heritage lottery fund

Assessment of the Social Impact of Participation in HLF-funded projects

Final Report

June 2009

www.bop.co.uk

BOP

Contents

Contents

Table of Figures

Acknowledgements

This report was written and prepared by Richard Naylor, Ulrike Lungershausen, Kate Oakley and Lucy Mantella. The research team would like to thank the Steering Group at the Heritage Lottery Fund for their valuable input and support throughout the research:

- Gareth Maeer, Head of Research and Evaluation

- Gail Fawcett, Research Manager

- Melissa Strauss, Policy Advisor, Participation and Learning

We would also like to thank all the project managers and volunteers that participated in the research.

1 Report summary

In June 2008, the Heritage Lottery Fund (HLF) commissioned BOP Consulting to undertake an assessment of the social impact of participation in HLF-funded projects. The research looks exclusively at the experience of volunteers within HLF-funded projects. Volunteering is the cornerstone of HLF funding. Almost all projects work with volunteers in some capacity, and many have volunteers that play critical roles in the management, design and leadership of projects.

The study uses a mixture of qualitative and quantitative approaches to research the volunteer pool of an initial sample of 25 projects, selected randomly by HLF. This includes:

- Site visits to 11 projects, involving group or one-to-one interviews with almost 100 volunteers, and non-participant observation of volunteer activity

- An in-depth, self-completion survey that was administered to 14 projects and for which there were 105 responses from 12 projects. The quantitative research was designed to enable normative comparisons between the volunteers in the current sample, and other relevant cohorts (e.g. the general population, the typical volunteer population).

This combination of subject-specific depth and comparability with other studies is, we believe, innovative for commissioned research on the social impact of culture in the UK. The results are useful to HLF to:

- demonstrate the achievement of the Fund's aims and objectives, as detailed in its current Strategic Plan 2008-2013

- report back to government and other stakeholders on the extent to which HLF is assisting in the delivery of social policy objectives

- feed key lessons into the Fund's strategic planning.

Impact on individuals

In order to better understand many of the subsequent research findings, it is helpful to first outline the demographics of the volunteers across the projects in the study.

Demographics of volunteers

- The volunteers in the survey sample are predominantly older – 43% of the volunteers are 65 or over, and the figure rises to 64% for those aged 60 or over; only 1% of the volunteers in the survey sample are aged 16-24 – and retired (57%).

- This is older than the volunteer age profile in general, and older than across the full portfolio of HLF-funded projects, according to the HLF Exit Survey.

- The volunteers are white (only 1% of the volunteers are drawn from BAME communities), with an even split between men and women; men are relatively over represented in the HLF sample than across the general volunteer cohort in England.

- The number of volunteers with a disability (15%) is more than twice the level in the general population (7%), principally a factor of the age profile of volunteers (83% of those considering themselves to have a disability are aged 60 or over).

In terms of social class:

- The volunteers are exceptionally well educated as measured by formal educational attainment: 66% of all the volunteers have level 4 qualifications and above (16% having a second degree). This is more than three times the level in the working age population and higher than for volunteers in general.

- The volunteers live in relatively affluent areas of the country: only 3% live in the 10% most deprived areas in England; more than half (53%) live in the 30% most affluent areas.

Based on the volunteer profile in the sample, it is not possible to say that the projects are widening access to a very diverse range of people nor, in the main, are they engaging people that suffer from various forms of socio-economic exclusion. There are, however, two main exceptions to this general pattern:

- Age: older people are often at risk of social disengagement and this can have profound implications, both for the individual – where it is linked to cognitive functioning – but also for society, which can lose the wisdom, experience and insights of older people.

- Targeted projects: two of the projects have an explicit focus on tackling different aspects of social exclusion. Unfortunately the volunteer experience from both of these projects is not fully represented in the quantitative survey.

It should be noted that the representativeness of the sample in the current research may have been affected by a number of factors, including the drop-out of projects based in large metropolitan areas, and possible self selection bias.

Motivations

There are a range of motivations that lead people to volunteer in HLF-funded projects.

- The most frequently reported motivation for becoming involved is an 'existing interest in the subject area' (76%). This resonates with the notion of 'pro ams'; fields of endeavour where committed amateurs can make a real contribution to knowledge or performance.

- It is also clear that volunteers are strongly motivated by the related opportunities to 'look after heritage' (45%) and 'learn more about heritage' (34%).

- Almost half of the volunteers (46%) state that their motivations were to 'learn more about/get more involved in the local community' and 26% report that it was 'to help others'; one respondent in the research summed up this motivation as people who have 'the volunteer personality'.

Nature and level of participation

Our research concurs with previous HLF-funded research on the social impact of participation in that volunteers are engaged in many and varied activities.

- Most frequently, volunteers engage in research into existing collections or archives (48%) and in the collection and analysis of new material (40%).

- Another key aspect of many projects is to devise and deliver dissemination activities for the wider public, in which 31% of volunteers participate, and schools (29%). However, only 16% of volunteers work with children and young people outside of school.

- Perhaps surprisingly, 42% of volunteers spend their time mainly working on their own, with the remainder spending most of their time on the project working in a group (31%) or in pairs (23%).

In all projects, we observed a 'core-periphery' model: a penumbra of volunteers who are engaged with projects irregularly and a smaller core that meet more regularly, invest the most time, and have been active with the host organisation for the longest duration.

- The majority of respondents (52%) spend between 2-10 hours per month volunteering on the project, a relatively high figure when compared with the time spent volunteering by the general population

Most volunteers (81%) have been involved with their organisation for more than a year, and just over 30% have been volunteering with the organisation for five years or more. This has some consequences for the research findings:

- Volunteers are not always able to isolate their experiences as volunteers on HLF-funded projects in particular, from their experiences as volunteers with the organisations in general.

- A certain proportion of the social impact that the present research documents is therefore strictly speaking 'deadweight'; i.e. would have arisen without HLF funding.

Volunteering and the labour market

For a significant proportion of the volunteers, their activities with HLF-funded projects have a relevance and connection to the world of work. These form two distinct groups at opposite ends of the labour market: retirees and those seeking entry into the job market.

Retirees

- For many of the retirees, their volunteering replicates the best aspects of working life; providing similar sources of fulfilment that they used to gain from leading (often) demanding but rewarding professional lives. Often, this is because it has some direct connection to their previous employment (e.g. similar setting or similar tasks).

- Older volunteers are able to utilise and maintain skills that they built-up over a lifetime of work in the service of the projects, as well as passing these skills onto others.

New entrants/return to work

- HFL-funded projects also provide small numbers of young people with ways into the labour market and other progression routes (e.g. accredited forms of training and education).

- Across the projects this happens informally (the familiar route of work experience acting as a route into employment with host organisations), but also formally: two of the larger projects operate structured work placement schemes

The ability of HLF-funded volunteering to provide a 'bridge' between on the one hand, labour market participation and active retirement, and on the other, between unemployment and training/work for young people, is an outcome that contributes towards current Government priorities for both employment and social policy.

Skills development and maintenance

In addition to being a strong motivation for becoming involved in HLF volunteering, skills development is also a major outcome of volunteering: only 14% of volunteers report that they had not improved any skills through their participation in HLF-funded projects.

- Skills improved: the most frequently named areas of skills improvement are 'information management' (47%), unsurprising given that this encompasses the two most frequent volunteer activities; 'communication skills' (41%); and 'other interpersonal skills' (38%).

- However, despite widespread reporting of improvements in particular skill areas, the scale of these improvements is modest, due to most of the volunteers already possessing existing competencies in many skill areas.

- Transferability: over half (53%) of the volunteers that they have been able to use their improved skills in other areas of life, including nearly a third (30%) who have been able to use them in their professional lives.

- There is some evidence that involvement in HLF-funded projects can be a trigger for further learning beyond the project: 23% of volunteers report that their involvement with HLF-funded projects has contributed to them taking/starting a course. This is important given the predominance of older people among the volunteers, as elderly people can find it harder to otherwise access learning.

Health and well-being

For older volunteers

Although the health and well-being benefits of participation in culture and leisure activities for older people are increasingly well known, it is still the case that maintaining or raising older people's participation is difficult. Ageing is more commonly characterised by decreasing participation in culture and leisure, particularly that which takes place outside the home.

The heritage activities funded by HLF, however, are clearly very successful at engaging and enthusing this 'hard to reach' group; providing interests and activities for older people that take place in social contexts outside the home, and that help to stimulate and maintain motor and cognitive functioning, as well as social connectedness.

There are therefore health and well-being benefits that accrue specifically to older people, simply through the act of participating as volunteers in HLF-funded projects, that cannot be claimed for younger people.

Assessment of the Social Impact of Participation in HLF-funded Projects   4

For all volunteers

There are also more conscious ways in which some volunteers experience health and well-being outcomes from participation in HLF-funded projects, which are also less age-related. Using questions from the General Health Questionnaire (GHQ), the survey was used to test out how widespread these beneficial well-being outcomes might be.

- Volunteers consistently rate their recent well-being more positively than the general population, though in most cases the difference is generally modest.

- The exception is volunteers' sense of social engagement and self worth ('playing a useful part in things'), where the difference between the HLF volunteers and the UK population is dramatic: 49 percentage points higher.

- However, in the main, volunteers do not report that their recent state of well-being has changed since their involvement in HLF-funded projects.

- The exception again is in 'playing a useful part in things': the results suggest that for more than one in three people, volunteering in HLF-funded projects has a positive affect on their sense of social engagement and self worth.

Impact on communities

The second main set of findings from the research relates to any impact that volunteering may have had on how individuals are connected to, understand, and feel about, their communities. In particular, we look at the degree to which volunteering in HLF-funded projects builds social capital, and how this is related to strengthening public life and community cohesion.

The importance of social capital

- Social capital is a concept that refers to the collective value of all 'social networks' and the inclinations that arise from these networks to do things for other people; connections to other people effectively become an 'asset' that can benefit both individuals and communities.

- Government have identified social capital as a crucial factor in the success of a range of public policies. It is argued that social capital makes citizens more community-orientated, law abiding and co-operative with the state.

- Cultural organisations and agencies have also become interested in using social capital to demonstrate their social impacts. This is because there is evidence that suggests that those who participate in cultural activities are more likely to volunteer in other capacities, and that participation in cultural activities has more influence than other kinds of participatory activities in developing capacities such as trust and tolerance.

Socialising and 'co presence'

The first set of questions in the community sections of the survey ask volunteers about 'informal sociability' as this is an important building block in enhancing social capital.

- Almost all of the volunteers (99%) met new people through their participation in the project, and 38% socialise with these people outside the project. [Again, this finding

has added social importance when the age profile of volunteers is taken into account].

'Co presence' is a phrase used to describe scenes of face-to-face interaction which are important to generating or maintaining social networks – parents talking to other parents at the school gates, for example. There is clear evidence that volunteering in HLF-funded projects increases 'co presence':

- 29% of volunteers talk about the project with more general acquaintances (e.g. neighbours or people in local shops) 'Often', a further 62% report that they 'Sometimes' talk about the project with these more general acquaintances

Intergenerational outcomes

- 53% of the volunteers 'increased' or significantly increased' their contact with school age children as a result of participating in HLF-funded projects.

- A significantly larger proportion (76%) of the volunteers had 'Increased' or 'Significantly increased' contact with adults aged 45-64, and the corresponding figure for adults aged 65 and above was also higher than for children (72%).

- Given the predominantly older age-profile of the respondents, these figures suggest that the projects mostly increased the contact that volunteers have with their peer groups.

The significantly increased connectivity that participation in the HLF-funded projects provides is accompanied by much smaller reported increases in the ability of volunteers to 'get on with' these groups:

- 24% report that they get on 'a bit better' with school children, with only 8% reporting 'a lot better'

- 20% report that they get on 'a bit better' with young people, with less than 3% stating 'a lot better'.

The survey results therefore suggest that volunteering in HLF-funded projects increases social contact between different age groups for one in two volunteers, but the social impact of this contact is relatively mild.

Strengthening public life

The volunteers in the sample are extremely active members of their communities:

- 78% are a member of some form of community, environmental, political or conservation organisation/body, compared to an average in England of 25%.

- Of these, 78% were members of these organisations before they got involved with HLF, though 22% were not.

- In addition, 68% state that their involvement has contributed to them visiting local libraries, museums and heritage sites 'more often then before'; one third report that it contributed to them volunteering in other projects, and almost a quarter (23%) joined a local history society.

- Despite the existing high levels of active citizenship that the respondents are engaged in even before they volunteer with HLF-funded projects, participation in

heritage activities as volunteers appears to provide a further stimulus to other forms of local activity and participation.

Unsurprisingly – with such high levels of civic engagement – volunteers have strong perceptions of 'collective efficacy'; the notion that individuals acting together can affect outcomes in their community:

- 47% 'Strongly agree' that they can influence decisions that affect their neighbourhood – this compares with a UK average of under 10%,

- 37% think that their involvement in HLF-funded projects, has increased their sense of efficacy, making them more likely to agree that they can influence decisions that affect their neighbourhood.

Other research supports these, perhaps initially surprising, findings, i.e. that those who are well-connected are more likely to continue to develop further connections. The research suggests that community participation tends to be dominated by a small group of insiders who are heavily involved in a large number of activities; a group in which some HLF volunteers could well be numbered.

Community focus

In addition to the subject of HLF activities being about local areas, the social interaction that volunteers are engaged in through their projects also focuses primarily on the local town/city. The local rootedness of volunteering activity is mirrored by the length of time that volunteers have been resident in their communities:

- 72% have lived in their local town/city for 10 years or more, compared with 47% of general population in England.

- Despite this, both the qualitative and quantitative research provides examples of how volunteers significantly increased their knowledge and understanding of their local area through HLF-supported projects, despite being resident for so long in these same areas.

Unsurprisingly, volunteers have a very strong sense of belonging to their local areas: 77% feel that they belong 'Fairly' or 'Very strongly' to their immediate neighbourhood. Again, despite the length of time that most volunteers have been resident in their local areas, a third of volunteers still report that their participation in HLF-funded projects has increased this sense of belonging.

The positive influence of volunteering in HLF-funded activities on people's sense of belonging is important as the Government sees 'belonging' as a key indicator of community cohesion.

Community cohesion

In exploring how volunteering may or may not be influencing community cohesion, we first looked at how 'connected' the volunteers are within their local areas, and then whether volunteering in heritage projects has had any influence on this.

- Almost half (45%) reported that volunteering in HLF-funded projects had increased the numbers of people that they knew in their neighbourhood, rising to 64% stating that it had increased the number of people that they knew in 'other neighbourhoods in your town/city'.

Local 'connectedness' is deemed important by Government as there is an assumption that the more contact people have with other people, the more their levels of understanding, tolerance and trust will increase towards other people. This assumption of 'greater contact = greater understanding' does indeed seem to be borne out in the specific context of volunteering in HLF projects.

- In the findings related to contact with a range of age groups, there is a statistically significant correlation between increased contact and the ability to 'get on' better with that age group.

- That is, across all age groups, if a respondent increased his/her contact with a specific age group as a result of participating in the HLF project, the respondent was more likely to say that he/she 'gets on' better with this age group as a result of the project.

On the Government's preferred measure for community cohesion – whether the local area is a place where people from different backgrounds get on well together – the volunteers' perceptions are less positive than for 'belonging':

- Only 19% 'Strongly agree' that their area is a place where people from different backgrounds get on well; the majority only 'Tend to agree'.

- Similarly, only a small minority (15%) report that their involvement as volunteers on HLF-funded projects has made them 'more likely to agree' that their local area is a place where people from different backgrounds get on well together.

The findings related to community cohesion concur with those related to meeting people from different age groups, namely that:

- although HLF volunteering increases contact that volunteers have with people in their local town/city for about half of all volunteers

- the affect of greater connectivity may lead to some increase in understanding, but this appears relatively mild in its social impact – though the forthcoming normative data from The Place Survey will enable a more accurate assessment of this impact.

Conclusions

Overall the research indicates that most HLF volunteers come to the projects as people with high levels of skills and education; strong social networks; belief in the importance of, and commitment to, social and political participation. They thus bring a lot to the projects and to the HLF, but in return they gain a lot.

Participation in HLF projects helps to maintain and deepen the skills, knowledge and social networks of volunteers, to increase their sense of belonging to their local communities, and above all it can give them a sense that they are playing a useful part in things. Indeed, the results of the survey suggest that for more than one in three people, volunteering in HLF-funded projects has a positive affect on their sense of social engagement and self worth.

It should be noted that the kinds of social impacts experienced by volunteers are largely unintended. Firstly, much of the social impact of the benefits experienced by volunteers in the current sample resides in the fact that, in general, it is older people that are benefitting. The benefits are likely to have a quantitatively bigger impact for older people

than younger people, and older people are simultaneously less likely to experience these kinds of benefits than younger people.

For instance, the process of social disengagement – a weakening or even severing of human relationships – is one that is often associated with ageing and it can have implications: for the individual, where it is linked to cognitive functioning, and also for society, which can lose the wisdom, experience and insights of older people. By participating in HLF-funded projects, many older volunteers are in contrast maintaining high levels of engagement that in some cases have been developed over a lifetime of activity.

A second dimension of the unintended nature of the social impact of volunteering is that there is little 'outcome-based' planning regarding what kind of social impacts the projects would like to see for volunteers. This is an observation that may, in part, help to explain why volunteering at present has only a mild impact on some of the most important social policy priorities for HLF's stakeholders in Government, such as intergenerational understanding and tolerance of diversity and difference (i.e. because there is no attempt made to achieve this through volunteering).

Maintaining the skills, connections, social engagement and self worth of people who already have comparatively high levels of these 'assets', also inevitably raises the question of whether projects are succeeding in widening access to heritage through volunteering. With the exception of age and disability, ethnic minorities and those from disengaged social groups or neighbourhoods are all under-represented in our sample.

In going forward, much depends on whether the volunteer sample in the current research is genuinely representative of the two wider HLF-funded programmes from which the projects are drawn (Heritage Grants and Your Heritage). This report has identified a number of factors that may suggest that it is not. Clearly, this is an important area to explore in follow-up research as it may well mean that there are other social impacts that we have simply not yet encountered, due to the particular composition of the project sample in this research.

2 Introduction

In June 2008, the Heritage Lottery Fund (HLF) commissioned BOP Consulting to undertake an assessment of the social impact of participation in HLF-funded projects. This study builds upon the preceding three years of research on the social impacts of HLF-funded projects, undertaken by Applejuice Consultants.

The current study looks exclusively at the experience of volunteers within HLF-funded projects. Volunteering is the cornerstone of HLF funding. Almost all projects work with volunteers in some capacity,[1] and many have volunteers that play critical roles in the management, design and leadership of projects.

The research tests the hypothesis that, as volunteers usually have some form of sustained involvement in projects, any social impacts arising from involvement in HLF-funded activities are likely to be greater for volunteers than for the much wider pool of people that experience projects through their dissemination activities. Attendance as an audience member, visitor, or workshop participant, is much more likely to be a 'one off', thereby lacking the cumulative interaction that research evidence indicates is a significant factor in the ability of cultural activities to have social impacts.[2]

In addition to focusing exclusively on the experience of volunteers, the current research also differs by adopting a more quantitative approach. This was a specific requirement of the brief set by HLF in seeking to deepen the knowledge and understanding of volunteering activity that was gained through previous case study-based work. Finally, wherever possible, the quantitative research provides normative comparisons between the volunteers in the current sample, and other relevant cohorts (e.g. the general population, the typical volunteer population, and so on).

By framing the research on social impact in this way, the results are useful to HLF to:

- demonstrate the achievement of the Fund's aims and objectives, as detailed in its current Strategic Plan 2008-2013

- report back to government and other stakeholders on the extent to which HLF is assisting in the delivery of social policy objectives – the use of quantitative data is especially important in this regard

- feed key lessons into the Fund's strategic planning

Although the first audience for the evaluation is HLF, it is therefore anticipated that the outcomes of the research will be of interest to other policy makers and funders, as well as to practitioners in the heritage and community work sectors.

---

[1] In 2007, the Applejuice report on the 'Social Impact of Heritage Lottery Funded Projects' reported that 85% of the 100 HLF-funded projects surveyed engaged volunteers in some capacity.
[2] BOP (2005) *New Directions in Social Policy: Developing the Evidence Base for Museums, Libraries and Archives*, report for the Museums, Libraries and Archives Council

2.1 Programme evaluation within HLF

HLF delivers grants through two generic programmes (Heritage Grants and Your Heritage) as well as five targeted programmes (Young Roots, Parks for People, Townscape Heritage Initiative, Landscape Partnership, and Places of Worship). Each programme has been designed to meet the aims of HLF's third strategic plan: *Valuing our heritage investing in our future: Our Strategy 2008-2013.* This document states the following aims, to:

- Conserve the UK's diverse heritage for present and future generations to experience and enjoy;

- Help more people, and a wider range of people, to take an active part in, and make decisions about, their heritage;

- Help people to learn about their own and other people's heritage

For the purpose of this study the projects sampled have come from the general programmes: Heritage Grants and Your Heritage

- Heritage Grants – is the main programme for grants over £50,000 for all kinds of heritage, and is open to all not-for-profit organisations.

- Your Heritage – is a smaller grants programme for grants under £50,000 for all types of heritage. It is a flexible programme, open to all not-for-profit organisations, but is particularly designed for voluntary and community groups and first-time applicants.

Heritage Grants and Your Heritage together account for 75% of total HLF funding by value and 80% by number[3] (excluding A4A[4]). All projects awarded grants through these programmes are required to meet the strategic aims for learning about heritage, and must focus on at least one of the aims of conservation and participation (and can do both).

In order for HLF to assess the benefits of its funding programmes and learn from the experience of both ongoing and completed projects, they have devised a broad-based evaluation and research programme. This study is part of the fourth annual cycle of evaluation studies, which include a range of different research projects that encompasses visitor and local resident surveys; economic impact studies and social impact case studies.

2.2 Methodology

2.2.1   Underlying principles and approach

In addition to the previous HLF research, the current study builds on a body of work built up by BOP Consulting over the last five years on the social impacts of culture. This has included extensive literature reviews and analyses of how the evidence fits with relevant

---

[3] Heritage Lottery Fund (2008) *Guide to Programme Evaluation*. HLF Policy & Research Department.
[4] Awards for All.

government social and economic policy,[5] as well as developing frameworks and toolkits for primary and secondary research/evaluation that helps to improve the evidence base in the sector.[6]

In terms of *positive* social impacts in the context of the current study, existing research literature would indicate that they are likely to arise when:

- the intrinsic benefits delivered through volunteering in heritage projects (e.g. enjoyment, participation, learning); can

- contribute to extrinsic benefits or 'social goods' (e.g. improved well-being, greater civic participation, community cohesion, employment opportunities)

Again, the literature suggests that there are essentially two main mechanisms by which this happens (in combination with the particular demographic characteristics of participants):

- the wider effects (including health and well-being) of learning – both formal and informal

- social capital formation – establishing networks and relationships, and/or facilitating links to resources

The research therefore examines these dimensions of volunteers' experience.

In implementing the research, we have drawn on the insights gained from the use of two frameworks that were commissioned by the MLA to aid research and evaluation in the closely related museums, libraries and archives domains. The Inspiring Learning for All framework is a framework for measuring individual informal learning according to five 'Generic Learning Outcomes' (GLOs), and the accompanying Generic Social Outcomes (GSOs) framework – developed by BOP – that helps to measure social outcomes for individuals, groups and institutions.

The GSOs framework is particularly useful for the present research as it frames individual learning within a social context, in other words it is less focused on tracking a set of essentially educational outcomes, than exploring the wider social impacts that these educational outcomes may have. However, we have not explicitly used the GSOs framework in reporting the research findings – in order to retain a fit with the previous research – though the underlying principles are the same. Instead, we maintain the previous HLF research structure of looking at the social impact of volunteering in terms of impacts on individuals and impacts on communities. Specifically, the research examines the following areas:

Impact on individuals

- Social inclusion and access – the degree to which the projects, through volunteering opportunities, are widening access to heritage

---

[5] BOP (2005) *New Directions in Social Policy: Developing the Evidence Base for Museums, Libraries and Archives*, report for the Museums, Libraries and Archives Council; BOP (2006a) *Review of Museums, Library and Archives' Activity with Children and Young People*, report for MLA North West, MLA and the North West Renaissance Hub; and BOP (2009) *Capturing the Impact of Libraries*, report for DCMS Public Library Service Modernisation Review

[6] BOP (2006b) 'Generic Social Outcomes (GSOs) Framework', for the Museums, Libraries and Archives Council at http://mlac.gov.uk/policy/Communities/gso_howto; and BOP (2007) *Cultural Impacts Toolkit*, report for Manchester City Council.

- Skills development and exchange – the degree to which volunteers improve a range of skills and capacities through the projects (and how transferable these skills are), as well as the skills that volunteers 'donate' to the conservation, discovery and communication of heritage

- Well-being and health – exploring if and how engaging with HLF-funded projects has a measurable affect on the well-being and health of volunteers

It should be noted that, as the research concentrates purely on the individual volunteers within the HLF-funded projects – rather than looking at, for instance, the institutional impact on the organisations in receipt of funding, or the communities in which the projects are working – strictly speaking all the research findings relate to the individual impacts of participants. However, we have chosen to examine separately the impact that volunteering may have on how these individuals are connected to, understand, and feel about, their communities.

Impact on communities

- Social capital formation – looking at the affect of the projects on the networks, relationships and links to resources of the volunteers; including intergenerational links

- Strengthening public life – investigating what is the relationship between volunteering in heritage projects and other forms of civic participation

- Community focus – examining a range of phenomena, such as any impact that volunteering has had on the connectivity of volunteers to others in their communities, whether volunteering in heritage projects has a 'knock on' effect to other forms of local participation, as well as whether it has any influence on volunteers' belonging to their neighbourhoods

- Community cohesion – in what ways (if any) does volunteering affect the connectivity of volunteers to other people in their local areas and then, their perception of how well people from different backgrounds get on together?

Although the primary research instrument used in the study is a self-completion questionnaire, this does not mean that the research involves no qualitative research. Rather, the development of the quantitative survey was rooted in in-depth qualitative research with 11 projects. These site visits were essential in designing a questionnaire that would work across the range of HLF-funded projects in the study, but also in providing a wider reference frame by which we can interpret and understand the end results of the survey better.

2.2.2 Sample frame

The HLF research and evaluation team carried out the initial project sample selection. The projects were taken from the '*Applications template worksheet*', and were filtered by programme type (Your Heritage and Heritage Grants) and then whether the project fell within the April 06 to April 08 period. A total of 1,479 projects were selected and sorted by the 'authority to commence date', including projects that started between January and December 2007. Projects that had then completed were removed, leaving 711 projects, out of which a stratified random sample of 25 projects (see appendices) was selected. Figure 1 below shows the breakdown by region, programme type, heritage sector, and

grant size band of the final 25 projects, which is representative of the 711 projects in the population.

Figure 1. Breakdown of the sample of HLF projects included in the research, by region, programme type, heritage area, and grant size, 2009

		Total	Percentage
Region	East Midlands	1	4%
	East of England	3	12%
	London	2	8%
	North East	2	8%
	North West	2	8%
	Northern Ireland	1	4%
	Scotland	3	12%
	South East	3	12%
	South West	3	12%
	Wales	2	8%
	West Midlands	2	8%
	Yorkshire & The Humber	1	4%
	Total	25	100%
Programme Type	Your Heritage	17	68%
	Heritage Grants	8	32%
Heritage Area	Historic Buildings & Monuments	3	12%
	Industrial Maritime & Transport	2	8%
	Intangible Heritage	10	40%
	Land & Biodiversity	3	12%
	Museums, Libraries & Archives Collections	7	28%
Grant Size Band	£5,000 - £49,999	15	60%
	£50,000 - £249,999	4	16%
	£250,000 - £499,999	3	12%
	£500,000 - £999,999	1	4%
	£2,000,000 - £4,999,999	1	4%
	£5,000,000 +	1	4%

Source: Heritage Lottery Fund (2009)

2.2.3 Research tasks

From June 2009 to March 2009, the BOP Consulting team conducted extensive research to inform the assessment of the Social Impact of Participation in HLF Funded projects. The following three strands of core activity have informed the findings in this report. These include:

1. Project Manager Interviews

All project managers were contacted by a member of the HLF team to inform them of the research, its objectives and how their involvement would be of benefit to their project. Following these initial introductions, members of the BOP team carried out in-depth telephone interviews with each project manager to gain an understanding of the stage of the project, how many volunteers were involved, and whether they had any forthcoming activity. A pro-forma from the previous Apple Juice research was used for this task.

It should be noted that two projects (LBMC Celebration and Identification of Congolese People in Enfield) were not available to take part in these interviews – having completed – therefore only 23 of the original 25 sampled projects were interviewed.

2. Project visits

The information from the project manager interviews was assessed and input into a selection matrix, which identified whether project activity was taking place within the timeframe of the research, how many and what types of volunteers were involved, the region of the project, and the heritage field. As a result of this analysis it became apparent that seven further projects were not at a stage in their project life-span to be included in the research. A further six projects were also not at a stage in which a site visit could be undertaken, but they could be included in the subsequent quantitative survey. The following table lists the projects excluded from the research, and those that were to be included at a later stage, with reasons justifying their exclusion.

Figure 2. Selected projects not visited, 2009

	Project	Reason
Excluded from research	Lees Tapestry Archive & Exhibition	Plans Changed
	Community Earth Heritage Champions	Activity only occurring Spring 09
	Upper Nithsdale Art & Crafts Community Initiative	Activity only occurring Spring 09
	Elemore Wood Extension	Activity only occurring Spring 09
	Up the Manor Project	Project completed - difficult to re-engage volunteers
	Roots to Costume	Project completed - difficult to re-engage volunteers
	The Wycombe High School Centre for the History of Girl's State Education	Project completed - difficult to re-engage volunteers
Included in survey	Kursaal: Memories for a generation	Activity occurring only early 09
	Mines of Memory	Project completed – happy to re-contact volunteers
	Highland Archive Centre	Activity occurring only early 09
	FOAM Renovation & Refurbishment	Project completed – happy to re-contact volunteers
	Creggan History & Heritage	Project completed – happy to re-contact volunteers
	Heart of the Dragon	Project completed – happy to re-contact volunteers

Source: BOP Consulting (2009)

This information was communicated to the HLF team, and it was agreed that the number of excluded projects was unfortunate but unavoidable due to the nature of random sampling.

Figure 3 below shows the 10 projects visited. The selection was based on the information identified in the selection matrix. Between November and December 2008 the project visits were arranged and carried out, these largely consisted of project observation, informal volunteer meetings and follow-up discussions with project coordinators. In some cases due to the nature (or stage) of the project, it was necessary for the project managers to arrange a meeting solely for this research. As demonstrated in Figure 4, 97 volunteers were included in the qualitative interviews.

Figure 3. HLF projects included in on-site qualitative research, 2009

No	Project
1	World's No 1 Paper Mill
2	Indian Sign Language from Temple to Drama
3	Your heritage, your past, your future
4	MYKY Oral History Archive
5	RSPB Somerset Community & Education Programme
6	Great Ayton's Story
7	Sailing Barge Cambria
8	What's in a Name
9	Outside the Box: The Waller Archive
10	Archaeology for All

Source: BOP Consulting (2009)

The visits were crucial to the research. They served two specific purposes:

- allowed the research team to undertake in-depth research (as an end in itself), to explore a range of ways in which volunteers may have experienced social outcomes

- enabled us to take the insights gained from the qualitative research to develop a detailed quantitative survey that covered the most appropriate subjects and provided pre-coded responses that were meaningful to respondents

After gaining a further insight into the *'Indian Sign Language from Temple to Drama'* project, it was decided (in collaboration with HLF) that this project would not be included in the volunteer survey. During the visit it became clear that the project had not worked with volunteers, therefore any impacts that had occurred were among audiences and participants from local communities where the project had toured.

3. Volunteer Survey

Following the qualitative visits, the findings were reported back to the HLF team and used to generate the main areas to be covered in the survey. In drafting the survey questionnaire, we were keen to build-in some comparability between the experiences of volunteers and the general population. One of the main weaknesses of research into the social impact of culture has traditionally been a lack of comparability – i.e. to know that what participants in culture are experiencing is actually any different from non-participants experiences. We were therefore keen to tackle this, where possible, by including a number of questions that have been asked before in previous surveys of the UK/England population, namely:

- Poverty and Social Exclusion Survey (1999)

- Survey of English Housing (1999/2000)

- British Social Attitudes Survey (2000)

- British Crime Survey (2000)

- General Household Survey (2000/01)

- General Health Survey (2006)

- National Survey of Volunteering and Charitable Giving (2006/07)

- The Place Survey (2008/09)

In order to test the survey a small pilot was carried out with six volunteers who were involved in the Heart of the Dragon project. The HLF-funding for this project ended in autumn 2007 and the contract itself finished in 2008. The group, however, were still together and were fundraising for future activity. The pilot questionnaire was completed by the volunteers during a break in their volunteer meeting. Once completed, a small focus group was held to discuss their experience of completing the questionnaire. This information was fed back to HLF and small adjustments were made to the survey before its dissemination. A full version of the questions (and overall responses) can be found in the appendices.

The survey was disseminated as a self-completion survey, both electronically and in paper form, by the project managers to approximately 352 volunteers.[7] As shown in Figure 4 below, there was a response rate of 30%, with 105 useable questionnaire returns from the 352 volunteers that the survey was distributed to. While there was a large overlap between volunteers who had been involved in the qualitative visits and the survey response (78%), there was also a substantial response (22%) from volunteers who had not been involved in the qualitative research.

Figure 4. Volunteers included in both the qualitative and quantitative research, by project, 2009

Project	Total # of Volunteers	# of qual interviews	# of survey returns	% of final survey sample
Worlds No 1 Paper Mill	30	2	0	0%
Your Heritage, your past, your future	10	5	10	10%
Kettle's Yard	15	6	4	4%
RSPB Somerset	31	6	13	12%
Great Ayton's Story	30	22	11	10%
Sailing Barge Cambria	12	3	3	3%
What's in a name: Sunderland	60	25	20	19%
Out of the box: The Waller Collection	15	11	4	4%
Archaeology for All	75	7	11	10%
The Highland Archive Centre	2	0	0	0%
FOAM Renovation & Refurbishment	30	0	19	18%
Heart of the Dragon	12	10	6	6%
Kursaal	10	0	2	2%
Mines of Memory	10	0	2	2%
Creggan History & Heritage	10	0	0	0%
Total	352	97	105	100%

Source: BOP Consulting (2009)

---

[7] It should be noted that the total number of volunteers per project was from information supplied by project mangers during the initial project manager interviews; in some cases these numbers were approximate or may have changed since then.

There were unfortunately two projects – Creggan History & Heritage and the World's No 1 Paper Mill – for which we did not receive any survey responses. It should be noted that during the course of this research, both projects encountered financial and personal challenges. Also, no responses were received from The Highland Archive Centre as the volunteer programme was not yet fully operational.[8]

---

[8] The project did have two volunteers loosely involved (one of which was under the age of 16), but the project manager was concerned about whether they would be able to respond to the survey given the low level of activity that they would have carried out at the time of the survey.

3 Impact on individuals

In order to better understand many of the subsequent research findings, it is helpful to first outline the demographics of the volunteers across the projects in the study.

3.1 Demographics

During the site visits, the volunteers that we met were mainly older, retired people. There were notable exceptions to this rule, and these seem to be related to particular projects. For instance, the volunteer pool at MYKY Kettle's Yard, Somerset Community and Education Programme, Heart of the Dragon and Sailing Barge Cambria all had younger volunteers of working age than the other projects we visited. Through the qualitative research, it also became apparent that the volunteer pool was predominantly well educated, white and with a good mix of men and women. The survey results largely confirm these findings as regards the demographics of the volunteers.

Age

Fully 43% of the volunteers are 65 or over, and the figure rises to 64% for those aged 60 or over. Only 1% of the volunteers in the survey sample are aged 16-24. Comparing this volunteer age profile with that of all volunteers, via the National Survey of Volunteering 2006-7, it is clear that volunteers on HLF-funded projects are, in general, considerably older. For instance, only 17% of volunteers in England are 65 or over (compared with 43% of volunteers in HLF-funded projects), while 8% are aged 16-24 (compared with 1%).

In seeking to establish the degree to which our survey sample is representative of the wider volunteer pool engaged across HLF-funded projects, we can compare the current findings with the results of the HLF Exit Survey, which is undertaken through interviews with project managers when projects have been completed. According to the Exit Survey, a significantly greater number of young volunteers aged 11-25 (17%) are engaged across the wider HLF volunteer pool. Also, the number of older volunteers may be overrepresented in our survey: only 43% of volunteers are aged 60 or over according to the HLF Exit Survey. However, it should be noted that, unlike the current BOP survey, the HLF Exit Survey is not a direct survey of volunteers themselves. Rather, the project manager is used as a trusted intermediary to report on the characteristics of the volunteers engaged in their projects. It is highly likely that there will be some degree of slippage between the project managers' perspective and the actual composition of the volunteer pool.[9]

Ethnicity

Only 1% of the volunteers are drawn from BAME communities, with 96% of volunteers answering that they were 'White British' (the remainder are split between other 'White' categories such as 'White Irish'). Clearly, this profile of low numbers of volunteers from BAME communities is well below the proportion of people from these communities within

---

[9] Establishing what degree of slippage there may be between the project managers' perceptions and the actual volunteer cohort may be a useful area to explore in future research.

the general UK population (7%). However, it needs to be remembered that the volunteers profile in the sample will be affected by geography and age.

- Geography: due to the drop out of both London projects (Up the Manor and Identification of Congolese people in Enfield), there were no projects from metropolitan areas with large BAME populations, or projects which focused specifically on BAME themes.

- Age: the ethnic minority population is younger than the general population. According to the 2001 census, only 3% of the population aged 65 or over in England and Wales are from an ethnic minority background (excluding 'White British', 'White Irish' and 'White Other'), as compared to 9% across all age-groups. Given that the volunteer profile is older than the general population, the proportion of volunteers from BAME communities can be expected to be lower in the HLF sample.

Disability

15% of the volunteers consider themselves to have a disability. This is significantly higher than the UK population (7%). Although one project in the sample (Your Heritage, Your Past, Your Future) works specifically with people with learning disabilities, most of these volunteers were unable to complete the questionnaire due to its complexity, and so the relatively high proportion of volunteers with disabilities is likely to be more a factor of the age profile of the volunteers: 83% of those considering themselves to have a disability are aged 60 or over.

Education

The volunteers are extremely highly educated as measured by formal qualifications. Two thirds (66%) of all the volunteers have tertiary level qualifications (level 4 and above), with 16% having a second degree (i.e. Masters/MPhil/PhD).[10] To put this in perspective, only 20% of the UK population aged 16-74 have level 4 qualifications and upwards. While this number increases to 30% for the general UK 45-64 age cohort –providing some support regarding the importance of 'lifelong learning' – this drops dramatically for the 65+ cohort to 12% (and 43% of the volunteers in the sample fall into this age bracket).

The pattern of highly educated volunteers is, however, common across all forms of volunteering. For instance, the National Survey of Volunteering 2006-07 showed that slightly more than half of all volunteers (55%) have tertiary level qualifications, with 15% having a second degree. Even when taking this into consideration, the education level of HLF volunteers still remains high. This may be related to the fact that many tasks in HLF projects are research based, and are therefore likely to attract degree-level participants.

Employment status

In accordance with the age profile of the volunteers, the majority of them are retired (57%), while 32% are in paid employment (including full-time and part-time, temporary and permanent, and self-employment) and a small proportion of the volunteers are students (5%). These findings are in line with previous research by Applejuice Consultants, who found that retired people are often well represented as volunteers in

---

[10] Although not a direct comparator, previous market research into volunteers with HLF-funded projects (Ipsos MORI, 2006) echoes the findings related to the education and likely social class of volunteers: 68% of volunteers came from 'higher social grades' (ABC1s) and 32% from 'lower social grades' (C2DEs).

heritage projects. This is mainly because they have more time to commit to the project activities than those in employment or studying. Of those retired, 13% retired because of ill health, 6% due to being made redundant and 81% took voluntary retirement. This last figure is unusually high, as the questionnaire did not include a separate option for 'reaching legal retirement age,' and hence we surmise that many respondents chose the latter response instead. Through the qualitative research it became apparent that among the retired volunteers, many had worked as teachers or university lecturers, as well as in managerial and professional occupations with companies like ICI or IBM. These demanding but rewarding professional occupations, and the desire for similar sources of fulfilment after retirement, are an important reason for volunteering – as discussed in sections 3.2 and 3.4 below.

Geography

Because of the drop out of a number of projects from the original sample of 25 (c.f. previous discussion of the reasons for this is sections 2.2.2 and 2.2.3), the final sample considered ten projects in England and two projects in Wales, but none from Scotland and Northern Ireland.

The volunteers live in relatively affluent areas of the country. Only 3% of the volunteers live in the 10% most deprived areas in England according to the 2007 Index of Multiple Deprivation ranking. In contrast, one fifth of the volunteers live in the 10% least deprived areas in England, and more than half (53%) live in the 30% most affluent areas. In Wales, none of the volunteers live in the 20% most deprived Welsh areas but 80% live in the 50% most deprived areas. One tenth lives in the 10% most affluent areas in Wales. Apart from two projects all volunteers live in the 70% least deprived areas in England and Wales.

In most of the projects volunteers are drawn from areas with a similar level of affluence; in other words there is not a great degree of polarisation within projects. The only exception to this is 'What's in a name,' in Sunderland, where some of the volunteers live in one of England's 10% most deprived areas while others live in the top 30% least deprived areas.

Figure 5. Geographical distribution of volunteers in HLF-funded projects, by local authority indices of multiple deprivation score, 2009

	Most deprived deciles (Index of Multiple Deprivation score)									
	1	2	3	4	5	6	7	8	9	10
Archaeology for All					13%	13%	13%	13%		50%
FOAM Renovation & Refurbishment Project						9%		9%	36%	45%
Great Ayton's Story				11%					56%	33%
Kursaal								50%	50%	
Mines of memory						100%				
MYKY Oral History Archive				50%						50%
Out of the Box									100%	
Sailing Barge Cambria					33%			33%	33%	
Somerset Community & Education Programme					17%	33%	17%	25%	8%	
What's in a Name	11%	11%	16%	16%	16%		16%	16%		

Source: BOP Consulting (2009)

Existing HLF data only provides an approximate comparison to these figures, as it looks at expenditure in local authority areas in the UK. According to these statistics, 40% of HLF funds are being spent in the 25% most deprived local authority areas in the country. This reflects the priorities identified in the current Strategic Plan.

Gender

HLF projects equally engage men and women: 49.5% of the volunteers were male and 50.5% were female. Other research on volunteering indicates that women tend to volunteer slightly more frequently than men. For instance, the National Volunteering Survey 2006/07 shows that 56% of volunteers are female and 44% are male.

3.1.1 Social inclusion and access

The earlier Applejuice research looked at how HLF-funded projects are contributing to social inclusion and widening access to heritage in the round, that is, by looking at both the volunteers and the wider engagement that projects have with communities. The current research is restricted to how the HLF-funded projects are contributing to these goals solely through the kinds of volunteers that are involved with projects. By this narrower measure, it is not possible to say that the projects are widening access to a very diverse range of people nor, in the main, are they engaging people that suffer from various forms of socio-economic exclusion.

There are, however, two main exceptions to this general pattern – one of which appears to be very common across the programme and one of which is project specific. The first exception is with regards to age, and specifically the number of volunteers aged 65 and over that are engaged in HLF-funded projects. Since the start of the decade, a key focus of government health and social policy has been to support older people to live independent lives. In part, this is driven by the pragmatic considerations of an aging population and limited public resources for health and social care. But it is also based on research evidence that shows the positive impact on well-being and mortality that older people gain through maintaining their active engagement with the world; living full and enriching lives. These issues are explored in more detail in section 3.6 below.

The second exception relates to specific projects. In particular, the Your Heritage, Your Past, Your Future is a project led by RCT People First, a voluntary charitable organisation aiming to raise awareness of, and campaign for, the rights of people with learning difficulties. The organisation is set up as a self-advocacy group and all members are considered as volunteers, whether they have a learning disability or not. Thus, RCT People First is one of the few organisations within the full sample of 25 projects where heritage activities are not a core remit of the organisation. Instead, in this instance, heritage activities are used specifically as a mean of tackling social exclusion for people with learning difficulties.

The other organisation within the sample that explicitly seeks to address social exclusion through volunteering is The Apsley Paper Trail, which manages the World's No.1 Paper Mill project. The organisation works with a number of disadvantaged groups, including young people out of employment, education or training, and people with mental health problems. It is unfortunate that the volunteer experience from both of these projects is not fully represented in the quantitative survey, due to a lack of response from any volunteers at The Paper Mill and the difficulty of completing the questionnaire for Your Heritage, Your Past, Your Future's volunteers with learning disabilities.

Aside from these instances, it should be stated that we did, of course, encounter individuals through our site visits that did not conform to the typical volunteer profile of white, well educated, old and retired. Also, as the survey has been conducted via a self-completion process, it may be that self-selection bias has unduly affected the results – in that well educated, retired people with a lot of time to spare are perhaps better able to complete the survey than others. As discussed above, the sample may also be unduly affected by the lack of projects in large metropolitan areas, as well as by the type of projects.

In particular, there was only one Industrial Maritime and Transport (IM&T) project in the survey returns as the social enterprise running the World's No. 1 Paper Mill unfortunately encountered financial difficulties during our research. Having visited both the Paper Mill and the other IM&T project (Sailing Barge Cambria) earlier in the research, there did appear to be some differences in the volunteer pools of these kinds of projects, with proportionally more male volunteers and potentially a wider spread in terms of formal qualification levels. The issue of self-selection bias and the differences that project types and geographies may make to the demographics of volunteers is a useful area to explore in the follow-up research.

Finally, it needs to be remembered that the sample of projects only includes those funded through Heritage Grants and Your Heritage. It does not include volunteers that are involved through HLF's programme that is specifically designed to engage young people in heritage, Young Roots.

3.2 Motivations for participating

The survey initially asked volunteers a series of questions about their relationship to the organisation in receipt of HLF funding, their motivations for volunteering, and the nature and level of engagement they have with the projects.

3.2.1 Three hypotheses

After the site visits, we had a number of hypotheses about why people became involved in volunteering with heritage projects. In particular, we identified three potentially discrete drivers for participation.

1. The 'pro am' thesis

'Pro ams' is a rather shorthand way to refer to a group of people, 'innovative, committed and networked amateurs, working to professional standards.'[11] Originally associated with sport and particularly golf; it referred to a contest in which unpaid amateurs could compete on level terms with, often paid, professionals. The more recent use of the term however, popularised by Paul Miller and Charles Leadbeater in their 2004 book *The Pro Am Revolution*, suggests any fields of endeavour where committed amateurs can make a real contribution to knowledge or performance.

While Pro Ams can occur in many areas from music to archaeology to astronomy, the growth and widespread use of digital technology (and its declining costs), has seen many of them emerge in areas like open source software development and interactive/social

---

[11] Miller and Leadbeater (2004) *The Pro Am Revolution*.

media (e.g. bloggers, citizens journalists, or the editors behind Wikipedia). In other cases, it is the declining cost of technology that has enabled more people to participate: relatively cheap telescopes, for instance, have helped amateur astronomers explain what happens when a star explodes. The online availability of previous census' and other historical information has given a spur to amateur genealogists. Similarly, the wider availability of geophysics equipment – as used in Archaeology for All – has enabled many volunteers to help map archaeological sites (in this case Iron Age and Roman sites). In addition to technology however, the growth in the number of retired people (and those retiring younger) – who may have high levels of education, good health and a desire to learn more and contribute to society – has also encouraged the growth of Pro Ams.

Although the term can become a bit vague when used by Miller and Leadbeater – embracing charity volunteers, pressure group members and amateur astronomers – it is nevertheless a useful concept that seems particularly well suited to describing a lot of the volunteer activity we encountered through our research. Many of the HLF volunteers could be described as Pro Ams: they have a passionate interest in the subject and either bring with them existing subject-specific expertise (e.g. some volunteers in the Out of the Box project had existing knowledge of Latin and medieval writing and were therefore able to decipher texts in the Waller Collection), or they develop it through the project (e.g. the accumulation of knowledge that often amasses through social history projects). They operate in a variety of historical and heritage fields, many of which are labour-intensive (e.g. transcribing, archival research, excavation) and where a number of committed volunteers can make a genuine contribution to knowledge.

Box 1. 'Pro Am' outcomes through HLF-funded projects

The following examples represent some of the most striking outcomes that have arisen from the generation of new knowledge and expertise through the work of volunteers on HLF-funded activities. Interestingly, these outcomes are largely unintended and unplanned for, arising organically out of the content and relationships developed within organisations and projects.

- One of the volunteers in the Archaeology for All project has developed a freeware software package for geophysical analysis, which is now in use across the wider archaeological community

- The Great Ayton Community Archaeology Project (GACAP) published a highly professional hardback book on Roseberry Topping that was self-funded by some members of the group and sold out its print run of 3,000 copies, making a profit of £10,000 that has been returned to GACAP

- The Great Ayton Community Archaeology Project are also now consulted on planning issues related to historical buildings by the local authority, given their expertise on the built heritage of the area

- The volunteers in the Sailing Barge Cambria project are developing a City and Guilds in Shipwrighting Skills as a direct result of their experience in restoring and conserving The Cambria

---

The increase of 'pro am' activity has not been reflected to-date in much government policy. However, it is currently receiving some attention, albeit as part of 'informal adult

learning', which was the subject of a White Paper in March 2009.[12] The White Paper stresses the importance of informal adult learning to building confidence, improving well-being and in developing alternative educational progression routes; noting its particular importance to older people (who can find it harder to otherwise access learning). Among other proposals, the Paper suggests some measures to boost self-organised informal learning in a variety of 'third spaces' – from church halls to pubs – and announces the launch of a £20m fund to support such activity.

2. The 'volunteer personality'

More readily explainable than the 'pro am' thesis – in terms of its wider social impact – another clear motivation for many volunteers is the opportunities that HLF-funded projects present for active participation in their local communities. The qualitative research identified that many of the volunteers are already strongly engaged in the civic life of their communities – and the survey results strongly confirm this (see section 4.4 below). HLF-funded projects therefore offer additional possibilities to people who are already strongly committed local volunteers. The sections on 'Impact on communities' explore these issues in more detail (see section 4 below).

3. 'Fitting in'/socialising

In contrast to the more active and premeditated engagement with communities exemplified in the 'volunteer personality', a number of volunteers on our site visits talked about how they had become involved in the project through a more diffuse set of circumstances. While these varied somewhat – they had been encouraged to join through a friend or partner, or had joined because they were new to the area – the underlying motives revolve around a desire for more opportunities to socialise outside the home, sometimes extending into being a means to 'fit in' more with the local community. Specific examples of this kind of motivation include couples who wanted to develop 'a shared hobby', a few quite frail older people who were becoming increasingly house-bound before their volunteering in projects, and a small number of people who volunteer as a good way to get to know the area and its people after moving in from elsewhere. We return to discuss these issues in more depth in the 'Well-being and health' and 'Impact on communities' sections (see section 3.6 and 4 below respectively).

3.2.2 Testing the hypotheses

In order to test these hypotheses, we classified the range of motivations that volunteers had expressed during our site visits, into ten categories. Although we initially thought volunteers' participation may be identifiable into these three discrete cohorts, the survey demonstrates that this is not the case; the reality is inevitably more complex. As Figure 6 below shows, most volunteers stated more than one reason for getting involved with the project; and 25% of them even cited eight of the ten options as motivation for volunteering.

However, within this range, there are clearly some that are more common than others. The most frequently reported motivation for becoming involved is the 'pro am' motivation of an 'existing interest in the subject area', which was reported by fully 76% of the volunteers. It is also clear that volunteers are strongly motivated by the related opportunities to 'look after heritage' (45%) and 'learn more about heritage' (34%). The

---

[12] DIUS (2009) *The Learning Revolution.*

'volunteer personality' motivations were reported by similar numbers: with 46% stating 'learn more about/get more involved in the local community' and 26% reporting 'to help others'.

The 'three types of distinct volunteer' thesis therefore does not hold, as so many volunteers co-report both 'pro am' and 'volunteer personality' motivations. But there is evidence to show that volunteering in HLF-funded projects is a way of deepening already active engagement in communities: 87% of those who got involved because they wanted to 'learn more about/get more involved in the local community' are also members of other local organisations/ bodies. This is a statistical relevant correlation, meaning that if a person started volunteering on HLF-funded projects because they 'wanted to learn more about/get more involved in the local community' they are likely to be a member of another local organisation/body already.

Figure 6. Motivations for volunteering in HLF-funded projects, 2009
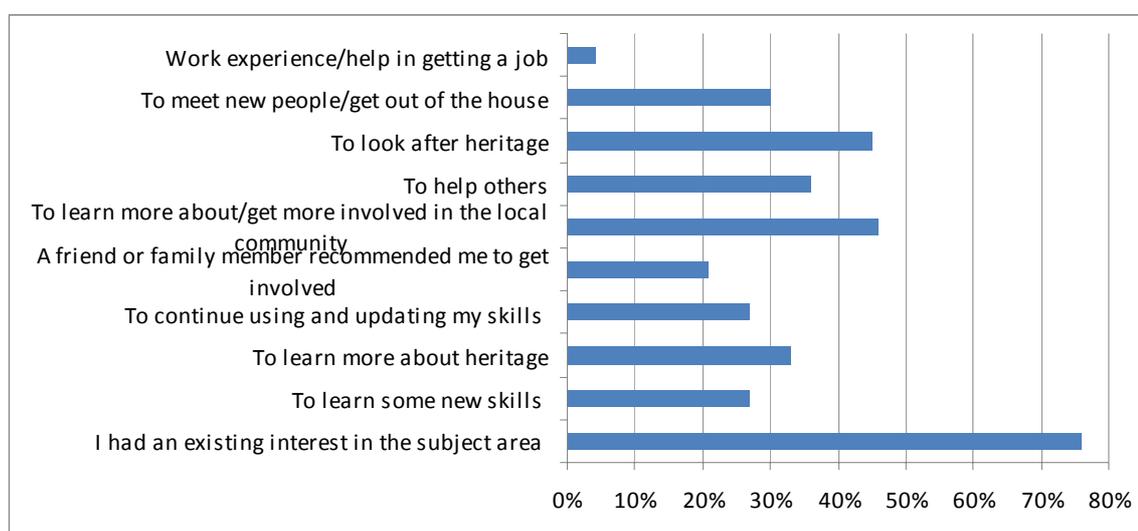
Source: BOP Consulting (2009)

The numbers in the sample expressing the 'fitting in/socialising' rationale are fewer in number, though still not insignificant. 30% report that a reason for becoming involved in the project was 'to meet new people/get out of the house', and 21% state that a 'friend of family member recommended me to get involved'. There is no correlation, however, between the desire to meet new people through the projects and the time lived in town/city (in other words, this desire is not restricted to 'incomers').

Motivations associated with learning were more frequently reported than for 'fitting in/socialising', with over a quarter of volunteers responding that the opportunity 'to learn some new skills' (28%) and 'continue using and updating my existing skills' (27%) were reasons for volunteering. We return to the issues of skills and human capital development in more detail in section 3.5 below.

3.3 The nature and level of participation

3.3.1 Activities and roles undertaken by volunteers

From the site visits, it is clear that there are different degrees of engagement across the volunteers on HLF-funded projects. This is, in part, related to the roles and activities that volunteers play. For instance, project managers and coordinators across the projects we visited all highlighted instances of individuals who were solely interested in one or two activities within each project. The most frequently reported 'specialist' category consists of people that are specifically interested in getting involved in activities with schools, often reflecting a background in teaching or otherwise working with children. 'Specialisms' were also noted with regard to a number of technical areas, such as volunteers at the World's No. 1 Paper Mill who solely look after the plant and machinery, and MYKY Kettle's Yard, that has a volunteer who is only interested in the transcription process.

But volunteers who only engage in one or two activities are not the norm. Rather, our research concurs with previous Applejuice research in that volunteers are engaged in many and varied activities.

Most frequently, volunteers engage in research into existing collections or archives (48%) and in the collection and analysis of new material (40%). Another key aspect of many projects and the work of volunteers is to devise and deliver dissemination activities for the wider public (31%) and schools (29%). However, only 16% of volunteers work with children and young people outside of school (this being the least common activity for volunteers).

Figure 7. Volunteers' activities undertaken with HLF-funded projects, 2009
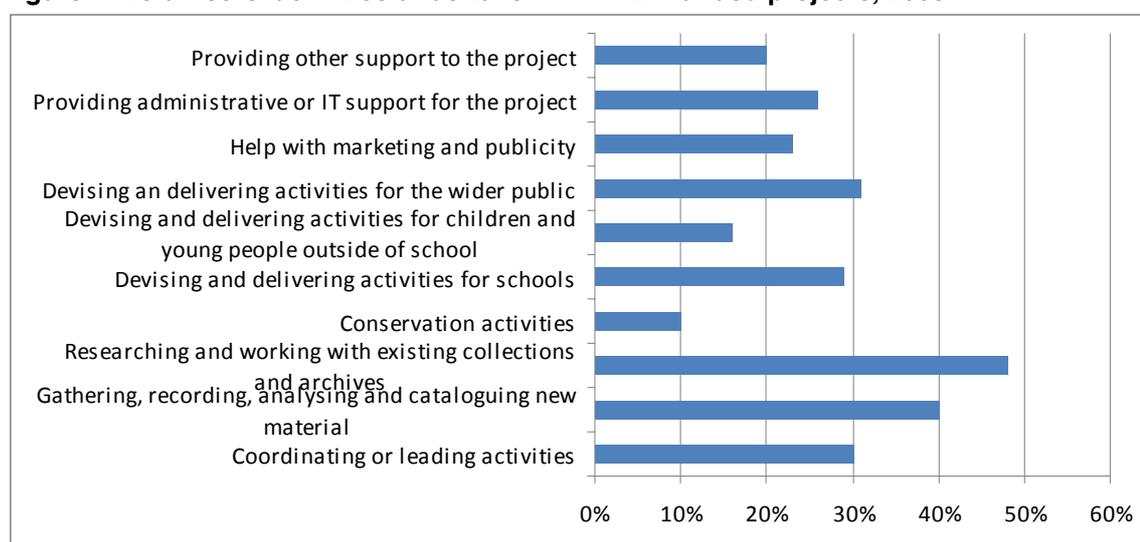
Source: BOP Consulting (2009)

3.3.2 Mode of interaction between volunteers

After identifying the activities with which volunteers are engaged, the survey then asks volunteers about the social setting in which these activities take place. Perhaps surprisingly, 42% of volunteers spend their time mainly working on their own, with the

remainder spending most of their time on the project working in a group (31%) or in pairs (23%).[13]

However, the preponderance of volunteers undertaking activity on their own is more understandable when analysed in conjunction with the most commonly undertaken activities: 'Working with existing collections and archives' and 'Gathering, recording, analysing and cataloguing new material'. With regard to the former, volunteers at Great Ayton have spent so much time at the local record office that they have negotiated a dedicated space for the project. Common examples of the latter include oral history projects, such as MYKY Kettle's Yard, in which the interviewing is usually undertaken by individuals working on their own, as is the follow-up transcribing. Even when running a Visitor Centre, such as at Sailing Barge Cambria, volunteers can often be working on their own. The degree to which volunteers interact with each other outside of the project is explored below in section 4.2.

3.3.3   Intensity, duration and frequency of participation

Among the vast majority of projects that were visited as part of the qualitative research, we identified a common pattern in terms of volunteers' interactions with projects: a 'core-periphery' model of involvement. That is, projects can have relatively large stated volunteer pools of between 30-75 volunteers. But within these numbers, there is a smaller group of volunteers that meet more regularly, invest the most time in the projects, and have often been active with the host organisation for the longest time. It is these 'core' volunteers that we principally met during the site visits.

In their absence, project managers and volunteer coordinators talked to us about the volunteers who have less frequent and intensive interaction with projects. This less intensive model of participation seems to:

- either focus on providing additional capacity during peak times (e.g. acting as 'an extra pair of hands' to help install and man an exhibition); or

- is driven by a specialist interest/skill that may only be required infrequently through the duration of projects (as described above in section 3.3.1).

As Figure 8 below illustrates, the majority of respondents (52%) spend between 2-10 hours per month volunteering on their project. This compares with 41% of volunteers in the general population that spend the same amount of time volunteering, as measured by The British Crime Survey (2000). 16% of the respondents spend more than 20 hours per month (and half of these spent more than 35 hours) on the project. While in many cases these highly engaged volunteers are likely to be the volunteer project coordinators, in others such as FOAM Renovation and Refurbishment Project and Kursaal there are several volunteers who are part of a core group that invests such high levels of time.[14]

Figures from The British Crime Survey show both considerably higher levels of respondents having spent no time volunteering (15%), and those having spent more than

---

[13] It should be noted that the survey question did not specify whether working with someone else relates to volunteers only or wider project participants or audiences.

[14] A small number of respondents (3%) stated that they spent no time at all on the project. This can partly be explained by the fact that at least one of these volunteers was part of the survey pilot cohort of the Heart of the Dragon project. The pilot questionnaire originally asked for time engagement 'over the last 4 weeks' and the question was later adapted to avoid the above bias. Considering the timing of the pilot survey (early February 2009) and the nature of the project (organisation of a festival taking place in summer) it may well be that the volunteer did not spend any time on the project in this case.

35 hours (13%). This difference may be because the Crime Survey question asked for the volunteers' time engagement 'over the last 4 weeks', as compared to this survey asking for the 'time spent working on the project over an average four weeks'. With project activities being more or less intensive in certain periods of the year, the responses to the question asked in the British Crime Survey may thus be biased by the point of time when it was asked. More importantly, it should also be noted that the question in the HLF survey solely asked for time spent on the HLF project, as compared to volunteering in general. Therefore, it is likely that some of the Crime Survey respondents with very high levels of time commitments are volunteering with more than one organisation/activity.

Figure 8. Time devoted to volunteering on HLF-funded projects over an average month, compared to respondents of the British Crime Survey, 2009
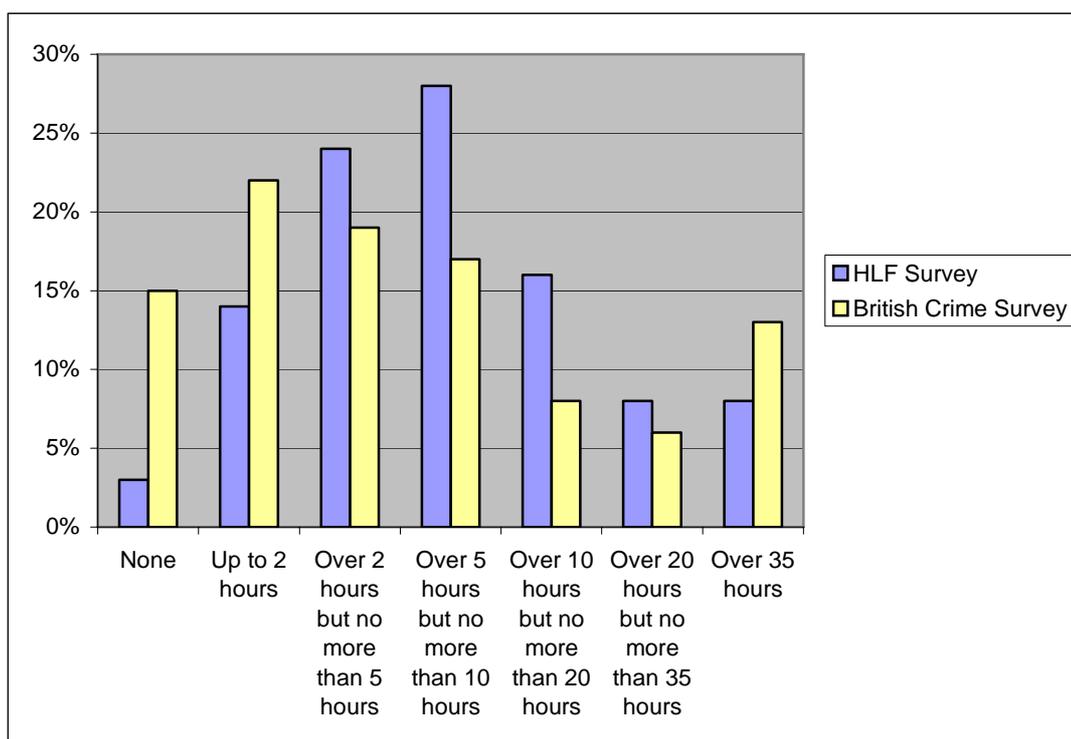
Source: BOP Consulting (2009)

Looking at the length of time that people have been involved with host organisations, it is clear that most volunteers are not recruited anew to help deliver specific HLF projects. Rather, they typically have a prior history of involvement with the organisation that can stretch back over a number of years. As can be seen from Figure 9, the vast majority of volunteers (81%) have been involved with their organisation for more than a year, and just over 30% have been volunteering with the organisation for five years or more.

It should be noted that the fact that the volunteers have been involved with their organisations before they were in receipt of HLF funding, has some consequences for the research findings. That is, from the qualitative research we know that it is often not possible for volunteers to be able to isolate their experiences as volunteers on HLF-funded projects in particular, from their experiences as volunteers with the organisations

in general. This does mean that a certain proportion of the social impacts that the present research indicates is likely to have happened without HLF funding.[15]

Figure 9. Length of time that volunteers have been involved with the organisations running HLF-funded projects, 2009
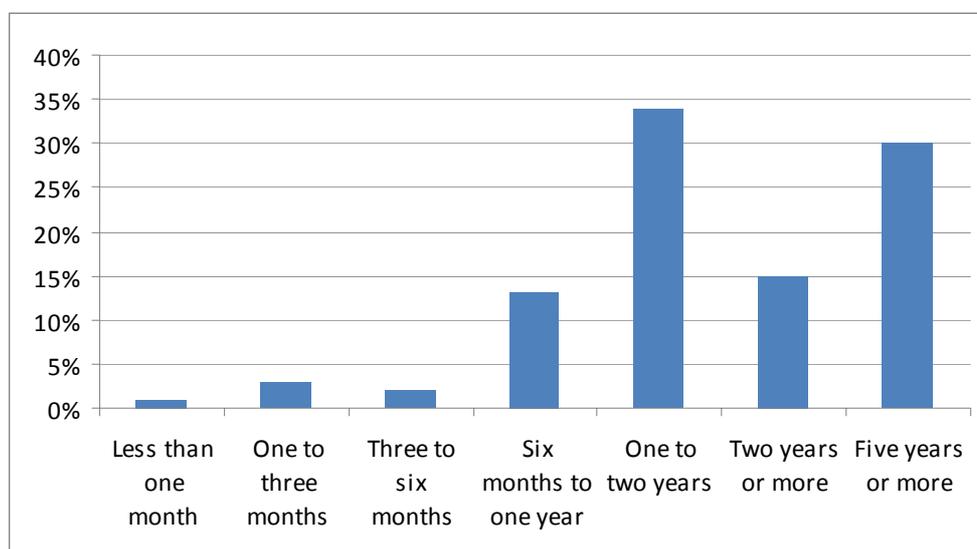
Source: BOP Consulting (2009)

3.4   Volunteering and the labour market

As section 3.2 above demonstrates, a significant number of people see the opportunity to both use existing skills and learn new ones as a motivation for volunteering with HLF-funded projects. This also emerged strongly from the interviews and focus groups that we held with the projects we visited. In particular, volunteers spoke with great insight and energy about the relationship between the activities they undertake with HLF projects and the world of work.

What became clear through our qualitative work was that there were two distinct groups for whom volunteering had a distinct connection to their working lives. However, these two groups are at opposite ends of the labour market: those who have left work and retired, and those seeking entry into the job market.

3.4.1 Retirees

The majority of volunteers across the projects are retired. By volunteering on HLF projects, a lot of the retirees are seeking some of the same sources of fulfilment that they used to gain from leading (often) demanding but rewarding professional lives. This view is perhaps best summed up by one volunteer at Great Ayton who stated that, looking back, "*work is rewarding*", and to which one of his co-volunteers in the group added that their current volunteering was like, "*the best bits of work*". In a handful of cases – mainly some of the volunteer project coordinators – equating volunteering with work can be almost literal, as they are volunteering for effectively the equivalent of a standard five day working week. For others, it seems more a question of identity and/or the status that

---

[15] In evaluation terms, this would be described as the 'deadweight'.

work confers. A number of the volunteers in the Out of the Box project, for instance, semi-joked that they would like to be seen less as volunteers and more, "*as people who work (but for free!)*".

More pervasively, the connection to retirees' working lives can be about usefully deploying the skills that they have accumulated over their careers. While there is a clear 'public good'/philanthropic motive behind this, there are also more internally-driven motives. For instance, after taking retirement, one female volunteer at the Paper Mill reported that, "*I felt that I was losing everything I'd learnt in my business life*", and this was the main stimulus for her to start volunteering.

In some cases, as with the Paper Mill, the whole focus of HLF-funded projects can be a former work place. The Paper Mill is perhaps unusual in this regard in that, unlike many other Industrial, Maritime and Transport Heritage projects that may also focus on former places of work, the Paper Mill was still operating as a commercial business until as recently as 2000. This means that many of the volunteer pool are in fact former employees of The British Paper Company, having returned to volunteer at what was once their place of work.

In addition to the setting of HLF projects having a direct connection to some retirees' former working lives, the kinds of activities that volunteers carry out can also have a relationship to previous employment. From the qualitative work, the most frequently reported instances across the projects were former teachers and lecturers who were now involved in educational and/or research activities.

In the context of an ageing population, the issue of what becomes of retirees, and how to better manage the transition between work and retirement, is latterly becoming a more pressing policy concern. For instance in April 2009, NESTA, together with partners that include the Department for Work and Pensions, has recently launched 'Age Unlimited', a pilot programme aimed at people in their fifties, that is looking to support practical demonstration projects that not just help to extend working lives, but also to:

> find better ways to support individuals to move out of paid work into rewarding alternative roles and interests… [as] all of these represent powerful ways for older people to stay physically fit, emotionally well, financially secure, loved and cared for.[16]

It is clear that, for some people, volunteering in HLF-funded projects already provides this important 'bridge' between labour market participation and active retirement. The effect of this is further discussed in the sections on Health and well-being below.

3.4.2 New entrants/return to work

At the opposite end of the labour market, volunteering in HFL-funded projects does provide small numbers of young people with routes into the labour market and other progression routes (e.g. accredited forms of training and education). This happens both informally and formally.

---

[16] NESTA, Age Unlimited, calls for proposals at http://www.nestalab.org.uk/age-unlimited-call-for-ideas/ [accessed 29.05.09]

In terms of informal routes, we encountered two instances of young people who had fallen out of formal education and ended-up volunteering with the Paper Mill. Both had arrived with low self confidence and self esteem; believing that they largely lacked the skills and aptitude required for employment. One of the volunteers is now currently in paid employment with Apsley Paper Trail (the charity that runs the Paper Mill), and the second has also gone onto full-time employment with another organisation. We also encountered more proactive informal routes into employment at Kettle's Yard, where one graduate volunteer had started volunteering with the house and gallery to gain work experience with a conscious view to eventually working at Kettle's Yard (in which she has succeeded). In this case, the route into employment follows a very common model of unpaid work experience as an entry route into the arts and creative sectors.

In addition to these *ad hoc* examples of volunteer-driven work experience opportunities, some of the larger organisations running HLF projects, such as the RSPB or the Apsley Paper Trail, run formalised work experience programmes. While these programmes are not funded by the HLF – and operate on a wider scale than the HLF projects in the current research – the heritage projects provide some of the 'content' for the various work placement and work experience schemes that take place.

For instance, the RSPB have a national volunteer placement programme and two of the volunteers we spoke with at the Somerset Community and Education programme were participating in this scheme. The placement programme runs for three months, with volunteers working full-time for five days a week, gaining experience on usually more than one project run by the RSPB. The two volunteers in Somerset were both recent graduates and joined the RSBP scheme as they were looking to add work experience to their CVs, though one also had a strong interest in the subject area of the Somerset project, having recently completed her dissertation on the bird conservation area in the Somerset Levels and Moors.

While much smaller than the RSPB, the Paper Mill have also instituted a number of more formalised work experience/work placement programmes. In particular, they have a collaboration with West Hertfordshire College to take work placements and, at the time of visiting, were exploring the possibility of extending these as part of the new 14-19 diplomas. Some volunteers are also part of mental health recovery and rehabilitation schemes, while other volunteers are part of return-to-work programmes for those suffering other forms of ill health.

The ability of HLF-funded projects and organisations to offer training and what can amount to an 'intermediate labour market' for young people (albeit for small numbers), fits well with current Government policy on combating the recession. In particular, volunteering through HLF-funded activities fits well with DCMS' recent 2009 publication, *Lifting People, Lifting Places*, that attempts to ensure that 'culture, sport and the creative industries are part of the core script for recovery and future prosperity.'

Survey results

Although the relationships between volunteering and work were a relatively strong theme within our qualitative research, they may not be as widespread as this initially suggested when we look at the survey findings:

- 37% of the volunteers state that the activities with which they are involved with as part of their volunteering have a relationship to either their current or previous employment

- only 4% report that they got involved with the project to gain work experience/find a job.

The absence from the quantitative survey of the World's No. 1 Paper Mill will, once again, have certainly affected the results for the former indicator by lowering the numbers of volunteers reporting a relationship to current/previous employment. However, the finding that very few people are motivated to volunteer in the first instance by the prospect of paid work is consistent with our qualitative research. So too is the finding that more than twice this number of volunteers (10%) do subsequently find some form of paid work that their volunteering with HLF-funded projects has contributed to them gaining.

3.5   Skills development and maintenance

3.5.1 Skills improved

In addition to being a strong motivation for becoming involved in HLF volunteering, skills development is also a major outcome of volunteering. Volunteers were asked about any possible skill improvements in the following areas:

- Information management skills (e.g. research, archiving, transcribing)

- Communication skills (e.g. speaking, writing, presenting)

- Other interpersonal skills (e.g. leadership, team working, developing confidence in social situations)

- Business and management skills (e.g. marketing, fundraising, project management)

- Technical skills (e.g. computers and ICT, geo-physical archaeology)

- Conservation techniques.

As can be seen from Figure 10 below, respondents reported improvements in a wide range of skill areas, and only 14% of volunteers reported that they had not improved any skills through their participation in HLF-funded projects.

Figure 10. Volunteers' skills improved through participating in HLF-funded projects, 2009
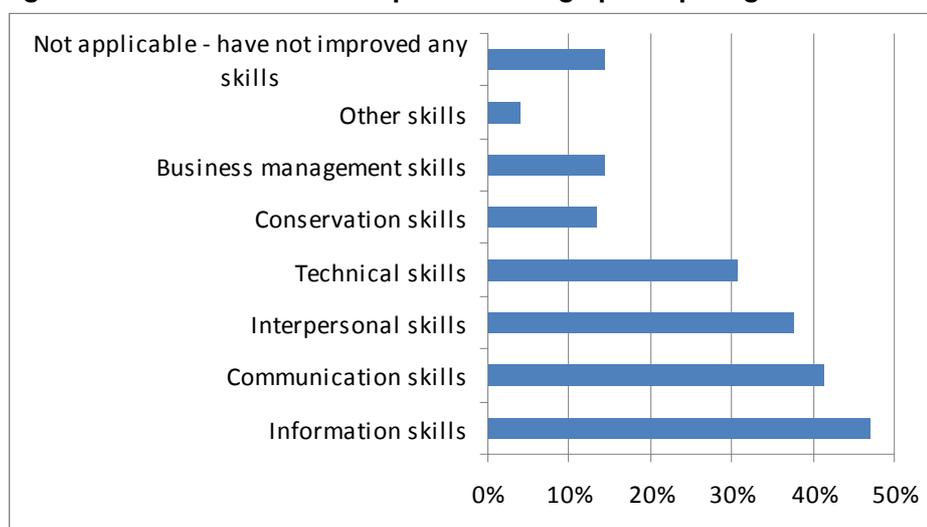
Source: BOP Consulting (2009)

The most frequently named area of skills improvement is 'information management', with 47% of the respondents stating that they had improved skills in this field. This is not surprising given that the two most frequent volunteer activities are exactly in this field of research and archiving (as discussed in section 3.3 above). After information management, the next most regularly reported skills to have been improved were 'communication skills' (41%) and 'other interpersonal skills' (38%).

It is not overly surprising that volunteers develop skills through HLF volunteering. The tasks themselves – excavation, archiving, research, conservation techniques, and so on – are knowledge-intensive and often quite demanding tasks. Also, some formal training to support their involvement in projects has been undertaken by almost half of the volunteers (45%) in the sample.

Box 2. Volunteer skills improved through HLF-funded projects

In addition to the results gained from the survey, volunteers reported a range of skills that they had improved through the qualitative research. The following examples present a brief snapshot of these.

- A large number of the volunteers from the Great Ayton Community Archaeology Project (GACAP) stated that as a result of their involvement in the project had greatly improved their IT skills.

- A volunteer from the Your Heritage, Your Past, Your Future project was able to gain skills in photography and film-making, which he could then pass on to other members involved in the project.

- A number of volunteers from the Outside the Box: The Waller Collection stated that as a result of their training they had been able to improve their skills in transcribing, document cleaning and palaeography.

- One volunteer from 'Archaeology for All' stated that her involvement in the project had enabled her to improve her communication skills, especially with children.

Analysis of the responses to the open question that asked volunteers to describe this training indicates that it covers a wide range of intensity: from one week long excavation techniques courses, to a few hours briefing from the project manager on how to use research in a local record office. Correspondingly, this range effectively means that there are differing degrees of 'formality' across the training that is undertaken by volunteers. Having backcoded the open responses, the types of formal training undertaken by volunteers are grouped into nine categories in Figure 11 below.

Figure 11. Areas for formal training undertaken by volunteers in HLF-funded projects, 2009
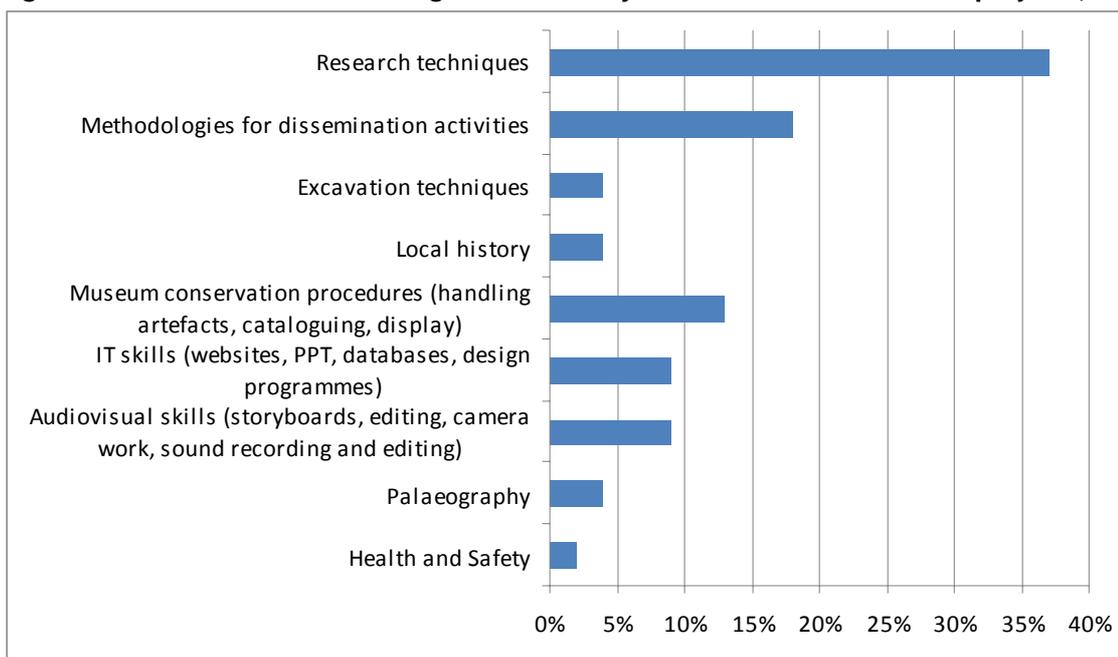
Source: BOP Consulting (2009)

The most frequent named area in which volunteers received formal training was research techniques (37%) such as interviewing and transcribing techniques, as well as more generally learning which research sources to use (e.g. archives, libraries, Internet) and how to use them. Again, this finding corresponds to the most common volunteer activities (in research and information gathering/recording) and area of skills improvement (information management). Training for teaching and presentation skills was given to 18% of the volunteers to support education and dissemination activities in schools and for the wider public. Similarly, this area of training reflects the frequency of these activities undertaken by volunteers and of communications skills improved as a result of the project. Other areas of training looked at more specific skills, such as museum conservation (13%), audiovisual (9%) and excavation techniques (4%). One volunteer was also trained as a safety officer at his work place in relation to the HLF project.

3.5.2 Progression

Given the well educated, often highly skilled backgrounds of the volunteers in the sample projects, it was important to identify how *much* difference the projects were making in terms of skills improvement. The survey therefore asked volunteers to benchmark their skills before they got involved with the project, and then to compare them with their skill levels at the time of completing the survey.

For the majority of skill areas – information management skills, communication skills, other interpersonal skills and business and management skills – volunteers rate themselves as already having 'Satisfactory' or 'Good' skills before their involvement in projects. It was only in the areas of 'Technical skills' and 'Conservation techniques' that volunteers rated their skill levels as mostly 'Basic' or 'Satisfactory' at the outset.

This pattern of existing competencies in many skill areas helps to account for the fact that, despite widespread reporting of improvements in skill areas, the scale of these improvements is modest. Respondents were asked to rate their skill levels on a scale of

1-5, where 1 = 'None existent', 2 = 'Basic', 3 = 'Satisfactory', 4 = 'Good' and 5 = 'Excellent'. By comparing the mean average of responses, Figure 12 below shows that the progression of skills is only small. The only exception is 'Other skills' which refers to the preceding question in the survey where volunteers were given the option to indicate skill improvements in areas other than the above six categories, such as in physical and artistic activities.

Figure 12. Progression in skill areas for volunteers in HLF-funded projects, 2009

Skill area	Mean of skills level before	Mean of skills level now	Difference in mean
Information management skills	3.04	3.83	0.79
Communication skills	3.42	4.04	0.62
Other interpersonal skills	3.32	4	0.68
Technical skills	2.85	3.6	0.75
Conservation techniques	2.19	2.87	0.68
Business management skills	3.13	3.52	0.39
Other skills	2.47	3.87	1.4

Source: BOP Consulting (2009)

There is also some evidence that the involvement in HLF-funded projects triggers an interest in further learning that is then pursued outside the project: almost a quarter of volunteers (23%) report that their involvement with HLF-funded projects has contributed to them taking/starting a course, though it should be noted that the non-response rate for this one question was unusually high (22%).

3.5.3 Transferability

Finally, we were interested in whether the skills that volunteers report as having improved through participation in HLF-funded projects have a wider impact on their lives. Just over half (53%) of those reporting that they had improved some skills through the project stated that they had been able to use the skills in other areas of their life. Once again, having analysed the open text responses that volunteers gave in the survey, the responses can be grouped into a smaller number of categories.

Nearly one third (30%) of those who improved skills through participating in HLF-funded projects have been able to use these skills in their professional life, either in their current work place (21%) or in a new position that they found as a result of being involved with the HLF-funded project (9%). Looking specifically at those currently in work, 50% state that they could use the skills improved through their HLF volunteering in their current job. A further 10% state that they could used the skills in a new job that they found through volunteering with an HLF-funded project.

Figure 13. How volunteers use the skills improved through participating in HLF-funded projects in other areas of their life, 2009
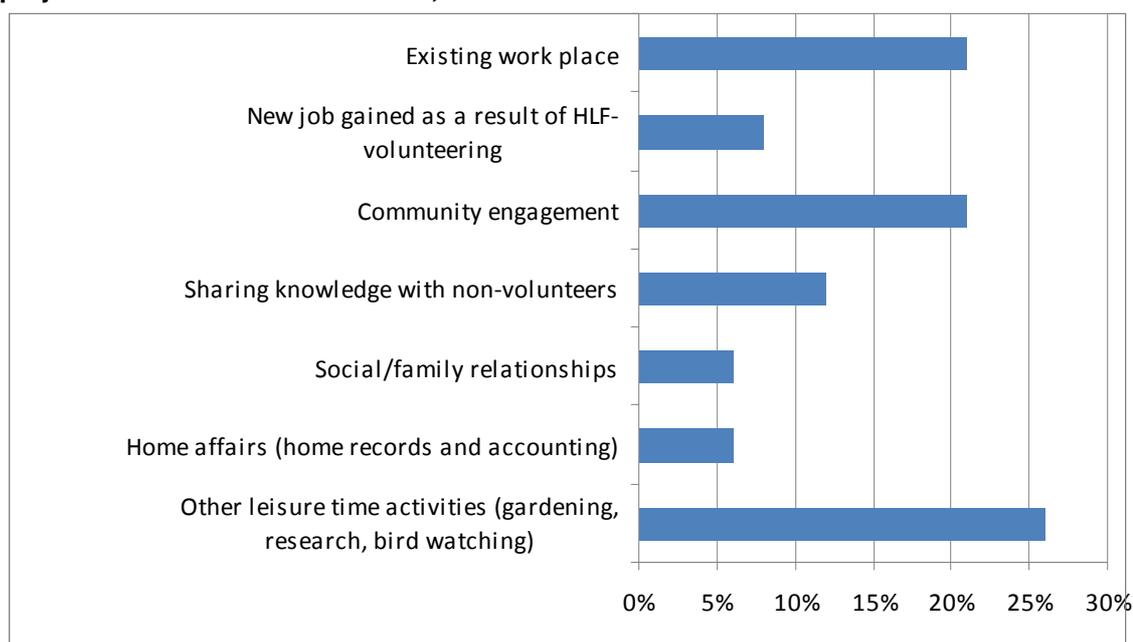
Source: BOP Consulting (2009)

21% of the respondents have used their skills to get more or better involved in their local community. The skills improved through the HLF-funded project were also used by 26% in their leisure time activities (e.g. improving their competency/enjoyment of gardening or bird watching).

Box 3. Transferability of the skills improved in HLF-funded projects

Volunteers report a wide range of ways in which they use the skills improved by participating in projects in other areas of their lives. Some of these are very easily transferable communication and interpersonal skills (*"Confidence", "teamwork"*). Others relate to how the heritage knowledge gained has enabled them to connect with the community, "*I have been able to discuss the history etc of Great Ayton with neighbours, despite only having lived in the village 2 years*". But a number of others report how skills improved through their HLF volunteering have been utilised in a work context:

- *"I am able to use some of the extra skills gained when I work with children where I have a part-time post"*

- *"Building these skills has enabled me to develop my "outdoor" learning philosophy and initiate a programme at the local school which my children attend. This has turned into a part-time job (now paid!)"*

- *"My company is recently getting involved in 'corporate social responsibility'. I have been appointed community liaison officer"*

- *"Film making (documentary film): improved and expanded my skills to get the courage to make a documentary for the BBC"*

3.6 Health and well-being

One of the more sensitive areas of the survey research focuses on the health and well-being of volunteers in HLF-funded projects.

3.6.1 Introduction

Through the qualitative work we became aware of a very small number of individuals who reported themselves (or others reported on their behalf) that their health and well-being had been noticeably improved by volunteering in heritage projects. The improvements (greater physical mobility, improved mental state) were driven by both the social interaction that takes place in projects, as well as through the intellectual and emotional stimulation of the activities with which they were involved. These individuals were all in the older age bracket.

The ability of older people to live independent lives is a central plank of current government health and social policy. The major driver behind this policy is a move to a more holistic conception of health as a 'complete state of physical, mental and social well-being'.[17] This shift is not simply conceptual; it has also been driven by increasing understanding of the costs and benefits of prevention over cure[18] – and these are particularly acute when considering the aging populations of the Western world.

Policymakers have recognised that this more holistic understanding of health and well-being requires a corresponding diversity of approaches in health practices, and in the partnerships that the medical establishment needs to enter into, including with the cultural sector.[19] Culture and leisure activities are important for two reasons.

- Health: there is an increasing body of medical research on the positive effects that participation in culture and leisure activities can have in addressing objective medical conditions and outcomes. Moreover, these effects are particularly pronounced for older people and/or conditions that are more prevalent among older people. The beneficial effects of engaging in culture and leisure activities include a lower risk of dementia,[20] enhanced life expectancy (particularly for men),[21] and improved cognition in middle age through participation in cognitively complex or social leisure activities.[22]

- Well-being: participation in culture and leisure activities is also thought to be important to supporting all round 'well-being'. In UK public policy terms, well-being is 'a positive physical, social and mental state'.[23] In this emphasis on mental and social

---

[17] WHO (2004) *Holistic Health*.

[18] Wanless, D. (2002) *Securing Our Future Health: Taking A Long-Term View*. London: TSO.; and Wanless, D. (2004) *Securing Good Health for the Whole Population: Final Report*, London: TSO.

[19] DH (1999) *Saving lives: Our healthier nation*; and DH (2006) *Our health, our care, our say: A new direction for community services*.

[20] Verghese *et al* (2003) 'Leisure activities and the risk of dementia in the elderly' in *New England Journal of Medicine* 348 (25)

[21] Hyyppa *et al* (2005) 'Leisure participation predicts survival: a population based study in Finland', in *Health Promotion International*, 21(1).

[22] Singh-Manoux *et al* (2003) 'Leisure activities and cognitive function in middle age: evidence from the Whitehall II study', in *Journal of Epidemiology and Community Health*, 57:907-913

[23] Steuer, N and Marks, N (2008) *Local Well-being: Can we Measure It?*, nef report prepared for the Local Well-being Project.

states, there is a strong overlap between well-being and attempts by policymakers to measure analogous concepts such as 'happiness' and 'life satisfaction'.[24]

Although the health and well-being benefits of participation in culture and leisure activities for older people are increasingly well known, it is still the case that increasing older people's participation in these activities is difficult. 'In general and independently from retirement, [cultural] activities outside the home and those requiring physical activity decrease with age'.[25] Despite some of the more dynamic portrayals of older people within current consumer market research (e.g. 'silver surfers', 'golden empty nesters'), in actuality retirement still rarely leads to the adoption of *new* culture and leisure activities, and those activities that may increase tend to be home-based or walking.[26]

It is within this context that the health and well-being impact of the heritage activities funded by HLF needs to be assessed. HLF-funded projects are clearly very successful at engaging and enthusing this 'hard to reach' group. They provide interests and activities for older people that:

- Take place outside the home – most of the projects have a significant group dimension and even the tasks that are often undertaken by individuals working on their own, such as archival research and interviewing, involve social interaction.

- Often involve cognitively complex tasks – whether this is archival research, archaeology, filmmaking, and so on

- Can generate an abiding new interest or hobby that extends beyond the lifetime of the specific HLF-funded project (see Box 4 below on the single best thing that participants gained from the project: *"A **new** hobby for my retirement"*).

There are therefore health and well-being benefits that will accrue specifically to older people, simply through the act of participating as volunteers in HLF-funded projects – maintaining motor and cognitive functioning, social connectedness – that cannot be claimed for younger people.

However, there are also more conscious ways in which some volunteers experience health and well-being outcomes from participation in HLF-funded projects, which are also less age-related. For instance, a clear outcome across all projects is the enjoyment that volunteers derive from projects (see section 3.6.3 below). Some volunteers even reported through the survey that their main motivation for volunteering with HLF-funded projects, was related to maintaining and improving their well-being: *"To alleviate anxiety when I lost a job and as well as to reduce stress more generally".*

Given this medical and policy context, and the initial findings from the qualitative research, we used the survey to test out how widespread any beneficial well-being outcomes might be.

---

[24] Along with nef (the New Economics Foundation), Richard (Lord) Layard's 2006 book *Happiness: Lessons from a New Science*, has been particularly influential in moving the concept of 'happiness' up the policy agenda in the UK. His influence arises more from his status as an economist, and his consideration of happiness as an economic phenomena (as well as medical and social), rather than any new insights that the book provides.

[25] Scherger, S (2008) 'Cultural practices, age and the life course', CRESC Working Paper No. 55, Centre for Research on Socio-Cultural Change (CRESC), University of Manchester.

[26] See the discussion of research literature in Scherger (2008) *ibid*.

3.6.2 Measuring well-being and health

Measuring health and well-being outcomes requires the subjective assessment by individuals of their all round mental, emotional and physical state. While there are weaknesses to this approach – mainly the lack of objective benchmarks (meaning that responses may be overly determined by, for instance, personality traits such as optimism) – it has been widely used within medical contexts over the last decade. This has led to the development of standard questionnaires for undertaking these assessments, such as the General Health Questionnaire (GHQ).

The GHQ seeks to work around some of the conceptual challenges of subjective assessment by measuring *change* in well-being rather than benchmarking an absolute state. Secondly, the standardisation and wide use of the GHQ questions now means that there is a large volume of normative data to enable comparison with the responses of any particular cohort. With reference to older people, studies in the UK using the short form of the General Health Questionnaire, GHQ12, do support the thesis that those living independent lives (i.e. in private households) have higher general levels of well-being than those in care homes.[27]

For the current HLF research, we therefore chose to use five questions from the GHQ12 to investigate the following issues:

- ability to concentrate

- capability to make decisions

- social engagement and self worth ('playing a useful part in things')

- ability to enjoy normal day-to-day activities

- levels of happiness

In asking these questions, there was a danger that respondents would find them intrusive and/or irrelevant. However, given our experience from the earlier qualitative research, combined with the imperative to improve the standards of research evidence on the social impacts of the cultural sector, the questions were retained within the survey after being closely examined through the piloting process.

3.6.3 Findings

The results vindicate the decision to maintain the questions within the survey. The non-response was small and entirely comparable to the rest of the questions in the survey (the non-response varied between 4% and 8% for the health and well-being questions, as compared to a non-response between 4% and 10% across most other questions). The findings themselves are interesting and revealing.

Figure 14 below shows how volunteers and the general UK population rate their well-being according to the five areas in the survey. The HLF volunteers in the sample consistently rate their well-being higher than the population as a whole. Though consistently higher, the difference is generally modest: between three to nine percentage points. However, when asked whether they felt that they were 'playing a useful part in

---

[27] See, for instance, findings from the 2000 General Health Questionnaire (GHQ12) Survey.

things', the difference between the HLF volunteers and the UK population is dramatic: 49 percentage points. Even when looking only at those of the UK population who are volunteers themselves, the difference remains very large: 45 percentage points.

Figure 14. The well-being of volunteers in HLF-funded projects, compared with the general population and other volunteers, 2009

The well-being of volunteers		HLF projects	General Health Survey 2006	
			Total population	Active in "charity, voluntary or community group"
Have you recently been able to concentrate on whatever you're doing?	Better than usual	11%	4%	3%
	Same as usual	82%	85%	85%
	Worse than usual	7%	10%	11%
	Much less than usual	0%	1%	1%
Have you recently felt capable of making decisions about things?	More than usual	10%	7%	7%
	Same as usual	87%	87%	86%
	Less so than usual	3%	5%	7%
	Much less than usual	0%	1%	1%
Have you recently felt that you are playing a useful part in things?	More than usual	57%	9%	12%
	Same as usual	41%	82%	80%
	Less so than usual	2%	7%	7%
	Much less than usual	0%	2%	1%
Have you recently been able to enjoy your day-to-day activities?	More than usual	15%	6%	6%
	Same as usual	80%	80%	88%
	Less so than usual	4%	11%	14%
	Much less than usual	1%	3%	2%
Have you recently been feeling happy, all things considered?	More than usual	17%	11%	12%
	Same as usual	81%	79%	78%
	Less so than usual	1%	8%	9%
	Much less than usual	1%	1%	1%

Source: BOP Consulting (2009)

As mentioned earlier, it was unfortunately not possible to undertake longitudinal research within this year's study. This meant that the assessment of whether volunteers' participation in HLF has had any effect on their well-being is based on asking respondents to make a retrospective self assessment. Although there are weaknesses to this approach, the findings from the survey tally with our qualitative research, and also demonstrate that the respondents did largely understand the questions.

On the whole, the respondents in the sample do not report that their recent state of well-being has changed since their involvement as volunteers in HLF-funded projects. This is consistent across each of the five categories, with the exception of 'playing a useful part in things', where 37% report that they felt 'less useful than now' before their involvement in the HLF project. 'Playing a useful part in things' is the area in which far more volunteers rate themselves highly when compared with the general population.

While there are confounding factors that could influence the 'before and after' relationship, the results are suggestive that for more than one in three people, volunteering in HLF-funded projects has a positive affect on their sense of social engagement and self worth. This is important, because the process of social disengagement – a weakening or even severing of human relationships – is one that is often associated with ageing and it can have implications, both for the individual – where

it is linked to cognitive functioning – but also for society, which can lose the wisdom, experience and insights of older people, as well as having to bear the costs of medical and social care.

Finally, almost all of the volunteers that we met with on the site visits talked about how much they enjoyed taking part in the HLF projects. This is confirmed by the survey results when we asked volunteers to rate how enjoyable participating in the projects is:

- 97% answered either 'very enjoyable' (43%) or 'enjoyable' (54%)

- no-one responded that the projects had been dull in any way

When asked what was the single best thing that volunteers had gained from participating in the HLF-funded projects, respondents gave a wide range of responses (see box below). When analysed further, there are a relatively common set of things that volunteers feel that they have gained as shown in Figure 15.

Figure 15. Single best thing that volunteers gain from involvement in HLF-funded projects, 2009

Teaching/dissemination of knowledge	20%
Meeting like-minded people	7%
Meeting new people	10%
Connecting with community	13%
Engaging with subject area	27%
Feeling useful	11%
Experience, skills and knowledge gained	10%
Confidence	3%

Source: BOP Consulting (2009)

Many report that it is their engagement with the subject area that has been the single best thing (27%), echoing the motivations for involvement in the first place. For a fifth of the volunteers, it is the chance to teach/disseminate the findings of the projects to others that they rate most highly. The social interaction and links to the community are also valued, including individuals' own feelings of self worth ('feeling useful').

Box 4. Single best thing that participants gain from participating in HLF projects

Volunteers report a range of things that they valued the most from participating in the projects. Many of these echo the kinds of impacts discussed previously and in the 'community' sections to follow. A selection from the 100+ responses in the survey is included below. We have chosen to group them according to the Generic Learning Outcomes (GLOs) that they best illustrate. It should be noted that there are also a number of instances where volunteers derived the most satisfaction from the transferability and validation of their existing skills and experience – *"Helping the project to use IT systems in an effective way. Realising that my previous IT and Management background is still useful"*, *"Being able to pass on hands-on practical skills to adults and children"* – and these fit less comfortably within the GLOs, which are implicitly based on acquiring new skills, knowledge, and attitudes etc.

Knowledge & Understanding

- *"A more intimate knowledge of my neighbourhood and its history"*
- *"Finding how the town grew from small beginnings due to the influence of prominent residents of the period"*
- *"The opening up of an inexhaustible new area of interest"*

Enjoyment, Inspiration, Creativity

- *"Enjoying other people's experiences of the project, supporting an 82 year old man who's never been on a train before this project. Imagine!!"*
- *"It has enabled me to work with an enthusiastic group (children benefitting from the project) in an area of great interest to me namely conservation, ornithology. The interest and enthusiasm of the children has been immensely rewarding"*
- *"Enjoyment of working with like minded people to achieve success in the current project"*

Skills

- *"[Gaining] a good working knowledge of the internet and the criteria required by search engines to get the best results"*
- *"Improving my communication skills with children, so that they get more benefit from our activities"*
- *"Learning how to edit WAV files for Website and practicing my interviewing skills"*

Attitudes & Values

- *"Feeling useful and helpful to my local community, landscape and wildlife"*
- *"Self-value and confidence"*
- *"Participating in something worthwhile"*

Activity, Behaviour & Progression

- *"The realization that a group of reasonably competent voluntary people can achieve and manage a superb local facility"*
- *"A new hobby for my retirement – and a new interest in history of the local area"*
- *"Saved a facility for the town which otherwise would have been lost"*

4 Impact on communities

4.1 Introduction

Looking solely at the experience of volunteers captures only one dimension of the impact on communities that HLF-funded projects have. In particular, it is clear that for some of the projects in our research, such as Kathakali and Your Heritage, Your Past, Your Future, the major community impacts are as likely to lie in the wider community – in this case within schools, and heritage sites and attractions respectively – than within the volunteer pool. However, these kinds of community outcomes have been extensively documented in the previous Applejuice research for the HLF.

The following sections therefore concentrate in exploring in detail the various ways in which volunteering in HLF-funded projects may make a difference to individuals' interaction with, understanding and perceptions of, their local community. Underpinning these issues is the notion of social capital.

4.1.1 Social capital

Social capital is a concept that was developed to examine the value of social networks. It refers to the collective value of all 'social networks' (*who it is that people know*) and the inclinations that arise from these networks to do things for other people (*the norms of reciprocity and trust*). From this perspective, connections to other people become a sort of asset that can benefit both individuals and communities. Commentators have identified three types of social networks making up social capital:

- Bonding social networks – this refers to the strong bonds forged within relationships between existing groups (like families, or existing community or ethnic groups)

- Bridging social networks – the weaker but broader bonds of more distant relationships between different groups and individuals (e.g. business associates, general acquaintances, people from different community or ethnic groups)

- Linking social networks – links between individuals and groups to others with different levels of power or social status. It is anticipated that this can be beneficial where a group or individual who does not have power or resources is 'linked' to another that does.

Government and a variety of public agencies have identified social capital as a crucial factor in the success of public policies, from improving health outcomes to strengthening local democracy.[28] It is particularly true of the policy area that has become known as 'communities' policy, as developed firstly by the Office of the Deputy Prime Minister (ODPM) and the Home Office, and now mainly synonymous with the Department that bears its name: the Department for Communities and Local Government (CLG).

In particular, communities' policy has focused on boosting the social capital, particularly of marginalised or deprived, communities. In a discussion paper prepared by the

---

[28] C.f. the context section of the 2005 ONS paper 'Volunteers, helpers and socialisers: social capital and time use'.

Performance and Innovation Unit of the Cabinet Office in 2002,[29] it was argued that social capital made citizens more community-orientated, law abiding and co-operative with the state, as well as being 'more sophisticated consumers of politics.' Given this, and in the face of rising concern about public disengagement from formal politics, CLG recently published, *Communities in Control: Real People, Real Power*, which uses the notion of enhanced social capital as a way to 'empower' citizens.'

Cultural organisations and agencies, together with voluntary and community groups, have also become interested in using the notion of social capital to demonstrate their social impacts. Whereas there is reasonably strong evidence that participation in a variety of cultural activities can have educational impacts on individuals; demonstrating community level impacts has always been harder. Social capital has offered a way forward in this respect with research suggesting that those who participate in cultural activities are more likely to volunteer in other capacities[30] (volunteering is often used as a key proxy measure of social capital). Additional research suggests that participation in cultural activities has more influence than other kinds of participatory activities when it comes to developing particular elements of social capital, such as trust and tolerance.[31]

Despite this enthusiasm for enhancing social capital, even government policymakers have admitted that not all social capital is good or even neutral. Bonding social capital can facilitate all manner of collaborative behaviours; from local conservation volunteers to the Sicilian Mafia. In addition, growth in the collective stock of social capital at the level of a neighbourhood can be consistent with the exclusion of particular individuals or groups, as when communities 'band together' against those they perceive to be undesirable. Travellers and refugee groups have sometimes suffered from this type of 'enhanced' social capital on the part of the majority population within a given area.

In other cases, it may simply not be enough. Research has suggested[32] that while approaches based on social capital resources can play a role in explaining civic participation, this is not the end of the participation story. In areas where the voluntary and community sectors are internally fragmented or poorly connected to the local state, social capital is more likely to be invested in informal social and neighbourhood activity, than in political participation directed at the policies and decisions of local government. Thus while a degree of informal social networking and activism can create substantial social capital for residents, there is no automatic relationship between this and their engagement with wider civic and public life.

The American criminologist Robert Sampson has argued that where social capital becomes a 'useful' resource it is what is known as 'collective efficacy'. To move from the resource of social capital to efficacy requires shared expectations or something that a community wants to achieve.

The following sections therefore probe these issues in some detail and examine the responses of the HLF volunteers in comparison with the general UK population, through the many government surveys that collect information on social capital and its relationship to places and communities.

---

[29] Available at http://www.cabinetoffice.gov.uk/media/cabinetoffice/strategy/assets/socialcapital.pdf

[30] Jeanotte, M. S. (2003) *Just Showing Up: Social and Cultural Capital in Everyday Life*. SRA. Department of Canadian Heritage.

[31] Stole, D. and Rochon, T. (1998) 'Are all associations alike? Member diversity, associational type and the creation of social capital', *American Behavioural Scientist*. Vol 42, No 1.

[32] Lowndes *et al*. (2006) *Locality Matters: Making Participation Count in Local Politics*, London: IPPR.

4.2 Socialising and 'co-presence'

The first set of questions in the community sections of the survey ask volunteers about 'informal sociability' as this is an important building block in enhancing social capital.[33] At our site visits, many of the volunteers also reported that this was a major benefit that they gained from participation. In fact, 10% of the volunteers went as far as stating that meeting new people was the single best thing about the project, with a further 7% stating the same about meeting 'like minded' people.

Almost all of the volunteers (99%) stated that they had met new people through their participation in the project. When asked a further question about whether these new relationships were sustained or not, 38% of the volunteers report that they socialise with these people outside the project. The survey did not specify that the 'new people' had to be other project volunteers – they could, for instance, be teachers or archivists with whom the projects are working. However, there is a statistical correlation between the increasing frequency of project interaction (volunteers meeting each other on at least a monthly basis) and the likelihood of socialising with people outside the project. This suggests that most of the socialising takes place among the volunteer group.

During our site visits, we observed different levels of sociability between volunteers, and this seemed to vary by project; inevitably socialising and camaraderie seemed to be more in evidence in some projects than others. Several of the larger projects, such as The World's No.1 Paper Mill and the Somerset Community and Education Programme, also formally encourage socialising among volunteers, given the large numbers of volunteers involved. It should be noted in the case of the latter project, it was felt to be necessary by the project manager and volunteers to provide such formal opportunities for socialising, as volunteers mostly worked on the project on their own and had rare contact with other volunteers on an informal basis.

There are, however, other measures of informal sociability that are thought to be important in building social capital. 'Co presence' is a phrase used by social capital researchers to describe scenes of face-to-face interaction which generate or maintain social networks – parents talking to other parents at the school gates, for example. It seemed an appropriate issue to test in the survey as it was spontaneously mentioned by some volunteers through our qualitative research. In particular, volunteers in Great Ayton reported that they are always being stopped in the village to ask how the latest project is coming along: *"doing my shopping used to take me about half an hour; but I get stopped so often, I can now be gone for anything up to an hour and a half!"*. Another (female) volunteer in Great Ayton reflected on how she felt that the project had given her opportunities to re-engage in these kinds of social interactions that she had once engaged in due to being a mother – these had ceased when she returned to work full-time and she therefore felt that she was far less connected to the community as a result.

Across the sample as a whole:

- more than a quarter of volunteers (29%) report that they talk about the project with more general acquaintances (e.g. neighbours or people in local shops) 'Often'

- a further 62% report that they 'Sometimes' talk about the project with more general acquaintances

---

[33] Hall, P. (1999). 'Social Capital in Britain', *British Journal of Political Sciences*, Vol. 29, No. 3, pp. 417-46.

These results, illustrating bridging social capital, compare relatively favourable when viewed alongside the more obvious bonding social networks that the projects contribute to when volunteers talk about their HLF-funded project with friends and family:

- 51% talk with them 'Often' about it

- 49% of them talk with them 'Sometimes'

4.3   Bridging social capital: intergenerational outcomes

One of the areas that the previous Applejuice research on the social impact of HLF projects has highlighted is the intergenerational interaction within projects. Intergenerational interaction and understanding is also a key concern of policymakers, whether viewed 'negatively' from a crime and anti-social behaviour perspective, or more positively from a community cohesion perspective.

Figure 16 below demonstrates how participating in HLF-funded projects has affected the contact that volunteers have with different age groups.

Figure 16. Effect of participating in HLF-funded projects on the social contact that volunteers have, by age group, 2009
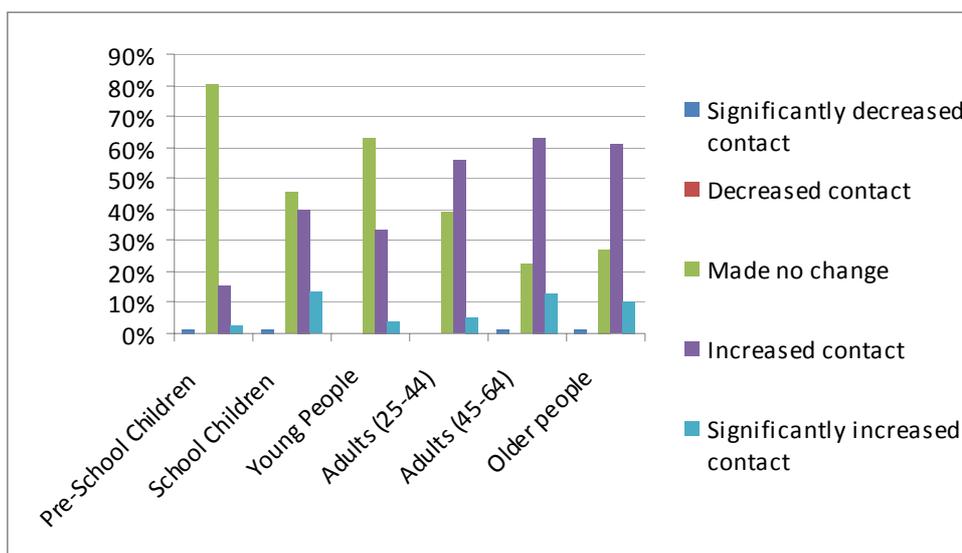
Source: BOP Consulting (2009)

76% of the respondents report that their contact with adults aged 45-64 has either 'Increased' or 'Significantly increased' as a result of their participation in an HLF-funded project. Another 72% state that their volunteering has contributed to increased contact with older people aged 65 and above. Given the age-profile of the respondents, these figures suggest that the projects mostly increased the contact that volunteers have with their peer groups in terms of age. Moreover, this supports the earlier suggestion that most of the new people met are fellow volunteers. Nevertheless, the chart also shows increased contact with school age children: 53% of the volunteers report that their involvement with the project had 'increased' or significantly increased' their contact with

this age group. This reflects the many projects that are working with schools (or have plans to do so) to disseminate their project activities.

Bearing in mind the reservations that some commentators have expressed about connectivity not being enough in and of itself, we then asked volunteers about whether their volunteering had any effect on their ability to 'get on with' the range of age groups.

Figure 17. Effect of participating in HLF-funded projects on the ability to get on better with a range of age groups, 2009
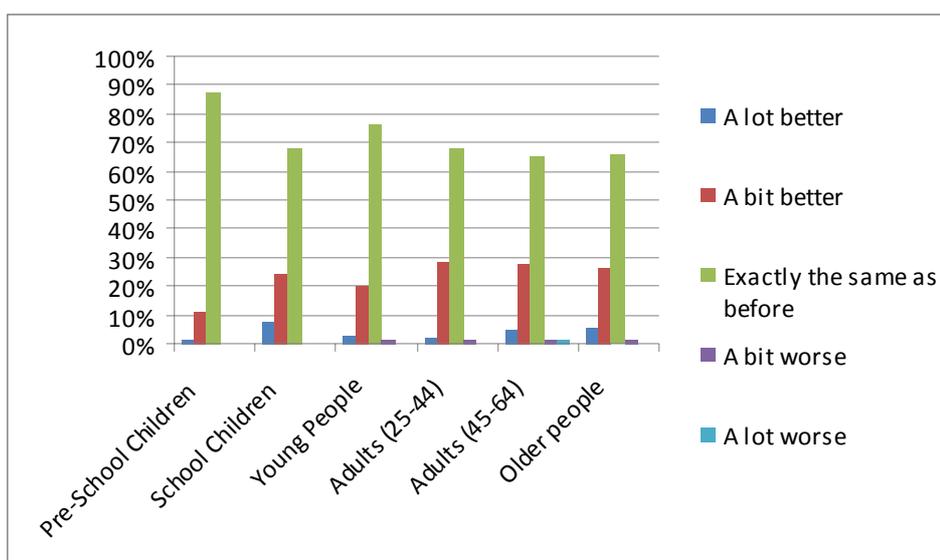
Source: BOP Consulting (2009)

The significantly increased connectivity that participation in the HLF-funded projects has provided is accompanied by much smaller reported increases in the ability of volunteers to 'get on with' these groups. In the key age groups for assessing intergenerational outcomes (given the predominance of older people in the sample):

- approximately a quarter of volunteers (24%) report that they get on 'a bit better' with school children, with only 8% reporting 'a lot better'

- 20% report that they get on 'a bit better' with young people, with less than 3% stating 'a lot better'

While these findings may indicate that the reason that volunteers stated that their volunteering did *not* improve their ability to get on with these age groups is that their ability to do so was already very advanced, it seems unlikely. Firstly, it does not tie with how volunteers talked about their relationships with children and young people during our site visits. Secondly, if this was the case, then one would expect volunteers to report that their participation in the projects has even less effect on their ability to get on with adults (as their ability to get on with them ought to be even more advanced before they started than for children) – but instead, volunteers report the opposite.[34]

The survey comments regarding the 'single best thing' that volunteers gained from the project show that volunteers certainly enjoy meeting children and young people, and

---

[34] 28% of the volunteers report that they get on 'a bit better' with adults aged 25-44; 28% report that they get on 'a bit better' with adults aged 45-64; 27% report that they get on 'a bit better' with older people aged 65+.

passing on an enthusiasm and some learning ("*Sharing the enthusiasm for birds with a variety of young people*", "*Seeing children get enthusiastick [sic] and exciting their interest*"), but it rarely seems to extend beyond this.

The survey results therefore suggest that volunteering in HLF-funded projects increases social contact between different age groups, but the social impact of this contact is relatively mild.

4.4 Strengthening public life

As noted earlier, volunteering is a key proxy for measuring social capital. In order to gauge the degree to which the volunteers in HLF-funded projects exhibit what one of our interviewees referred to as 'the volunteer personality', we asked a series of questions that look at how active the volunteers are within their communities (aside from their involvement in HLF-funded projects).

The results are emphatic: volunteers in the sample are extremely active members of their communities:

- 78% are a member of some form of community, environmental, political or conservation organisation/body, compared to an average in England of 25%.

- Of these, the majority, 78% were members of these organisations before they got involved with HLF, though 22% were not.

Figure 18. Other organisations and bodies that volunteers on HLF-funded projects are members of, 2009
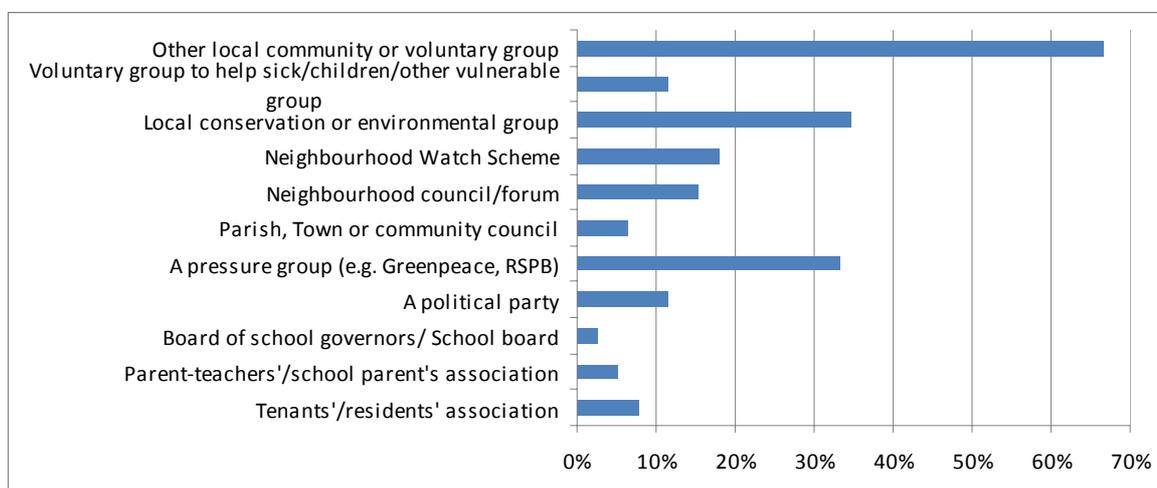
Source: BOP Consulting (2009)

In addition to the 22% that became involved with other forms of membership organisations since commencing their volunteering on HLF-funded projects, we asked respondents about whether they had engaged in other forms of local participation, and specifically whether their involvement in HLF-funded projects had 'contributed to' them doing so:

- Approximately two thirds of the volunteers (68%) stated that their involvement has contributed to them visiting local libraries, museums and heritage sites 'more often then before'

- A third report that it contributed to them volunteering in other projects, and almost a quarter (23%) joined a local history society.

Volunteering in HLF-funded projects therefore appears to be a stimulus to other forms of local activity and participation, particularly in the cultural heritage field. This concurs with the findings of previous research on cultural volunteering and its role in stimulating other forms of social and civic participation.[35]

Unsurprisingly – with such high levels of civic engagement – volunteers have strong perceptions of 'collective efficacy'; the notion that individuals acting together can affect outcomes in their community. Almost half (47%) 'Strongly agree' that they can influence decisions that affect their neighbourhood, compared to a UK average of less than 10%. 37% think that their involvement in HLF-funded projects has increased their sense of efficacy, making them more likely to agree that they can influence decisions that affect their neighbourhood.

Thus while research suggests that not all forms of social capital and not all voluntary and community groups *are in fact* linked to genuine political participation, HLF volunteers do feel that their involvement in civic life increases their 'say' in formal political life. This is perhaps because of the nature of the groups to which they belong, or to their social or professional standing.

The dense network of associations of which they are a part may explain this. Other research supports what we have also identified so far in this study, i.e. those who are well-connected are more likely to continue to develop further connections. The research suggests[36] that the key factor governing patterns of participation in civic life is existing patterns of linking social capital, and indeed that community participation tends to be dominated by a small group of insiders who are heavily involved in a large number of activities; a group in which some HLF volunteers could well be numbered.

4.5 Community focus

The next sections look at the geographical 'embeddedness' of volunteers and the activities and social interaction generated through the HLF projects, and whether these – combined with the subject area of projects – has any 'knock-on' effects in terms of the sense of belonging to place. This is a different approach to that taken in the previous Applejuice research, which focuses more on the 'content' or subject areas of particular projects,[37] but one in keeping with the focus on the wider social impacts that HLF volunteering may have.

---

[35] Jeanotte, M. S. (2003) *Just Showing Up: Social and Cultural Capital in Everyday Life*. SRA. Department of Canadian Heritage.

[36] See, for instance, Seippel, O (2005) 'Sport, civil society and social integration: The case of Norwegian voluntary sport organisations', *Journal of Civil Society*, Vol.1, No.3, 247-265 and
Skidmore *et al* (2006) *Do policies to promote community participation in governance build social capital?* Joseph Rowntree Foundation

[37] It should be noted that, with the one exception of the Kathakali project, all of the subject areas of the projects in the current research have a local focus; it therefore seems something of a truism to state this.

4.5.1 Interaction between HLF volunteering and place

In addition to the subject of HLF activities being about local areas (e.g. a particular Paper Mill in a specific town, street names in a particular city, etc.), the social interaction that volunteers are engaged in through their projects also focuses primarily on the local town/city.

This is firstly evident with regard to the geographical location of any new people that they met through the project. As Figure 19 shows below, the locus of volunteering interaction is the local town/city. It rarely extends wider beyond these boundaries and it rarely operates at a smaller neighbourhood level.

Figure 19. Geographical location of new people met by volunteers through participating in HLF-funded projects, 2009
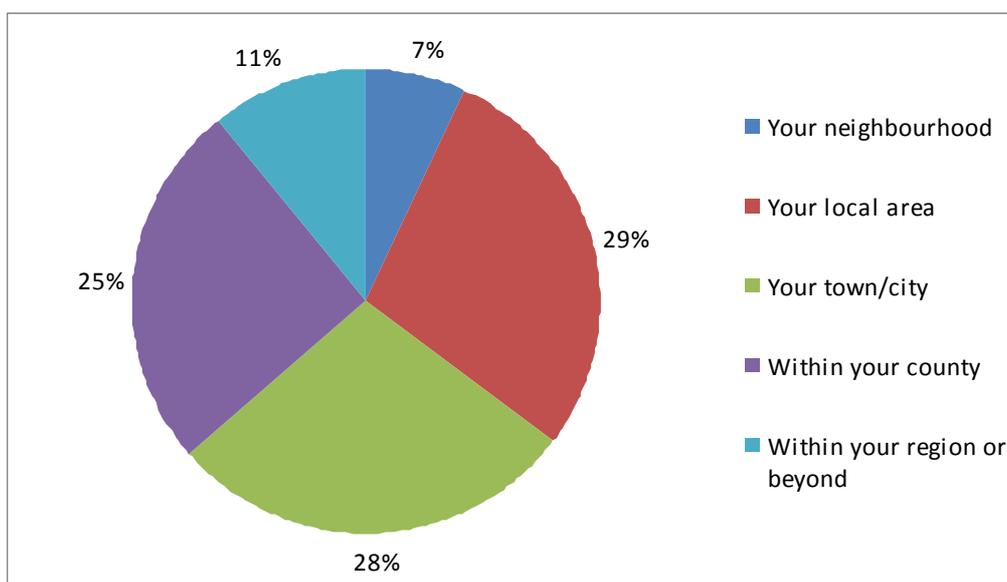
Source: BOP Consulting (2009)

Going beyond the relationships between volunteers *within* projects, the survey also explored the ways in which volunteers were involved in the wider community through the projects.

Arguably all volunteers are engaged at some level, as they work with a range of institutions that include archives, museums, and universities. Looking more directly at those who have a role in communicating and advocating for the projects, 28% of all volunteers are involved in dissemination activities that are directly engaging local audiences (working with schools, young people outside of school or talks and exhibitions for the general public).

4.5.2 Roots in local areas

In exploring the attachment and belonging to place – and how volunteering in HLF-funded activities might influence these – it is important to know how long the volunteers have been resident in their local areas.

Despite encountering some instances during our qualitative research of volunteers who were new to the area and were partly looking to their involvement in HLF-funded projects to help them 'fit in' with the local community, this proves to be the exception rather than the rule. Instead, the volunteers in the sample are very strongly attached to their communities through the length of time they have been resident in their town/city. Fully 72% of the volunteers have lived in their local town/city for 10 years or more, compared with 47% of general population in England (see Figure 20 below).

Figure 20. Length of time volunteers in HLF-funded projects have been resident in their town/city
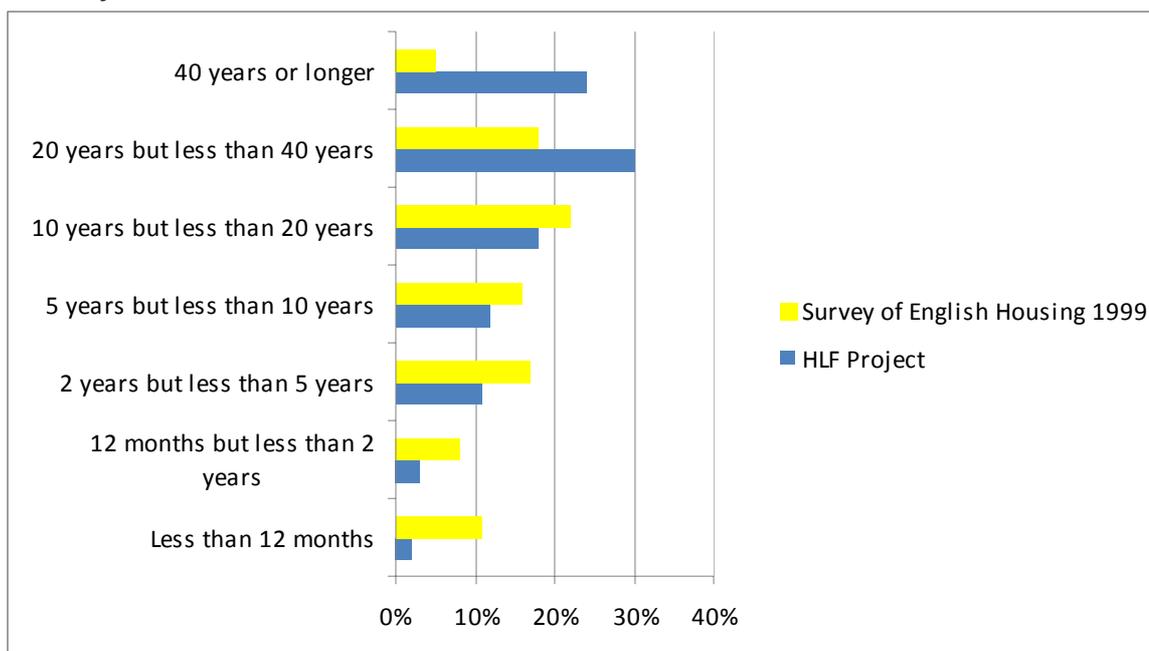
Source: BOP Consulting (2009)

It is a testament to the depth of local knowledge with which many projects engage that we met with several volunteers during the qualitative research who reported that they had significantly increased their personal knowledge and understanding of their local area despite being resident for so long: *"I've learnt more in the last three years [through the HLF project] than I did in the previous 30"*. Others reported similar sentiments through the survey when asked about the single best thing that they had gained from participating: *"An insight into the history and development and present state of the neighbourhood I've lived in for a large part of my life"; "I have been amazed by the rich history my town has"*.

4.5.3 Sense of belonging

We then wanted to know how strongly volunteers rated their sense of 'belonging' to their local areas, and whether their participation in HLF-funded projects had made any difference to this.

The notion of 'belonging,' is a complicated one, but the Government sees it as a key indicator of community cohesion,[38] particularly as it argues that local feelings of

---

[38] C.f. DCLG (2008) *Communities in control: real people, real power*.

belonging are an aspect of identity that can be developed without compromising other aspects of identity – such as faith, or ethnicity. Government statistics suggest that people aged between 16 and 34 are less likely than other adult age groups to feel a strong sense of belonging to their local neighbourhood.[39]

So, given their age profile and the fact that the majority of them have been residing in the same area for a comparatively long period of time, we would expect HLF volunteers to display a strong sense of belonging. And indeed they do. The vast majority, 77%, feel that they belong 'Fairly' or 'Very strongly' to their immediate neighbourhood.

Given this high figure, it might be thought difficult for HLF projects to increase this sense of belonging and indeed (again), in the majority of cases (66%), their involvement in HLF-funded projects made no difference to their sense of belonging. But for a significant minority, one third of volunteers in the sample, it did increase this sense of belonging. There were a number of instances in the qualitative research where volunteers testified as to how this had come about, for example:

> "[I] realise[d] the extent to which knowledge of the history of one's local area can enhance the enjoyment of life in the area, and the satisfaction which an improved understanding of the development of the village brings."

4.6   Community cohesion

Community cohesion is seen by the government as "crucial to promoting greater knowledge, respect and contact between various cultures, and to establishing a greater sense of citizenship". Although it is multi-faceted and can be a confusing label, it generally refers to meaningful interaction and encouraging positive relationships between groups; rather than a sort of tolerant indifference whereby groups live alongside one another but do not mix.

In exploring how volunteering may or may not be influencing community cohesion, it is useful to first look at how 'connected' people are within their local areas, and then whether volunteering in heritage projects has had any influence on this.

Figure 21 below shows that almost five times as many people in the general population in the UK report that they know 'most of the people' in their neighbourhood when compared with the HLF volunteers in the survey. However, this is counter balanced by the fact that a considerably higher proportion of the volunteers state that they know 'many of the people' in their neighbourhood than in the general population. Unfortunately we can only surmise as to what lies behind these differences. It may simply be that the HLF volunteers think harder about this question than in the comparator survey. Alternately it could indicate that there is a genuine difference, perhaps residing in the age profile of the volunteer sample, which means that they are likely to spend more time at home and few of them are likely to be parents of school-age children – a common source of local connectedness.

We were also interested in any effect that participating in HLF-funded projects might have had on the numbers of people that the volunteers knew. Almost half (45%) reported that it had increased the numbers that they knew in their neighbourhood, rising to 64% of

---

[39] DCLG (2008) *ibid.*

volunteers stating that it had increased the number of people that they knew in 'other neighbourhoods in your town/city'. This reinforces previous findings reported above regarding the positive impact of volunteering on meeting new people, and the predominantly town/city-based geography of the interactions.

Figure 21. Number of people that volunteers in HLF-funded projects know in their neighbourhood, 2009

Connectivity	HLF volunteers	UK[40]
Most of the people in your neighbourhood	6.8	30.3
Many of the people in your neighbourhood	49.5	16.3
A few of the people in your neighbourhood	41.7	47.4
None of the people in your neighbourhood	1.9	6.0

Source: BOP Consulting (2009)

Local 'connectedness' is seen as important by Government as there is an assumption that the more contact people have with other people, the more their levels of understanding, tolerance and trust will increase towards other people. This assumption of 'greater contact = greater understanding' does indeed seem to be borne out in the specific context of volunteering in HLF projects.

By analysing the findings related to the contact that volunteers have had with different age groups (which does not specify other social differentiators, such as faith or ethnicity), we find that there is a statistically significant correlation between increased contact and the ability to 'get on' better with that age group. That is, across all age groups, if a respondent increased his/her contact with a specific age group as a result of participating in the HLF project, the respondent was more likely to say that he/she 'gets on' better with this age group as a result of the project.

The main indicator that the Government intends to use to measure community cohesion is included in the new Place Survey that was launched in 2008. The specific question asks respondents the degree to which they agree or disagree that their local area is a place where people from different backgrounds (e.g. ethnicity, religion, nationality) get on well together. This question was also included in the survey of HLF volunteers.

While around a fifth of the survey respondents (19%) 'Strongly agree' that their area is a place where people from different backgrounds get on well; the majority only 'Tend to agree' and 18% of respondents admit they 'do not know'.[41] Although the responses from the HLF volunteers are less emphatic in comparison to their sense of belonging, this is perhaps not surprising as this question asks people to make a judgement about other people's feelings as well as their own. Similarly, only a small minority (15%) report that their involvement as volunteers on HLF-funded projects has made them 'more likely to agree' that their local area is a place where people from different backgrounds get on well together (the remainder state that it has had no influence on their opinion).

The findings related to community cohesion, then, concur with the findings related to age – i.e. that while HLF volunteering does increase contact and can increase some level of

---

[40] The data is taken from the General Household Survey 2000/01.

[41] Unfortunately the normative comparison is not available as the first results from The Place Survey are not yet available.

understanding of other people and groups, this effect appears relatively mild in its social impact. However, we await the normative data from The Place Survey to enable a more accurate assessment of this impact.

5 Conclusions

This study looks exclusively at the experience of volunteers within HLF-funded projects. Volunteering is the cornerstone of HLF funding and almost all projects work with volunteers in some capacity. Some of the findings of this research will be familiar to HLF from the previous Applejuice research. However, there is much that is new – and occasionally challenging – for HLF in thinking about how it achieves the aims of its current Strategic Plan.

In carrying out the research, we have sought to use a mixture of qualitative and quantitative approaches. This was a specific requirement of the brief set by HLF in seeking to deepen the knowledge and understanding of volunteering activity that was gained through previous case study-based work. By adopting this approach we have been able to provide normative comparisons between the volunteers in the current sample, and other relevant cohorts (e.g. the general population, the typical volunteer population, and so on), in a way that we believe is innovative for this kind of work.

Overall the research indicates that most HLF volunteers come to the projects as people with high levels of skills and education; strong social networks; and belief in the importance of, and commitment to, social and political participation. To some degree as a result of these factors, they also report relatively high levels of well-being and social functioning.

They thus bring a lot to the projects and to the HLF, but in return they gain a lot.

Participation in HLF projects helps to maintain and deepen the skills, knowledge and social networks of volunteers, to increase their sense of belonging to their local communities, and above all it gives them a sense that they are playing a useful part in things. Indeed the results of the survey suggest that for more than one in three people, volunteering in HLF-funded projects has a positive affect on their sense of social engagement and self worth.

It should be noted that the kinds of social impacts experienced by volunteers are largely unintended. Firstly, much of the social impact of the benefits experienced by volunteers in the current sample resides in the fact that, in general, it is older people that are benefitting. The benefits are likely to have a quantitatively bigger impact for older people than younger people, and older people are simultaneously less likely to experience these kinds of benefits than younger people.

For instance, the process of social disengagement – a weakening or even severing of human relationships – is one that is often associated with ageing and it can have implications: for the individual, where it is linked to cognitive functioning, and also for society, which can lose the wisdom, experience and insights of older people. By participating in HLF-funded projects, many older volunteers are in contrast maintaining high levels of engagement that in some cases have been developed over a lifetime of activity. For some, the volunteering experience replicates the best aspects of working life. For others, it is about meeting new people, or deepening long term interests.

A second dimension of the unintended nature of the social impact of volunteering is that there is little 'outcome-based' planning regarding what kind of social impacts the projects would like to see for volunteers – which may well contrast with the approach taken to audiences and other participants within the projects (but we have not looked at this

through the research). This is an observation, not a criticism. But it may, in part, help to explain why volunteering at present has only a mild impact on some of the most important social policy priorities for HLF's stakeholders in Government, such as intergenerational understanding and tolerance of diversity and difference (i.e. because there has been no attempt made to achieve this through volunteering).

Maintaining the skills, connections, social engagement and self worth of people who already have comparatively high levels of these 'assets', also inevitably raises the question of whether projects are succeeding in widening access to heritage through volunteering.

As this report speculates, there are a number of factors which could mean that the volunteer sample from the 12 projects in the current research is not representative of all the projects funded via HLF's Heritage Grants and Your Heritage programmes. These factors include the relative lack of both inner-city projects and those that focus on diverse cultural heritage, and possible self selection bias. In addition, the research does not include volunteers that are involved through HLF's programme that is specifically designed to engage young people in heritage, Young Roots.

Clearly, whether the sample is fully representative of the portfolio of projects funded by HLF's Heritage Grants and Your Heritage programmes is an important area to explore in follow-up research. It may well mean that these programmes give rise to other social impacts that we have simply not yet encountered, due to the particular composition of the volunteer sample in this research. Equally, it would also be interesting to look in greater detail at how volunteers are recruited for HLF-funded projects, and whether this helps to explain the particular demographics and characteristics of the volunteers.

6 Bibliography

Applejuice Consultants (2007) *Social Impact of Heritage Lottery Funded Projects*, report for the heritage Lottery Fund.

BOP (2009) *Capturing the Impact of Libraries*, report for DCMS Public Library Service Modernisation Review.

BOP (2007) *Cultural Impacts Toolkit*, report for Manchester City Council.

BOP (2006a) *Review of Museums, Library and Archives' Activity with Children and Young People*, report for MLA North West, MLA and the North West Renaissance Hub.

BOP (2006b) 'Generic Social Outcomes (GSOs) Framework', for the Museums, Libraries and Archives Council at http://mlac.gov.uk/policy/Communities/gso_howto

BOP (2005) *New Directions in Social Policy: Developing the Evidence Base for Museums, Libraries and Archives*, report for the Museums, Libraries and Archives Council.

DCLG (2008) *Communities in control: real people, real power*.

DCMS (2009) *Lifting People, Lifting Places: Culture, media and sport helping the country come through stronger – at the heart of the new economy*.

DH (1999) *Saving Lives: Our healthier nation*.

DH (2006) *Our health, our care, our say: A new direction for community services*.

DIUS (2009) *The Learning Revolution*.

Hall, P (1999) 'Social Capital in Britain', *British Journal of Political Sciences*, Vol 29, No. 3, pp. 417-461

Heritage Lottery Fund (2008) *Guide to Programme Evaluation*. HLF Policy & Research Department.

Hyyppa M, Maki J, Impivaara O, Aromaa A (2005) 'Leisure participation predicts survival: a population based study in Finland', in *Health Promotion International*, 21(1)

Ipsos MORI (2006) *HLF – Heritage Grants and Your heritage Programme Evaluation: Year 2 Summary Report and Aggregated Completions Report*.

Jeanotte, M. S. (2003) *Just Showing Up: Social and Cultural Capital in Everyday Life*. SRA. Department of Canadian Heritage.

Layard, R (2006) *Happiness: Lessons from a New Science*. London: Penguin.

Lowndes, V, Pratchett, L, and Stoker, G (2006) *Locality Matters: Making Participation Count in Local Politics*. London: IPPR

Miller, P, and Leadbeater, C (2004) *The Pro Am Revolution: how enthusiasts are changing our economy and society*.

Seippel, O (2005) 'Sport, civil society and social integration: The case of Norwegian voluntary sport organisations', *Journal of Civil Society*, Vol.1, No.3, 247-265.

Scherger, S (2008) 'Cultural practices, age and the life course', CRESC Working Paper No. 55, Centre for Research on Socio-Cultural Change (CRESC), University of Manchester.

Singh-Manoux, A, Richards, M, and Marmot, M (2003) 'Leisure activities and cognitive function in middle age: evidence from the Whitehall II study', in *Journal of Epidemiology and Community Health*, 57:907-913

Skidmore, P, Bound, K, and Lownsbrough, H (2006) *Do policies to promote community participation in governance build social capital?* Joseph Rowntree Foundation

Steuer, N and Marks, N (2008) *Local Well-being: Can we Measure It?*, nef report prepared for the Local Well-being Project.

Stole, D. and Rochon, T. (1998) 'Are all associations alike? Member diversity, associational type and the creation of social capital', *American Behavioural Scientist*. Vol 42, No 1.

Verghese, J, Lipton, R, Katz, M, Hall, C, Derby, C, Kuslansky, G, Ambrose, A, Sliwinski, M, and Buschke, H (2003) 'Leisure activities and the risk of dementia in the elderly', *New England Journal of Medicine* 348 (25).

Wanless, D. (2002) *Securing our Future Health: Taking a long-term view*. London: TSO.

Wanless, D. (2004) *Securing Good Health for the Whole Population: Final Report*, London: TSO.

WHO (2004) *Holistic Health*.

7 Appendix 1: Survey questionnaire

Volunteer questionnaire

BOP Consulting has been commissioned by the Heritage Lottery Fund (HLF) to undertake some social research on the volunteers that are involved in the projects they fund. This questionnaire asks you about any volunteering that you have been doing with projects that are receiving money from the HLF (the name of your project and organisation has already been entered below).

We are interested in the kinds of people who volunteer, the types of activities that you are involved with, what you get out of participating in the project, and how this relates to other areas of your life. The questionnaire should take approximately 15 to 20 minutes to complete. Please answer honestly – this is not an assessment or examination of your project or you! Your individual answers are anonymous and will not be shared with HLF or the projects that you are working with.

Name of the project:

Name of the organisation:

Are these details correct?

Yes ☐ No ☐

If not, please write the correct organisation name below

A. What you do

A1. Roughly how long have you been involved with the organisation as a volunteer?

Less than one month .... ☐   One to two years .... ☐

One to three months .... ☐   Two years or more .... ☐

Three to six months .... ☐   Five years or more .... ☐

Six months to one year .... ☐   Don't know/can't remember .... ☐

A2. How much time do you spend working on the project over an average four weeks? Please include all activities, e.g. time spent at meetings as well as time spent on your own on project activities?

Up to 2 hours .... ☐   Over 35 hours but no more than 50 hours .... ☐

Over 2 hours but no more than 5 hours .... ☐   Over 50 hours .... ☐

Over 5 hours but no more than 10 hours .... ☐   None .... ☐

Over 10 hours but no more than 20 hours .... ☐   Don't know .... ☐

Over 20 hours but no more than 35 hours .... ☐

A3. Roughly how often do you meet other volunteers working on the same project?

Two or more times a week .... ☐   Monthly .... ☐

Once a week .... ☐   Quarterly .... ☐

Once a fortnight .... ☐   Less than four times a year .... ☐

A4. For the following options, please tick only one option. Do you *mainly* spend your time on the project working:

On your own .... ☐   In pairs .... ☐   In a group .... ☐

A5. What activities have you undertaken with the project? Please tick all that apply

Coordinating or leading activities (e.g. as a member of a committee/management group) ☐

Gathering, recording, analysing and cataloguing new material ☐

Researching and working with existing collections and archives ☐

Conservation activities (e.g. on natural landscapes, or industrial heritage) ☐

Devising and delivering activities for schools ☐

Devising and delivering activities for children and young people outside of school
(e.g. in youth groups) ☐

Devising and delivering activities for the wider public (e.g. talks and small exhibitions) ☐

Helping with marketing and publicity ☐

Providing administrative or IT support for the project ☐

Providing other support to the project (e.g. catering, cleaning) ☐

Other (please specify below) ☐

A6. Which was the *main* activity that you undertook when you first got involved with the project? Please tick ONLY one

Coordinating or leading activities (e.g. as a member of a committee/management group) ☐

Gathering, recording, analysing and cataloguing new material ☐

Researching and working with existing collections and archives ☐

Conservation activities (e.g. on natural landscapes, or industrial heritage) ☐

Devising and delivering activities for schools ☐

Devising and delivering activities for children and young people outside of school
(e.g. in youth groups) ☐

Devising and delivering activities for the wider public (e.g. talks and small exhibitions) ☐

Helping with marketing and publicity ☐

Providing administrative or IT support for the project ☐

Providing other support to the project (e.g. catering, cleaning) ☐

Other (please specify below) ☐

A7. To what degree does your volunteering on the project have a relationship to any current or previous kinds of paid work that you have done?

Not applicable – do not have/have not had any previous paid work ☐

"It has no real relationship to my current or past employment" ☐

"It is similar" – the setting is similar (e.g. historic building, museum, local history, transport heritage, parks or countryside management) but the kinds of things that I do are *different* (e.g. education work, research, IT support, conservation work) ☐

"It is similar" – the setting is *different* but the kinds of things that I do are similar ☐

"It is very close" – both the setting and the kinds of things that I do with the project are similar ☐

A8. Why did you become involved with the project? Please tick all that apply

I had an existing interest in the subject area (e.g. archaeology, local history) ☐

To learn some new skills (e.g. computing, research, transcribing) ☐

To learn more about heritage ☐

To continue utilising and updating my existing skills (e.g. teaching /presenting, business and management skills, IT skills) ☐

A friend or family member recommended me to get involved ☐

To learn more about/get more involved in the local community ☐

To help others ☐

To help look after heritage ☐

To meet new people/get out of the house ☐

Work experience/help in getting a job ☐

Other (please specify below) ☐

B. Skills

B1. How would you rate the gains you made in knowledge and understanding of the following through your volunteering with the project?

	No gain	Almost no gain	Some gain	Large gain	Very large gain
The *specific* subject matter of the project (e.g. boat building, conservation of wildlife habitats, Roman archaeology, British 20th century visual art)	☐	☐	☐	☐	☐
The local area, its heritage and people	☐	☐	☐	☐	☐

B2. Would you say that you have improved your skills in any of the following areas through your involvement in the project? Please tick all that apply

Information management skills (e.g. research, archiving, transcribing) ☐

Communications skills (e.g. speaking, writing, presenting) ☐

Other interpersonal skills (e.g. leadership, team working, developing confidence in social situations) ☐

Technical skills (e.g. computers and ICT, geo-physical archaeology) ☐

Conservation techniques ☐

Business and management skills (e.g. marketing, fund raising, project management) ☐

Other (please specify below) ☐

Not applicable – have not improved any skills ☐

B3. For any area in which you think your skills have improved, please indicate roughly what level of skill you had a) before getting involved with the project and b) now; using a scale of 1-5 where 1 = None existent, 2 = Basic, 3 = Satisfactory, 4 = Good, 5 = Excellent

	Before					Now				
	1	2	3	4	5	1	2	3	4	5
Information management skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Communications skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other interpersonal skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Technical skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Conservation Techniques	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Business & management skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other (as listed by you above in B2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Not Applicable (N/A) – no skills improved										☐

B4. Have been able to use any skills that you improved though your involvement in the project in other areas of your life?

Yes..................☐   No......................☐   N/A – no skills improved..................☐

B5. If yes, please explain in what way you have used these skills:

B6. Has your involvement with the project contributed to you doing any of the following activities?

	Yes	No
Taken/started a course	☐	☐
Joined a library	☐	☐
Visited local libraries, museums and heritage sites more often than before	☐	☐
Joined a local history society	☐	☐
Volunteered in other local projects	☐	☐

B7. Has your involvement with the project contributed towards you getting any form of paid work? Please include any part-time and temporary work

Yes – directly with the HLF-funded organisation that runs the project .... ☐

Yes – with another organisation in a related area to the activities that I have been undertaking with the project .... ☐

Yes – but in an unrelated area to the activities that I have been undertaking with the project .... ☐

No – none at all .... ☐

B8. For any paid work that you may have had, was this:

	Mode		Status	
No paid work	Part time	Full time	Temporary	Permanent
☐	☐	☐	☐	☐

B9. Have you received any formal training through the project:

Yes .... ☐   No .... ☐   Don't know/not sure .... ☐

B10. If yes, please explain what training you received:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

C. You and the community

C1. Have you met new people through your involvement with the project?

Yes ....☐   No ....☐   Don't know/not sure ....☐

C2. Do you socialise with these people outside of the project?

Yes ....☐   Don't know/not sure ....☐

No ....☐   N/A – Haven't met any new people ....☐

C3. Are the people that you have met through the project mainly from… Please tick ONLY one

Your neighbourhood ....☐   Within your county ....☐

Your local area ....☐   Within your region or beyond ....☐

Your town/city ....☐   N/A – Haven't met any new people ....☐

C4. Do you find yourself talking about the project to the following people?

	Never	Sometimes	Often
Friends and family	☐	☐	☐
More general acquaintances (e.g. neighbours, people in local shops)	☐	☐	☐

C5. Would you say that you know …

Most of the people in your neighbourhood ....☐   A few of the people in your neighbourhood ...☐

Many of the people in your neighbourhood ...☐   None of the people in your neighbourhood ...☐

C6. Would you say that your volunteering on the project has made a difference to the number of people you know…

	Increased the number	Made no difference	Decreased the number
In your neighbourhood	☐	☐	☐
From other neighbourhoods in your town	☐	☐	☐

C7. Has your involvement with the project had any effect on the contact would normally have with any of the following age groups?

	Significantly decreased contact	Decreased contact	Made no change	Increased contact	Significantly increased contact
Pre-school children (Under 5 years)	☐	☐	☐	☐	☐
School children (5-16 years)	☐	☐	☐	☐	☐
Young People (16-24 years)	☐	☐	☐	☐	☐
Adults (25-44 years)	☐	☐	☐	☐	☐
Adults (45-64 years)	☐	☐	☐	☐	☐
Older people (65 years or older)	☐	☐	☐	☐	☐

C8. Do you feel that through your volunteering with the project, you now get on better with the following age groups?

	A lot better	A bit better	Exactly the same as before	A bit worse	A lot worse
Pre-school children (Under 5 years)	☐	☐	☐	☐	☐
School children (5-16 years)	☐	☐	☐	☐	☐
Young People (16-24 years)	☐	☐	☐	☐	☐
Adults (25-44 years)	☐	☐	☐	☐	☐
Adults (45-64 years)	☐	☐	☐	☐	☐
Older people (65 years or older)	☐	☐	☐	☐	☐

C9. To what extent do you agree or disagree with the following statement?

"By working together, people in my neighbourhood can influence decisions that affect the neighbourhood"

Strongly agree □   Disagree □

Agree □   Strongly disagree □

Neither agree nor disagree □   Don't have an opinion □

C10. Would you say that your volunteering on the project has …

Made you *more* likely to agree with the previous statement (in question C9) about working together to influence local decisions □

Made no difference to the extent to which you agree or disagree □

Made you *less* likely to agree with the previous statement □

Don't know □

C11. Other than this HLF project, are you currently a member of any of these? Please tick all that apply

Tenants'/residents' association □   Neighbourhood council/forum □

Parent-teachers'/school parent's association □   Neighbourhood Watch Scheme □

Board of school governors/School Board □   Local conservation or environmental group □

A political party □   Voluntary group to help sick/children/other vulnerable group □

A pressure group (e.g. Greenpeace, RSPB) □   Other local community or voluntary group □

Parish, Town or community council □   None of the above □

C12. Were you a member of any of these before you started volunteering with this HLF-funded project?

Yes □   Don't know/can't remember □

No □   Not a member of any of the groups/ organisations □

C13. To what extent do you agree or disagree that your local area (the area within about 15 minutes walk of your home) is a place where people from different backgrounds (e.g. ethnicity, religion, nationality) get on well together?

Definitely agree ☐   Don't know ☐

Tend to agree ☐   Too few people in local area ☐

Tend to disagree ☐   All the same background ☐

Definitively disagree ☐

C14. Would you say that your volunteering on the project has …

Made you *more* likely to agree with the previous statement (C13) about your local area being a place where people from different backgrounds can get along ☐

Made no difference to the extent to which you agree or disagree ☐

Made you *less* likely to agree with the previous statement ☐

Don't know ☐

C15. How strongly do you feel you belong to your immediate neighbourhood?

Very strongly ☐   Not at all strongly ☐

Fairly strongly ☐   Don't know ☐

Not very strongly ☐

C15. Would you say that your volunteering on the project has …

Made you *more* likely to agree with the previous statement (C15) about your feelings of belonging to the local area ☐

Made no difference to the extent to which you agree or disagree ☐

Made you *less* likely to agree with the previous statement ☐

Don't know ☐

D. How you feel

This section concentrates on how you have been feeling recently. There is some evidence that volunteering may have an affect on people's general sense of well being. So we would like to ask you a few questions to explore this issue as it will help us to find out more about what you got out of participating in the project on a personal level. Please remember that we will treat all your answers confidentially and that they will not be shared with HLF or the projects that you are working with.

D1. Have you recently been able to concentrate on whatever you're doing?

Better than usual ☐   Less than usual ☐

Same as usual ☐   Much less than usual ☐

D2. Before you got involved with the project, how well were you able to concentrate on whatever you were doing?

As well as now ☐   Don't know/can't remember ☐

I felt more able to concentrate than now ☐   Would prefer not to answer ☐

I felt less able to concentrate than now ☐

D3. Have you recently felt capable of making decisions about things?

More so than usual ☐   Less so than usual ☐

Same as usual ☐   Much less capable ☐

D4. Before you got involved with the project, how capable did you feel of making decisions about things?

As capable as now ☐   Don't know/can't remember ☐

I felt more capable than now ☐   Would prefer not to answer ☐

I felt less capable than now ☐

D5. Have you recently felt that you are playing a useful part in things?

More so than usual ☐   Less so than usual ☐

Same as usual ☐   Much less useful ☐

D6. Before you got involved with the project, how much did you feel that you were playing a useful part in things ?

As useful as now .... ☐   Don't know/can't remember .... ☐

I felt more useful than now .... ☐   Would prefer not to answer .... ☐

I felt less useful than now .... ☐

D7. Have you recently been able to enjoy your normal day-to-day activities?

More so than usual .... ☐   Less so than usual .... ☐

Same as usual .... ☐   Much less than usual .... ☐

D8. Before you got involved with the project, how much had you been able to enjoy your normal day-to-day activities?

As much as now .... ☐   Don't know/can't remember .... ☐

More able to enjoy activities .... ☐   Would prefer not to answer .... ☐

Less able to enjoy activities .... ☐

D9. Have you recently been feeling reasonably happy, all things considered?

More so than usual .... ☐   Less so than usual .... ☐

About the same as usual .... ☐   Much less than usual .... ☐

D10. Before you got involved with the project, how happy did you feel, all things considered?

As happy as now .... ☐   Don't know/can't remember .... ☐

I felt happier than now .... ☐   Would prefer not to answer .... ☐

I felt less happy than now .... ☐

D11. Please rate how enjoyable participating in the project is…

Very dull...☐   Enjoyable..☐

Dull..☐   Very enjoyable..☐

Neither dull nor enjoyable................☐

D12. What is the single best thing that you've gained from participating in the project?

_____

_____

_____

_____

_____

E. About you

E1. Which of the following options best describes your current employment status?

In paid employment (full-time or part-time, temporary or permanent, inc. self-employed) ☐

Retired ☐

Unemployed ☐

Studying ☐

Full time carer ☐

Other (please specify below) ☐

E2. If you are retired, was this through:

Taking voluntary retirement ☐

Being made redundant ☐

Retiring through ill health ☐

N/A – not retired ☐

E3. What was your age at your last birthday?

E4. Are you…

Male ☐

Female ☐

E5. What is the highest academic qualification that you have?

A second degree from a university/college (e.g. MA, MSc, MPhil, PhD) ☐

A first degree or qualification from a university/college (e.g. BA, BSc, BEd, HND, HNC) ☐

'A' levels or equivalents (e.g. Scottish Highers, BTEC, Baccalaureate) ☐

GCSEs/'O' levels or equivalents (e.g. Scottish Standard Grade, City and Guilds) ☐

No formal academic qualifications ☐

E6. What is the postcode where you live currently?

_____

E7. How long have you lived in this town/city?

Less than 12 months ☐

12 months but less than 2 years ☐

2 years but less than 5 years ☐

5 years but less than 10 years ☐

10 years but less than 20 years ☐

20 years but less than 40 years ☐

40 years or longer ☐

E8. Which ethnic group do you belong to?

White – British ☐

White – Irish ☐

Any other white background ☐

White and Black Caribbean ☐

White and Black African ☐

White and Asian ☐

Any other mixed background ☐

Asian – Indian ☐

Asian – Pakistani ☐

Asian – Bangladeshi ☐

Any other Asian background ☐

Chinese ☐

Black – Caribbean ☐

Black – African ☐

Any other Black background ☐

Any other ☐

Would prefer not to say ☐

E9. Do you consider yourself to have a disability?

Yes ☐

No ☐

Thank you very much for your time.

8 Appendix 2: Survey responses

Responses by project

Name of Project	Frequency	Percent
FOAM Renovation and Refurbishment Project (HG-07-00274)	19	18.1
MYKY Oral History Archive (YH-07-00748)	4	3.8
Your Heritage, Your Past, Your Future (YH-07-00079)	10	9.5
Archaeology for All at Upper Row Farm (YH-07-00172)	11	10.5
Somerset Community and Education Programme (HG-06-01171)	13	12.4
What's in a Name (YH-07-00630)	20	19.0
Sailing Barge Cambria (HG-06-00666)	3	2.9
Mines of memory (YH-07-00231)	2	1.9
Kursaal (YH-07-00693)	2	1.9
Out of the Box (HG-06-01455)	4	3.8
Great Ayton's Story (YH-07-00044)	11	10.5
Heart of the Dragon (YH-06-01319)	6	5.7
Total	**105**	**100.0**

A.   What you do

A1. Roughly how long have you been involved with the organisation as a volunteer?

Time involved	Frequency	Percent
Less than one month	1	1.0
One to three months	3	2.9
Three to six months	2	2.0
Six months to one year	14	13.7
One to two years	35	34.3
Two years or more	16	15.7
Five years or more	31	30.4
Total	**102**	**100.0**

A2. How much time do you spend working on the project over an average four weeks? Please include all activities, e.g. time spent at meetings as well as time spent on your own project activities?

Time spent in average 4 weeks	Frequency	Percent
None	3	2.9
Up to 2 hours	14	13.7
Over 2 hours but no more than 5 hours	25	24.5
Over 5 hours but no more than 10 hours	28	27.5
Over 10 hours but no more than 20 hours	16	15.7
Over 20 hours but no more than 35 hours	8	7.8
Over 35 hours but no more than 50 hours	3	2.9
Over 50 hours	5	4.9
Total	**102**	**100.0**

A3. Roughly how often do you meet other volunteers working on the same project?

Frequency of meeting other volunteers	Frequency	Percent
Two or more times a week	26	25.2
Once a week	17	16.5
Once a fortnight	16	15.5
Monthly	17	16.5
Quarterly	9	8.7
Less than four times a year	18	17.5
Total	**103**	**100.0**

A4. For the following options, please tick only one option. Do you mainly spend your time on the project working:

Time working on project *mainly* spent:	Frequency	Percent
On your own	47	45.6
In pairs	24	23.3
In a group	32	31.1
Total	**103**	**100.0**

A5. What activities have you undertaken with the project? Please tick all that apply

Activities undertaken	Responses		Percent of Cases
	N	Percent	
Coordinating or leading activities (e.g. as a member of a committee/management group)	30	11	30
Gathering, recording, analysing and cataloguing new material	40	14	40
Researching and working with existing collections and archives	48	18	48
Conservation activities (e.g. on natural lanscapes, or industrial heritage)	10	4	10
Devising and delivering activities for schools	29	11	29
Devising and delivering activities for children and young people outside of school (e.g. in youth groups)	16	6	16
Devising an delivering activities for the wider public (e.g. talks and small exhibitions)	31	11	31
Help with marketing and publicity	23	8	23
Providing administrative or IT support for the project	26	10	26
Providing other support to the project (e.g. catering, cleaning)	20	7	20
Total	273	100	273

A6. Which was the main activity that you undertook when you first go involved with the project? Please tick only one

Main activity	Frequency	Percent
Coordinating or leading activities (e.g. as a member of a committee/management group)	21	20.6
Gathering, recording, analysing and cataloguing new material	16	15.7
Researching and working with existing collections and archives	23	22.5
Conservation activities (e.g. on natural lanscapes, or industrial heritage)	3	2.9
Devising and delivering activities for schools	11	10.8
Devising and delivering activities for children and young people outside of school (e.g. in youth groups)	3	2.9
Devising an delivering activities for the wider public (e.g. talks and small exhibitions)	5	4.9
Help with marketing and publicity	4	3.9
Providing administrative or IT support for the project	4	3.9
Providing other support to the project (e.g. catering, cleaning)	5	4.9
Other (please specify below)	7	6.9
Total	**102**	**100.0**

A7. To what degree does your volunteering on the project have a relationship to any current or previous kinds of paid work that you have done?

Relationship to current/previous work	Frequency	Percent
Not applicable - do not have/have not had any previous work	13	12.6
It has no real relationship to my current or past employment	57	55.3
It is similar - the setting is similar (e.g. historic building, museum, local history, transport heritage, parks or countryside management) but the kinds of things that I do are different (e.g. education work, research, IT support, conservation work)	10	9.7
It is similar - the setting is different but the kinds of things that I do are similar	17	16.5
It is very close - both setting and the kinds of things that I do with the project are similar	6	5.8
Total	**103**	**100.0**

A8. Why did you become involved with the project? Please tick all that apply

Reasons for becoming involved	Responses		Percent of Cases
	N	Percent	
I had an existing interest in the subject area (e.g. archaeology, local history)	79	22.6	76
To learn some new skills (e.g. computing, research, transcribing)	29	8.2	27.9
To learn more about heritage	35	10	33.7
To continue using and updating my skills (e.g. teaching/ presenting, business and management skills, IT skills)	28	8	26.9
A friend or family member recommended me to get involved	22	6.3	21.2
To learn more about/get more involved in the local community	48	13.7	46.1
To help others	27	7.7	26
To look after heritage	47	13.5	45.1
To meet new people/get out of the house	31	8.8	29.8
Work experience/help in getting a job	4	1.2	3.8
Total	**350**	**100**	**336.5**

B. Skills

B1. How would you rate the gains you made in knowledge and understanding of the following through your volunteering with the project?

Gains in knowledge and understanding of:	No gain		Almost no gain		Some gain		Large gain		Very large gain		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
The specific subject matter of the project (e.g. boat building, conservation of wildlife habitats, Roman archaeology. British 20th century visual art etc.)	3	3.3	2	2.2	40	44	34	37.4	12	13.2	91	100
The local area, its heritage and people	0	0	2	2	34	34	44	44	20	20	100	100

B2. Would you say that you have improved your skills in any of the following areas through your involvement in the project?

Improved skills	Responses		Percent of Cases
	N	Percent	
Information management skills (e.g. research, archiving, transcribing)	49	26.2	57.6
Communication skills (e.g. speaking, writing, presenting)	42	22.5	49.4
Other interpersonal skills (e.g. leadership, team working, developing confidence in social situations)	38	20.3	44.7
Technical skills (e.g. computers and ICt, geo-physical archaeology)	32	17.1	37.6
Conservation techniques	13	6.9	15.3
Business management skills (e.g. marketing, fund raising, project management)	13	6.9	15.3
Total	187	100	220

B3. For any area in which you think your skills have improved, please indicate roughly what level of skill you had a) before getting involved with the project and b) now

Skills	Total count	Skills level before project				
		None existent	Basic	Satisfactory	Good	Excellent
Information skills	53	3.8%	22.6%	41.6%	30.2%	1.9%
Communications skills	52	0.0%	9.6%	42.3%	44.2%	3.8%
Interpersonal skills	38	0.0%	10.5%	52.6%	31.6%	5.3%
Technical skills	48	2.1%	35.4%	41.7%	16.7%	4.2%
Conservation techniques	30	25.8%	38.7%	25.8%	9.7%	0.0%
Business and management skills	31	16.1%	9.7%	25.8%	41.9%	6.5%
Other skills	15	13.3%	33.3%	46.7%	6.7%	0.0%

Skills	Total count	Skills level now				
		None existent	Basic	Satisfactory	Good	Excellent
Information skills	53	0.0%	5.7%	22.6%	54.7%	17.0%
Communications skills	52	0.0%	0.0%	15.4%	65.4%	19.2%
Interpersonal skills	38	0.0%	2.6%	13.2%	65.8%	18.4%
Technical skills	48	0.0%	10.4%	33.3%	41.7%	14.6%
Conservation techniques	30	10.0%	30.0%	26.7%	30.0%	3.3%
Business and management skills	31	9.7%	12.9%	12.9%	45.2%	19.3%
Other skills	15	0.0%	6.7%	13.3%	66.7%	13.3%

B4. Have you been able to use any skills that you improved though your involvement in the project in other areas of your life?

Skills used in other areas	Frequency	Percent
Yes	55	53.4
No	31	30.1
N/A - no skills improved	17	16.5
Total	103	100.0

Understanding need for conservation / heritage issues
Visiting local history/heritage groups to tell them about the project
We are using a wikidot website to record the project data see www.greatsyton.wikidot.com; I have converted my other websites into this system as it is free, easy to update by anyone with permission see www.greataytonspar.co.uk
Within my local heritage group
Within other teaching and archaeology work undertaken

B6. Has your involvement with the project contributed to you doing any of the following activities?

Activities	Total valid answers	"Yes"	
		Count	Percent
Taken/started a course	83	19	22.9%
Joined a library	75	4	5.3%
Visited local libraries, museums and heritage sites more often than before	96	65	67.7%
Joined a local history society	75	17	22.7%
Volunteered in other projects	84	28	33.3%

B7. Has your involvement with the project contributed towards you getting any form of paid work? Please include any part-time and temporary work

Paid work	Frequency	Percent
Yes - directly with the HLF-funded organisation that runs the project	2	1.9
Yes - with another organisation in a related area to the activities that I have been undertaking with the project	5	4.8
Yes - but in an unrelated area to the activities that I have been undertaking with the project	3	2.9
No - none at all	94	90.4
Total	**104**	**100.0**

B8. For any paid work that you may have had, was this:

Mode	Frequency	Percent
Part-time	9	69.2
Full-time	4	30.8
Total	**13**	**100.0**

Status	Frequency	Percent
Temporary	7	77.8
Permanent	2	22.2
Total	**9**	**100.0**

B9. Have you received any formal training through the project:

Formal training	Frequency	Percent
Yes	46	44.7
No	54	52.4
Don't know/not sure	3	2.9
Total	**103**	**100.0**

C. You and the community

C1. Have you met new people through your involvement with the project?

New people met	Frequency	Percent
Yes	102	99.0
No	1	1.0
Total	**103**	**100.0**

C2. Do you socialise with these people outside of the project?

Socialising with new people met	Frequency	Percent
Yes	38	36.9
No	65	63.1
Total	**103**	**100.0**

C3. Are the people that you have met through the project mainly from... Please tick only one

Origin of new people met	Frequency	Percent
Your neighbourhood	7	6.9
Your local area	29	28.4
Your town/city	29	28.4
Within your county	26	25.5
Within your region or beyond	11	10.8
Total	**102**	**100.0**

C4. Do you find yourself talking about the project to the following people?

Talk about the project with:	Never		Sometimes		Often		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Friends and family	0	0.0%	51	49.0%	53	51.0%	104	100.0%
More general acquaintances (e.g. neighbours, people in local shops)	9	9.2%	61	62.2%	28	28.6%	98	100.0%

C5. Would you say that you know...

Would you say that you know...	Frequency	Percent
Most of the people in your neighbourhood	7	6.8
Many of the people in your neighbourhood	51	49.5
A few of the people in your neighbourhood	43	41.7
None of the people in your neighbourhood	2	1.9
Total	**103**	**100.0**

C6. Would you say that your volunteering on the project has made a difference to the number of people you know...

Project impact on no. of people known	Increased the number		Made no difference		Decreased the number		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In your neighbourhood	44	45.8%	51	53.1%	1	1.0%	96	100.0%
From other neighbourhoods in your town	59	64.1%	32	34.8%	1	1.1%	92	100.0%

C7. Has your involvement with the project had any effect on the contact that you would normally have with any of the following age groups?

Group	Total count	Effect				
		Significantly decreased contact	Decreased contact	Made no change	Increased contact	Significantly increased contact
Pre-School Children	72	1.4%	0.0%	80.6%	15.3%	2.8%
School Children	90	1.1%	0.0%	45.6%	40.0%	13.3%
Young People	75	0.0%	0.0%	62.7%	33.3%	4.0%
Adults (25-44)	79	0.0%	0.0%	39.2%	55.7%	5.1%
Adults (45-64)	84	1.2%	0.0%	22.6%	63.1%	13.1%
Older people	85	1.2%	0.0%	27.1%	61.2%	10.6%

C8. Do you feel that through your volunteering with the project, you now get on better with the following age groups?

Group	Total count	Effect				
		A lot better	A bit better	Exactly the same as before	A bit worse	A lot worse
Pre-School Children	74	1.4%	10.8%	87.8%	0.0%	0.0%
School Children	91	7.7%	24.2%	68.1%	0.0%	0.0%
Young People	81	2.5%	19.8%	76.5%	1.2%	0.0%
Adults (25-44)	85	2.4%	28.2%	68.2%	1.2%	0.0%
Adults (45-64)	86	4.7%	27.9%	65.1%	1.2%	1.2%
Older people	86	5.8%	26.7%	66.3%	1.2%	0.0%

C9. To what extent do you agree or disagree with the following statement?

"By working together, people in my neighbourhood can influence decisions that affect the neighbourhood"

Agreement	Frequency	Percent
Strongly agree	45	47.4
Agree	43	45.3
Neither agree nor disagree	6	6.3
Strongly disagree	1	1.1
Total	**95**	**100.0**

C10. Would you say that your volunteering on the project has...

Project impact on agreement	Frequency	Percent
Made you more likely to agree with the previous statement (in question C9.) about working together to influence local decisions	35	37.2
Made no difference to the extent to which you agree or disagree	58	61.7
Made you less likely to agree with the previous statement	1	1.1
Total	**94**	**100.0**

C11. Other than this HLF project, are you currently a member of any of these? Please tick all that apply

Other memberships	Responses		Percent of Cases
	N	**Percent**	
Tenants'/residents' association	6	3.6%	7.7%
Parent-teachers'/school parent's association	4	2.4%	5.1%
Board of school governors/ School board	2	1.2%	2.6%
A political party	9	5.4%	11.5%
A pressure group (e.g. Greenpeace, RSPB)	26	15.7%	33.3%
Parish, Town or community council	5	3.0%	6.4%
Neighbourhood council/forum	12	7.2%	15.4%
Neighbourhood Watch Scheme	14	8.4%	17.9%
Local conservation or environmental group	27	16.3%	34.6%
Voluntary group to help sick/children/other vulnerable group	9	5.4%	11.5%
Other local community or voluntary group	52	31.3%	66.7%
Total	**166**	**100.0%**	**212.8%**

C12. Were you a member of any of these before you started volunteering with this HLF-funded project?

Membership of these before HLF volunteering?	Frequency	Percent
yes	71	70.3
No	19	18.8
Don't know/can't remember	1	1.0
Not a member of any of the groups/organisations	10	9.9
Total	**101**	**100.0**

C13. To what extent do you agree or disagree that your local area (the areas within about 15 minutes walk of your home) is a place where people from different backgrounds (e.g. ethnicity, religion, nationality) get on well together?

Agreement	Frequency	Percent
Definitively agree	19	18.8
Tend to agree	44	43.6
Tend to disagree	7	6.9
Definitively disagree	1	1.0
Don't know	18	17.8
Too few people in local area	3	3.0
All the same background	9	8.9
Total	**101**	**100.0**

C14. Would you say that your volunteering on the project has...

Project impact on agreement	Frequency	Percent
Made you more likely to agree with the previous statement (C13) about your local area being a place where people from different backgrounds can get along	14	15.2
Made no difference to the extent to which you agree or disagree	78	84.8
Made you less likely to agree with the previous statement	0	.0
Total	**92**	**100.0**

C15. How strongly do you feel you belong to your immediate neighbourhood?

Feeling of belonging to neighbourhood	Frequency	Percent
Very strongly	37	35.9
Fairly strongly	42	40.8
Not very strongly	16	15.5
Not at all strongly	8	7.8
Total	**103**	**100.0**

C16. Would you say that your volunteering on the project has...

Project impact on agreement	Frequency	Percent
Made you more likely to agree with the previous statement (C15) about your feelings of belonging to the local area	33	33.7
Made no difference to the extent to which you agree or disagree	65	66.3
Made you less likely to agree with the previous statement	0	.0
Total	**98**	**100.0**

D. How you feel

D1. Have you recently been able to concentrate on whatever you're doing?

Ability to concentrate recently	Frequency	Percent
Better than usual	11	10.9
Same as usual	83	82.2
Less than usual	7	6.9
Total	**101**	**100.0**

D2. Before you got involved with the project, how well were you able to concentrate on whatever you were doing?

Ability to concentrate before	Frequency	Percent
As well as now	85	87.6
I felt more able to concentrate than now	6	6.2
I felt less able to concentrate than now	6	6.2
Total	**97**	**100.0**

D3. Have you recently felt capable of making decisions about things?

Feeling capable of making decisions recently	Frequency	Percent
More so than usual	10	10.3
Same as usual	84	86.6
Less so than usual	3	3.1
Total	**97**	**100.0**

D4. Before you got involved with the project, how capable did you feel of making decisions about things?

Feeling capable of making decisions before	Frequency	Percent
As capable as now	85	89.5
I felt more capable than now	5	5.3
I felt less capable than now	5	5.3
Total	**95**	**100.0**

D5. Have you recently felt that you are playing a useful part in things?

Playing a useful part in things recently	Frequency	Percent
More so than usual	56	57.1
Same as usual	40	40.8
Less so than usual	2	2.0
Total	**98**	**100.0**

D6. Before you got involved with the project, how much did you feel that you were playing a useful part in things?

Playing a useful part in things before	Frequency	Percent
As useful as now	54	57.4
I felt more useful than now	5	5.3
I felt less useful than now	35	37.2
Total	**94**	**100.0**

D7. Have you recently been able to enjoy your normal day-to-day activities?

Ability to enjoy day-to-day activities recently	Frequency	Percent
More so than usual	15	15.2
Same as usual	79	79.8
Less so than usual	4	4.0
Much less than usual	1	1.0
Total	**99**	**100.0**

D8. Before you got involved with the project, how much had you been able to enjoy your normal day-to-day activities?

Ability to enjoy day-to-day activities before	Frequency	Percent
As much as now	81	84.4
More able to enjoy activities	6	6.3
Less able to enjoy activities	9	9.4
Total	**96**	**100.0**

D9. Have you recently been feeling happy, all things considered?

Feeling happy recenlty	Frequency	Percent
More so than usual	17	17.0
About the same as usual	81	81.0
Less so than usual	1	1.0
Much less than usual	1	1.0
Total	**100**	**100.0**

D10. Before you got involved with the project, how happy did you feel, all things considered?

Feeling happy before	Frequency	Percent
As happy as now	85	87.6
I felt happier than now	3	3.1
I felt less happy than now	9	9.3
Total	**97**	**100.0**

D11. Please rate how enjoyable participating in the project is...

Enjoyment of participation	Frequency	Percent
Very dull	0	.0
Dull	0	.0
Neither dull nore enjoyable	3	3.0
Enjoyable	53	53.5
Very enjoyable	43	43.4
Total	**99**	**100.0**

E. About you

E1. Which of the following options best describes your current employment status?

Employment status	Frequency	Percent
In paid employment (full-time or part-time, temporary or permanent, inc. self-employed)	32	31.1
Retired	58	56.3
Studying	5	4.9
Unemployed	1	1.0
Full-time carer	3	2.9
Other (please specify)	4	3.9
Total	**103**	**100.0**

E2. If you are retired, was this through:

Retirement reason	Frequency	Percent
Taking voluntary retirement	44	62.9
Retiring through ill health	7	10.0
Being made redundant	3	4.3
N/A - not retired	16	22.9
Total	**70**	**100.0**

E3. What was your age at your last birthday?

Age	Frequency	Percent
23	1	1.0
26	2	2.0
27	1	1.0
28	1	1.0
30	1	1.0
31	1	1.0
33	1	1.0
36	1	1.0
38	2	2.0
39	2	2.0
41	2	2.0
42	1	1.0
43	2	2.0

45	1	1.0
46	1	1.0
48	1	1.0
49	1	1.0
51	2	2.0
52	1	1.0
53	1	1.0
54	1	1.0
55	2	2.0
56	1	1.0
58	2	2.0
59	3	3.1
60	3	3.1
61	2	2.0
62	6	6.1
63	7	7.1
64	3	3.1
65	3	3.1
66	6	6.1
67	3	3.1
68	4	4.1
69	3	3.1
70	1	1.0
71	2	2.0
72	1	1.0
73	2	2.0
74	3	3.1
75	2	2.0
76	3	3.1
77	2	2.0
78	2	2.0
79	2	2.0
80	1	1.0
81	1	1.0
82	1	1.0
Total	**98**	**100.0**

E4. Are you...

Gender	Frequency	Percent
Male	50	49.5
Female	51	50.5
Total	**101**	**100.0**

E5. What is the highest academic qualification that you have?

Highest academic qualification	Frequency	Percent
A second degree from a university/college (e.g. MA, MSc, MPhil, PhD)	16	16.0
A first degree or qualification from a university/college (e.g. BA, BSc, BEd, HND, HNC)	51	51.0
'A' levels or equivalents (e.g. Scottish Highers, BTEC, Baccalaureate)	13	13.0
GCSEs/'O' levels or equivalents (e.g. Scottish Standard Grade, City and Guilds)	11	11.0
No formal academic qualifications	8	8.0
Other	1	1.0
Total	**100**	**100.0**

E6. What is the postcode where you currently live?

[*postcodes withheld on confidentiality grounds*]

E7. How long have you lived in this town/city?

Time lived in town/city	Frequency	Percent
Less than 12 months	2	2.0
12 months but less than 2 years	3	3.0
2 years but less than 5 years	11	11.0
5 years but less than 10 years	12	12.0
10 years but less than 20 years	18	18.0
20 years but less than 40 years	30	30.0
40 years or longer	24	24.0
Total	**100**	**100.0**

E8. Which ethnic group do you belong to?

Ethnic origin	Frequency	Percent
White - British	97	96.0
White - Irish	1	1.0
Any other white background	2	2.0
Any other mixed background	1	1.0
Total	101	100.0

E9. Do you consider yourself to have a disability?

Disability?	Frequency	Percent
Yes	15	14.7
No	87	85.3
Total	**102**	**100.0**