhelmingly positive experience for all involved. The challenges included:

- Maintaining the group of volunteers. Many of the group were taking 'A' levels or were studying at university and found it difficult to maintain the time demands involved in the project over several months.
- Copyright. The issue of locating copyright permission to publish some of the images in the book was very complex and took a great deal of time to resolve.
- Budget constraints. NF generated many great ideas, but some of the more ambitious ones had to be trimmed back to stay within budget. NF were determined that production values for the book were not compromised and therefore some money was reallocated from different budget headings for the printing of the book.

#### **Quote**

"I think its massively changed people's perceptions of the FWW ... everyone we've spoken to ... Young people don't realize how much the FWW had a massive impact on women's equality in society, no idea ... a lot of young people were amazed. They were able to have an emotional reaction because they were able to identify with some of the women ... like "oh my gosh she's just like taking a selfie"... they were able to put themselves in the women's shoes, and they were able to react emotionally and to image these women are just like me and they weren't even allowed to vote." (Project lead)

## Away from the Western Front

### Summary

This is a national project delivered by the charity Away from the Western Front. It explores campaigns in other areas of the world such as the Balkan Front, including Gallipoli and Salonika; campaigns in Egypt, Palestine and Syria; the Mesopotamian Campaign, including Iran; the East African Campaign; and the Italian Campaign. The project encompasses nine discrete projects.

In particular, the project provides opportunities for people to research their local context, and portray stories of soldiers, their families, and regiments using art, music and drama together with exhibitions to showcase the life events in other theatres of war.

The project is noteworthy for the way it has used the arts to showcase the stories of those involved in the First World War away from the western front. Using drama, music and animation has provided a unique platform with which to engage a wide variety of people, particularly those from vulnerable populations. The nine projects, under the umbrella of the main project, have been able to capture the essence of the First World War unearthing previously unknown artefacts and stories and bringing them to life through drama, music and animation.

### Making a difference

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

- Photographs have been obtained of headstones of those who fell and were buried in Gaza and are now available on the project website.
- The website provides an easily accessible digital archive available to all. It includes a section on family histories where people are encouraged to submit family stories. Twitter has been particularly helpful in making connections with those wishing to research and share their family history.
- Archive material previously stored in local military regiments has been used extensively in arts productions as well as being included in exhibitions.
- Local history groups have been proactive in researching and recording local information.
- The projects have unearthed previously unknown stories and information regarding the local aspect of War. For instance, the Holy Lands project brought to life two diaries from local service personnel. Other projects have told stories, exhibited artefacts and used drama and animation as a medium to convey heritage. All the projects have highlighted the lesser known campaigns of the FWW.

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

- Volunteers have been a vital part of all the projects. They have been responsible for undertaking much of the local research and providing expertise and knowledge about local context.
- The arts and drama events have been a great success and have inspired young people to think differently not only about the past but their own future. Volunteers reported a positive experience and commented how they felt comfortable and part of the project.
- Testimonies of young people on the website, suggest that they had learnt a great deal about the FWW and its global reach. Engaging with drama helped young people to look at the FWW from a different perspective.

- Using the arts has proved an excellent medium to engage diverse groups. Being involved in animation, drama and creative arts activities has highlighted different opportunities and raised aspirations particularly within young people.
- Participating in a drama presentation as part of the Holy Lands project, young people learnt how to interpret and understand history in a different way while learning additional skills. Homeless veterans in Salisbury learnt how to create art, and use projection skills as a way of connecting their own history with those who fought in past campaigns.
- Volunteers gained valuable research skills. Moreover, they learnt the value of connecting archive material to local people and the importance of bringing these to life for future generations.

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

- The projects have helped bring stories to life, stories about local people and communities and their contribution to the First World War, encouraging and involving local people to research not only their local history, but also exploring the contribution of their family members.

### **Lessons learnt**

The project lead and participants reflected on what were the essential elements of a successful FWW project. They felt that four elements were needed: community/audience group keen to explore connections and issues; creative arts for interpretation; sound historical knowledge; and help with publicity would help promote a national project.

# The Impact of World War I on the Communities of Llansteffan, Llanybri and Llangynog

## Summary

The project was delivered by Llansteffan History Society (LHS) and aimed to carry out historical research on the role and experience of the villages of Llansteffan, Llanybri and Llangynog during the First World War. The material gathered by volunteers was to be used in the production of: a travelling and bi-lingual exhibition focusing on the effect of the WW1 on the rural communities and displayed at local community venues and events; an illustrated pamphlet-book (with Welsh and English preface); a commemorative stained-glass panel to be installed in the Llansteffan Primary School; and a musical and dramatic performance.

## Making a difference

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

- The research conducted by the project lead and volunteers has resulted in a wealth of historical material being mined and gathered. This has meant that the original expectation of publishing a brief illustrated pamphlet has been replaced by the determination to publish a more substantial book, for which there is now a final draft of around 80,000 words. While the tangible legacy of the project will be the book, the projects activities also helped to identify and safe-keep a number of artefacts from the war period.
- The project used varied mediums to express their research on WW1 and the three villages during time of war including exhibitions, plays, performance walks, talks and the proposed book.

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

- The project engaged residents in a variety of activities that entailed that they learnt new skills through participation and through learning from others.
- The schools project, as well as its focus on WW1, was a worthwhile activity because of the breadth of its learning opportunity, which was taken up and enjoyed thoroughly by the children spoken to in the evaluation.
- The project successfully used varied mediums to express their research on WW1 and the three villages during time of war. These mediums successfully engaged their publics in learning about heritage. The three exhibitions were reported to be very well received and attended and 'very high class, very well developed', providing their publics with opportunity to learn about many aspects of rural life in times of war.
- The drama production involved volunteers researching and resourcing the event with costumes, promotional materials, plot lines and content including poetry and news dispatches - all gleaned from Llansteffan during the war period. The stained-glass window project, too, was a very effective way of introducing the importance of local heritage and the history of WW1 to a younger audience.
- The walks offered residents and visitors insight into the heritage of the villages and of their past residents.
- Members of the history society have disseminated their findings through the delivery of many talks and walks to various societies and groups such as the Women's Institute, the Carmarthen antiquarian society, friends of Carmarthen archives, old people's associations and history societies. More broadly, there was a real sense, gained from speaking to people in Llansteffan, that the project had collectively engaged many of its residents in learning about the heritage of their communities. Outsiders were engaged and often very impressed with the work that had been carried out.

- The evaluation found ample evidence that the project’s participants and volunteers had deepened their understanding of WW1 and its impact upon local communities, and this was expressed in terms of new perspectives on the role of women and mental health, a new understanding of heritage for children, strengthened emotional attachments and increased sensibility, and recognition of the value of the personal and domestic to the historical record.
- The project has given pleasure and interest to many and engaged people across a range of activities. At the heart of the project is the sociality and companionship of those who participated, helping the project to progress through the four-year period.

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

- Strong community ties were drawn together through the focus on WW1. On an individual level the project has served to enhance the wellbeing of those spoken to in this evaluation, including the project lead herself.

**Lessons learnt**

Projects that emerge from cohesive and relatively small rural communities with existing social networks and capital to draw on, can make a success of their voluntary activity that outstrips the funding given by the HLF. These networks and resources are pulled together through the energy and commitment of the project lead.

Engaging young people in heritage is of high value, but often secondary schools themselves find it difficult to engage with voluntary groups. There is a need for the HLF to work more strategically with the educational sector if there is to be a productive and symbiotic relationship with curriculum learning. Intended outcomes involving school engagement should be evaluated with caution unless they run alongside a commitment from the schools themselves.

**Quote**

“One of the things that has come out of this is an understanding of the mental illness and consequences of war, there was someone here who came back and committed suicide later and that was just like a big disgrace for the family, but it is not a big disgrace now because people have developed this understanding, people did come back and they did have mental problems, that is a definite outcome of it, people recognising ‘oh my god he shot himself because, you know” (volunteer).



## Yr Ysgwrn

### Summary

Yr Ysgwrn is a Grade II\* listed farmhouse. It was the home of the poet, Ellis Humphrey Evans, better known by his bardic name, Hedd Wyn ('Blessed Peace'). Hedd Wyn fell at the Battle of Pilkem Ridge on 31st July 1917 and in the same year was posthumously awarded the National Eisteddfod Chair; the highest accolade awarded to Welsh language poets and considered by many to be the pinnacle of Welsh culture. In the absence of its winner, the chair was draped in black cloth and has been known ever since as 'Y Gadair Ddu' ('The Black Chair').

The HLF grant focussed upon promoting Yr Ysgwrn as the principal centre of First World War commemoration in Wales with strategic link ups with Cadw, CyMAL and the Imperial War Museum. The project has worked to conserve and improve Yr Ysgwrn, increase public access to the site and its landscape (both onsite and virtual), improve the site's historic character and celebrate its heritage.

### Making a difference

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

- This project has carried out much of the necessary work to safeguard the long-term future of Yr Ysgwrn as a historic environment. Prior to these works the dilapidation of the interior of the farmhouse, as well as the collection of chattels (including the Bardic chairs) had become of increasing concern. The project has conserved heritage through immersive conservation works to site buildings, structures and the Yr Ysgwrn collection of chattels leading to increased public awareness and understanding of Yr Ysgwrn and its heritage.
- The restoration and conservation of Hedd Wyn's collection of bardic chairs is an important contribution. These are of vast cultural and heritage significance illustrating the vibrant eisteddfod tradition in rural Wales.
- The project has formalised the Yr Ysgwrn collection through cataloguing and accessioning of the collection and archives. Achieving museum accreditation for Yr Ysgwrn has safeguarded this unique collection of chattels and ensured that they're maintained to the highest curatorial standard. The creation of a digital presence including online educational resources, virtual tours of the site, 360-degree scan of Y Gadair Ddu and digitisation of the collection has been mostly completed with some elements to be developed.
- A museum and heritage centre with excellent education facilities has been developed at the site with a strong relationship with National Museum Wales and the Cyngor Gwynedd Arts and Museums Service. The project is well on the way to gaining accreditation.
- The quality of project delivery and the way the site is managed and run (including the contribution of volunteers) entails that Yr Ysgwrn has a qualitatively improved educative offer for its visitors. A delicate balance has been struck that has avoided rarefication of heritage as commodity or sentiment, and left it available for enjoyment, appreciation and learning.

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

- Staff and volunteers have developed their skills whilst working on the project, with both identifying IT, conservation, archival research, conservation and public speaking and skills in providing guided tours as examples.

- The project has enabled more people and a broader range of people to actively participate in heritage by running an annual programme of volunteering and training opportunities, including work experience placements and opportunities for students to learn Welsh through heritage. People have also benefited from new learning experiences and research opportunities, delivered through education programmes, and through access to the site and/or digitisation of the Yr Ysgwrn archive and collection.
- The project has helped people to learn about their own heritage and the heritage of other cultures, through thoughtful and innovative interpretation of Yr Ysgwrn's collection, drawing on the five key interpretation themes.
- The Yr Ysgwrn collection provides opportunities for reflection on the world changing events and processes which coincided with the First World War. The surrounding landscape is the backdrop to the visitor's introduction to Hedd Wynn and the project's interpretation of war. It reminds the visitors of the contexts from which 40,000 Welshmen were drawn.

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

- The stakeholder from *Trawsfynydd Community Council* emphasised that both the local council and the residents of the community have actively engaged and supported the project through its delivery. In addition it was important that the community made such an investment in its development, and so the management team have promoted the establishment of a 'Friends of Yr Ysgwrn' group as well as worked closely with the village council. The project has maintained good relations by being seen to deliver on its promises, including the standards of its conservation work and provision of exhibition facilities.

#### **Lessons learnt**

The staff and volunteer team have all been on a steep but rewarding and enjoyable learning curve in terms of Yr Ysgwrn as an increasingly popular heritage destination. Sustainability, however, is at the centre of the project leads advice to other projects and the HLF.

#### **Quote**

"What this place has done is to make (the history) come alive, pilgrimage is ok but this gives people employment, and it gives people an experience which they probably will not get anywhere else, something unique and in Wales there is a tendency to be precious about our poet ... you don't get that in this project which I am quite glad about"  
(volunteer)

## The New Zealand Rifle Brigade & Cannock Chase 1917-19

### Summary

Friends of Cannock Chase (FoCC) membership is drawn from Cannock, Hednesford, Rugeley, Stafford and Penkridge. In 1914, two large army camps were constructed on Cannock Chase. Training trench systems still survive, as well as extensive archaeological remains of camps, including hut bases, former roads and railways. The HLF project '*The New Zealand Rifle Brigade & Cannock Chase 1917-19*' focused on commemorating the 5th (Reserve) Battalion, New Zealand Rifle Brigade (NZRB) arrival and two years stay at the army training camps on Cannock Chase through delivery of a series of school workshops, events, tours and family activities. This grant was the third in a series of four independently awarded FWW heritage grants to the Society by the HLF.

### Making a difference

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

- The research undertaken by volunteers in this project adds to the increased knowledge of the WW1 heritage that other HLF projects have unearthed and complements the Staffordshire Local Authority archaeological study of the Chase also funded by the HLF.
- The walks and talks organised through the FoCC have been a way of disseminating the research gleaned by volunteers about the New Zealand Rifle Brigade, and they have been well attended, and led to more understanding of the history of the Chase.
- A suite of curriculum-linked learning activities was developed for delivery alongside the project and for future use.
- A volunteer, with a keen interest in war heritage and researcher from the previous phases of the HLF grants to FoCC, carried out the research on names graffitied on the Triumphal arch. This information adds to the store of local FWW heritage knowledge emerging from the HLF grants that preceded this one.

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

- It enabled a core group of volunteers to form who acquired the knowledge and skills to act as guides to the area, both in terms of its heritage and in terms of alerting publics to conservation issues.
- Volunteers were trained in researching and recording historic information and developed skills in organising events; and people developed confidence in talking to groups of people whilst delivering tours.
- The graffiti project conducted by a freelance worker with the young archaeology and cadet group introduced young people to heritage in an interesting and engaging way, helping them to think of local heritage and the war, but also how research is conducted and what can be used as evidence and how.
- Volunteers gave their time in researching, supporting and delivering this project.

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

- There was consensus amongst those interviewed that the 6 activity days were fun and engaging ways of drawing attention to the heritage of the Chase to the attention of the wider community

### Lessons learnt

- The project lead believed that there had been some drawbacks to the employment of freelance professionals. Those recruited were not locally based and this meant that they could not be as hands-on and had less of a presence within the local communities.

# Appendix 3: 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 4 report is based on data from January until the end of February 2018. This is split into four waves of survey responses.<sup>29</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; Wave 4 ran from March 2017 to February 2018.

The table below shows the full response details for each survey wave. It shows that the overall response rate for grant recipient surveys was 46%.

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<sup>29</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.

<b>Grant recipient</b>			
	<b>End of project</b>	<b>Annual</b>	<b>Total</b>
<b>Wave 1</b>			
Invited	277	123	400
Completed	112	51	163
Rate	40%	41%	41%
<b>Wave 2</b>			
Invited	231	130	361
Completed	132	66	198
Rate	57%	51%	55%
<b>Wave 3</b>			
Invited	447	79	526
Completed	202	41	243
Rate	45%	52%	46%
<b>Wave 4</b>			
Invited	347	53	400
Completed	152	27	179
Rate	44%	51%	45%
<b>Combined</b>			
Invited	1302	385	1687
Completed	598	185	783
Rate	46%	48%	46%

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

<http://www.shu.ac.uk/research/cresr/sites/shu.ac.uk/files/hlf-grant-recipient-survey.pdf>

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%. In Wave 4, this longitudinal survey was sent 211 projects and resulted in 129 responses. This represented a response rate of 61%.

### **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>30</sup> Wave 3 ran from March 2016 to February 2017, Wave 4 ran from March 2017 to February 2018.

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

<b>Wave 1</b>	
Invited	495
Completed	208
Rate	42%
<b>Wave 2</b>	
Invited	462
Completed	225
Rate	49%
<b>Wave 3</b>	
Invited	1248
Completed	569
Rate	46%
<b>Wave 4</b>	
Invited	626
Completed	315
Rate	50%
<b>Combined</b>	
Invited	2831
Completed	1317
Rate	47%

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

<http://www.shu.ac.uk/research/cresr/sites/shu.ac.uk/files/hlf-participant-survey.pdf>

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. In Wave 3, a total of 221 surveys were sent out and this resulted in 125 responses. This represented a response rate of 57%. In Wave 4, a total of 487 surveys were sent out and this resulted in 206 responses. This represented a response rate of 42%.

### 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

<sup>30</sup> In October 2015 the questionnaire was amended to include a small number of new questions, relating to participant characteristics and location.

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, 783 valid responses gives a confidence interval of +/- 2.6 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 47.4 and 52.6%).

	Sample size	Maximum 95% confidence interval (where reported finding = 50%)
<b>Grant recipients</b>		
Wave 1	163	+/- 5.9
Wave 2	198	+/- 4.7
Wave 3	243	+/- 4.6
Wave 4	179	+/- 5.4
Total	783	+/- 2.6
<b>Participants</b>		
Wave 1	208	+/- 6.8
Wave 2	225	+/- 6.5
Wave 3	569	+/- 3.0
Wave 4	315	+/- 3.9
Total	1317	+/- 2.0

# Appendix 4: 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 A5.1, 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 A5.1: A logic chain map for FWW Centenary activity

