



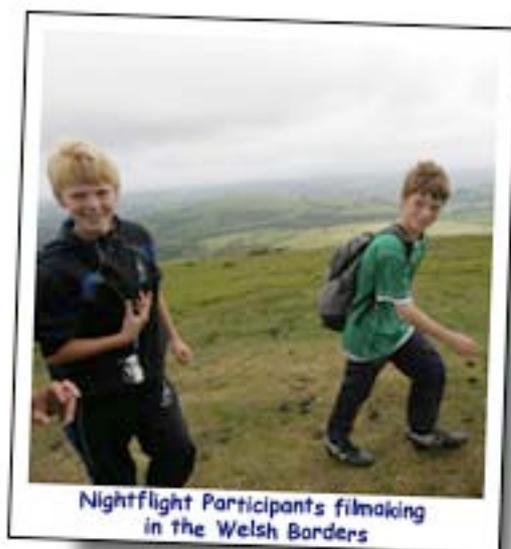
# Social Impact of Heritage Lottery Funded Projects

EVALUATION REPORT on research conducted for  
Heritage Lottery Fund during 2006-2007

# Contents

<b>1.0</b>	<b>EXECUTIVE SUMMARY .....</b>	<b>4</b>
1.1	Aims .....	4
1.2	Key findings.....	4
1.3	Strengths and weaknesses .....	5
1.4	Summary of benefits demonstrated by case study projects .....	6
1.5	Structure of the report .....	7
1.6	Acknowledgements .....	7
<b>2.0</b>	<b>RESEARCH METHODOLOGY .....</b>	<b>8</b>
2.1	Programme evaluation within HLF .....	8
2.2	Evaluation framework.....	8
2.2.1	Participation in HLF funded projects .....	9
2.3	Methodology: the research tasks undertaken.....	10
2.4	Telephone interviews .....	10
2.5	Case studies .....	12
<b>3.0</b>	<b>FINDINGS: PROJECT MANAGEMENT AND DELIVERY .....</b>	<b>16</b>
3.1	Project activities .....	16
3.1.1	Physical and capital works .....	16
3.1.2	Access involvement and learning activities .....	17
3.2	Contribution of HLF funding.....	19
3.3	Project staff and skills .....	20
3.4	Relationship between grantees and HLF staff and monitors.....	21
3.5	Partnerships .....	22
3.6	Promoting and publicising projects .....	24
3.7	Timescales and budgets.....	25
3.8	Monitoring: output and outcome measures .....	26
<b>4.0</b>	<b>FINDINGS: PARTICIPATION IN PROJECTS .....</b>	<b>27</b>
4.1	General audiences .....	27
4.2	Target groups.....	27
4.2.1	Children .....	28
4.2.2	Older people .....	29
4.2.3	Families .....	30
4.2.4	Young people.....	31
4.2.5	Black and minority ethnic communities .....	31
4.2.6	Disabled people .....	32
4.3	Who participates and how?.....	33
4.3.1	Volunteers .....	33
4.3.2	Formal and informal learners .....	35
<b>5.0</b>	<b>FINDINGS: ACHIEVEMENTS AND IMPACTS.....</b>	<b>38</b>
5.1	Benefits to individuals .....	38
5.1.1	Increase in knowledge and understanding of heritage .....	39
5.1.2	Enjoyment, inspiration and creativity .....	41
5.1.3	Development of personal skills and capabilities .....	42
5.1.4	Attitudes and values .....	43
5.1.5	Activity, behaviour and progression.....	44
5.1.6	Health .....	45
5.2	Benefits to communities.....	46
5.2.1	Providing community focus.....	47
5.2.2	Social cohesion: building links within and between communities .....	48
5.2.3	Social inclusion.....	49
5.2.4	Improved inter-generational links .....	50
5.2.5	Economic development .....	51
5.3	Strengthened local organisations.....	52
5.4	The unique impact of heritage projects.....	52

<b>6.0</b>	<b>CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>54</b>
6.1	Project management .....	54
6.2	Promoting heritage projects to target audiences .....	55
6.3	Partnership working .....	55
6.4	Monitoring and outputs .....	55
6.5	Social impact for individuals .....	56
6.6	Social impact for communities.....	56
6.7	Learning .....	57
6.8	Volunteering.....	57
6.9	Legacies .....	58
6.10	Additionality.....	58
6.11	The unique impact of heritage projects.....	59



Appendix 1: Projects included in Social Impact Evaluation Research 2006 - 2007 .....	60
Appendix 2: Project case study results - see separate document	
Appendix 3: Generic Learning Outcomes - see separate document	
Appendix 4: Example of telephone survey proforma .....	65
Appendix 5: Example of case study proforma .....	67

**List of Tables**

Table 1 - Social impact evaluation project sample breakdowns .....	11
Table 2 - Case study project research methods .....	13
Table 3 - Access, involvement and learning activities.....	18
Table 4 - Partnership organisations .....	22
Table 5 - Partnership working.....	23
Table 6 - Publicity methods used by projects .....	24
Table 7 - Most effective methods of marketing publicity .....	24
Table 8 - Target groups .....	27
Table 9 - Participation as a volunteer .....	34
Table 10 - Participation as a learner.....	36
Table 11 - Project impacts .....	38

# 1.0 Executive Summary

This report sets out the findings of an evaluation of the social impact of Heritage Lottery Fund (HLF) projects carried out during 2007. The research examines the ways that individuals participate in heritage projects and activities and explores the outcomes for individuals and their communities. HLF commissioned Applejuice Consultants to conduct an independent evaluation of projects funded through its Heritage Grants and Your Heritage funding programmes in January 2007. This report records the third and final year of research involving 100 HLF funded projects; the results of the first two years of research conducted in 2005 and 2006, involving separate samples of 100 projects in each year and following the same research methodology, are available on the HLF website ([www.hlf.org.uk](http://www.hlf.org.uk)).

## 1.1 Aims

The overall aims of the evaluation are to:

- Test whether and how far social benefits have been delivered through the participation of community members in projects;
- Understand how projects funded under the Your Heritage and Heritage Grants programmes have operated; and
- Identify any lessons for the future.

## 1.2 Key findings

Some of the key findings of the Social Impact Evaluation research conducted during 2007 were that HLF funded projects:

- Create opportunities for the achievement of a variety of positive outcomes
  - 99% are increasing knowledge and understanding of heritage;
  - 97% of projects increase the enjoyment of participants in, and visitors to, heritage projects;
  - 93% provide opportunities to learn about heritage; and
  - 91% are opening up heritage to wider audiences;
- Are generally inclusive and target diverse audiences successfully and where project activities are targeted at specific groups or communities
  - 61% of projects are targeting children;
  - 22% are targeting older people;
  - 21% are targeting young people;
  - 21% are targeting black and minority ethnic communities and groups; and
  - 13% are targeting families;
- Provide varied opportunities for volunteering
  - 77%, more than three quarters of projects, are increasing volunteering opportunities through the HLF funded activity (41% as management committee members, 38% in collecting materials, 38% working with collections and on conservation activities and 34% in developing and leading activities); and
- Involve participation and learning
  - 59% of projects provide opportunities and activities for formal learners such as school children; and
  - 56% engage with informal learners but review of projects suggests that all projects involve some degree of learning.

## 1.3 Strengths and weaknesses

The Social Impact evaluation research conducted over the past three years has collated evidence that active participation in HLF funded projects is generating positive social impacts for individuals and their communities. Projects have delivered diverse activities designed to appeal to wide audiences and there is a clear commitment expressed by many projects not only to increase access to heritage but also to involve and engage with marginalised and socially excluded communities and contribute to social inclusion.

As the figures above demonstrate, awareness, understanding and learning about heritage has increased through active participation. These findings have correlated with a general increase in interest in heritage, for example genealogy, over the past few years and the HLF projects surveyed have shown that they are contributing to the increased demand and interest, for example through the growth in local and community based projects.

Projects involving restoration, acquisition and conservation are combining those objectives with the implementation of interpretation and education programmes as well as improved access to heritage. Information about heritage is being researched and made widely available; artefacts and historic materials are gathered and archived and made accessible through a variety of methods including exhibitions, digital archives and audio recordings, books, DVDs and web based media. In addition, projects are inspiring interpretation of heritage, for example through the creation of artwork and sculpture installations, performances, poetry and films, which can in turn increase awareness and understanding further by appealing to even wider audiences.

The benefits of taking part in heritage project activities either as volunteers or participants are wide ranging. Individuals of all ages and backgrounds are enjoying their involvement; developing their skills; changing their attitudes and behaviour; considering issues such as self identity, awareness of other cultures and generations; and gaining positive perceptions of place, leading in some cases to a greater sense of civic pride and community cohesion.

As reported in previous years, HLF funded projects appear to be well managed and delivered generally on time and within budget. Volunteers play an important role as project managers and members of management committees and steering groups. The common factors in successful management are the commitment and enthusiasm of those managing projects, the specialist skills and experience they bring to projects and the quality of project planning.

Since the first year of research conducted in 2004-5 there has been a reduction in average grant size within the sample of projects included in the Social Impact evaluation research, with a clear shift towards an increased number of smaller

Your Heritage Grant awards (£50,000 or less). In the first sample of projects researched, only 25% of projects received Your Heritage awards. This proportion had increased to 73% in the second year and 77% of the most recent project sample that is the subject of this evaluation report. It should be noted that this is only in the research sample and is not a reflection of HLF funding overall, where the percentage of Your Heritage grants awarded has remained relatively constant with only a slight increase in the proportion of Your Heritage grants awarded over the past three years. In the first year of the research the Heritage Grant/Your Heritage grant split was based on the *value* of awards. In the last two years the project samples have been based on *number*. By *value*, around 75% of HLF funding is for Heritage Grants - by *number* around 70% is for Your Heritage. Hence the difference in the sample in 2004-5 and the last two years of fieldwork.

Over the same period there has been an increase in the proportion of projects in the sample identified by HLF as 'intangible heritage' type projects from 11% in the 2005 project sample to



42% of the sample of projects involved in the 2007 research, reflecting the proportion of Your Heritage funded projects in the sample. Again there has been a relatively small increase in the number of intangible heritage projects funded as a percentage of the overall Your Heritage and Heritage Grants programmes but not as significant as the sample figures suggest.

There is clear evidence that the projects included in the sample evaluated for this research are making positive social impacts. If the percentage of Your Heritage grants were to increase, this could affect the overall impact of the HLF funding programmes because increasing the numbers of smaller scale, more locally focused projects, would by definition have more limited scope, lower participant numbers and shorter timeframes for delivery. It has been suggested that any changes in funding allocation towards smaller scale awards of less than £50,000 may reduce the proportion of larger, national organisations and institutions developing and delivering HLF funded projects or the number of longer term heritage projects of 3-5 years duration being awarded HLF funding, which could reduce the levels of benefit and impact.

The increased proportion of smaller, community based organisations being awarded HLF grant funding in the project samples reviewed in the past two years have highlighted to the researchers the need for HLF to ensure that applicants have the skills or support necessary to manage, deliver and monitor their activities if the overall proportion of smaller HLF grant awards increased.

An issue identified in the previous evaluation was that a relatively high proportion of projects are dependent on volunteers to carry out a range of tasks related to both the management and delivery of activities and projects would value advice, support and guidance on volunteering policies and procedures to cover recruitment, training, supervision and co-ordination.



#### 1.4 Summary of benefits demonstrated by case study projects

Summary information and evidence gathered from the 30 case study projects reviewed in-depth in 2007 has been ranked according to the degree to which they delivered selected social benefits. The table below shows the numbers of case study projects achieving the maximum ranking for delivering those key benefits and demonstrates that those projects are making significant contributions to social benefits, both for individuals and their communities.

Number of case study projects with top rankings on delivery of selected social benefits	2006 research Number of case study projects (out of a max of 30)	2007 research Number of case study projects (out of a max of 30)
<b>Benefits to individuals</b>		
Increasing knowledge & understanding of heritage	21	29
Providing enjoyment inspiration & creativity	19	27
Developing personal skills & capabilities	18	21
Influencing attitudes & values	11	19
Leading to changes in activity, behaviour or progression	7	13
Health	2	8
<b>Benefits to communities</b>		
Providing community focus	10	19
Social cohesion	12	13
Social inclusion	9	11
Strengthened organisations	13	18

## 1.5 Structure of the report

The context for the research - how it fits with other aspects of HLF's programme evaluation work - is set out in section 2 of this report. Section 2 also details the research tasks that have been undertaken. The rest of the report details the findings of the research carried out during 2006-7. Project management and delivery are discussed in section 3; and involvement and participation in project activities in section 4. Achievements and impacts from participation, both in terms of individual capital and social capital are covered in section 5 with the key conclusions and recommendations in section 6.

## 1.6 Acknowledgements

Applejuice Consultants would like to thank all those who contributed to the Social Impact evaluation research conducted during the past three years, including the project managers, staff, volunteers and individuals who have participated in the projects and activities funded by HLF, and the HLF research team.



## 2.0 Research Methodology

### 2.1 Programme evaluation within HLF

HLF provides grant funding through two generic programmes (Heritage Grants and Your Heritage) and six targeted programmes (Townscape Heritage Initiative, Landscape Partnerships, the Repair Grants for Places for Worship scheme, Parks for People, Young Roots and the Training Bursaries programme). It also offers grants of less than £10,000 through the Awards for All scheme administered by the Big Lottery Fund. The evaluation in this report is only concerned with projects funded through the two generic programmes - Heritage Grants (for awards of more than £50,000) and Your Heritage (for awards of between £5,000 and £50,000). The other programmes have their own, separate evaluations.

All of HLF's programmes have been designed to meet the aims of the organisation's second strategic plan 'Broadening the Horizons of Heritage' (2002). The key aims and subsidiary purposes laid out in this plan are:

- To conserve and enhance the UK's diverse heritage;
  - Conserve and sustain heritage at risk;
  - Promote heritage conservation as an integral part of urban and rural regeneration;
- To encourage more people to be involved in and make decisions about the heritage;
  - Encourage communities to identify, look after and celebrate their own heritage;
  - Promote a greater appreciation of the value and importance of heritage for our future well being and sense of identity;
- To ensure that everyone can learn about, have access to and enjoy heritage;
  - Open up heritage resources and sites to the widest possible audience; and
  - Increase opportunities for learning about heritage.

Projects funded under the Heritage Grants and Your Heritage programmes must show how they will address the Strategic Plan aims. All projects must meet the third aim in the list above - to make sure that everyone can learn about, have access to and enjoy their heritage. They must also either meet the second aim or the first or both.

To assess progress in meeting its aims and purposes, HLF has established a broad-based, rolling evaluation and research programme<sup>1</sup>. This research report is one of several pieces of separate work that make up the programme evaluation plan, and which are being undertaken on an annual cycle. This report is primarily concerned with the last two strategic plan aims - and especially with the benefits for individuals and communities of active involvement and participation in projects. Heritage projects can have a social impact on wider communities who may visit, learn from and enjoy exhibitions, restored historic buildings or activity programmes resulting from HLF grant investment. HLF commissions separate visitor, local resident and economic impact research, and, hence, these impacts have not been a specific focus for this Social Impact Evaluation. The research findings from the previous two years have fed into the development of HLF's third Strategic Plan, which was launched in April 2008.

### 2.2 Evaluation framework

A joint HLF/Applejuice project team developed the evaluation framework on which this study is based during the first year of evaluation in 2004-5. The framework has evolved, in the light of the 2005 research findings and the revised framework utilised to conduct the social impact evaluation research during 2005-6 and 2006-7 is summarised below.

<sup>1</sup> Heritage Lottery Fund, 2005: *Programme evaluation within HLF*. HLF Policy & Research Department: London.

## 2.2.1 Participation in HLF-funded projects: Framework for evaluating social impacts

Data assembled through the project research is divided into two broad sections. The first section presents the impact of the projects on the *individuals* involved in them. These are grouped around the following outcomes:

- Increase in knowledge and understanding of heritage;
- Enjoyment, inspiration and creativity;
- Development of personal skills and capabilities;
- Attitudes and values;
- Changes in activity, behaviour, progression; and
- Health

The second section presents the impact on *communities*, where a distinction has been made between the following:

- Providing community focus;
- Social cohesion - building stronger links within and between communities;
- Improved intergenerational links;
- Social inclusion - breaking down barriers to access for disadvantaged groups/individuals;
- Strengthened local organisations; and
- Economic development.

When considering these impacts, particular interest is paid to whether there is a unique element within heritage projects - whether there is something heritage projects can do which other types of community project (e.g. arts, sports, social care) cannot achieve. For example, the first year of research suggested links between heritage and identity, and that involvement with heritage can lead to a greater sense of understanding, of both self and others. This can help to bolster individual self-esteem and also generates greater awareness of, and respect for, others. During the last year of research the benefits of heritage in creating learning opportunities has been highlighted with almost two thirds of projects providing formal and informal learning opportunities for diverse participants.

The benefits for individuals in the framework are taken from the system of 'Generic Learning Outcomes' developed by the Museum, Libraries & Archives Council (MLA) as part of the Inspiring Learning for All framework. (Inspiring Learning for All, MLA 2003). The working definitions for social cohesion and social inclusion that we have used are taken from the MLA report "New Directions in Social Policy"<sup>2</sup>.

The evaluation framework has been used to inform the questions asked in interviews with project managers, and the conversations that have taken place with project participants, as in the previous years' research. Also, the contents of both this main report and 30 individual case study reports follow the structure of the framework. The main questions investigated through the research were:

- How are projects expanding access to heritage?
- Who is participating in HLF funded projects?
- How are people getting involved in heritage projects?
- What activities and tasks are they undertaking?
- How are project activities changing the way people identify with heritage?
- What are people learning about heritage?
- How is knowledge and understanding of heritage changing?
- What skills are people developing?
- What evidence is there that people are enjoying their involvement in projects; that they are being creative and inspired?

<sup>2</sup> Burns Owen Partnership for the Museums, Libraries and Archives Council, 2005: *New Directions in Social Policy: Developing the evidence base for museums, libraries and archives in England.*

- What evidence is there that participants' attitudes and values are changing through project involvement?
- What evidence is there of changes in people's activities or lives away from the projects?
- How are the links within or across different, identifiable communities being affected by heritage projects?
- How are those people and groups who often find themselves shut out from cultural life being included in the projects?
- How are the links between communities and organisations, including heritage organisations, changed through the projects?

A number of supporting documents have been produced as well as this final summary report. For the in-depth telephone interviews, a proforma detailing project manager responses was completed for each project, along with an overall project survey analysis report. For each case study project there is a separate detailed write-up report along with a summary proforma that matches findings to the evaluation framework (see Appendices).

### 2.3 Methodology: the research tasks undertaken

This evaluation report is based on research and consultation conducted by Applejuice Consultants between March and December 2007. The projects included in the research are representative of all those grantees that received their 'permission to start' paperwork from HLF in 2006.

Desk research, data analysis, qualitative in-depth interviews and project observation visits have been conducted. The same methodology has been adopted in each of the three years of research. The evaluation has included:

- A review and analysis of Heritage Grants and Your Heritage documentation including the HLF guidance, funding application and monitoring forms;
- A review of the HLF decision papers for a sample of 100 projects given permission to start in 2006 with Your Heritage and Heritage Grants awards;
- In-depth telephone interviews with those responsible for managing and monitoring the delivery of all 100 HLF funded projects;
- Selection of a sample of 23 case study projects that were identified from the 100 interviews, along with seven case study projects rolled forward from previous years' research. These case study projects were subject to more in-depth review including project visits by members of the evaluation team. During these visits, project activities were observed and events attended in order to engage and consult with project participants;
- Interviews and focus group discussions with project users, participants, volunteers and stakeholder and partner organisations. Where it was not possible to meet participants during project visits, telephone interviews with project participants and stakeholders have been sought; and
- A review of beneficiary feedback evidence gathered by project managers, where available.

Comments have not been attributed to the individual interviewees in this report.

### 2.4 Telephone interviews

A sample of 100 projects awarded grants under the Heritage Grants and Your Heritage programmes and approved to start work during 2006 was identified to participate in the 2007 Social Impact evaluation. This sample was first selected on a random basis from approximately 300 Heritage Grants and Your Heritage funded projects where a contract to start had been signed, permission to start granted and at least one grant payment made, but where the project had not yet been completed. This project sample was then adjusted so that it was representative of Your Heritage and Heritage Grant funded projects on four key variables. These were:

- Region/country, so that the nine English regions and Scotland, Wales and Northern Ireland are represented;

- Type of heritage, that is: historic buildings and monuments; museums, libraries and archives; land and biodiversity (including parks); industrial maritime and transport; intangible heritage;
- Size of project, by grant size; and
- Programme, i.e. Heritage Grants or Your Heritage.

In-depth telephone interviews were conducted with all 100 projects in the sample. The majority of projects were still part way through delivery and some projects were at an early stage of delivery and reported little impact at the time of the interview because there had been no participation or involvement for beneficiaries to date.

The quantitative data gathered through the in-depth interviews has been analysed. The key findings of the telephone interviews have been incorporated into this evaluation report. A full list of the 100 projects is given at Appendix 1. Various breakdowns of the project sample are shown in the tables below.

**Table 1 - Social Impact Evaluation project sample breakdowns**

Region/Country	Total	Percentage
East Midlands	8	8%
East of England	9	9%
London	9	9%
North East	8	8%
North West	8	8%
Northern Ireland	9	9%
Scotland	8	8%
South East	8	8%
South West	9	9%
Wales	8	8%
West Midlands	8	8%
Yorkshire and The Humber	8	8%

Programme	Total	Percentage
Heritage Grants	23	23%
Your Heritage	77	77%

Grant size band	Total	Percentage
£50,000 or less	77	77%
£50,000 to £100,000	1	1%
£100,000 to £1 million	21	21%
£1 million to £2 million	1	1%

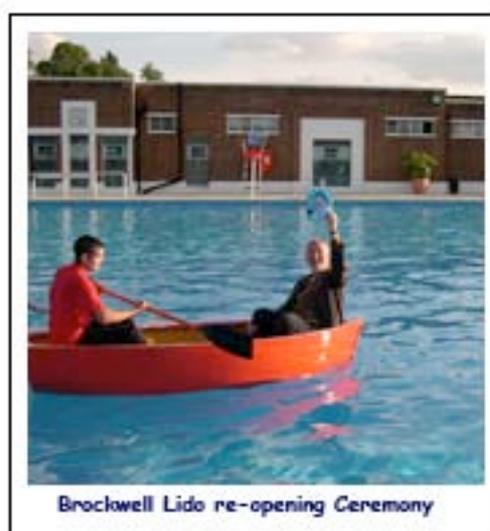
Heritage sector	Total	Percentage
Museums, libraries and archives	17	17%
Historic buildings and monuments	18	18%
Land and biodiversity	18	18%
Intangible heritage	42	42%
Industrial, maritime and transport	5	5%

Organisation type	Total	Percentage
Charity	43	43%
Local authority	17	17%
Community/Voluntary Group	23	23%
Other public sector body	9	9%
Church organisation	5	5%
Private sector	3	3%

## 2.5 Case studies

The 23 in-depth case studies were selected from the set of 100 projects selected for telephone interview, again in a way that ensured that there was broad representation on the four key criteria of region/country, grant size, heritage type and HLF grant programme. In addition, seven case study projects from the previous evaluation conducted in 2005-6 were selected for inclusion in this research in order to track activity over a longer period. Three of these carried forward case study projects had been included in the first year case study sample and had received permission to start originally in 2004.

Examples that demonstrate the key findings of the social impact research are drawn from the case study projects and included throughout this report. The case study projects are shown in the table below, with details of the research activity carried out for each.



**Table 2: Case Studies**

NEW CASE STUDIES IN 2006/7					
Project Reference	Project Title	Organisation	Project visits / activities observation	Interviews / focus groups with project participants	Review of beneficiary feedback
YH-06-00646	Worsley to Top Locks: Life Aboard a Narrow Boat	Scribes and Scribblers	Visit to observe book launch event	Interviews with project manager, volunteer steering group members and participants	N/A
YH-05-01447	Tide Will Tell	Big Telly Theatre Company	Visit to school and observation of school activities at Dunseverick Harbour	Interviews with project manager, teacher and other school staff, freelance facilitators, participating children and parents	Yes - participant, teacher and facilitator feedback sheets
YH-06-00693	Abolition '07	London Borough of Hackney	Visit and observation of rehearsal for elders performance and separate school visit to museum exhibition and session with performance poet	Interviews with project manager, elders participating, teacher and TLA, children and performance poet and theatre director	Yes - participant feedback
YH-06-00657	Whaling	Ryedale Folk Museum - York	Visit and observation of student performance	Interviews with project manager, students, teachers, staff and students from Northern Film School, volunteers	Yes - press coverage
YH-06-00522	A Shared History, A Shared Future	Birmingham Libraries	Visit to Birmingham Library and observation of event activities, freedom march and exhibition	Interviews with project manager, outreach worker and other Libraries staff, participants and members of local community	Yes - participant feedback
YH-06-00547	Leek 800	Leek Town Council	Visit to observe medieval pageant event and re-enactments celebrating 800th anniversary of Town Charter granted	Interviews with project manager, project co-ordinator, Town Centre Manager, mayor, members of community including businesses	Yes - website and local press
YH-06-00387	I Am Me - Religion and Faith from an African Heritage Perspective	Somali Integration Society	Telephone interviews	Interview with project manager, project worker and stakeholder organisations	N/A
YH-06-00582	Tiptree Heath Restoration	The Friends of Tiptree Heath	Visit to participate in health walk and mother and toddler walk	Interviews with project manager, volunteer walk leaders and participants	N/A
YH-05-01467	Mining Memories	Beamish the North of England Open Air Museum	Visit Stanley Burnside School to observe school workshop session	Interviews with project manager, teacher and children participating	Yes - participant and teacher feedback
YH-06-00892	Your Passport to Ripon Cathedral's Heritage	Ripon Cathedral	Visit to cathedral to observe interactive heritage open day event	Interviews with project manager, volunteers and participants	Yes - press coverage and visitors book
YH-06-00527	Creative Links (China Clay Heritage Project)	Groundwork Devon and Cornwall	Visit to observe two community workshop sessions with craftspeople	Interviews with project manager, workshop participants and craftspeople	N/A
YH-06-00546	Conwy Court Medieval Roots Project	Conwy Courts Residents Association	Visit to observe school mosaic workshop session	Interviews with project co-ordinator, volunteer resident manager, head teacher and children participating	N/A

YH-06-00760	Hills and Gardens: Hambledon Hill/Bourne mouth Lower Gardens Heritage Events	Dorset County Council	Visit to observe schools rehearsal and performance and fire gardens event	Interviews with project directors, County Archivist, project staff, freelance facilitators and artists, teachers, children and members of local community	Yes - participant feedback and press coverage
YH-05-01758	NightFlight Education	Germination	Visit to Denbigh High School	Interviews with project manager, head teacher and teachers and focus groups with students	N/A
YH-06-00569	Black Youth Experience (BYE) heritage resource bank	BAYC	Visit to observe workshop session with NEET young people	Interviews with project manager, alternative education centre staff and young people	Yes - website feedback comments
YH-06-00778	Maps & Skins: Belsay Hall and Computer Gaming	English Heritage	Visit to Belsay Hall to observe digital workshop session	Interviews with project manager, other freelance project facilitators and young participants	Yes - filmed feedback comments
YH-06-00652	Doddington Hall - Veg for all	Anthony Jarvis	Visit to observe volunteer gardening activities	Interviews with project manager, head gardener and volunteers	N/A
YH-06-00806	Here's tae us! A Social History of Drinking in Edinburgh	The Living Memory Association	Visit to Living Memory Association	Interviews with project manager and volunteers	N/A
HG-05-00750	Wild West - Nature Conservation for All in Hammersmith & Fulham	Groundwork West London	Visit to observe weekly work session in wildlife area	Interviews with project manager, participant with learning difficulties and support workers	N/A
HG-05-00379	Exploring Surrey's Past	Surrey County Council	Visit to observe partnership project management meeting	Interviews with project manager and discussions with representatives of partner organisations	N/A
HG-04-50903	Tremayne Community Hall Regeneration Project	Tremayne Hall Management Committee	Visit to observe partly restored and refurbished community hall open day	Interviews with project manager, volunteer management committee members, other volunteers and members of local community	N/A
HG-05-00764	Restoration and Interpretation of Sculthorpe Moor Community Nature Reserve phase 2	The Hawk and Owl Trust	Visit to observe launch of newly constructed bird hide and boardwalk	Interviews with project manager, volunteers and members of local community	N/A
HG-05-00674	Ancient Tree Hunt	The Woodland Trust	Visit to observe train the trainer session	Interviews with project manager and trainees	N/A

CASE STUDIES CARRIED OVER FROM 2004-5 and 2005-6					
Project Reference	Project Title	Organisation	Project visits / activities observation	Interviews / focus groups with project participants	Review of beneficiary feedback
HF-98-01571	Torre Abbey	Museums Service, Torbay Council	Visit to Torre Abbey	Interviews project manager, disabled participants & training provider, exhibition visitors	N/A
HF-02-00847	Divis and Black Mountain	The National Trust, Belfast	Telephone interviews	Interviews with Community Engagement Officer, project manager and warden and telephone interviews with volunteers	N/A
HG-03-00168	Lynn Museum Development Project	Norfolk Museums and Archaeology Service	Visit to Lynn Museum, observation at children's activity session, telephone interviews stakeholders	Interviews with project manager, community outreach officer, parents, carers and children and stakeholder organisations	Yes - including feedback comments from participants; evaluation reports, monitoring data
HG-04-51373	North East Inheritance	University of Durham	Visit to University of Durham to observe volunteer archiving session	Interviews project manager and volunteers	N/A
HG-02-00551/2	Wheal Peevor	Kerrier District Council	Visit to Wheal Peevor site, observation of two events: family activity session and guided walk	Interviews project manager, Mineral Tramways education co-ordinator Cornwall County Council, participants in guided ecology walk and family art activity session	N/A
YH-05-00195	Ockford Ridge and Aaron's Hill	Godalming Museum Trust	Telephone interviews	Interviews with project manager and museum curator and review of participant feedback	Yes - press coverage, participant comments
HG-04-50588	Brockwell Park Lido	Fusion (Southwark Community Leisure Ltd.)	Visit to 70 <sup>th</sup> Anniversary and Launch event	Interviews with project manager, members of stakeholder groups and local community	Yes - press coverage

## 3.0 Findings: Project Management and Delivery

### 3.1 Project activities

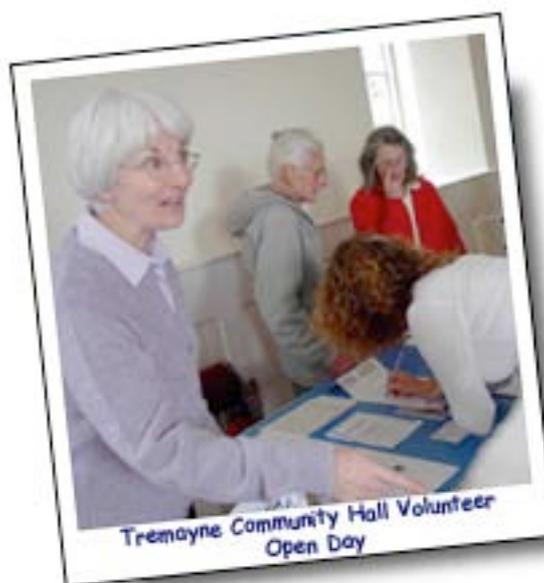
#### 3.1.1 Physical and capital works

Project managers were asked what physical or capital works and access/involvement/learning activities were being funded by HLF through the Your Heritage and Heritage Grant programmes. As in previous years, a range of heritage projects was surveyed. These included those focusing on physical improvement and conservation work in churches, important village buildings, mining and railway sites, community buildings, the purchase of ancient artefacts, museums and archives and areas of natural heritage including woodlands and wildlife habitats. In 2007 there were a significant number of projects that involved the recording and archiving of oral history and elders and black and minority ethnic (BME) communities were the focus of a number of projects. Projects also included several commemorating the bi-centenary of the abolition of the transatlantic slave trade.

The number of projects in the research undertaking physical or capital works as part of their project reduced from 60 in 2006 to just 32 in 2007. The main reason identified for this decrease is the reduction in the proportion of Heritage Grants (over £50,000) included in the research sample as outlined in section 1, particularly in relation to the number of projects involving physical conservation, restoration or building work. Another partial explanation for this fall in recorded capital expenditure may lie in the open nature of the questions put to projects. A number of projects who did not reply positively to the question relating to capital works funded by HLF then detailed what might be interpreted as capital expenditure under 'activities' - often the purchase of equipment to carry out access, involvement or learning activities.

Restoration and conservation activity was most frequently cited as a key aspect of projects and items restored include an organ, a clock and a mining banner. In comparison with the previous evaluations, there were far fewer projects involving conservation, renovation, restoration and refurbishment of historic buildings such as historic houses, village and community halls, cathedrals, churches, museums, art galleries and other buildings of historic value. It seems likely that the main cause of this reduction is the increase in the proportion of smaller Your Heritage grant funded projects included in the evaluation research sample.

An example of a Heritage Grant supporting capital works is the *Tremayne Community Hall* restoration project, which involved the restoration and refurbishment of a community hall that had fallen into disrepair and the building's use as a base for a village local history group, archive and heritage research facilities along with other community uses. Another substantial building project that was awarded a Heritage Grant include development of exhibition space and construction of a boardwalk, bird hide and education centre through the *Restoration and interpretation of Sculthorpe Moor Community Nature Reserve Phase 2*, another case study project included in the research.



## SCULTHORPE MOOR RESTORATION PROJECT: PHYSICAL WORKS, CONSERVATION, TRAINING AND LEARNING ACTIVITIES

At Sculthorpe Moor Community Nature Reserve, an SSSI area, the Hawk and Owl Trust has involved more than 90 volunteers in a mix of construction, conservation and learning activities including:

- Training for volunteers in conservation techniques and management;
- The provision of an education and interpretation centre;
- Construction of a boardwalk to increase access to the site;
- Construction of a hide to observe birds and other wildlife;
- Ongoing conservation and restoration of 15ha of Sculthorpe Moor valley fen;
- Management of a total area of 30ha of reed fen;
- A series of events and activities such as a monthly children's 'Kestral Club', talks and education activities involving school visits.

Acquisitions were also identified under capital works, for example one project made the acquisition of an Anglo Saxon brooch the key project target; another purchased land for conservation purposes. One of the case study projects carried forward from the first year of research involved the acquisition of a large area of Divis and Black Mountain on the outskirts of Belfast by the National Trust.

The projects involving capital or physical works involved those elements alongside access and involvement opportunities such as education, interpretation and community outreach activities.

Ten projects did not detail any physical works but had purchased expensive items of equipment; mainly sound recording, ICT, cameras or film equipment. Volunteers were trained to use this equipment to make oral history recordings and create digital archives. One example of this type of project is *Here's Tae Us!* an oral history project that involved the purchase of sound recording equipment and recruitment and training of volunteers to conduct interviews and record the changing history of social drinking over the years and the drinks industry in Edinburgh.

### 3.1.2 Access, involvement and learning activities

The table overleaf offers an indication of the access, involvement and learning activities taking place with the support of HLF. It is clear from the 2006 - 2007 figures that the production of educational materials and the establishment of a permanent legacy of the project - either by way of printed material or computer-based media - has been a high priority for projects. Funding was used by projects to record information on DVDs, CDs and in books and exhibitions. A number of projects have used the funding to produce outputs such as *Night-flight*, recording the heritage of conflict and migration in an historical and contemporary context and creating film and photography used in a launch event for the local community held at Denbigh Castle and a permanent exhibition; *Worsley to Top Locks*, exploring the history of communities living and working on the Bridgewater Canal and inspiring creative writing included in the production a book and CD; and *Ockford Ridge and Aaron's Hill Keeping Memories Alive* gathering oral history material and artefacts recording life in a community living on a housing estate and creating a touring exhibition, booklet, CD and website resource. *Here's Tae Us!* involved the creation of an archive to be housed within the social history collections of Edinburgh City Museums, with the material gathered used to produce a book, DVD, website and exhibition.

Many of the projects relate to the recording of oral history - perhaps detailing the experiences of older people, or those from different ethnic backgrounds - and a key aspect of the work undertaken has been outreach to schools. Children and young people have been involved in many aspects of the research, from the initial discussion stage to the production of reports, DVD's or performances based on the stories they have heard.

Training, largely for volunteers rather than paid staff, was mentioned specifically by one in four of the projects surveyed. However, when analysing the responses it is clear that informal training

of volunteers would have been necessary in the majority of cases to achieve the required results, for example the production of a DVD or robust survey.

HLF monies have clearly contributed to the provision of numerous community events in 2006/2007. Festivals, open days and guided walks, music and drama performances, temporary exhibitions and a myriad of different workshops have been supported - funding publicity, expertise, workspace and materials. Families and other members of the community attending workshops and events were enthusiastic about trying various heritage related activities as well as learning about cultural and industrial heritage, historic buildings and the natural environment, or traditional crafts.

"I thought the talk about herbal medicines and remedies used in medieval times was really interesting and quite practical too. I would certainly like to learn more about that". Parent attending pageant, Leek 800

**Table 3: Access, involvement and learning activities**

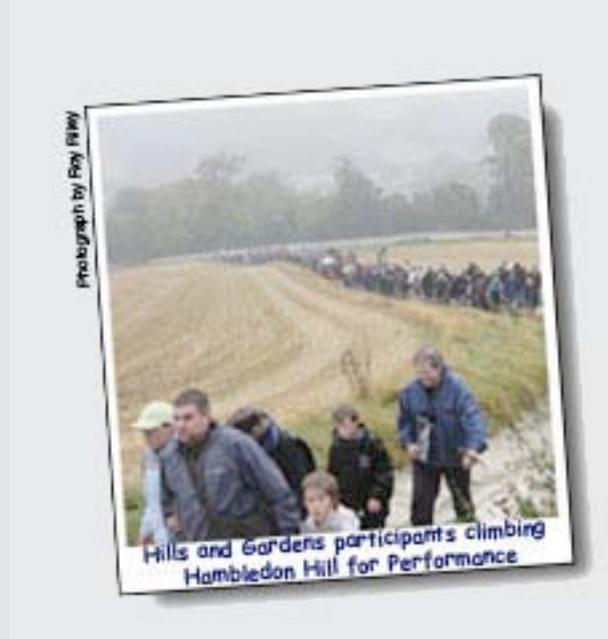
Activities	2007 No. of projects	2007 percentage	2006 No. of projects	2006 percentage	2005 No. of projects*	2005 percentage*
Production of learning materials, loan boxes, books, films, fact sheets	66	67%	34	35%	N/A	N/A
Production of new publicity, marketing or IT materials	30	31%	32	33%	25	27%
Archiving or recording	32	33%	29	30%	29	32%
Open days, conferences, festivals etc.	18	18%	27	28%	15	16%
Training for volunteers	23	23%	25	25%	26	28%
Other types of event (e.g. drama, photography workshops)	37	38%	24	24%	15	16%
Installation of new permanent interpretation material	7	7%	21	21%	36	39%
Installation of temporary exhibitions	27	28%	19	19%	21	22%
Visits from schools or colleges	12	12%	14	14%	32	35%
Other outreach or off-site activities	14	14%	13	13%	18	20%
Outreach visits to schools or colleges	31	32%	12	12%	18	20%
Programmes and activities for special interest groups e.g. artists, heritage groups	6	6%	11	11%	26	28%
Guided tours or walks	16	16%	11	11%	20	22%
Training for staff or staff of other organisations	11	11%	8	8%	15	16%

It is difficult to interpret the figures relating to activities supported by HLF monies and make comparisons year on year. The projects surveyed are different, and the question posed to respondents is qualitative - projects may feel they have to include as many activities as possible to highlight the value of their work or only identify the main project activities. Those inputting data and categorising under the headings established in previous years have to make a subjective decision to include project activities in one or more categories. Therefore comparisons should be made with caution. Most projects involved a number of different activities, engaging different groups of participants, and were often ambitious in their programmes.

## HILLS AND GARDENS: INVOLVING A WIDE RANGE OF ACTIVITIES AND PARTICIPANTS

The *Hills and Gardens* project involved a wide range of activities designed to increase awareness and understanding of local tradition and heritage, develop skills and broader community benefits including community cohesion and social inclusion. Activities included:

- Research involving Bournemouth libraries and young people in three primary schools;
- INSET session for teachers at the Central Library;
- 
- Production of teachers' materials;
- Exhibition in Bournemouth Central Library of research material gathered and created by young people;
- Drama and art workshops based on week long artists residencies;
- Schools drama production celebrating the visit by Empress Eugenie, performed by 240 young people in the Central Gardens, Bournemouth;
- Community artists workshops creating images and art work based on participants' own lives, identity and the candle light tradition;
- Temporary community art installation within Lower Gardens, Bournemouth to coincide with Fire Gardens event;
- Fire Gardens fire sculpture installations linked with the candle light event in the Lower Gardens, Bournemouth with audiences of more than 10,000 over three days;
- Recruitment and training of volunteer arts event assistants;
- Recruitment of volunteers to assist in stewarding and organising the events;
- Walks, research and activities on Hambledon Hill in north Dorset involving three local primary schools, which aimed to increase understanding and appreciation of the natural heritage and ecology of the site; and
- A large-scale equinox event, Enclosure, designed to celebrate the links between contemporary and ancient societies and the importance of the historic site for meeting, celebration and ritual. Enclosure included a walk, acoustic music and a potter firing Neolithic earthenware on site and showing earthenware pots created by local school children.



### 3.2 Contribution of HLF funding

HLF funded projects vary enormously in scale and complexity. The grant levels awarded to the projects included in the sample of 100 were similar to those granted in 2006, with 77 projects interviewed having been awarded grant funding of £50,000 or less (no grant was offered below £7,000). One project had been awarded funding between £50,000 and £100,000; twenty-one projects had been awarded grants between £100,000 and £1 million; and only one project had been awarded a grant of over £1 million, with a Heritage Grant of £1,195,000. Projects had attracted additional funding to support heritage activities from a variety of public funding sources, grants, charities and community fundraising efforts.

From the first year (2005) of this series of evaluations, the sample of projects (100 per annum) that have received Your Heritage Grants (£50,000 and under) has increased from 28 to 77. Given that there has been a noticeable shift to smaller scale grants, it is interesting to observe whether this has had any effect on project management and delivery. The multi-dimensional aspect to heritage projects supports the contention that they are unique in their capacity to promote inclusivity. Conservation has been undertaken in sustainable ways, usually involving volunteer input in the projects. This is linked to the importance of training for volunteers, which was mentioned specifically by 25% of the projects surveyed. Projects appreciate the way in which HLF funds allow them to develop ideas and projects over a realistic timescale.

Of the 100 projects surveyed, all of the projects commenced at some time during 2006. More than a third of projects are completed within a year with 41 stating an end date of 2007; 33 end in 2008; and 16 in 2009. Five projects have an end date of 2010 and five continue until 2011. The projects surveyed in the 2007 research have been predominantly one or two year programmes of activity (74 projects) and only five projects are scheduled to be delivered over a five-year period.

### 3.3 Project staff and skills

Information about project management and staffing has been gathered through in-depth telephone interviews carried out with project leaders and managers, and most of the case study site visits involved face-to-face contact with project managers and other staff and volunteers, as in the previous two years of research. Additionally, substantial follow up contact was made with project staff as projects progressed or attained specific milestones, providing additional contextual information. Some projects, for example *Ockford Ridge and Aaron's Hill Keeping Memories Alive* oral history project, had been included in the 2005/06 research and this project was included in this year's evaluation because of the issues highlighted by project staff at the first visit.

HLF funded projects continue to be well managed and delivered generally on time and within budget and it is interesting to note that this appears to be the case irrespective of how the project is managed. With the benefit of three years of research evidence, the characteristics of HLF project leaders have become evident, for example it is estimated that almost half the projects involve the employment of a specialist project manager recruited specifically to manage delivery or implement the HLF project with their salary costs financed at least in part through the HLF grant award; others involve generic managers that oversee the HLF funded project in addition to other paid professional duties and their salary costs are not met through the HLF project; and approximately a quarter of projects are managed by volunteers who are unpaid. The value of HLF projects harnessing the skills and experience of highly qualified, active retirees would merit further research.



Volunteer leading Tiptree Heath Mums and Toddlers Walk

The contribution to community capacity is in some areas substantial, with community involvement being stimulated because of the initial input by HLF. Examples from 2006/07 include *Tremayne Community Hall Regeneration Project*, which is a relatively large scale capital project that has been led entirely by community members on a volunteer basis and has stimulated wider volunteer engagement within a village; *Tiptree Heath Restoration* project has involved volunteers in both the management of the project and in delivery of conservation activity and guided walks designed to increase understanding and access to an important area of heathland that is a designated SSSI and community amenity; and *Brockwell Park Lido* where local interest and stakeholder groups have worked in partnership with the project applicant organisation and the local authority throughout the project development phase and major restoration and refurbishment project to ensure community interests and ownership are maintained.

There are other examples of projects where there is strong professional leadership with links to local communities such as the *Ancient Tree Hunt* project, which is a national project led by the Woodland Trust identifying and recording ancient and veteran trees. A full time project manager with experience of managing major projects for the National Trust is leading this high profile project. The HLF is also funding a Project Co-ordinator and administration support. The strong central team is co-ordinating national training of verifiers, volunteers and trainers. Trained verifiers and trainers will then be responsible for rolling out the project at a local level. The central team has devised comprehensive training resources including DVDs, leaflets and a websites. The core staff are “training the trainers” throughout the country, mostly involving training highly qualified local specialists, who will then cascade information and training to local groups and volunteers. The trained volunteers will contribute to the ongoing sustainability of this project.

The level of professionalism and commitment evidenced by the different types of project manager involved in HLF funded heritage projects has been impressive and there has been low staff turnover. This has been an observable trend over the three years of the research, and would appear to indicate the level of personal and professional commitment HLF projects inspire.

“When I saw this job advertised I thought I had died and gone to heaven!” Project Manager, Passport to Ripon Cathedral

### 3.4 Relationship between HLF grantees and HLF staff and monitors

An additional element of the research in 2007 has been to explore the relationships between the case study project grantees and HLF grants staff and with any HLF-appointed monitors.

Each applicant to HLF is assigned an individual grants officer who, if the project is funded, will maintain a link with it during implementation. The grants officer is the HLF point of first contact should an issues arise on the project, and is responsible for checking on the progress of the project. Information is collected through an annual monitoring report which provides HLF with feedback from the grantee on the implementation, particularly on the draw-down of grant.

In addition HLF sometimes appoints external monitors to projects. This depends on a project’s level of risk, and not all projects have a monitor. The monitors are not HLF staff, but consultants and other experts. They are either ‘lead’ monitors, with general experience in project management and delivery, or ‘associate’ monitors, with expertise in a particular area of heritage or an activity relevant to the project.

Virtually all of the case study projects reported having positive relationships with HLF grants staff. When requested, HLF staff had provided advice to project managers and this was found to be useful - particularly during the project development and pre-application phase. However it was noted that most project managers reported having limited contact with their Grants Officers, particularly once the grant had been awarded.

In three projects issues had arisen during delivery, in one case relating to physical conservation problems and in the others relating to recruitment issues. In all three cases, discussions with HLF staff resulted in agreement to alter the project activity or amend the timetable to accommodate necessary changes. HLF staff were reported to be sympathetic to the issues and contingency options proposed by project managers.

One project manager raised concerns early on with HLF staff that the staffing and resources available were inadequate to develop and deliver their project.

A couple of projects with no previous experience of HLF funding suggested that they would have found it helpful to receive more advice or feedback from HLF about the activities they were delivering. One project manager had submitted their first monitoring return prior to the Social Impact Evaluation visit and suggested it would have been useful if HLF could have provided some feedback on the detail provided in the return, even if only to confirm the information was adequate.

Only three of the case study projects reported that their projects had been appointed an HLF monitor. All three considered the role of the Monitor to be helpful in bringing specialist advice and expertise into a project both during the lengthy application process and in delivery, for example one project talked about the positive archaeology and architectural advice English Heritage had brought to their project during site visits.

A criticism made by the majority of case study projects was that although the 'light touch' approach to monitoring was beneficial and enabled projects to focus on delivery, they would have appreciated the opportunity to demonstrate the benefits from their projects to HLF staff directly. Several projects had invited their HLF grants officer to attend celebration events, launches and open days but few reported a representative of HLF attending. Those that did tended to be regional managers or senior staff attending high profile events. One grantee organisation had been visited by a senior member of HLF staff and asked to speak at an HLF roadshow and share their experiences and good practice.

Projects were enthusiastic at being selected to participate in the Social Impact evaluation as a case study project and were keen to demonstrate their projects. It was recognised that it was probably due to lack of time on the part of HLF staff, rather than lack of interest, that project visits had not taken place. This is an area of project management and monitoring that should be considered by HLF and would provide valuable learning experience and potential examples of good practice for HLF grants staff.

### 3.5 Partnerships

Partnership working has been a building block of the majority of HLF projects researched. Most started from a point of endorsing and practicing partnership working, but the experience of HLF project development widened and deepened partnership involvement. Of the 100 projects interviewed, 80 had developed working partnerships of which only 11 were identified as new partnerships. This is a very different profile from the 2006 data, where 74% of all partnerships had been developed as a direct result of the new funding.

As in previous years, partnerships have been developed with a diverse range of organisations and agencies including local statutory agencies, central government departments and agencies, voluntary and community groups, resident groups and local societies. Given the increased proportion of smaller HLF grants, it is perhaps not surprising that community groups and schools and colleges form the bulk of partnerships.

The Table below gives a broad indication of the main groups with which projects are pursuing partnerships.

**Table 4: Partnership organisations**

Partner	No of Projects
Museums and Historical Societies	33
Schools & colleges	30
Community groups	27
Local Authorities	25
Wildlife and Countryside organisations	16
Arts organisations	12
Universities	8
Business groups	5
Councils for Voluntary Service	3
Other	15

Examples of the types of group included in each category include:

- Museums and historical societies and local history groups, including archaeological societies and local archives;
- Community groups include BME groups, women's groups (including the Women's Institute) and groups supporting those with disabilities;
- Wildlife and Countryside Agencies including local Wildlife Trusts, the RSPB and the Environment Agency;
- Arts organisations including galleries and creative media groups; and
- Other groups including the Prison Service, housing agencies and local sports groups.

## ANCIENT TREE HUNT: PARTNERSHIP AT NATIONAL AND LOCAL LEVEL

The *Ancient Tree Hunt* project is a good example of a national organisation, the Woodland Trust, which has utilised HLF funding to enable it to make effective links at a local level.

Partnership funding was secured before the project commenced from Esmee Fairbairn, Welsh Council for Natural Heritage, Scottish Natural Heritage, and Ancient Tree Guardians.

Further partnerships have been developed with the Forestry Commission, the Tree Council, Kinless Countryside Trust, Natural Trust, local Wildlife Trusts, HM Prisons, county councils, Lake District National Park and many others.

The aim of such partnerships is:

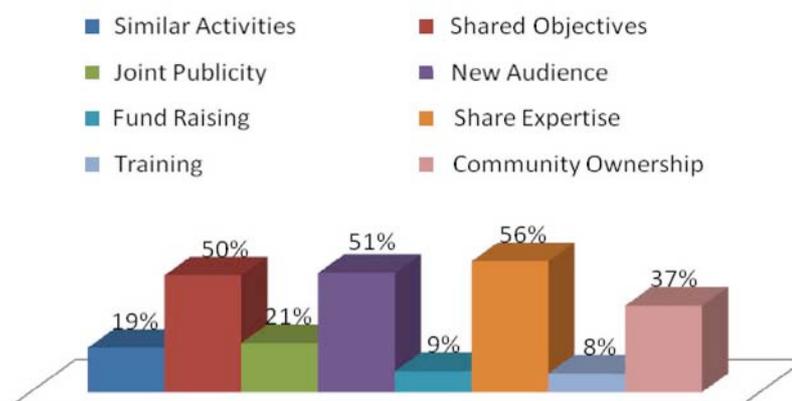
- Joint publicity/marketing
- Help with training
- Shared objectives
- Help reach new audiences
- Support on steering group
- Gain local community ownership

This is an interesting example where the HLF funded activity will promote both national and local organisations, which share clear objectives.

The figure below shows for what purposes those partnerships were taken forward. Clearly the main reason for forming partnerships is to share expertise (57 projects) in line with shared objectives (51 projects). This, and the evidence of the involvement of such a wide range of interest groups links with another important reason for broad dialogue - community ownership. It would perhaps be impossible to achieve declared objectives in a local area without including all those with experience working in the field or with a particular stake in the work to be undertaken. The most successful projects are those that involve stakeholder groups from the earliest development phase and, as will be seen later in this report, beneficiaries have been involved directly in committees, research, planning and fundraising.

Conversely, bringing in a new audience was also a crucial reason for forming partnerships. Projects have been keen to emphasise that they were not simply acting for an already identified, local interest group. Partnerships formed with a range of community and interest groups have helped projects engage with diverse participants.

**Table 5: Partnership working**

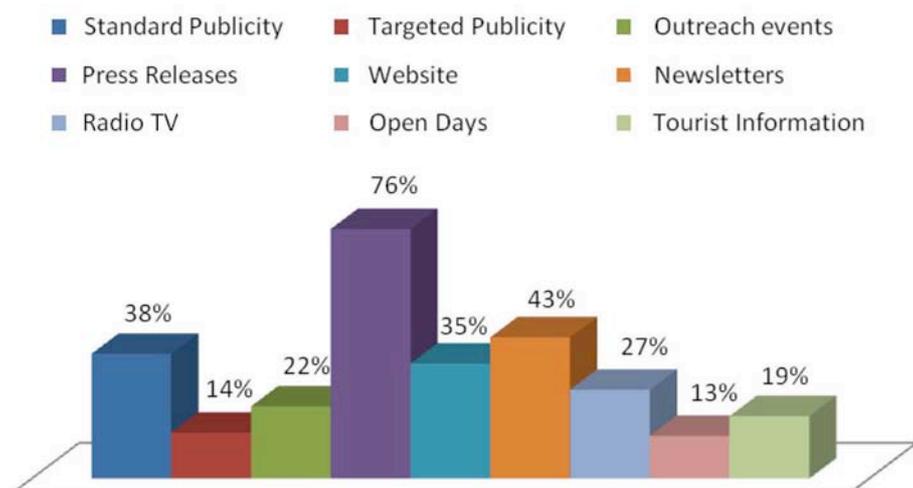


### 3.6 Promoting and publicising projects

As in previous years, the range and creativity of project managers in promoting HLF projects was extensive. The press is a key player in the successful publicity of the projects, and has been over the three years of the evaluation. Links with local newspapers, which are very interested in HLF funded projects, appear particularly strong. The figures between 2005 and 2007 are not directly comparable, however in 2007, 76 projects indicated they had used press releases (67 had done so in 2006).

One market trend, which presumably will continue, is the significant increase in the use of Web content in the past year and new media, such as websites and interactive DVDs, which are used increasingly to inform potential beneficiaries of the work the project, is undertaking.

**Table 6: Publicity Methods use by projects**



Projects were also asked which method of marketing and promotion had proved most effective. Again, figures are not comparable year on year as responses are highly subjective. However, the continued popularity of the press detailed above is supported by its general effectiveness in getting the message across.

**Table 7: Most effective methods of Marketing and Publicity**

Method	No. of projects
Publicity e.g. press and radio	26
Newsletters, leaflets, web, posters	13
Working with the community and local groups	14
Publicity targeted at specific groups	6
Word of mouth	13
School/university contacts	6
Open days	2
Volunteers	4
Working with other organisations	1
Direct contact	8
Outreach events	6
Local events and meetings	1

Interestingly, there has been a significant increase in the number of projects listing 'word of mouth' and 'direct contact' as most effective. No real comparison is possible, but upon examination the projects using this method were frequently targeting groups that had been considered harder to reach in previous years - particularly BME communities and refugees and asylum seekers.

### 3.7 Timescales and budgets

The majority of projects were being delivered on time. Where slippage had been identified, for example due to unforeseen issues relating to a physical restoration or conservation project or difficulties recruiting a project manager or staff member, projects anticipated that they would make up that delay by the end of the delivery period. One case study project, *Torre Abbey*, had experienced difficulties recruiting an Education Officer, with a post holder being appointed and subsequently resigning shortly afterwards. The project manager had negotiated with HLF to amend the project plan and timetable. Instead it was agreed that a Curator would be recruited in the first instance to develop a strategy for displays and interpretation within the historic building with an Education Officer being recruited nearer to the completion of the first restoration phase in 2008, closer to the time when public access to the restored building could be facilitated.

All the projects interviewed for the evaluation appeared to be delivering their activities within budget and none identified any major changes in costs at that time, although it should be noted that the evaluation interviews were conducted whilst the majority of projects were still part way through the delivery period and none had been completed.

Projects had been creative in leveraging additional funding from other grant sources including local authorities or community fundraising efforts in order to match the HLF grant monies and finance additional related activity. In most cases the HLF grant represented the main element of project funding although there were some examples where HLF monies were a smaller component in a package of funding, such as the *Hills and Gardens* project, which was part of a year long county wide Inside Out programme in Dorset funded by several funding agencies including Dorset County Council, other local authorities, the Cultural Hub and the Arts Council as well as numerous smaller sources.

Volunteer time input was also a key factor in the successful delivery of activities for many projects and often made a significant in-kind contribution. Additional support for projects, including management time and other staff input not funded through the HLF grant award, has also been identified. Some projects have been developed by relatively large or well established organisations and the projects have benefited from in-house expertise and experience, for example the *A Shared History, A Shared Future* project, developed by Birmingham City Council Libraries Division and *Abolition '07*, which was developed by Hackney Museum. As outlined earlier, approximately 25% of projects had a manager or co-ordinator carrying out that role in addition to their usual professional duties.

Partner organisations have also contributed advice and expertise to projects on an in-kind basis, for example the applicant organisation leading the *I Am Me* project, the Somali Integration Society, received extensive support from the National Museum of Wales in developing a series of events including a bilingual exhibition and from other agencies including Cardiff Library Service and Butetown History and Arts Centre to develop cultural education activities. These examples of additional support levered by projects, including volunteer, management and staff support and partner input have all added considerable value to HLF funded projects.



### 3.8 Monitoring: output and outcome measures

As in previous years, the stages in the lifecycle of projects and the diversity of projects surveyed meant that standard monitoring data was not available for inclusion in the Social Impact evaluation. The flexibility and pragmatism of HLF in not imposing burdensome, pre-ordained monitoring systems is greatly appreciated by projects, allowing them to concentrate on their core activities rather than being distracted by bureaucracy. Most projects took a pragmatic view and utilised their existing systems or adapted them to meet HLF monitoring requirements. One emerging trend, with the increase in the use of information technology is the use of web based monitoring, especially for larger projects, for example the Woodland Trust *Ancient Tree Hunt* project which will record all relevant data on its website.

The evidence from projects reviewed is that they are gathering essential information about the participants and volunteers taking part in their project activities and project managers stated that they were submitting monitoring information to HLF as requested. However there were relatively few examples of projects assessing the outcomes for individual participants or their wider communities through evaluation methods.

*Lynn Museum Development Project* was an exception to this. Data is logged for every event or outreach activity including details of any partner organisations involved and the numbers of participants including breakdowns for the numbers of young people, adults and volunteers and evaluation of project activities has been carried out with all participants invited to complete feedback forms based on the MLA generic learning outcomes.

Other examples of case study projects gathering evaluation information Hackney Museum, delivering *Abolition '07* and the Beamish Open Air Museum delivering *Mining Memories* had also established evaluation procedures with feedback forms completed by participants, including teachers and pupils. It is interesting, and perhaps not surprising, that museums that manage HLF funded projects have tended to carry out some impact evaluation as part of their project monitoring and evaluation procedures using the MLA Generic Learning Outcomes and Generic Social Outcomes.

Another case study project that had gathered feedback from participants was *Tide Will Tell*, being delivered by the Big Telly Theatre Company. Evaluation feedback forms were completed by school children taking part in a range of activities, their teachers and the facilitators of the various workshop events.

Some projects had gathered feedback information from participants and visitors using visitors' books, such as *Passport to Ripon Cathedral*, where participants in project activities were encouraged to comment on the experience. One project, *Maps and Skins* at Belsay Hall, had developed an unusual approach by filming teenage participants giving oral feedback to a facilitator.



## 4.0 Findings: Participation in Projects

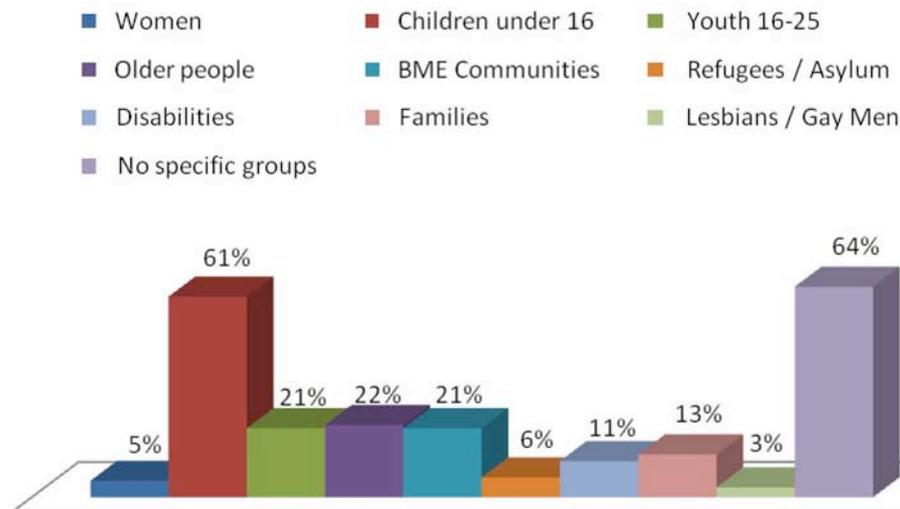
### 4.1 General audiences

Projects predominantly benefit a very local population. More than 75% of the respondents state participants come from within the local authority area where they are situated. Of the 100 responses, just five projects attracted participants from across the United Kingdom. This is reinforced by figures relating to the types of project activity for which HLF funding is sought. Local history, community development and schools projects predominate, alongside specific capital projects to rescue or create areas of local heritage interest. However, the rise in the use of electronic and web-based media in 2006-2007 makes this information available to a much wider 'virtual' audience.

### 4.2 Target groups

64% of projects have no specific target group (shown to the right of the graph below) and have sought to deliver activities to wide public audiences, and a small number of projects were obviously keen to appear relevant to as many target groups as possible, making evaluation of the involvement of specific groups difficult. However, of the 36 projects detailing their intended audience for some or all of their HLF funded project activities a significant majority were aiming the investment at children under 16 (61% of the 36 projects).

**Table 8: Target Groups**



Few of the projects interviewed appeared, according to these figures, to promote projects that aim to work with women, refugees and asylum seekers and lesbian, gay, bisexual and transgender (LGBT) groups, although there are individual projects that clearly are working with these groups, but classify themselves differently. For example, the Write Now & Then project in Islington, London used a lot of 'issue' based art work, stating it was "very positive to have such a rich area to explore, identify common ground, scope to explore the place where you live and fit in", and categorising itself as working with BME communities. However, from responses given to other questions it appears that the project involved working closely with the 25% of pupils in Islington schools who are asylum seekers or refugees, according to the project manager.

Two projects, *Lynn Museum Development Project* and *South Lanarkshire Gypsy Traveller Heritage Project* had targeted activities at gypsy traveller communities, involving recording social history and cultural heritage, but had found it difficult to engage with this marginalised community initially. In both cases it was reported that working with intermediary partner organisations and outreach staff that had well-established links and the trust of those communities had contributed to success.

There is no question that socially excluded groups are under-represented in these figures and it is an area within which HLF might make a greater impact in the future.

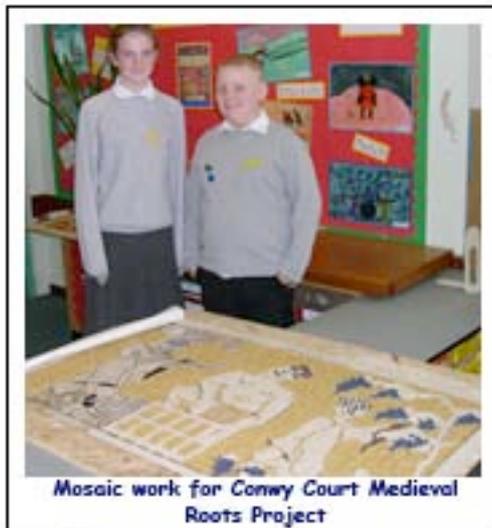
Projects were also asked if they had any specific targets for the involvement of participants. Figures cannot be compared year on year, but of the 100 completed questionnaires, 39 specifically mention targets, most of which have or will be met before the project end date.

Targets mentioned include:

- Participants in workshops
- Interviewers recruited and trained
- Involving schools
- Numbers attending festival
- Creation of digital stories
- Involvement of Gypsy travellers
- 'Learning Encounters'
- Increase in visitor numbers
- Hits on website
- Courses run

#### 4.2.1 Children

As stated previously, 61% of the projects that identify a target group are aimed at children under 16. Additionally, a significant proportion of all projects (32%) involves outreach to schools, or encourages visits from school age children (12%). A number of the case study projects involved children in formal education, such as the *Night-flight* project and *Whaling*, both of which involved pupils in secondary schools, *Abolition '07*, where primary and secondary pupils participated in workshops with performance poets and an artist to explore African-Caribbean heritage. *Hills and Gardens*, *Conwy Court* and *Mining Memories* all focused on primary school pupils and during the first year of delivery the *Wild West* project involved education sessions being held with 360 children from local schools in local nature reserves and nature conservation areas.



Mosaic work for Conwy Court Medieval Roots Project

Several projects had developed children's activities including *Wheal Peevor*, where craft sessions inspired by the Wheal Peevor mine engine houses and workings were organised prior to the site being opened to the public, providing a unique opportunity to visit the project whilst restoration and conservation work was still being carried out. *Tiptree Heath Restoration* included a children's wildlife group being formed and parent and toddler walks arranged; and *A Shared History A Shared Future* included various workshop sessions for children and young people exploring slavery, fair trade, fashion and African Caribbean heritage. Children of all ages took part and sessions involved working with pre-schools, playgroups, different school year groups and children and young people engaged through out of school provision and youth groups and clubs.

## LYNN MUSEUM DEVELOPMENT PROJECT: ENGAGING LARGE NUMBERS OF CHILDREN IN A VARIETY OF ACTIVITIES

Over the three years the HLF funded Community Outreach Officer will be in post, it was estimated that a total of 3,000 people would have participated in project activities including 800 teenagers and 500 adults, with the main target group being children. These participation levels have been exceeded very significantly.

Before completion of the three year project, a total of 8,024 people had participated in activities including:

- 4,346 primary children;
- 1,109 secondary school students;
- 2,429 adults; and
- 140 volunteers.

Interesting approaches to engage children were adopted including children's holiday activity sessions held in numerous community venues often located in isolated rural area, as well as at the Museum. These focused on local history using items from Museum collections such as an enormous Opah fish, the manufacture of fairground ride 'gallopers' in King's Lynn, stuffed birds, Zeppelin Raids, Roman and Egyptian artefacts, World War II and dinosaur fossils found in the area. Activity sessions were also developed for local primary and secondary schools

Several activity sessions were developed for specific groups of children including a local group, Starfish, involving children with Aspergers' Syndrome and other learning disabilities and mental health issues, young travellers, children of the victims of domestic violence and young people from the local Chinese community.

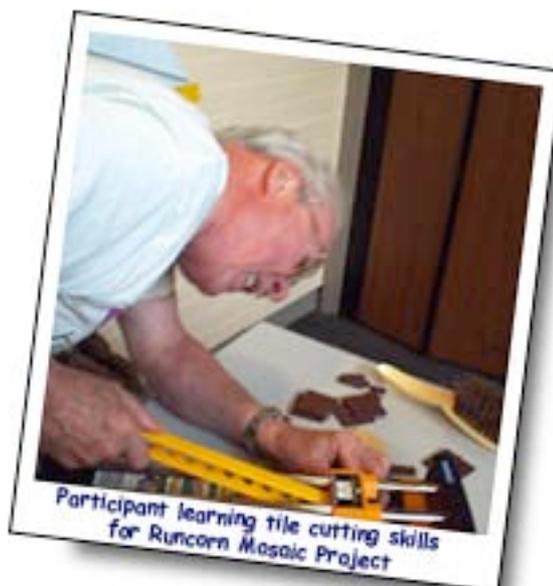
Another project with a creative idea to engage children was the *Generation* project in Stevenage that worked with children to raise awareness of issues relating to the local BME and refugee communities. Alongside the development of educational materials and workshops, a talk by an actor from the film 'Pirates of the Caribbean' was arranged.

### 4.2.2 Older people

Older, retired people are often 'consumers' of heritage, and it is interesting to see how projects have found ways to share that interest with a broader audience. Older people are well represented (22%) as a target group, reflecting the importance of oral history and living memory to the heritage projects. For example, the *Creative Links (China Clay Heritage Project)* found that organising workshops that brought children and retired people together to share experiences around the china clay industry in a deprived area of Cornwall was:

"A good way to bring communities together using a central focus". Project Manager, Creative Links

Older people are often well represented as volunteers in heritage projects because they have time to commit to project activities, for example most of the volunteer guides and welcomers volunteering as part of the *Passport to Ripon Cathedral* project were retired.



"I retired from teaching and have always loved the Cathedral. I was really interested in volunteering and this has been a great opportunity for me. I like talking to people and telling them about things so I have trained to be a guide". *Volunteer, Passport to Ripon Cathedral*

The majority of volunteers involved in the *Worsley to Top Locks* creative writing project were also retirees, as were most of the volunteers leading *Tiptree Heath Restoration* guided walks. Just over half the volunteers involved in the *Veg for All* project were retirees, where volunteers with an interest in gardening were involved in reinstating an historic walled vegetable garden. The remaining volunteers involved in this project were young mothers.

"I am new to vegetable growing and find it very enjoyable. It is something different to do and gets me out".  
Retired volunteer, Veg for All

Oral history projects have actively encouraged older people to share their memories and reminisce about the past, for example *Mining Memories* involved former miners taking part in visits to primary schools in the former Durham coalfield to talk about their experiences and relate stories of particular relevance to the local villages and mining communities. Young people taking part in the *Black Youth Experience Heritage Bank* participated in reminiscence sessions with elders in a local care home, with the elders sharing their memories of growing up in the Caribbean.

### 4.2.3 Families

Only a relatively small percentage of projects (13%) were aimed specifically at families. However, it must be borne in mind that many of the projects that were not aimed at any specific group had a definite family focus. The *Wild West* project has involved a variety of events and activities for volunteers and participants, such as a Family Fun Day on held in April 2007, which was part of the Hammersmith & Fulham Festival 2007. Hundreds of local children and their families showed up to enjoy all sorts of exciting activities including horse & dray rides and encounters with farmyard animals and exotic creepy crawlies. Following this success, the first ever Ravenscourt Park Nature Conservation Area Family Fun Day was organised and by the end of the project's first year more than 500 people had taken part in events that had a largely family focus.



Children's activities developed through the *Lynn Museum Development Project* were delivered during school holiday periods throughout the last three years. These activity sessions had a family focus and parents and carers were encouraged to get involved alongside their children, using heritage artefacts from the Museum to inspire craft activities.

Other projects such as *Hills and Gardens*, *A Shared History A Shared Future*, *I Am Me* and *Leek 800* all involved public events, in addition to targeted workshops, that attracted a large proportion of families to attend together. The *Leek 800* medieval pageant weekend, for example, involved performances, displays and entertainment for a wide range of age groups including families and children as well as older people.

"It is brilliant and great fun for the kids too. We came twice yesterday [Saturday] - during the day and we came back again in the evening for the band and we are here again today. It is so interesting and there is so much to look at for all of us". Medieval pageant weekend attendee - parent with two children, Leek 800

The *Doddington Hall Veg for All* project was family oriented and provided a focus for its village location. Local school children and students are actively involved in the project to reinstate the walled vegetable garden and fun activities are being developed for schools and families visiting the gardens.

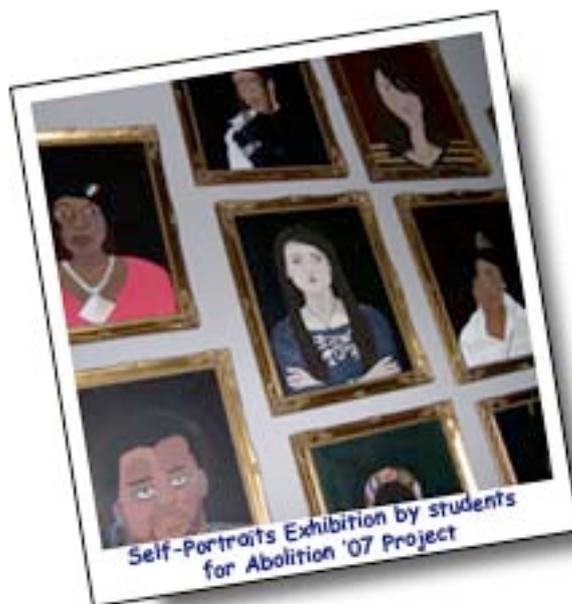
## The project promoted

“A local sense of community... people can identify with the estate where many worked in the past”. Project Manager, Veg For All

### 4.2.4 Young people

21% of projects state young people (aged 16-25) as a target audience. This is perceived to be a ‘hard to reach’ group by a number of projects, that have struggled to engage disadvantaged teenagers in an area which those young people consider decidedly ‘uncool’ and middle-aged. There have, however been some enterprising projects finding creative ways to promote heritage to this group such as the *Black Youth Experience Heritage Bank* project in Birmingham that involved a group of young people identified as being ‘at risk’ and excluded from mainstream education in learning about their African Caribbean heritage by talking to elders in a care setting, as outlined earlier, as well as cooking and sharing meals using ingredients and recipes used by African and Caribbean communities.

*Maps and Skins*, developed by English Heritage, had also adopted a particularly innovative approach to engaging a group of young people. A group of disaffected teenagers were following an alternative education programme and working in sessions with gaming and ICT designers to develop an interactive computer game, based on historic Belsay Hall in Northumberland. The game was created and included as an exhibit in the Picture House contemporary art exhibition being held at Belsay Hall over the summer of 2007.



Sixth form students at Malton School in north Yorkshire were targeted to participate in the *Whaling* project, carrying out a range of activities in conjunction with staff and students from the Northern Film School including script writing, editing, film making, lighting, sound and costume to create a documentary style film recording the impact of whaling on Ryedale in Yorkshire. The students and facilitators were very positive about their experiences.

“It has been a brilliant experience. The young people are so interested and engaged - they have blown us away with their expectations! It has been a testament to the school and the students - they have been incredibly able and worked hard, learning how to use professional level equipment and making the film has been a real goal for everyone. The re-enactment has been a fun way to learn too for the younger pupils”. Northern Film School facilitator, Whaling

The Discovering Finsbury Park project in North London also increased the skills of a number of young people by offering instruction in film making, which was considered to have “boosted their confidence” and validated their African-Caribbean culture.

Evidence shows that HLF funded projects have been successful in engaging young people, including the most disaffected and ‘hard to reach’, particularly where innovative activities have been designed specifically to interest this target group.

### 4.2.5 Black and minority ethnic communities

Percentages show that the same proportion of projects (21%) that targeted young people were aimed at black and minority ethnic communities. In depth examination of the data indicates that many of those projects targeted specifically at young people engaged young BME groups (like the *Black Youth Experience Heritage Bank* and *Discovering Finsbury Park* projects, above).

Projects have sought to engage black and minority ethnic participants to share their experiences and heritage with wider audiences and increase awareness of cultural heritage within the UK as well as to increase inclusion in heritage and cultural projects, for example the *I Am Me* project, which brought together members of the Somali community in Cardiff with the wider community of the city to increase awareness of Islam and different African cultures.

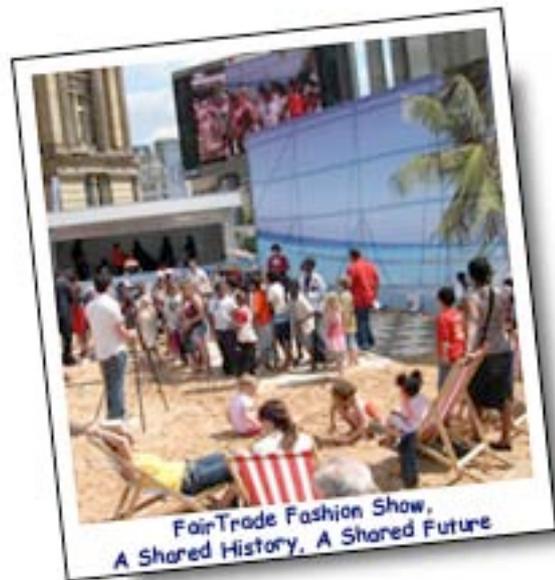
Several projects included in the sample evaluated had been awarded HLF grants under an initiative during 2006-2007 to recognise and celebrate the bicentenary of the abolition of the transatlantic slave trade. Case study projects such as *Abolition '07* and *A Shared History, A Shared Past* had both developed a range of activities for young people, families and older people including members of African Caribbean and other BME communities. *Abolition '07* was developed and delivered by Hackney Museum, located within a diverse multicultural area of inner London where it had particular resonance with the local population and involved schools throughout the borough with a high proportion of pupils of BME origin. Teachers from participating schools were positive about the benefits to their pupils of exploring identity, pride and cultural heritage.

“The whole experience was extremely powerful and enlightening. Children today really need to have this experience, especially children of African and Caribbean backgrounds. They are so lost, not knowing themselves. I work in a pupil’s exclusion educational programme with many children from an African background who frown on the fact that they are African...thank you very very much” Teacher attending INSET, *Abolition '07*

In addition a group of elders representing different ethnic groups took part in a performance that they had written to increase awareness of the slave trade.

Other interesting projects in this group include the *Small Island Read 2007*, an HLF funded reading guide to *Small Island*, offering artists workshops, and encouraging a “mass read” of *Small Island*, written by Andrea Levy. The aim of the project was to raise awareness of the slave trade in four key cities - Bristol, Hull, Glasgow and Liverpool. Some activities took part in schools, other activities involved refugees and the reading groups promoted real cross-cultural understanding.

In all these cases, heritage was a focus for drawing communities together and increasing understanding of different cultures.



#### 4.2.6 Disabled people

Disabled people were not identified as a target group for many projects (just 11%), although comments made by individual project managers suggest the data does not really reflect the efforts that are made by projects to ensure their outcomes are accessible to all.

Evidence was found that projects have developed or adapted activities to improve access for disabled people and to engage disabled participants. Grade 1 listed *Torre Abbey* is a large-scale renovation and conservation project, in receipt of a £4.9 million Heritage Grant towards a total project cost of £6.5 million. It was a Heritage Lottery Fund requirement that a strategy should be implemented for developing the gardens in sympathy with the house and Abbey buildings.

Most of this work will wait until Phase III, but Phase I does include the construction of the new cloister garden. The project applicant, Torbay Council’s Museum Service, which has responsibility for *Torre Abbey* and *Torre Abbey* gardens has developed a partnership with Four Seasons, a local organisation providing training and work experience opportunities for adults with learning difficulties, physical disabilities and mental health issues. Four Seasons has agreed to run an education facility based within the gardens and is overseeing the renovation of the gardens. This partnership has been mutually beneficial for both organisations involved: the students have

gained an opportunity for valuable horticultural learning experiences and the council has been able to maximise the improvements to the garden within the limited funding available for this element of the project.

Other case study projects have also adapted activities to encourage disabled people to participate and benefit from heritage projects. The *Passport to Ripon Cathedral* project manager has developed links with Henshaw's College for the blind and visually impaired and established specific activities including a sensory tour of the Cathedral for students of the college.

*Lynn Museum Development Project* has included a variety of outreach activities to engage wider audiences in heritage. A partnership has been developed with a primary care trust (PCT) group, Starfish, which provides services for children and young people with learning disabilities and complex and challenging needs including Autistic Spectrum Disorders and mental health issues. The project's Outreach Officer has arranged for groups of young people to take part in special sessions, for example a Whales and Sea Monsters Day held at the Museum and an Egyptian fun session organised for the young people and their parents and carers in a village hall. This session involved learning more about the Egyptians and making a puppet. The professional team members gave very positive feedback about the partnership with the Archaeology and Museum's Service and the social impacts for their disabled clients.

"The children have varying complex and challenging needs and couldn't usually access this type of activity. The sessions have been really well designed to meet the needs of the group with sensory issues addressed... The children had a real sense of fulfilment and self esteem and everyone felt they had achieved something. A great afternoon, which the children really enjoyed". Starfish Team Co-ordinator, Lynn Museum Development Project

Another project that has provided opportunities for disabled participants is *Wild West*, where groups of adults with moderate learning difficulties have been encouraged to get involved in the conservation of four local nature reserves in Hammersmith and Fulham, West London including Ravenscourt Park Nature Reserve area. The project's Nature Conservation Officer works with groups of disabled people on a weekly basis to carry out practical work such as planting and weeding which contributes to maintaining the areas.

"I like coming here!" Participant with learning disability, Wild West

Numerous projects carrying out restoration, refurbishment and building work have incorporated improvements to access for physically disabled participants. At Sculthorpe Moor Community Nature reserve a new section of boardwalk leading through the reserve to a newly constructed hide has been specially designed to provide full disabled access. One of the volunteers involved in the building work is physically disabled and has assisted in the design, ensuring it could be accessed by wheelchair users and people with limited mobility.

"It is incredibly disabled user friendly and has been really carefully planned out and tested. For instance the benches are extra wide, there is a hinge on the top rail so that it can be lowered, the openings in the hide have been deepened to make sure that wheelchair users can look out and up from a lower position and everything has been carefully tested. I come three days a week to volunteer with a friend, whenever I can, using my mobility scooter. It has been quite handy for helping to carry tools about!" Disabled volunteer, *Restoration and Interpretation of Sculthorpe Moor Community Nature Reserve phase 2*

One of the few projects specifically targeting a disabled community is *Deaf Heritage* in Northern Ireland. This project focused on gathering reminiscences from deaf people, charting the history of the community from the 1890's to the present day using sign language and recording it onto DVD. The project manager stated that the work increased:

"Awareness, understanding and recognition of an under-represented group whose history was not formally recorded before". Project Manager, Deaf Heritage

## 4.3 Who participates and how?

### 4.3.1 Volunteers

Participation is the cornerstone of HLF funding and it is clear from the interviews with project managers that funded projects take this seriously. Inclusivity and opportunity are evidenced by the wide range of answers given to the question eliciting how people can join in and how many take up any offer. Volunteers play a key part in the success of many heritage projects, carrying out a variety of roles. The table below indicates the popularity of participating as a volunteer.

**Table 9: Participating as a Volunteer**

Method	2007 No. of Projects	2007 percentage	2006 No. of projects	2006 percentage	2005 No. of projects*	2005 percentage*
As volunteer committee/management group member	41	41%	46	47%	35	37%
As volunteers creating/collecting materials/cataloguing/archiving	38	39%	34	35%	30	32%
As volunteers working with collections/conservation	38	38%	30	31%		
As volunteers developing/leading activities	34	34%	34	35%	52	57%
As volunteer fund raisers	19	19%	21	21%	21	22%
As volunteers creating new publicity material	18	18%	9	9%	11	12%
As volunteers working front of house	18	18%	7	7%		
Involved in at least one of the above	85	85%	80	80%	84%	86%

Figures for 2006 and 2007 are relatively similar and it appears (where figures are available) that the popularity of volunteering in heritage projects has increased since 2005, with 85% of projects now offering opportunities to volunteer in at least one area of the project. The figures suggest that the proportion of volunteers actually developing and leading activities has remained constant over the past two years but fallen significantly since the first year of research conducted in 2005. However, this should be considered with caution as changes were made to the interview proforma after the first year of research, with additional categories of volunteer activity introduced. The appointment of a salaried project manager may also have had an impact on the proportion of projects where volunteers are involved in leading activities and it would be worth considering that in further detail in any future evaluation.

There are numerous examples of volunteers playing key roles in project management as management committee or project steering group members. Some community based projects have been developed and managed entirely by volunteers, such as the members of the Scribes and Scribblers creative writing group delivering the *Worsley to Top Locks* project or *Tremayne Community Hall Regeneration* project - neither of which have paid managers or staff. Volunteers involved have stated that they have enjoyed the challenge of managing a project they feel committed to and learnt new project management skills along the way. Other projects have been overseen by committees including volunteers whilst employing a salaried project manager, co-ordinator or worker responsible for day to day running and delivery including *Tiptree Heath Restoration*, *Leek 800* and *Brockwell Park Lido*, which brought together residents, lido users and other interest groups. In addition to creating volunteer opportunities, projects such as these ensure that communities have a stake in the success of the project and bring links with a range of other local organisations and initiatives, which can in turn strengthen the local impact projects.

Heritage Lottery Funded projects have created a huge range of opportunities for individuals and communities to get directly involved in gathering, recording, cataloguing and archiving historic material, often related to a specific feature of local heritage. As mentioned previously, the majority of projects involving oral history recording in the 2007 research have involved volunteers in actually conducting interviews and recording that information for inclusion in archives, exhibitions, books and on CD or DVD. For example the *Keeping Memories Alive Ockford Ridge and Aaron's Hill* oral history project, where local residents were trained to conduct oral history interviews; *Here's Tae Us!* which involved the recruitment of volunteers with an interest in local history to undertake training and record interviews and reminiscence group discussions involving more than 1,000 people; or *Worsley to Top Locks* where members of a creative writing group invited people who lived or worked on the Bridgewater Canal to take part in interviews and reminiscence sessions. It should be noted in all these examples that the projects were dependent on volunteers to carry out the activities and those personal reminiscences would not have been recorded without that voluntary input.

*North East Inheritance* has enabled a small team of volunteers to take up a unique opportunity to work with historic documents including wills and bonds (documentation for people who did not

make a will and died intestate) held by the University of Durham Library. The volunteers spend many painstaking hours cataloguing those documents and entering the details into a database that will become available online for researchers around the world. Exploring Surrey's Heritage also involves volunteers being trained to enter historic records into a digital archive with on-line access.

In contrast a very different project, the *Ancient Tree Hunt*, has focused on training volunteers as trainers and verifiers throughout the UK, who will in turn train other volunteers in local areas to identify, verify and record ancient trees. It is expected that this project will involve thousands of volunteers throughout the country in creating a comprehensive online database of at least 100,000 ancient trees by 2011.

Volunteers have played a key role in working with collections or in a range of conservation activities and again it is clear that the work carried out by volunteers has been invaluable to the projects. Examples include *Wild West*, *Restoration and Interpretation of Sculthorpe Moor Community Nature Reserve phase 2*, *Divis and Black Mountain* and *Tiptree Heath Restoration* where working parties of volunteers have been recruited to carry out a wide variety of conservation tasks including clearing undergrowth, clearing sedge in reed beds, building and maintaining paths. Through the *Wild West* project, for example, 160 volunteers had already taken part in practical activities ranging from hedge-laying, tree planting and lizard habitat work, to bat and bird box construction and placing stag beetle nesting during the first year of the project.

Volunteers involved in Doddington Hall *Veg for All* had met weekly to reinstate a two-acre walled kitchen garden that has been fallow since the 1950s. Volunteers work with the head gardener to grow a very wide variety of produce including many rare and heritage varieties of fruit and vegetables for the Doddington Farm Shop and Café, using organic methods and crop rotation.

"It is really fantastic to be working here. When I started last October there was nothing here and it was totally overgrown. I have helped put in cordons, paths, tidied up the pond and planted all sorts of different varieties of vegetables I'd never heard of like black beans and purple broad beans. You get a tremendous sense of pride and take home lots of ideas". Volunteer, Veg For All

Opportunities for developing and leading activities and working front of house were identified in projects such as *Passport to Ripon Cathedral*, where local people undertook research contributing to leaflets outlining trails focusing on wood carvings, memorials and gargoyles and received training to become guides and welcomers, leading walks and talks based on the research and historic artefacts and features within the Cathedral and graveyard for visitors including school groups. At the same time there are opportunities for volunteers make welcoming cups of tea. The project manager has encouraged volunteers to try a number of different activities before deciding what they would enjoy and would suit them best, such as working with groups of children, conducting historical research, helping at events or guiding visitors on the trails.

Other projects such as *Hills and Gardens* have created opportunities for volunteers to assist in running public events and workshops and stewarding. *Hills and Gardens* also involved the recruitment of six volunteer events assistants to work alongside the professional fire installation artists, Compagnie Carabosse involved in the Fire Gardens event, to develop their skills and gain valuable experience.

### 4.3.2 Formal and informal learners

'Formal' and 'informal learning' are mentioned specifically by more than 50% of projects interviewed, but there is undoubtedly a learning aspect to all of the projects which may not be acknowledged at the time of interview. As outlined previously there are limitations in the way we can compare data over the three year period 2005-2007. However, data indicates that in 2007 the percentage of projects reporting opportunities to participate as formal or informal learners has returned to 2005 levels, following a significant dip in 2006. The number and percentage of those reporting participation as 'trainees' has also returned to 2005 levels.

**Table 10: Participation as a formal or informal learner**

Method	2007 No. of Projects	2007 percentage	2006 No. of projects	2006 percentage	2005 No. of projects*	2005 percentage*
As formal learners	59	59%	37	38%	59	63%
As informal learners	56	56%	32	33%	49	52%
As trainees/apprentices	28	29%	11	11%	29	31%

A significant proportion of projects, (59%), involve formal learning, mainly through school visits (12%) or outreach visits to schools and colleges (32%) including visits to heritage sites to participate in activities or carry out research, or through outreach sessions taking part within the classroom. Projects such as *Mining Memories* have involved both approaches to engage formal learners. Outreach sessions take place in schools facilitated by the project's Outreach Officer alongside former miners who have volunteered to talk about artefacts and their experiences. The school-based activities are followed by visits to the Beamish Open Air Museum.

As outlined in the previous section children and young people in primary and secondary schools have participated in a wide variety of HLF funded projects linked with the National Curriculum and designed to enhance the learning experience. Learners taking part in alternative education programmes have also benefited from innovative approaches to engage them in heritage activities.

HLF funded projects are contributing to the Government's Learning Outside The Classroom Manifesto, launched in November 2006. The *Whaling* project in north Yorkshire provided opportunities for sixth form students to visit Ryedale Folk Museum and Whitby Museum and conduct research. The students also took part in training in script writing, film making, sound recording, costume design and drama to create a documentary style film within their school, working with tutors from the Northern Film School. Other projects delivering formal learning opportunities both within the classroom and outside the classroom include *Tide Will Tell* where children from five primary schools took part in beachcombing, boatbuilding, interviews to gather oral history material and stories, re-enactments and writing. *Conwy Court Medieval Roots* project engaged pupils in carrying out research into medieval history and using their findings to inspire mosaic installations interpreting the medieval history of an area with little evidence of its origins.

In order to deliver formal and informal learning experiences at heritage sites, some projects have developed education centres and classrooms, for example near Fakenham in Norfolk the *Restoration and Interpretation of Sculthorpe Moor Community Nature Reserve phase 2* includes plans to create a purpose built education-interpretation centre to accommodate wildlife talks, workshops and activities for people of all ages. A community education centre is also being developed in a derelict building at *Divis and Black Mountain* in the next phase of this project.

Informal learning is undertaken by adults, young people and children through a wide range of workshop sessions targeted at communities and families as well as participation in events such as the *Leek 800* medieval pageant and *Tide Will Tell*, which involved children from five rural primary schools located on the coast in northern Ireland giving performances at a number of community festivals to large audiences. Volunteers have also benefited from informal learning opportunities associated with the activities they have undertaken.

Other examples of projects delivering informal learning include *Keeping Memories Alive* oral history project at Ockford Ridge and Aaron's Hill in Surrey, which included heritage days for the local community, production of a book and CD of oral history recordings and materials exhibited and retained in an archive at Godalming Museum. Interpretation material has been made widely accessible through temporary and permanent exhibitions, installations and DVDs, books and



websites by projects. For example a temporary exhibition has been staged in the Spanish Barn, a building adjacent to *Torre Abbey* which is being utilised as an information and visitor centre, illustrating the medieval origins of the grade 1 listed Abbey and the restoration work in progress.

Community workshop sessions have been delivered by several of the case study projects including *Creative Links*, *I Am Me*, *Hills and Gardens*, *Conwy Court Medieval Roots* and *A Shared History*, *A Shared Future* providing opportunities to learn about heritage, explore issues and create



installations to demonstrate heritage to wider audiences. For example stone carvings and metal sculptures inspired by the history of the china clay industry have been created by participants in workshops delivered by the *Creative Links* project and installed on walks and trails in the area.

Walks and talks by specialist speakers and trained volunteers have been undertaken through projects including *Tiptree Heath Restoration*, *Divis and Black Mountain* and *Wheal Peevor*, which has included walks and talks focused on mining architecture and the biodiversity of the former tin mining site being restored in west Cornwall. *Wild West* has also created interesting opportunities to learn through nature walks and talks as well as conservation activities involving schools in formal learning and working parties for volunteers taking part in a number of hands on conservation activities.

Training has been delivered to enhance the heritage skills of volunteers, for example as a key component of the *Ancient Tree Hunt* project involving training days being held around the UK training trainers to train other volunteers in the identification and recording of ancient trees. Volunteers participating in *Exploring Surrey's Past* have also been trained to contribute to an interactive website by producing material to feature on the website, enhancing existing historical records and resources to form thematic sections of the site and preparing Surrey Heritage databases for online publication. Similarly through the *North East Inheritance* project volunteers have been trained to catalogue wills and bond documents onto a digital archive.

Volunteers have received training in horticulture, for example the head gardener at Doddington Hall has trained a team of volunteers assisting in the reinstatement of a walled vegetable garden as part of *Veg For All*. A number of biodiversity and natural heritage projects have developed the skills of volunteers in conservation techniques as well as training some volunteers to lead the nature walks and talks developed as part of their HLF funded projects including *Divis and Black Mountain*, *Sculthorpe Moor Community Nature Reserve* and *Tiptree Heath Restoration*.

Volunteers have also undertaken other practical training to enable them to carry out tasks, including conducting oral history interviews with individual and groups, using audio and film recording and scanning equipment and cataloguing and archiving heritage material and collections. Health and safety and first aid training have been provided for volunteers where relevant, for example *Leek 800* and *Hills and Gardens* required volunteer stewards to undertake training to assist at large-scale public events.

Numerous projects have delivered INSET training for teachers alongside school focused activity, for example *Abolition '07* developed INSET training and a teacher's pack to enhance the learning of pupils participating in workshops with performance poets and visiting an exhibition on slavery at Hackney Museum. *Mining Memories* has also delivered INSET training for teachers in participating schools to enhance the learning value of classroom activities and Museum visits.

## 5.0 Findings: Achievements and Impacts

Project managers were asked to identify the benefits to individuals from active participation in HLF funded projects and the outcomes for wider communities in the in-depth interviews. The evaluation framework included recognised measures for the benefits to individuals by using the Generic Learning Outcomes (GLOs) developed by the Museums, Libraries and Archives Council (MLA) and standard definitions for community benefit, such as social cohesion and social inclusion, also taken from MLA research, as outlined in the research methodology section.

This approach ensured that the evaluation framework was recognised/shared by project managers and enabled the evaluation team to use their responses as a cue for the more detailed case study research i.e. to answer the question, is there evidence in the case studies to support the project managers' claims? The vast majority of project managers cited a wide range of social impacts from participation in HLF funded projects, as outlined below.

**Table 11: Project impacts**

\* Comparable data from 2005 and 2006 included where available

Project Impact	2007	2006	2005
Increased knowledge	99	89	
Increased awareness of heritage	97		
Increased enjoyment	97	89	78
Increased opportunities for learning about heritage	93	88	66
Opened up heritage to a wider audience	91	90	70
Changed the way people feel about themselves	87		
Increased skills of participants	84	78	48
Changed the way participants behaved	82	58	
Increased volunteering opportunities	77		
Changed the way people feel about the organisation running the project	78		
Strengthened bonds of trust within and between communities	76		
Increased involvement in heritage for the first time	75	76	38
Improved inter-generational understanding	62	61	39
Increased sense / understanding of others	61	57	46
Encouraged social inclusion	61	58	40
Increased sense of self identity	58	57	46
Improved health and well being	24	47	
Provided accreditation of peoples achievements	4	22	12

Forty eight projects mentioned unintended outcomes resulting from their project activities, for example some projects had been overwhelmed by the enthusiastic response of local people, whilst others had discovered skills in the local area that had been previously unrecognised.

### 5.1 Benefits to individuals

The benefits to individuals who have been involved in projects, events and activities funded by HLF are numerous and wide-ranging. The research findings demonstrate evidence that project participants and beneficiaries have enjoyed taking part in heritage based activities and have developed new skills and capabilities, learnt about heritage and changed their values and behaviour as a result of their participation.

Individuals and groups from a range of backgrounds and needs, as outlined in the previous section, have felt the benefits and impacts of the projects. The following section describes the different benefits to individuals in relation to the key outcomes outcomes:

- Increase in knowledge and understanding of heritage;
- Enjoyment, inspiration and creativity;
- Development of personal skills and capabilities;
- Attitudes and values;
- Activity, behaviour and progression; and
- Health.

Data from the project survey has been analysed and examples from the case study projects reviewed to illustrate the range of benefits individuals have experienced as a result of participating in HLF projects.

### 5.1.1 Increase in knowledge and understanding of heritage

Virtually every project manager interviewed, 99%, identified 'increased knowledge and understanding' as a key outcome from his or her HLF funded project. This proportion has increased since the previous Social Impact evaluations and it appears that projects are increasingly addressing the HLF strategic aim to improve knowledge and understanding of heritage. In addition 97% of projects stated that their projects had increased awareness of heritage and 93% of projects had increased opportunities for learning about heritage.

The range of heritage related activities delivered by projects has been extensive and, as outlined in the previous section, the participants, volunteers and wider audiences have been diverse. Evaluation of HLF funded projects across the three years of the research has demonstrated that individuals increased their knowledge and understanding of heritage through a number of different project activities, ranging from school visits, performances and education activities to community workshop sessions and other forms of informal learning including publications such as leaflets, books and heritage trail guides as well as production of DVDs and websites, guided walks, historical research, open days, exhibitions, new volunteering opportunities, arts and training.

Formal learning is a key element in increasing knowledge and understanding for children and young people in schools and colleges. The creation of resources such as learning materials, teacher packs and loan boxes (67%) has also contributed to learning about heritage themes. Formal learning experiences are generally linked with the National Curriculum and developed by experienced education officers including former teachers, as in the *Abolition '07* and *Mining Memories* projects, and outreach workers, often in consultation and collaboration with teaching staff in schools local to the project, for example the *Lynn Museum Development* project. Projects boast of contributing to numerous elements of the curriculum including history, English, mathematics, science and the environment, geography, technology, citizenship and GNVQ subjects such as leisure and tourism and those claims have been supported by teachers consulted. Informal learning was identified as an outcome by 56% of projects but as outlined in section 4 there is undoubtedly a learning aspect to all of the projects, which may not be acknowledged at the time of interview, and those figures probably underestimate the impact of learning in projects.

Participants and volunteers have increased their knowledge and understanding about the heritage of locations and historic buildings, such as Ripon Cathedral through the *Passport to Ripon Cathedral* project, designed to improve interpretation for visitors through the creation of a series of 'passports' or trail leaflets focussing on memorials, woodcarving and gargoyles. *Brockwell Park Lido*, originally opened in 1937, hosted a 70<sup>th</sup> anniversary event launching the refurbished and extended lido complex and material recording the history of the building was gathered including photographs and interviews with lido users. A book had also been produced charting the lido's history.

Other case study projects have increased knowledge about a fascinating and diverse range of heritage topics including life on the Bridgewater Canal (*Worsley to Top Locks*); the coastal communities of northern Ireland (*Tide Will Tell*); reminiscences of life on two housing estates (*Ockford Ridge and Aaron's Hill Keeping Memories Alive*); the social history of drinking and the alcohol industry in Edinburgh (*Here's Tae Us!*); mining in Cornwall (*Wheal Peevor*) and County

Durham (*Mining Memories*); the china clay industry (*Creative Links*); the impact of whaling in Ryedale (*Whaling*); the bicentenary of the abolition of the transatlantic slave trade (*A Shared History, A Shared Future* and *Abolition '07*); various environmental and biodiversity projects (*Divis and Black Mountain, Sculthorpe Moor Community Nature Reserve, Ancient Tree Hunt, Wild West and Tiptree Heath Restoration*); and an historic kitchen garden brought back into use (*Veg For All*). Projects have used research, archive material, artefacts, photographs and other materials including oral history recordings to increase understanding of heritage including people in the past, industrial, cultural, architectural, archaeological and natural heritage.

Projects such as *Hills and Gardens* have employed a variety of activities to create learning opportunities including historical research involving a large number of children, creation of an exhibition based on the history of Bournemouth's Victorian pleasure gardens and the annual candlelight illuminations tradition, as well as drama workshops and a performance involving 250 pupils from local primary schools. All these activities provided useful formal learning opportunities for the young people involved as well as increasing the knowledge and understanding of the wider community attending the events.



"I have been coming to the candlelight events for years and used to come with my grandfather, but didn't know anything about the history of them - it has been amazing to find out about them". Visitor to Fire Garden event, Hills and Gardens

Several other case study projects have also developed heritage activities linked with the national curriculum including *Whaling*, which explored the history and impact of whaling on Ryedale in Yorkshire and used the historical context to consider current issues surrounding commercial whaling.

"We found that there were blanks in the history of the area and it had been poorly recorded so that gave us a real incentive to find out more and make sure that it was recorded for other people". Student, Malton School Sixth Form, Whaling

Young participants involved in the Night-flight project carried out research into the history of conflict in the English and Welsh borders over the past 1,000 years. This information formed the context for the subsequent activities including photography, film making and storytelling. The project activities were considered to have supported a number of curriculum areas including history, literacy, drama, art and citizenship.

"We have learnt so much that we didn't know about places nearby and stories about characters. We have also learnt about some really distressing situations in the world now, making it really interesting and helping us to act using our emotions". Student, Denbigh High School, Night-flight

The *Abolition '07* project has aimed to increase understanding of slavery and abolition in a historical context and in relation to broader issues such as enslavement, resistance, freedom and identity. An exhibition, workshops with artists, drama workshops for elders and Key Stage 2 workshops with performance poets have all enabled participants to explore those themes.

"A powerful and stimulating experience. I learnt a lot from it. Although I know a lot about 'slavery' the experience made me realise I didn't really know at all". Teacher attending INSET, Abolition '07

Projects have created opportunities for increased understanding and knowledge through hands-on experiences, demonstrations and displays such as *Leek 800* and two heritage days organised at Ockford Ridge and Aaron's Hill as part of the *Keeping Memories Alive* project. Project activities highlighted the medieval history of Leek, in Staffordshire, and the awarding of the town's market charter, for example talks were given by heuristics in the schools and the young people took part

in medieval craft workshop sessions with a visiting artist. These activities were linked with the history curriculum. Research conducted by local history groups was incorporated into an exhibition, which also included medieval artefacts, displayed for the first time. A medieval pageant weekend involved a large-scale encampment in the borough park and a wide range of demonstrations and displays illustrating medieval life including battles, jousting, knights on horseback, falconry, musicians, talks on weapons and helmets, woodturning, medieval cookery and other medieval crafts.

“The children tried on helmets and were enthralled. The encampment is amazing and the atmosphere makes you appreciate how people used to live”. Father attending pageant with two children, Leek 800

A number of projects have increased understanding of different cultures and community traditions, such as *I Am Me*, which has celebrated the rich cultures and artistic expressions of Muslim peoples, increasing understanding and promoting respect and tolerance of Islam as a peaceful religion and way of life. The project involved a series of events, which have raised awareness and showcased the diversity of customs and traditions of the West and Central African region, particularly Somalia being the largest ethnic group from this region living in south Wales.

There are also examples of projects involved in natural heritage conservation including Tiptree Heath Restoration, Wild West, Divis and Black Mountain, Restoration and Interpretation of Sculthorpe Moor Community Nature Reserve phase 2 and Ancient Tree Hunt, which all aim to enhance biodiversity and improve conservation by engaging the local community in a series of nature/wildlife conservation led activities and volunteering tasks. These have improved awareness and understanding of biodiversity issues through informal learning and in some cases formal learning, where activities have enhanced the curriculum in schools. Wild West, for example, has included two guided bird walks of the Wormwood Scrubs Local Nature reserve and a ‘Birds of the Scrubs’ presentation by local birding expert David Lindo who starred on the BBC’s Springwatch. A Butterfly Walk guided by an expert from the Butterfly Conservation also attracted a good turnout and provided a unique opportunity for participants when the first ‘Purple Hairstreak’ recorded at Wormwood Scrubs was identified during the walk.

As demonstrated the majority of projects are contributing to learning and increased understanding of heritage. A further benefit from that improved knowledge appears to be an increase in the numbers of active participants and better conservation of all types of heritage.

### 5.1.2 Enjoyment, inspiration and creativity

Enjoyment, inspiration and creativity were key benefits resulting from heritage project participation identified by 97% of project managers. Participants and volunteers talked positively about the pleasure they had in taking part in activities and events that they found interesting and entertaining or that had inspired them and enhanced their skills to create artworks and performances celebrating heritage.

“My husband and I are involved as volunteers in the Memorials group and have been carrying out research for the book. It has been fascinating! There are lots of stories, for example a memorial for a local woman relating to a very early railway accident. We have looked at themes such as women and the navy and use of symbols such as skulls and flowers. Children find these things really interesting and they are good at noticing scripts, letters and dates”. Volunteer, Passport to Ripon Cathedral

Many activities were described as fun or exciting whilst others were considered poignant and thought provoking, such as a number of projects developed to commemorate the bicentenary of the abolition of the transatlantic slave trade that gave participants the opportunity to explore current day issues around enslavement and migration against the historical context.

Project managers reported positive feedback from participants, for example every teacher attending INSET sessions linked with the *Abolition '07* project ticked excellent or good on their evaluation forms when asked how interesting, engaging and enjoyable the session had been.

“Spine tingling... I hope the workshops are as powerful for the children as they were for us” Teacher attending INSET, Abolition '07

Heritage projects have clearly been a source of inspiration and creativity, with young people involved in film making to illustrate the impact of the whaling industry (*Whaling*), designing clothing for a fair trade fashion show (*A Shared History, A Shared Past*), creating sculptures and art installations (*Conwy Court Medieval Roots* and *Creative Links*) and inspiring a book of poems

and prose telling stories about the lives of people living and working on the Bridgewater Canal (*Worsley to Top Locks*).

Volunteers talked about the pleasure of having access to unique historic artefacts and taking part in an activity they felt passionate about, for example a small team of volunteers involved in *the North East Inheritance* project were cataloguing and archiving wills and bonds, with inventories of goods, in Durham which charted a period of social history up to 1857. In addition to the enjoyment and inspiration gained from taking part in a heritage related activity, volunteers and participants talked enthusiastically about the social benefits of taking part, such as feeling part of a group, making new friends with shared interests and developing a long held passion through unique hands-on experience.

"I have really enjoyed feeling involved - I would almost describe it as being addicted! One of the other volunteers went away on holiday and even though he got back in the middle of the night he still came in the following day as he didn't want to let the 'team' down!" Volunteer, North East Inheritance

Group members were positive about the social benefits of working together on the project over a long period, getting to know each other well and being part of a team.

### 5.1.3 Development of personal skills and capabilities

A high proportion of projects, 84%, stated that increasing the skill levels of participants or volunteers was an impact from their project although it seems very little of the training work undertaken is formalised into accreditation or certification (just four projects identified this as an outcome from their project activities). Twenty-eight projects reported that their HLF funded activities involved trainees and the majority of these were volunteers involved in project delivery activities with training taking place 'on the job'.

Participants and volunteers have undertaken training and participated in a wide range of workshops and volunteer activity designed to enhance skill levels in a variety of fields including both practical and 'softer' social and personal skills. Both informal learning opportunities and formal education activities have reported positive benefits in relation to the enhancement of skills. Volunteers have reported how useful the experience and training had been in increasing their employability, for example those assisting in events management for the *Hills and Gardens* project major public events and stewarding at the *Leek 800* medieval pageant weekend.



There is evidence that involvement in heritage projects has improved a diverse range of participants' skills, depending on the project activities undertaken and methods of delivery. Examples include helping to develop participants' research skills as well as their self-confidence and social and communication skills for example through group working, presentation, listening, interviewing, observation, ICT and technical skills.

A number of oral history recording and archiving projects, such as the *Here's Tae Us!* Project recording reminiscences relating to the drink industry and culture in Edinburgh, *Keeping Memories Alive* community oral history project in Ockford Ridge and Aaron's Hill and *Worsley To Top Locks*, have involved volunteers being recruited and trained to conduct and record interviews using audio recording equipment, ICT and photography as well as interpreting and archiving materials and artefacts.

## NORTH EAST INHERITANCE: DEVELOPING SPECIALIST HERITAGE SKILLS

*North East Inheritance* project delivered by Durham University Library is an example of a project that has involved the development of specialist heritage skills.

A small team of volunteers (8 volunteers working one day per week and a further 2-3 volunteers visiting the archive every three weeks) has been recruited and trained to catalogue wills and bonds. This has involved the volunteers being trained to:

- Understand the documents and the information that should be recorded;
- Decipher handwriting including some Latin;
- Research skills;
- Handle historic documents held in the University's archive;
- Interpret the information they hold; and
- Catalogue the records onto a digital archive system.

The volunteers had put in entries for 6,800 people, involving 8,200 documents, by June 2007. This represents 47 years of records from 1790.

Other projects have created opportunities for developing traditional skills, such as individuals participating in events and activities delivered through the *Passport to Ripon Cathedral* project have been encouraged to learn about traditional skills such as calligraphy, wood and stone carving, stained glass window production and ecology through talks, lectures and demonstrations. Participants in the *Creative Links* project have also developed skills working with three artists to design sculptures and learn about traditional metal working methods at copper beating and steel forge workshops and printing and stone carving techniques at granite carving workshops. Three sculptures were created and installed at gateway points of Clay Trails. The aim of the project is for these pieces of interpretational community art to inform visitors and local people about the scale and nature of the historic china clay mining industry.

### 5.1.4 Attitudes and values

It is interesting to explore the ways in which participating in heritage activities have affected individual attitudes and values. Interviews with project managers revealed that 87% of projects were changing the way people felt about themselves, for example by improving their confidence and self esteem, and this point was confirmed by numerous participants interviewed from a wide variety of projects.

"I was a bit worried about going on stage in front of so many people but it was really cool and I was fine once we actually did it". Young participant in Fair Fashion show at Heritage Discovery Day, A Shared History, A Shared Future

The *Conwy Court Medieval Roots* project reported that Involving members of the community in the creation of mosaic and sculpture installations had given those participants a sense of pride and ownership and brought different groups of residents together and this was a common message from many of the projects. Numerous projects involving children and young people had contributed to increased self confidence and self esteem, for example through the *Tide Will Tell* project young people have had the opportunity to work in groups and develop their literacy skills through storytelling and writing workshops. They wrote poems and songs and performed them to the other pupils in their own school and at community festivals. Teachers and staff commented on how positive this experience had been in inspiring those young people and developing their confidence.

"You wouldn't believe the difference in the children from before the [drama workshop] session and after". Teacher, Dunseverick Primary School, Tide Will Tell

58% of project managers reported an increase in awareness of self identity, for example through exploration of place and cultural heritage, whilst 61% reported increased awareness of the identity of others including different generations, BME groups and other local communities and groups. I Am Me has highlighted the contribution of different Muslim communities, for example the Somali community in the Butetown area of Cardiff, through a bilingual English and Somali exhibition including a replica traditional Somali house. The project has also aimed to increase understanding between different communities through a variety of other events designed to

increase awareness of African cultures including a cultural parade and fashion show; Eid-ul-Fitr and Eid-ul-Adha Ramadan celebrations; 'ladies night' including cultural music, dance and a fashion show; a football tournament; a poetry recital; and a Sudanese bookfair. One of the project partner organisations, the National Museum of Wales, confirmed that the project activities had contributed to a sense of pride in the multicultural heritage of Cardiff. It was recognised that despite there being a Somali community settled in Butetown for over a century that history had not been well documented before.

*Abolition '07* had also provided opportunities for participants to explore cultural heritage through an increased understanding of the transatlantic slave trade. Teachers talked about the positive impact for young people, particularly those of African Caribbean origin, through increasing their awareness of identity and strengthening pride and self-esteem. Participants also talked about having empathy for those who suffered through enslavement and were encouraged to describe how a slave might feel as they suffered from endless work, punishment, heat and considered everything they had lost - their home, family, culture, customs and religion.

"The facts about slavery are difficult issues for the children emotionally and it has been a very powerful session. I know they will have taken a huge amount from this experience". Teacher, De Beauvoir School, Abolition '07

Individuals taking part in heritage projects had sometimes been brought together to work as a group and this approach was considered valuable in increasing understanding between participants, for example groups of young people working with older people or people from different communities; sharing ideas and knowledge and strengthening team working and communication skills.

"I enjoy being part of the garden and developing new friendships. We all share and learn from each other, like learning the names of plants". Volunteer, Veg For All

### 5.1.5 Activity, behaviour and progression

Three quarters of projects indicated that the activities and events were involving some people in a heritage activity for the first time, with participants including adults as well as children and young people. A high proportion of project managers (82%) stated that participation had changed the way that people behaved or facilitated their progression.

"I think it has really helped to demystify the place and bring in people who wouldn't usually be here. People are starting to change their opinions, which is important if the local community are to feel it is their Cathedral". Volunteer, Passport to Ripon Cathedral

Examples given included individuals taking part in a heritage activity then participating in repeat activities subsequently, project applicants deciding to develop another heritage themed project based on the success of an HLF funded project or volunteers being inspired to become involved in regular long-term volunteering activity.

"The university library staff have been very supportive and have learnt so much. I have been really glad to commit three years to the project and to put something back. It has also encouraged us all to use the archive at the university library and to carry out our own family research and to tell other people about this fantastic resource". Volunteer, North East Inheritance

There were a number of project examples where participants indicated that they were keen to develop their skills, undertake further training or education or pursue employment opportunities as a direct result of taking part in an HLF funded project. Students taking part in the *Whaling* project in north Yorkshire had been involved in researching the whaling industry and its links with



the area and producing a film involving script writing, editing, sound and filming as well as performing. Several of the sixth form students indicated they were considering studying film and related topics in higher education and were aiming to pursue related careers.

“This experience will stay with these young people and they will remember it. It has been incredibly valuable for example highlighting career routes and is useful in developing our links with partner schools too”. Head teacher Malton School, Whaling

Similarly young people attending Denbigh High School in Clwyd had taken part in a series of photography, film and writing workshops to create stories, photographs and short films based on their research of conflict and migration, as part of the *Night-flight* project. A number of young participants talked about wanting to develop the skills they had learnt through the project, such as photography, acting and film production, and some were considering applying to college and looking to enter related employment as a direct result of participation in *Night-flight*.

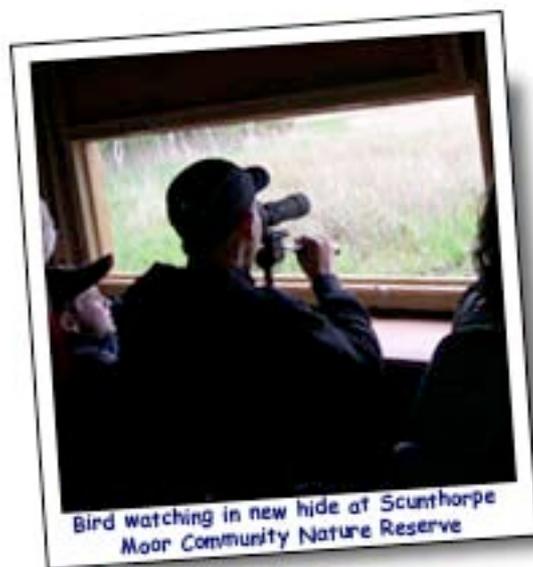
Project managers identified individuals that had changed their behaviour after taking part in a project activity, for example the Community Engagement Officer at *Divis and Black Mountain* had encouraged local communities to take part in volunteer conservation work and biodiversity ‘Discovery’ walks. A number for the volunteers that were recruited at the outset of the project in 2005 have gone on over the past three years to become regular long term volunteers, continuing to carry out conservation work, maintain paths and wildlife habitats and in some cases to lead walks and talks for the public and school visits.

One of the aims of the *Lynn Museum Development Project* was to engage wider audiences to participate in heritage activities. The Community Outreach Officer recruited to develop and deliver community education activities had delivered numerous community and children’s activity sessions in isolated rural locations and recognised parents and children coming along to activities held at the Lynn Museum in King’s Lynn subsequently.

Other projects had developed regular weekly or monthly activities, such as weekly walks at *Tiptree Heath* and regular conservation working groups at *Sculthorpe Moor Community Nature Reserve, Divis and Black Mountain, Wild West* and *Doddington Hall Veg For All* project. Project managers reported a significant proportion of participants and volunteers attending those events regularly and often the individuals involved had not taken part in that type of activity previously.

I have been coming here every week and so far my friend and me have put in more than 6,000 volunteer hours. We have had a great sense of achievement - this place is really magical”. Weekly volunteer, Sculthorpe Moor Community Nature Reserve

Similarly several projects had developed community workshops held over several sessions, for example as part of the *Creative Links* and *A Shared History, A Shared Future* and *Conwy Court Medieval Roots* projects and again the majority of participants attended all the sessions.



## 5.1.6 Health

Almost a quarter of respondents in the project interviews (24%) indicated that an additional benefit from taking part in project activities was improved health and well being. This is not one of the Generic Learning Outcome measures but is interesting to note and reflects the broad social impacts and unintended outcomes of heritage projects. Improvements to health are often attributed to facilitation of outdoor activities, for example guided walks or volunteer working groups involved in biodiversity and conservation projects, but have also been reported in relation to projects that seek to reduce isolation and bring individuals together a group to take part in a heritage activity.

A number of case study projects identified health benefits from project participation. The Scribes and Scribblers creative writing group was established to reduce social isolation by providing a creative opportunity for people to come together and develop their writing skills. The group developed the *Worsley to Top Locks* project to record and celebrate the history of the Bridgewater Canal and in particular the lives of those living and working on the barges and narrow boats using the canal. Group members were positive about the social benefits of working together on the project over a long period, getting to know each other well, being part of a 'team' and making a positive contribution through the publishing of a book and CD. One member talked about feeling very low after her husband and son had died within a relatively short period and how important her involvement in the project had become in giving her a purpose and increasing her confidence.

"They are the nicest group I have ever come across - very friendly and inspiring people". Scribes and Scribblers member

The *Conwy Court Medieval Roots* project has also brought residents living in sheltered accommodation, including some with disabilities, together with other members of their local community including many from relatively disadvantaged backgrounds. It was noted that some people found it difficult to meet people and found themselves isolated. In particular younger people and older residents had tended not to mix and there were new residents moving into the area as extra housing was being developed. The project was considered to be contributing to well being by participants.

"It has been really good to get out and meet people". Disabled resident, Conwy Court Medieval Roots

Most of the projects involving conservation of natural heritage areas identified health benefits as an unintended outcome, for example where improvements to paths and boardwalks or the introduction of guided walks and nature events and talks had encouraged walking and greater access to wildlife areas and areas of outstanding natural beauty. The *Tiptree Heath Restoration* project sought explicitly to combine appreciation of the natural environment with improved health through the establishment of a weekly health walking group, including warm up and warm down exercises and volunteer walk leaders trained under a Health Walks initiative. Some of the walking group members were referred to the project by their GPs.

"I have had a heart attack and my doctor advised me to start walking. We heard about this group and my wife and I decided to come along and invited a couple of friends who have also suffered from ill health. It has been fantastic. It gets us out doing some exercise and the walks are really interesting - it is very hard to motivate yourself to do something like this so it has been really helpful to have a regular group to join". Weekly walker, Tiptree Heath Restoration

## 5.2 Benefits to communities

HLF projects have made positive impacts upon communities. These benefits have been recognised in a variety of ways through the cross section of projects evaluated. The following section describes the different benefits to communities in relation to the following:

- Providing community focus;
- Social cohesion - building links within and between communities;
- Social inclusion;
- Improved inter-generational links;
- Economic development; and
- Strengthened local organisations.

A selection of examples has been used throughout to illustrate the types of benefits projects have generated for communities.

### 5.2.1 Providing community focus

Many projects reported that heritage projects were acting as a focus for local communities. Examples identified included projects where an historic building was restored or brought back into use, such as the *Tremayne Community Hall* in the village of Mylor, Cornwall; grade 1 listed *Torre Abbey* in Torquay; and *Brockwell Park Lido* near Brixton in south London.

"I love this place - it has a unique atmosphere and it is where I meet all my friends. It has such a positive effect on the local community as an important public space and many people living near here [Brixton] can't afford a summer holiday. Places like this are missing in cities". Brockwell Park Lido user

In other projects important areas of biodiversity have been improved and public access and community use enhanced, as in *Tiptree Heath, Essex*; *Wild West* in west London; and *Divis and Black Mountain*, Belfast.

The *Passport to Ripon Cathedral* project has also sought to increase the focus of Ripon Cathedral within the community with activities designed to increase the numbers of visitors and repeat visits. In these examples a community resource has been enhanced and made accessible for wider community benefit with information and interpretation available, for example through talks on different aspects of heritage or ecology and guided walks. Such sites and buildings have become a focus for local activity often involving significant numbers of volunteers in both the development and management of project activities and in carrying out research and leading activities.

Projects have encouraged groups of participants and volunteers to become involved in recording and archiving historic materials with a common heritage focus including oral history recordings capturing personal stories of life in a particular time. The *Mining Memories* project in County Durham has involved former miners visiting schools to talk about their experiences of working in local collieries. Artefacts and materials relating to specific local pits have been taken into the schools by the project Outreach Officer including census information and stories about events in the villages, such as pit disasters, have focused on the sense of place.

"I learnt more about the Burns Pit and Stanley and want to find out more about the mines and the people". Pupil participant, Stanley Burnside Primary

*Tide Will Tell* has aimed to engage with remote coastal communities in Northern Ireland. Workshops held in village primary schools have encouraged children to ask their parents and friends about life on the coast, to inspire poems and the retelling of stories. The children have performed at community festivals and celebrations throughout the area involving the wider coastal communities.

"It sounds ridiculous but most families have grown up on the coast and didn't really understand or appreciate it - I suppose they took it for granted. The children have been so excited about what they have been doing at school and have been pestering their families to go the beach so they can show them the shells and other things they have learnt". Member of staff, Dunseverick Primary School

Key events, exhibitions, performances and the creation of artwork installations have been inspired by an anniversary or celebration of an historic period of significance to a location. A *Shared History, A Shared Future* involved a series of workshop activities relating to the bicentenary of the abolition of the transatlantic slave trade held within four inner city neighbourhoods in Birmingham and a Freedom march to recreate the Joseph Sturge march held in Birmingham in 1807. This project brought together different communities, young people, families and children to learn about the contribution of the city to the anti-slavery movement, the impact of the slave trade on Birmingham in the past including the many Birmingham manufacturers who undoubtedly profited from slavery, some of the less well known but important stories of resistance and the cultural heritage of many communities living in the city today.

Mixed communities living on two housing estates in Surrey were brought together to remember the origins of the estates and the different communities and generations that have lived in Ockford Ridge (built during the interwar period) and Aarons Hill (where construction started immediately after the Second World War) through the *Keeping Memories Alive* community oral history project. Local residents took part in conducting and recording interviews, as interviewees sharing their experiences of living in the area and in a range of other project activities including archiving, research, helping with heritage days, editing the interviews and contributing photographs and other artefacts displayed in an exhibition held at Godalming Museum.

The *Medieval Roots Conwy Court and Leek 800* projects have both sought to celebrate the medieval heritage of two communities. In Conwy Court, part of the extensive Castlefields Estate in Runcorn, local school children and other members of the community have been brought together to create a series of sculpture installations recording the area's medieval history. The *Leek 800* event celebrated the town receiving its Market Charter from King John 800 years ago, through medieval craft workshops facilitated by artists in local schools and the hosting of a major medieval pageant event including an encampment, re-enactments and displays of horsemanship, jousting, music and storytelling and other aspects of medieval life.

A common factor in all these examples has been the pride and sense of 'community spirit' expressed by participants in the place they live or grew up in. Projects with a community focus have highlighted the value of developing the connections between communities and with their surroundings, creating a sense of place and ownership.

"I can't believe there are so many things going on in the village and we will have this beautiful building to use for meetings and so on. I can't wait to get involved". *Open Day event attendee, Tremayne Community Hall*



## 5.2.2 Social cohesion: building links within and between communities

Community cohesion was identified as a positive social impact by a large proportion of heritage projects with 76% of project managers stating that their projects were strengthening the bonds of trust within communities and between different groups. The same proportion identified that their projects were benefiting a very local population with the majority of their participants living within the local authority area where the project is located or being delivered.

Members of local communities have initiated a number of projects and where a project has a community focus it often encourages other local people to become engaged in developing and delivering the project. *Tremayne Community Hall* restoration project has been developed led by a management committee involving mainly retired people but an open day event held in the hall as refurbishment near completion demonstrated the level of interest from local people of all ages in accessing activities held at the hall when it reopened in the Autumn 2007. The community hall project has been led by local volunteers and generated considerable support from villagers including fundraising. The level of interest evidenced at the open day event from people of different backgrounds and ages indicates the success of the project in bringing different groups together.

"I have lived in the village for 11 years and it is a lovely friendly community. I have been really impressed by the level of local support for the restoration and refurbishment project". *Member of local history group, Tremayne Community Hall*

Bringing different groups and individuals together either as volunteers to assist in carrying out heritage activities or as participants, for example taking part in a series of community workshops, has encouraged working together. Individuals talked about feeling part of a team and a sense of belonging.

*A Shared History, A Shared Future* has created opportunities for a variety of groups and communities to come together to celebrate the bicentenary of the abolition of the transatlantic slave trade and to increase understanding of the impact of enslavement in Birmingham through a series of community workshops and events targeting a number of communities. Similarly *I Am Me* has involved members of a variety of groups in Cardiff participating in community cultural workshops and events that have increased understanding and awareness of different cultures within the city, for example the Somali and Sudanese communities, and explore issues of cultural identity and community heritage. An overall aim of these projects has been for individuals to

explore their cultural heritage and to understand how it is interlinked with others and contributes to a multi-cultural society.

“I have been keen to make sure that understanding about slavery is opened up to the widest possible audiences”.  
Workshop facilitator, A Shared History, A Shared Future

Other case study projects such as *Creative Links*, *Conwy Court Medieval Roots* and *Hills and Gardens* involved participants from different backgrounds and age groups working together at community workshops with artists to create installations relating to local heritage. Participants at larger scale public events also reported the sense of being part of a more cohesive community where a heritage focus and brought people together through a common link.

“It is fantastic to see lots of different age groups coming together like this in the evening. There are teenagers, older people and families having a fun time. I wish there could be more events like this going on so that local people can feel safe coming out and proud of our town”. Young mother attending Fire Garden event with children and their grandmother, Hills and Gardens

Heritage is perceived to create a common link between different groups and communities, including both shared heritage and understanding of different traditions and cultures.

### 5.2.3 Social inclusion

A significant proportion of the projects surveyed (61%) identified social inclusion as a positive outcome whilst 91% of project managers claimed their projects were opening up heritage to wider audiences. As outlined in the previous section, some projects have been targeting marginalised and disadvantaged communities that have not traditionally engaged in heritage projects and been largely successful in creating opportunities for involvement.

The *Black Youth Experience Heritage Resource Bank* project has involved a group of young people from different ethnic backgrounds that had been excluded from school and were experiencing a range of social and behavioural problems. The young people have been exploring their own cultural roots through a series of facilitated workshops including themes such as food and music as part of alternative education provision.



A group of young people in the north east who were also not in education, training or employment and had emotional, behavioural and learning issues worked with a small team of freelance artists, gaming and website designers to create a computer game based on historic Belsay Hall, an English Heritage property, through the *Maps and Skins* project.

“All these young people are underachieving yet they have made huge achievements through this project. They have been really interested and engaged - concentrating for far longer than they would normally be expected to. Their attendance has also been very good - you wouldn't believe they have all either been excluded or were at risk of being”. Facilitator, Maps and Skins

There are examples of projects targeting disadvantaged groups and bringing them together to take part in heritage projects. Community artist workshops used the story of Empress Eugenie and the candle light tradition in Bournemouth Lower Gardens as a starting point to create images and artwork based on participants' own lives and identities to create a temporary art installation as part of the *Hills and Gardens* project. Seventy five members of local community groups, including young people, women, lone parents and families, took part in the community art workshops to produce individual panels and create a temporary art installation inspired by the story of the candle light tradition.

## A Shared History, A Shared Future: promoting social inclusion through participation

*A Shared History, A Shared Future* has focused numerous community workshops on four disadvantaged inner city neighbourhoods in Birmingham: Handsworth, Highgate, Kings Heath/Moseley and Quinton.

A variety of groups have been involved in different community workshops including Kings Heath African Caribbean elders group, the Irish Forum and other local minority ethnic groups, children and young people in play schemes, out of school clubs and youth and community groups including Kings Heath out-of-school, Baptist Church S&P, Billesley Lane S&P, All Saints Sunday School, Queensbridge Drummers, Centre for Child, Billesley School Playcare, KH Community Centre Stay & Play Group, Trittiford Annexe Youth Centre and several local infant, junior and secondary schools.

HLF funded activities have included:

- Programme of separate workshop projects on the theme of enslavement with 12 schools, youth centres and in community libraries in four areas of Birmingham: Handsworth, Highgate/Inner City, King's Heath/Moseley and Quinton involving the Outreach Officer, freelance artists and performers facilitating activities. The series of projects included: Asking for It; Arts for Justice Competition; Fair Fashion; Fair Play; Making Changes; Slavery and Song; Protest; Ships, Songs and Slavery; Tea Break; The Game; The Irish

Experience; Trading Places; and Windrush. Each workshop explored a different theme and involved target groups of participants;

'So good for the children to start thinking about other people' Parent, A Shared History, A Shared Future

- Induction tours of the City archives and provision of archive materials for use at workshop sessions in schools and community libraries;
- Recreation of the Joseph Sturge March through the streets of Birmingham on 1st August 2007;
- Family Discovery Day community event in and around Central Library including a Fair Fashion show, African drummers and storytelling, Gospel Choir, limbo dancing, Fair Trade Market, Medallions exhibition about protest and Anti-Slavery International display;
- Working with local artists to create a live video community performance, using video clips, performances and artwork to be shown as part of Artsfest in September 2007;
- Production of a CD-Rom/DVD recording project activities and production of heritage packs to be distributed to schools and libraries and promoted through Soho House and the Youth Parliament in spring 2008; and
- Material disseminated through Birmingham City Council website.

Some projects have been developed within areas of deprivation and used a heritage theme to engage marginalised groups, for example the *Conwy Court Medieval Roots* project is based within the Castlefield estate, which includes a relatively deprived community. The housing estate is subject of major regeneration activity through the Castlefield Regeneration Programme, which is bringing investment to the area and improving housing on the estate. The HLF funded project has been designed to involve local residents and provide an opportunity for them to become engaged in the regeneration of their locality. Conwy Court housing scheme includes a number of elderly and disabled residents and the project activities have targeted those residents, including some who feel isolated, and ensured that they have access to the activities.

"I have difficulties getting about and because of arthritis in my hands I couldn't hold the tools to shape the mosaic tiles but I was given lots of help and really made to feel valued and had my ideas listened to. I have never done anything like this before - it has been wonderful!" Resident, Conwy Court

### 5.2.4 Improved inter-generational links

Almost two thirds of projects in the sample identified improved intergenerational links resulting from project activities (62% of projects). Examples ranged from elders volunteering to work with groups of school children and share their recollections and experiences to mixed aged groups within a community working together to achieve a heritage related goal.

The *Mining Memories* project has involved former coalminers receiving training to work with young people in primary schools in villages close to pits. The miners talk about their experiences and give the young people a first hand account of the lives of miners and their families. Teachers and young people found it interesting to hear directly about experiences and gain a more in-depth understanding and appreciation of the their local industrial heritage.

Oral history projects such as this involving older people are perceived to give a valuable insight into the recent past and enhance the learning experience. Such encounters also contribute to the way young people feel about themselves and their families - many of the young people involved in this project had family members that had been directly employed in mining.

They can also influence how participants feel about others, for example appreciation of the contribution of the older generation. Opportunities were created for young people involved in the *Black Youth Experience Heritage Resource Bank* project to take part in reminiscence sessions and record stories with mainly African Caribbean elders in a care home about their lives and growing up in different countries and moving to the UK.

“It was interesting talking to them [African Caribbean elders] and hearing about where they grew up”. Teenage participant, Black Youth Experience Heritage Resource Bank

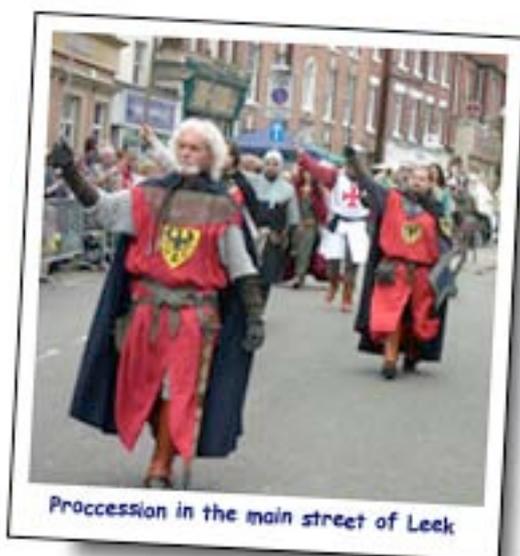
Elders involved in working with younger people also spoke of the benefits of listening to different points of view and a sense of mutual respect between the generations

“I am retired and have done a local history course. I enjoyed it so much that I decided to volunteer for the Museum. I love talking to the young ones. They don't have much opportunity to hear from older people these days and it is important that they realise we have something to say that might be interesting”. Older volunteer, Whaling project

### 5.2.5 Economic development

Only 15% of projects surveyed claimed to have had an economic impact. Economic benefits included increased awareness to tourists and increased footfall and profit for local business such as shops, pubs and restaurants. Economic benefits are often less tangible during the project delivery period, with benefits becoming more apparent in the longer term, after project closure, and there was limited evidence identified during the evaluation period. *Passport to Ripon Cathedral*, for example, aims to increase footfall and repeat visits to the Cathedral and to contribute to the visitor offer within Ripon. However, as the project manager reported, it is too early to assess the impact on repeat visits, as many people may not return to the Cathedral for several months or longer.

Project examples claiming a short-term economic impact included a number that involved large-scale public events. *Hills and Gardens*, for example, had attracted substantial numbers of visitors with 20,000 attending the Fire Gardens event held in Bournemouth over three evenings including the schools performance of *The Illuminating Tale of Empress Eugenie* on one of the evenings and a diverse audience of approximately 700 attending the final Enclosure event at Hambledon Hill in north Dorset. These events had created business opportunities for local catering companies and food and drink suppliers.



*Leek 800* had attracted an estimated 10,000 people into the centre of Leek to take part in the 800<sup>th</sup> anniversary and medieval pageant weekend including a medieval street market. The Town Council developed the Leek 800 project as part of its tourism strategy and aimed to raise the profile of the town and its medieval heritage to attract more visitors. The medieval pageant weekend drew people into the town of Leek from a wide area and an interpretation trail created as part of the project is expected to add to the visitor draw in the longer term. Businesses and traders were positive about the benefits of the project in terms of increasing trade and contributing to economic development,

and several reported good turnover during the weekend of the pageant.

“I think the council has done a great job and we have had good fun dressing up in medieval costumes and decorating the shop. It will really help to put the town on the map”. Shop owner, Leek

### 5.3 Strengthened local organisations

Developing and delivering HLF funded projects, often in partnership with a range of community groups and organisations, has had positive benefits for the applicant organisations. 78% of project managers interviewed stated that developing and delivering the HLF funded project had changed the way that people perceived their organisation.

In most cases it had increased awareness of applicant and delivery organisations and their contribution to heritage, often within a local community. The important role played by the applicant organisations has been recognised by the participants, the wider public and other partner agencies. The National Trust has raised the profile of the organisation with diverse audiences in Belfast through the *Divis and Black Mountain* project and generated a positive perception of the organisation by participants and partner agencies such as the Belfast Hills Partnership. Similarly Norfolk Museums and Archaeology Service has strengthened networks and partnerships with a wide range of local organisations including schools, the district council Community Development Team, the Police, the PCT and a variety of local voluntary and community groups through the development of outreach activities for the *Lynn Museum Development Project*.

“It has been very positive for the borough council to work in partnership with the Museum. The range of holiday activities have focussed on areas of deprivation and made a real difference to those communities - especially children and their families. Representatives of a number of local organisations now meet regularly to co-ordinate community activities and to publicise each other’s events and pool resources. As a result we are seeing much better attendance levels and avoid duplication and hope very much that the partnership can continue”. Partner organisation King’s Lynn and West Norfolk Borough Council, Lynn Museum Development Project

The Woodland Trust has raised its national profile through the *Ancient Tree Hunt* project, which is being promoted and publicised widely through other national agencies, local partners and branches of the Woodland Trust in addition to having a web presence.

Applicant organisations have strengthened links between the organisation running and delivering the project and the local communities they served. The *Tremayne Community Hall* restoration and refurbishment project demonstrates the important role a volunteer group can have both in driving a community project and bringing the community together. Local people spoke very positively about the role of the management committee in leading the *Tremayne Community Hall* project. The committee has developed positive partnerships with the district and county councils and a wide range of local community groups and appears to have strengthened the bonds of trust between those groups.

In other projects the applicant organisations have used those links to engage groups that have not traditionally participated in heritage activities, for example *A Shared History*, *A Shared Future* and *Abolition '07* have involved Birmingham Museum Service and Hackney Museum working with diverse groups and communities. As a result of that community engagement and outreach approach organisations such as these have achieved credibility with different communities in their areas.

A further benefit from the delivery of projects is that they contribute to meeting both the organisations’ objectives and wider strategic aims through the delivery of project outputs. *Passport to Ripon Cathedral*, *Leek 800* and *Hills and Gardens* have contributed to tourism, arts and economic development strategies, for example, in addition to drawing diverse audiences to participate in heritage activities.

### 5.4 The unique impact of heritage projects

As in previous years, projects were asked to conclude the interview with an open question offering the opportunity for them to express what they felt was unique about their project. There were a wide variety of responses, and the question was interpreted in different ways. Some project managers emphasised the unique nature of their own project. Others clearly felt that heritage projects in general have a unique role in community development. Both views are reflected in the discussion in this section.

In 2007 approximately 25% of all projects stressed the inclusivity of heritage projects, offering opportunities for everyone, including those previously excluded from heritage activity in the past. 'There is something for everyone', a phrase used by one project in their response, is more than a strapline for publicity purposes - it clearly underpins the purpose of many of the projects interviewed.

The number of projects recording oral history of older generations, or of BME communities, is reflected in the significant number of projects mentioning the importance of recording this history, bringing it to life and increasing understanding between communities, appreciating individuals and acknowledging the contribution they make. One respondent commented "We learn about the present through the past", and another felt it was important that the values that are important to older members of the community may be ones we should return to in this consumer-led society. Longevity and sustainability are also seen to be unique to heritage projects and the historical research undertaken and educational benefits of having a permanent record create a timeline that enables young people in particular to connect with the past.

Similarly, many projects highlighted the value of developing connections between communities and their surroundings - creating a sense of place, appreciating and taking pride in their surroundings. This built a community 'spirit' and common values.



As in previous years, several projects highlighted the diverse range of elements that can contribute to a 'heritage' project. Projects were keen to stress the importance of ecology and the value of unique habitats that had been conserved using HLF monies.

A number of unique artefacts have been preserved, buildings restored and items that might otherwise have been lost to the UK purchased. Comments made included "we were in danger of losing it" and "restoring it (a mining banner) gave us a real sense of pride". One area widened a restoration project to draw in the history of the change in local economic development from a largely agrarian society to an industrial one.

This multi-dimensional aspect to heritage projects supports the contention that they are unique in their capacity for inclusivity. The conservation has been undertaken in sustainable ways and projects appreciate the way in which HLF monies have allowed them to develop ideas with longevity. Some respondents also compared HLF projects favourably to other arts projects in that they could draw in broader audiences and focus on a sense of time, place and identity that gave heritage projects a wider and more long term appeal. The legacy from heritage projects was perceived to be particularly strong.

# 6.0 Conclusions and Recommendations

The HLF Your Heritage and Heritage Grants programmes have funded a wide range of project activities creating opportunities for active participation and volunteer involvement. Individuals have taken part in developing, managing and delivering projects as volunteers and active participants: working with historic materials and artefacts; carrying out historical research and gathering information for example through oral history recording; cataloguing and archiving materials; taking part in conservation and restoration activities; leading and facilitating activities and interpreting heritage materials and artefacts.

The Social Impact evaluation research conducted over the past three years (2005 - 2007) has drawn together clear evidence from almost 300 HLF funded projects to indicate that a variety of positive social outcomes have been generated for individuals actively involved in heritage activities. Project activities are also benefiting wider communities and in many cases act as a catalyst to bring diverse local groups together through a heritage focus. The case study projects include many examples of the benefits resulting from active participation in heritage project activities.

There is evidence of increased knowledge and understanding of particular elements of heritage; participants enjoying themselves and being inspired by the heritage theme of the project they have been involved in; the development of skills through formal and informal learning and training opportunities; and strengthened bonds of trust and community cohesion through a heritage focus. Heritage projects appear to be inclusive, involving themes around cultural and other types of heritage that have resonance with wide audiences, and many projects have engaged with different groups and communities including minority and socially excluded groups that would not have been considered traditional participants in heritage projects.

## 6.1 Project management

The HLF funded projects included in the Social Impact evaluation research appeared to be well managed, delivering high quality activities generally on time and within budget. Project managers and staff are often heritage specialists or have a community development, education or arts background and are passionate and committed to the heritage project they are involved in delivering.

Project managers include salaried professionals recruited specifically to deliver the project on a fixed term contract, generic managers that oversee the HLF funded project in addition to other paid professional duties and their salary costs are not met through the HLF project and volunteers who are unpaid. Volunteers are involved in the management of more than a third of HLF funded projects and bring expertise and enthusiasm to projects, as well as benefiting from the experience themselves.

The level of professionalism and commitment evidenced by the different types of project manager involved in HLF funded projects has been impressive and there has been low staff turnover across all projects, including case study projects, reviewed over the three year research period. This indicates the level of personal and professional commitment HLF projects inspire.

Some projects have been developed by relatively large or well-established organisations and have benefited from in-house expertise and experience. Partner organisations have also contributed advice and expertise on an in-kind basis and significant volunteer time input has been a key factor in the success of many projects. These examples of additional support levered by projects, including management and staff support and in-kind partner and volunteer input, have all added considerable value to HLF funded projects.

**Recommendation: The value of HLF projects harnessing the skills and experience of highly qualified, active retirees would merit further research.**

## 6.2 Promoting heritage projects to target audiences

The majority of projects benefit a very local population and more than 75% of projects involved in the 2007 research stated that participants come from within the local authority area where they are situated. This reflects a shift towards smaller community based heritage projects receiving HLF funding in the project samples reviewed over the past couple of years and is likely to continue under the third HLF Strategic Plan 2008-2013: Valuing Our Heritage investing in our future.

Overall, projects have used a variety of promotional and publicity methods effectively to reach relevant audiences for participation. Project activities and events have been generally well attended and projects appear to have become more successful at engaging with their target audiences during the three years of the research. Local press has been identified as the most valuable source of publicity for projects to attract local audiences.

Project managers demonstrated good knowledge of their target audiences and had developed and built on partnerships and networks with community, cultural and specialist interest groups to ensure effective promotion. Diverse audiences were being engaged through word of mouth and direct contacts established through partner organisation networks. Heritage projects appeared to be more effective at engaging groups considered hard to reach than in previous years of the research. Well-distributed leaflets, posters and flyers have also played an important role in publicising activities and increasing use of dedicated websites is taking local heritage to wide virtual audiences.

**Recommendation: Good practice in promoting heritage activities, for example taken from the case study projects, should be highlighted and shared with HLF funded projects.**

## 6.3 Partnership working

Partnerships with a range of organisations including specialist heritage and conservation groups, statutory agencies, community and resident groups, cultural groups and other local organisations including schools have played an important role in the successful development and delivery of project activities. Community groups, schools and colleges form the bulk of partnerships in the 2006-7 research, again reflecting the increased proportion of smaller HLF grants.

In the past year of research the majority of projects had built on existing partnerships, in contrast with the previous year where most were identified as new partnerships developed specifically for the purpose of delivering the HLF funded activity. The key purposes of those partnerships have been to share expertise and skills, engage new audiences in heritage activity, implement shared objectives and, increasingly, to promote community ownership of heritage projects. Partnerships have helped to deliver a greater range of activities and positive outcomes for participants and created benefits for both the applicant organisations and their partners. Many of those partnerships are expected to continue beyond the HLF funding period and examples were given of new projects being developed on the strength of successful partnerships.

As outlined above, partnerships have helped to increase audiences and involve more diverse groups in heritage by promoting heritage activities to specialists, interest groups and disadvantaged communities through grass roots links.

**Recommendation: Encourage organisations to build on a wide range of local partnerships.**

## 6.4 Monitoring and outputs

Projects have been developed to suit specific needs and local priorities and gather evidence of delivery against their objectives including essential information about the participants and volunteers taking part in their project activities. Project managers understood HLF monitoring and reporting requirements and stated that they reported financial and output monitoring figures, submitting returns on time.

Most projects have taken a pragmatic approach to monitoring and used or adapted existing systems to gather, collate and analyse data on participants where they exist. An emerging trend observed in the recent research has been the use of web based monitoring for larger projects. A perceived increased emphasis on smaller community based projects is leading to more projects submitted by groups that have not been involved in the delivery of HLF or other grant funded

projects in the past. These smaller organisations and volunteer groups could benefit from guidance on developing systems to monitor participation.

Some projects gathered feedback from participants or visitors, for example on their perceptions of the quality of an activity, but relatively few projects were assessing outcomes for individual participants or their wider communities through use of evaluation methods.

**Recommendation: Good practice examples of systems for monitoring participants, for example including ethnicity or age, would be useful especially for smaller organisations and voluntary groups unfamiliar with monitoring grant funded projects.** (HLF produced clear guidance on project evaluation for grantees in April 2008). Please see:

[http://www.hlf.org.uk/HLF/Docs/HelpingYourApplication/Evaluating\\_your\\_HLF\\_project.pdf](http://www.hlf.org.uk/HLF/Docs/HelpingYourApplication/Evaluating_your_HLF_project.pdf)

## 6.5 Social impact for individuals

Significant numbers of people of all ages and different cultures and social backgrounds have taken part in, and benefited from, HLF funded projects. Individual participants and volunteers have benefited in numerous ways from a wide range of heritage projects focusing on cultural heritage, natural heritage, industrial, maritime and transport heritage and museums and archives. Project management teams and other stakeholders including the applicant and partner organisations have also benefited from the social impacts of projects.

Participants reported enjoying themselves, having fun and being inspired by carrying out a wide range of activities and volunteer tasks, often involving research and interpretation of historic material and artefacts or biodiversity. Many projects have provided opportunities to develop and build on interests and develop new ones with a heritage focus. They have also created opportunities to meet new friends with a shared interest.

There was evidence that people had changed their attitudes and values in some cases, for example through increased awareness and better understanding resulting in improved tolerance of different communities, groups and generations. Project activities had also brought diverse communities together to share their experiences, for example through a number of oral history projects, and provided unique opportunities to take part in heritage activities together.

Many participants were reported to have altered their behaviour or progressed as a result of participation. Examples included taking part in heritage activity for the first time, repeating activities such as workshop sessions or regular walks, visiting heritage sites and museums and continuing to take part in and contribute to heritage projects as long-term volunteers. Some volunteers and participants had been inspired to undertake further training, higher education and consider employment in a career related to the heritage activity they had taken part in.

Improvements to direct and indirect health benefits and well-being were also reported, both through participation in physical exercise as a result of outdoor activities such as walks or volunteer conservation work and through improved self esteem, reduced isolation and becoming part of a team. Project participation was reported to contribute to improved mental health and a general sense of well-being.

## 6.6 Social impact for communities

The notable increase in the number of HLF funded projects involving local communities and organisations such as schools has resulted in a significant proportion of projects having a community focus. Successfully drawing different groups together through heritage projects, and increasing awareness and understanding, is strengthening the bonds of trust between different communities and improving intergenerational links. Many projects have built on a sense of identity and place based on an element of local heritage and this has helped to



make HLF funded projects inclusive. Projects are also contributing to the implementation of community cohesion and social inclusion strategies.

Many projects have demonstrated success in engaging diverse audiences, particularly where projects have targeted specific groups, although the majority of HLF funded projects are appealing to general audiences and not targeting heritage activities at particular groups or communities. Lessons could be learnt from the success of projects that have engaged marginalised or hard to reach communities as participants or volunteers, including the benefits of working in partnership with cultural and community groups or adapting heritage activities to interest different groups.

Communities have learnt about their own heritage and the heritage of others through a variety of often innovative activities and hands on tasks and there is evidence that heritage projects have resulted in a sense of community ownership and civic pride.

Another positive community outcome identified has been the economic impact of HLF funded projects, although the economic impact demonstrated by projects during the delivery period has been relatively limited. There have been some examples where projects have benefited local businesses, for example where a project has involved a large-scale event bringing large numbers of visitors into an area. In the longer term, however, a number of projects are expected to have a positive impact on local tourism through increased footfall and tourist numbers, with associated benefits to local businesses such as shops, pubs and cafes from increased expenditure.

**Recommendation: Carry out further research on projects that have successfully engaged marginalised and hard-to-reach groups.**

## 6.7 Learning

There has been an increased emphasis on learning opportunities and improved understanding and knowledge resulting from HLF funded activities over the three year Social Impact research period. Project leaders appeared to have a clearer focus of learning impacts in the most recent social impact research. Benefits have resulted from both formal learning, involving schools and colleges, and more informal learning by people of all ages involved as workshop participants, volunteers and visitors to events, performances, exhibitions and walks.

Participants have developed and improved a huge range of skills including some with a heritage specific focus such as conservation, restoration, cataloguing, archiving, oral history recording and traditional craft skills, as well as film making, ICT and web design, book and exhibition production, event organisation and other skills including project management, volunteer recruitment and co-ordination, communication and presentation skills.

Children and young people have improved their literacy and projects have supported directly and indirectly a number of other elements of the National Curriculum by enhancing learning in the classroom, as well as contributing to the Government's Learning Outside The Classroom Manifesto.

**Recommendation: Encourage projects to monitor and evaluate the learning outcomes from their heritage activities.** (As noted above, HLF produced clear guidance on project evaluation for grantees in April 2008 - see above for details).

## 6.8 Volunteering

Volunteers undertake a huge range of tasks associated with heritage activities and are often critical to the success of projects. The recruitment of volunteers involved in management, implementation and delivery is clearly key to the majority of projects and this is expected to continue to be the case given the current profile of HLF funded projects.

Volunteers have developed and managed projects as members of management committees and steering groups and this level of involvement is likely to increase as HLF funded projects continue to focus on community heritage projects, following the trend identified over the past three years. Individuals also play a key role in gathering and interpreting heritage materials and artefacts, including oral history recordings, and cataloguing and archiving that material on a voluntary basis. It is clear that much heritage would remain unrecorded or archived and could not be made accessible to wide audiences without that involvement.

Volunteers have also contributed to organising and running events, open days, performances and exhibitions and leading activities, walks, giving talks and assisting in the demonstration of heritage activities. They have also taken part in physical restoration and conservation work such as site clearance, path laying, fence building, woodland and heathland clearance, enhancing wildlife habitats and surveying species of flora and fauna. The future sustainability of many of these biodiversity projects will be dependent on ongoing and long-term volunteer input.

Projects have demonstrated the ability to engage diverse communities and volunteers of different backgrounds and age groups although it is recognised that the many volunteers still tend to be older retired people. Active retirees bring experience and skills to projects that can strengthen delivery and have demonstrated their enthusiasm. They also have time to contribute to heritage projects and have created opportunities for intergenerational learning. Older volunteers can act as role models and mentors to other project participants and younger volunteers.

Volunteers have benefited from their involvement in heritage projects and the new experiences they deliver. They often work as part of a team with project staff and other volunteers. Projects have identified the training needs of volunteers engaged in heritage activities and many provide training to enhance the skills of volunteers, often on the job. In some cases this is increasing the employability of volunteers, as well as providing valuable work experience.

Benefits have also arisen from socialising and meeting people often from different backgrounds, age groups and cultures who may live nearby and have a shared interest and many volunteers have increased their self-confidence and self esteem.

## 6.9 Legacies

Projects involving physical or capital work have generated legacies such as the restoration or conservation of historically important buildings and sites of natural heritage and creation of public amenity, which will result in those sites or buildings being preserved for future generations to gain access to and enjoy.

Many projects have included research and surveys being conducted and the production of interpretation materials, exhibitions and installations, whilst others have involved the gathering of heritage material, such as oral history projects, with information being recorded, catalogued and archived and increasingly digitised and made available online.

Projects have included the production of books, DVDs, CDs, audio recordings, exhibitions, artwork installations and educational materials such as teachers' packs and loan boxes. These items will continue to be used and accessed to sustain learning and knowledge about heritage beyond the project period. Specialist equipment and other assets purchased for the purpose of project delivery, such as audio recording equipment and digital cameras, will carry on being utilised by the delivery organisations, for example to record oral histories. Volunteers that have been trained to use the equipment will also have useful skills to use in similar projects.

The training and learning elements of projects are expected to contribute to the sustainability of heritage projects. Where volunteers have received training as guides, in conducting oral history interviews, nature conservation or leading walking groups for instance, the skills and knowledge they have developed can contribute to continuation of such activities beyond the HLF project funding period. Many projects are planning to continue to deliver heritage activities involving volunteers and have developed new projects.

**Recommendation: Projects should identify legacies from the HLF funded activity and consider the short and long term sustainability of heritage activities and the potential for ongoing volunteer involvement.**

## 6.10 Additionality

As outlined in previous years' research, Your Heritage and Heritage Grants were either funding new projects or a different activity developed by an organisation that had delivered a successful HLF project previously. The grant awards were being used for clearly identified and discrete activities and the HLF grant award was the largest element of a funding package for the majority of projects reviewed.

Virtually all the projects involved in the research were already involving participants and volunteers in the project activities during the HLF funding period and delivering social impacts including positive outcomes for individuals and communities. Even the small number of larger scale restoration projects requiring the recruitment of specialists and very restricted site access still involved volunteers in project management or organised special open days, outreach education or interpretation and exhibitions to ensure that participants could benefit from the project whilst it was progressing. However, the numbers of this type of project have reduced since the first year of research in 2005 and the projects included in the latest research demonstrated extensive opportunities for participation and volunteer engagement.

Project managers talked positively about the valuable contribution made by HLF funding to develop new and innovative heritage activities and approaches, often engaging new and sometimes marginalised, audiences.

## 6.11 The unique impact of heritage projects

Projects expressed a range of views about what they felt was unique about heritage projects with some project managers emphasising the unique nature of their own project, whilst others clearly felt that heritage projects in general have a unique role in community development. Similar views were expressed across the three years of the research.

Approximately a quarter of all projects stressed the inclusive nature of heritage projects, creating opportunities for everyone, including those previously excluded from heritage activity in the past. Heritage projects deliver a huge range of opportunities for participation and learning, appreciation and understanding, for example about the heritage of people, places, cultures, buildings and ways of life. Diversity is considered to create universal appeal and can make heritage accessible to all including young and old, different cultures, black and minority ethnic groups, faiths and backgrounds.



Hills and Gardens project  
Fire Gardens event

Longevity and sustainability are also seen to be unique to heritage projects. The historical research undertaken and educational benefits of having a permanent record create a timeline that enables young people in particular to connect with the past. Heritage projects can link the past with the present and connect communities with their roots. Similarly, many projects highlighted the value of developing connections between communities and their surroundings - creating a sense of place, appreciating and taking pride in their surroundings. This built a community 'spirit' and common values and contributed to a sense of belonging, self-identity and community identity.

Projects highlighted the diverse range of elements that can contribute to a 'heritage' project, for example some projects were keen to stress the importance of ecology and the value of unique habitats that had been conserved using HLF monies. A number of unique artefacts have been preserved, buildings restored and items that might otherwise have been lost to the UK purchased and made accessible to the public. Comments made included 'we were in danger of losing it' and 'restoring it gave us a real sense of pride'. The number of projects recording oral history of older generations, or of BME communities is reflected in the significant number of projects mentioning the importance of recording this history, bringing it to life and increasing understanding between communities, appreciating individuals and acknowledging the contribution they have made to society.

This multi-dimensional aspect to heritage projects supports the contention that they are unique in their capacity for inclusivity. The conservation has been undertaken in sustainable ways and projects appreciate the way in which HLF monies have allowed them to develop ideas with longevity. Reflecting on the past can influence current attitudes and values and deliver a legacy for future generations.

# Appendix 1

## Projects included in Social Impact Evaluation Research 2006-2007

(Detailed case studies shown in bold)

Project reference	Project title	Applicant	Grant awarded	Heritage sector	Region	Programme
YH-06-00457	Headingley Primary School History Project	Headingley Network	7,000	Intangible heritage	Yorkshire and The Humber	Your Heritage
YH-06-00810	Anglo Saxon Brooch	National Museums Liverpool	7,500	Museums libraries archives and collections	North West	Your Heritage
YH-06-00734	Renovation and Automation of Church clock together with a history of our rural heritage in Snitterby	St Nicholas Church	10,200	Historic buildings and monuments	East Midlands	Your Heritage
<b>YH-06-00646</b>	<b>Worsley to Top Locks: Life Aboard a Narrow Boat</b>	<b>Scribes and Scribblers</b>	<b>10,700</b>	<b>Museums libraries archives and collections</b>	<b>North West</b>	<b>Your Heritage</b>
YH-06-00520	St Mary and All Saints, Willingham Organ Restoration	St Mary and All Saints	13,700	Museums libraries archives and collections	Eastern	Your Heritage
YH-05-01327	Waringstown Somme Heritage Association	Waringstown Somme Heritage Association	13,900	Intangible heritage	Northern Ireland	Your Heritage
YH-06-00625	St Mary's Monument Project	The Vale of Neath Parish	15,300	Historic buildings and monuments	Wales	Your Heritage
YH-06-00786	Gypsy Traveller Heritage Project- South Lanarkshire	South Lanarkshire Council	16,900	Intangible heritage	Scotland	Your Heritage
YH-06-00565	Okehampton Songtales	The Ockment Centre Association	17,200	Intangible heritage	South West	Your Heritage
YH-06-00514	Seven Streams Connections Project	Seven Streams Community Play 2007	20,000	Intangible heritage	South East	Your Heritage
<b>YH-05-01447</b>	<b>Tide Will Tell</b>	<b>Big Telly Theatre Company</b>	<b>20,300</b>	<b>Museums libraries archives and collections</b>	<b>Northern Ireland</b>	<b>Your Heritage</b>
YH-06-00197	127 Years at Spring Street	Spring Street Primary School	22,600	Intangible heritage	East Midlands	Your Heritage
YH-06-00635	Durham Digital Stories	City of Durham Council	25,000	Intangible heritage	North East	Your Heritage
YH-06-00855	Wribbenhall's Early History	Bewdley Historical Research Group	25,000	Historic buildings and monuments	West Midlands	Your Heritage
YH-05-01151	Ar nDuchas (Our Heritage)	Ti Chulainn Cultural Centre	25,500	Intangible heritage	Northern Ireland	Your Heritage
YH-06-00235	Manchester 0161 - Events Programme	Urbis	27,100	Museums libraries archives and collections	North West	Your Heritage
YH-06-00099	Market Bosworth Heritage Connections	Market Bosworth Society	27,700	Intangible heritage	East Midlands	Your Heritage
YH-06-00725	Community Involvement With Our Natural Heritage Model	Launceston Area Parish Wildlife Group	27,900	Land and biodiversity	South West	Your Heritage
YH-06-00438	Kinder Trespass 75	High Peak Community Arts	29,900	Intangible heritage	East Midlands	Your Heritage
YH-05-01366	Moneyvriee History Project	Ederney Community Development Trust	30,200	Museums libraries archives and collections	Northern Ireland	Your Heritage
YH-06-00599	Chasing Freedom: the Royal Navy and the Suppression of the	Royal Naval Museum	33,100	Intangible heritage	South East	Your Heritage

## Heritage Lottery Fund Social Impact Evaluation report 2006 - 2007

	Transatlantic Slave Trade (1807-2007)					
YH-06-00499	Opening Doors, Opening Minds	Oxford Preservation Trust	34,000	Intangible heritage	South East	Your Heritage
YH-06-00450	Sutton Manor Colliery	Sutton Manor Full Service Extended Primary School	34,200	Intangible heritage	North West	Your Heritage
YH-06-00711	Construction and Upgrading of Hill Path on Clachnaben	Clachnaben Path Trust	35,000	Land and biodiversity	Scotland	Your Heritage
YH-06-00426	Our Future from Our Past	The Prince's Trust	36,800	Intangible heritage	Wales	Your Heritage
YH-06-00910	Ablution of Slavery	Sameboat Project Ltd	38,000	Intangible heritage	South West	Your Heritage
YH-06-00693	Abolition '07	London Borough of Hackney	39,000	Intangible heritage	London	Your Heritage
YH-06-00331	'S Math Mo Chuimhne - I Remember Well	Cli Gaidhlig	39,400	Intangible heritage	Scotland	Your Heritage
YH-06-00657	Whaling	Ryedale Folk Museum - York	42,200	Intangible heritage	Yorkshire and The Humber	Your Heritage
YH-05-01242	Let us think of tomorrows past	Kelloe Community Partnership	42,400	Industrial maritime and transport	North East	Your Heritage
YH-05-01497	Wade Ireland Project	Edenderry Cultural & Historical Society	42,900	Industrial maritime and transport	Northern Ireland	Your Heritage
YH-06-00718	Garbh Chriochana' Deas Lost Place Names Survey	Sunart Community Council	43,500	Intangible heritage	Scotland	Your Heritage
YH-06-00522	A Shared History, A Shared Future	Birmingham Libraries	43,600	Intangible heritage	West Midlands	Your Heritage
YH-06-00547	Leek 800	Leek Town Council	44,200	Land and biodiversity	West Midlands	Your Heritage
YH-06-00354	Light	Winchester Cathedral	44,400	Historic buildings and monuments	South East	Your Heritage
YH-06-00792	Celebrating Telford	The Borough of Telford & Wrekin	44,500	Industrial maritime and transport	West Midlands	Your Heritage
YH-06-00721	Groundwork West Durham Discovery Centre	Groundwork West Durham	45,300	Intangible heritage	North East	Your Heritage
YH-06-00387	I Am Me - Religion and Faith from an African Heritage Perspective	Somali Integration Society	45,400	Intangible heritage	Wales	Your Heritage
YH-06-00681	Generations	Stevenage World Forum for Ethnic Communities	45,500	Intangible heritage	Eastern	Your Heritage
YH-06-00709	Huxley Viking Silver Hoard Project	National Museums Liverpool	45,800	Museums libraries archives and collections	North West	Your Heritage
YH-06-00719	Write Now and Then	All Change Arts Limited	46,100	Intangible heritage	London	Your Heritage
YH-06-00712	Middleton Park Community Archaeological Survey	Friends Of Middleton Park (FOMP)	46,400	Intangible heritage	Yorkshire and The Humber	Your Heritage
YH-06-00761	Fitzhall Heath Land Purchase and Exploring the Heritage of the Common	Sussex Wildlife Trust	46,500	Land and biodiversity	South East	Your Heritage
YH-06-00582	Tiptree Heath Restoration	The Friends of Tiptree Heath	46,600	Land and biodiversity	Eastern	Your Heritage
YH-05-01467	Mining Memories	Beamish the North of England Open Air Museum	47,000	Industrial maritime and transport	North East	Your Heritage
YH-06-00228	SELAW - A Reflection of Wales	E3	47,300	Intangible heritage	Wales	Your Heritage
YH-06-00892	Your Passport to Ripon Cathedral's Heritage	Ripon Cathedral	47,300	Historic buildings and monuments	Yorkshire and The Humber	Your Heritage

## Heritage Lottery Fund Social Impact Evaluation report 2006 - 2007

YH-06-00791	The Ira Aldridge Bicentenary Project	Cettie	47,700	Intangible heritage	London	Your Heritage
YH-06-00414	Moses Teggart - Poet	South Lough Neagh Regeneration Association	47,700	Museums libraries archives and collections	Northern Ireland	Your Heritage
YH-06-00521	Family History and Emigration from the Outer Hebrides - Widening Access to a Unique Database	Northton Heritage Trust	48,000	Museums libraries archives and collections	Scotland	Your Heritage
YH-06-00620	Sindhi Heritage Project	Holy Mission of Guru Nanak	48,100	Intangible heritage	London	Your Heritage
YH-06-00527	Creative Links (China Clay Heritage Project)	Groundwork Devon and Cornwall	48,400	Intangible heritage	South West	Your Heritage
YH-06-00605	Boiling Wells Heritage Project	St Werburghs City Farm	48,600	Land and biodiversity	South West	Your Heritage
YH-06-00637	Lancaster Roman Tombstone Project	Lancashire County Museums Service	49,100	Museums libraries archives and collections	North West	Your Heritage
YH-06-00779	SHARING WYCHBOLD'S PAST	DODDERHILL PARISH SURVEY PROJECT	49,200	Intangible heritage	West Midlands	Your Heritage
YH-06-00546	Conwy Court Medieval Roots Project	Conwy Courts Residents Association	49,200	Historic buildings and monuments	North West	Your Heritage
YH-06-00232	Punjabi Oral History	Raising Achievement Nurturing Inclusion	49,500	Intangible heritage	East Midlands	Your Heritage
YH-06-00905	Pontefract Groups Together	Pontefract Groups Together	49,500	Intangible heritage	Yorkshire and The Humber	Your Heritage
YH-06-00537	Bro Cynffig Chronicles	Bridgend County Borough Council, Education Department	49,600	Intangible heritage	Wales	Your Heritage
YH-06-01011	Cheshire & Wirral Breeding & Wintering Birds Atlas, Educational & Community Programme	Cheshire & Wirral Ornithological Society	49,600	Land and biodiversity	North West	Your Heritage
YH-06-00760	Hills and Gardens: Hambledon Hill/Bournemouth Lower Gardens Heritage Events	Dorset County Council	49,700	Museums libraries archives and collections	South West	Your Heritage
YH-05-01758	NightFlight Education	Germination	49,700	Museums libraries archives and collections	Wales	Your Heritage
YH-06-00569	Black Youth Experience (BYE) heritage resource bank	bayc	49,700	Intangible heritage	West Midlands	Your Heritage
YH-06-00736	Suffolk Wildlearning Project	Suffolk Wildlife Trust	49,800	Land and biodiversity	Eastern	Your Heritage
YH-06-00700	Brian Clough Memorial Statue	Middlesbrough Council	49,800	Historic buildings and monuments	North East	Your Heritage
YH-06-00778	Maps & Skins:Belsay Hall and Computer Gaming	English Heritage	49,800	Historic buildings and monuments	North East	Your Heritage
YH-06-00652	Doddington Hall - Veg for all	Anthony Jarvis	49,900	Land and biodiversity	East Midlands	Your Heritage
YH-06-00626	An Educational Programme for Accessing Cultural Heritage: Virtual Egypt in Prisons	The Fitzwilliam Museum	49,900	Intangible heritage	Eastern	Your Heritage
YH-06-00789	Discovering Finsbury Park	The Friends of Finsbury Park	49,900	Land and biodiversity	London	Your Heritage
YH-06-00806	Here's tae us! A Social History of Drinking in Edinburgh	The Living Memory Association	49,900	Intangible heritage	Scotland	Your Heritage
YH-06-00851	Darlington Great Crested Newt Project	Durham Wildlife Trust	50,000	Land and biodiversity	North East	Your Heritage

## Heritage Lottery Fund Social Impact Evaluation report 2006 - 2007

YH-06-00624	Small Island Read 2007	Bristol Cultural Development Partnership	50,000	Intangible heritage	South West	Your Heritage
YH-06-00567	Tuckers Hall Conservation	Tuckers Hall Exeter Ltd	50,000	Historic buildings and monuments	South West	Your Heritage
YH-06-00349	Aberaeron 2007: Celebrating our Heritage: Dathlu ein Treftadaeth	Aberaeron 2007 cyf	50,000	Intangible heritage	Wales	Your Heritage
YH-06-00887	GAY BIRMINGHAM REMEMBERED	Birmingham Pride Community Trust	50,000	Intangible heritage	West Midlands	Your Heritage
YH-06-00629	Outside In - Development Project	Holy Trinity Parish Church, Hull	50,000	Intangible heritage	Yorkshire and The Humber	Your Heritage
YH-06-00895	The Heritage Trees of Gleadless	Sheffield Wildlife Trust	50,000	Intangible heritage	Yorkshire and The Humber	Your Heritage
HG-05-00306	Liberton Bank House	Cockburn Conservation Trust	96,300	Historic buildings and monuments	Scotland	Heritage Grants
HG-05-01429	Belfast Lives	Belfast Family & Community History (BelFam)	122,000	Museums libraries archives and collections	Northern Ireland	Heritage Grants
HG-05-01573	Deaf Heritage	British Deaf Association	131,500	Museums libraries archives and collections	Northern Ireland	Heritage Grants
HG-05-00826	The Mid Suffolk Discovery Project	Mid Suffolk District Council	161,500	Land and biodiversity	Eastern	Heritage Grants
HG-05-00750	Wild West - Nature Conservation for All in Hammersmith & Fulham	Groundwork West London	171,500	Land and biodiversity	London	Heritage Grants
HG-05-01107	Cardinal O'Faich Heritage Outreach	Cardinal O' Faich Memorial Library and Archive	195,000	Museums libraries archives and collections	Northern Ireland	Heritage Grants
HG-05-00732	Medway Riverside Communities	Medway Valley Countryside Partnership	198,000	Land and biodiversity	South East	Heritage Grants
HG-05-01011	Craven Phoenix Project	Craven District Council	202,500	Museums libraries archives and collections	Yorkshire and The Humber	Heritage Grants
HG-05-00379	Exploring Surrey's Past	Surrey County Council	218,500	Historic buildings and monuments	South East	Heritage Grants
HG-04-50806	St James Garlickhythe, EC4: Organ Restoration	Parish Church of St James Garlickhythe	226,500	Historic buildings and monuments	London	Heritage Grants
HG-05-01507	Northamptonshire Black History - Shaping the Future	Northamptonshire Black History Association (NBHA)	249,500	Intangible heritage	East Midlands	Heritage Grants
HG-05-01387	Restoration of 12 George Street, Wolverhampton WV2 4DG	City of Wolverhampton Regenerating Buildings Preservation Trust	252,500	Historic buildings and monuments	West Midlands	Heritage Grants
HG-05-00844	Cambridgeshire Community Archive Network (CCAN)	Cambridgeshire County Council Library Learning Services	299,500	Museums libraries archives and collections	Eastern	Heritage Grants
HG-04-50793	Works of Conservation and Repair: 'The Mackintosh'	Mackintosh Sports Club	301,000	Historic buildings and monuments	Wales	Heritage Grants
HG-05-00963	Construction of Carriage Sheds for the Midland and Great Northern Joint Railway Society.	Midland and Great Northern Joint Railway Society	308,000	Industrial maritime and transport	Eastern	Heritage Grants
HG-04-50903	Tremayne Community Hall Regeneration Project	Tremayne Hall Management Committee	333,900	Historic buildings and monuments	South West	Heritage Grants
HG-05-00397	Barony 'A' Frame	Barony 'A' Frame Trust	484,500	Historic buildings and monuments	Scotland	Heritage Grants
HG-05-00764	Restoration and Interpretation of Sculthorpe Moor Community Nature Reserve phase 2	The Hawk and Owl Trust	494,500	Land and biodiversity	Eastern	Heritage Grants

## Heritage Lottery Fund Social Impact Evaluation report 2006 - 2007

<b>HG-05-00674</b>	<b>Ancient Tree Hunt</b>	<b>The Woodland Trust</b>	<b>506,000</b>	<b>Land and biodiversity</b>	<b>East Midlands</b>	<b>Heritage Grants</b>
HG-05-00710	Save Our Squirrels	Northumberland Wildlife Trust	626,000	Land and biodiversity	North East	Heritage Grants
HG-05-01210	Volunteer Training: Maintenance of Places of Worship	Society for Protection of Ancient Buildings	645,000	Historic buildings and monuments	London	Heritage Grants
HG-05-00299	Capital Woodlands Project	Trees for Cities	999,500	Land and biodiversity	London	Heritage Grants
HG-04-50947	Spike (Community Centre) Project, Guildford	Charlotteville Jubilee Trust Ltd.	1,195,000	Historic buildings and monuments	South East	Heritage Grants

# Appendix 4

Example of case study proforma

## Appendix: Project Name

Project: Name

(a) Levels of participation / involvement

	1	2	3	4	
How are people being targeted to become involved in the project?					
	1	2	3	4	5
How are people getting involved in the project?					

	What activities and tasks are happening/planned as part of the project?	Numbers involved	Information about participants
1			
2			
3			
4			

**(b) Social impact: individuals**

Benefit	Detail	Project evidence (gathered from AJ observation, internal evaluation documentation and direct quotations from interviewees)	Assessment
Increasing knowledge and understanding [of heritage]			
Enjoyment, inspiration and creativity			
Development of personal skills and capabilities			
Attitudes and values			
Changes in activity, behaviour, progression			
Health			

**(b) Social impact: communities**

Benefit	Detail	Project evidence (gathered from AJ observation, internal evaluation documentation and direct quotations from interviewees)	Assessment ^
Providing community focus			
Social cohesion - building stronger links within and between communities			
Social inclusion - breaking down barriers to access and participation for disadvantaged groups			
Strengthened local organisations			
Economic development			

# Appendix 5

Example of Case Study proforma

## Name of Project

YH-project number

Applejuice Consultants

Project Applicant:

### **PROJECT MANAGEMENT AND DELIVERY**

**Project Aim**

**Project Activities**

**Contribution of HLF funding**

**Project Staff and Skills**

**Partnerships**

**Promoting and Publicising Projects**

**Timescales and Budgets**

**Monitoring: Output and Outcome Measures**

### **PARTICIPATION**

**Who Participates and How?**

## **ACHIEVEMENTS AND IMPACT**

### **Benefits to Individuals**

*Increase in Knowledge and Understanding of Heritage*

*Enjoyment, Inspiration and Creativity*

*Development of Personal Skills and Capabilities*

*Attitudes and Values*

*Change in Activity, Behaviour, Progression*

### **Benefits to Communities**

*Providing Community Focus*

*Social Cohesion*

*Improved Intergenerational Links*

*Social Inclusion*

*Strengthened Local Organisations*

*Economic Development*

### **The Unique Impact of Heritage Projects**

### **Conclusions**

### **Consultees and contributors**

Social Impact Evaluation 2006 - 2007 research  
conducted on behalf of HLF by Applejuice Consultants  
[www.applejuiceconsultants.com](http://www.applejuiceconsultants.com)