Assessment of the social impact of volunteering in HLF-funded projects: Yr 3

Heritage Lottery Fund

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BOP CONSULTING

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1. Report summary

In April 2010, the Heritage Lottery Fund (HLF) commissioned BOP Consulting to continue a third and final year of national research into the social impact of volunteering in HLF-funded projects that began in June 2008. The three years of research amount to the most detailed investigation yet into the impacts of volunteering in the cultural sector in the UK, and this third year uses sophisticated econometric analysis to dig deeper into the data.

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

The research builds on the mixed method approach used in Years 1 and 2, and is based on a volunteer pool from an initial sample of 134 projects, selected randomly by HLF. This includes:

- Main survey cohort: an in-depth, self-completion survey that was administered to all of the 134 projects and for which there were 371 usable responses. The quantitative research enables normative comparisons between the volunteers in the current sample, and other relevant cohorts (e.g. the general population, the typical volunteer population)

- Site visits to five projects, involving non-participant observation of volunteer activity and group or one-to-one interviews with over 30 volunteers

- This means that over the three years our qualitative research has taken in site visits to 27 projects across the UK, during which we have interviewed 224 volunteers in-person, and we have had 725 useable responses to the main cohort survey from 130 different projects.

This year the research has specifically sought to answer two outstanding research questions:

- is there something special about volunteering in heritage activities (the 'HLF difference')?

- are volunteers' demographics determining the positive outcomes?

In order to tackle these issues, we incorporated two new tasks to the research programme:

- the inclusion of a control group of volunteers from Oxfam – this included site visits to three shops and group interviews with Oxfam volunteers, ahead of administering the main cohort survey to 200 shops chosen at random, for which we received 428 usable responses.

- an econometric analysis of volunteering and its relationship with mental health in the longitudinal British Household Panel Survey (BHPS) - this supplementary piece of research has allowed us to investigate the wider issues of self selection and causality in volunteering.

Lastly, having three years of data has also allowed us to look across this sample to investigate any influence that the 'heritage area' of the projects may have on the volunteer experience.

Basic findings

The large sample of volunteers in this year's research has largely re-inforced the findings of the previous two year's research.

The volunteers are predominantly older (though slightly younger than in previous years), white, exceptionally well educated, live in affluent areas and work/used to work in highly skilled occupations. The main difference this year is a clear jump in the numbers of unemployed volunteers. This also ties with the increasing numbers of volunteers that are looking for their volunteering to help them get on in the labour market, and the numbers reporting that their volunteering has a relationship to their working lives. But the overwhelming motivation for volunteering in HLF-funded projects remains the same: having an existing interest and passion in the subject area of the projects. This 'pro

am' orientation, rooted in deepening knowledge and learning, is distinct from Oxfam volunteers' motivations.

As in previous years, the impacts of HLF volunteering on individuals are particularly strong. HLF volunteers continue to report levels of mental health and well-being that are far higher than for the general population, or for the general volunteering population, particularly with regard to their ability to 'play a useful part in things' – an indicator that combines a measure of self worth with social connectedness. HLF volunteers make (modest) skill gains in many areas as a result of their participation in HLF-funded projects. Greater numbers of volunteers report using these skills in other areas of their life than in previous years, and they are using them differently: predominantly within their existing workplace and in further community engagement.

In-line with previous years' research, the community outcomes are more modest than the individual impacts. Volunteering helps people to meet with others from different age groups, but there is only a mild effect on volunteers' ability to get on better with those of differing ages. HLF volunteers have a strong sense of belonging and are extremely active in wider civic and civil life. This widespread participation and engagement results in a very high belief in collective efficacy – the ability to take collective action to influence local democratic decisions – when compared with the general population. Given the high base from which they start from, HLF volunteering has, in the main, had little effect on these indicators of community impact.

Starting from a high base is not the case for community connectedness, as HLF volunteers know fewer people in their neighbourhoods than the general population – but they still report that their volunteering has had little effect on this. In large part, this is driven by the dynamics of many of the projects, which focus upon a specialist or niche subject that has appeal for volunteers that live far beyond the locality in which the project is based. The research clearly shows that HLF-funded projects are very good at enabling volunteers to meet new people – just that these new people are defined much more by a community of interest ('likeminded people') than by a geographically-bounded one. This could also account for why HLF volunteers are more unsure than the general population as to whether their local area is a place where people from different backgrounds get on well together. And why again, only a minority of volunteers report that their participation in HLF-funded projects improves their view of community cohesion in their local area.

Explanatory factors affecting the HLF results

The econometric analysis looked at all of the main individual and community impacts using a set of explanatory variables which were tested for joint significance. The analysis has yielded some encouraging and perhaps counter intuitive results. In particular, despite the dominance of:

- older people within the HLF volunteer pool, it is younger volunteers that are most likely to make the greatest improvements in skills development

- graduates and post graduates within the HLF volunteers, it is those without a degree that are more likely to experience gains in a number of the areas of mental health and well-being

- employed and retired people among the HLF volunteers, it is unemployed volunteers who are most likely to report that their volunteering has contributed to them subsequently taking a course.

However, despite these individual examples, there are two explanatory variables that consistently standout from the econometric analysis.

- Time intensity - the amount of time that volunteers spend working on the HLF-funded projects within a given period proves to be a very strong predictor across most of the individual and community impact indicators. This means that the intensity of the involvement, rather than the duration of it, is a key factor to achieving the greatest gains from HLF volunteering.

- Coordinating and leading activities – this has also appeared regularly as a (statistically significant) explanatory variable across the econometric analysis. Volunteers that participate in these activities get the chance to be more involved in the projects, enjoy more autonomy, control and challenge, meet with more diverse groups and

people, and hence end-up benefiting more from their volunteering experience.

Finally the type of heritage area in which volunteers are working is correlated with a few statistically significant differences across the three years.

- Demographics – volunteers that are engaged in Museums, Libraries and Archives projects are on average older than volunteers from the other heritage areas, while Industrial Maritime and Transport heritage projects attract proportionally more male volunteers.

- Skills development – gains in skill areas are linked to heritage areas as these require differing tasks and activities to be undertaken by volunteers. Thus volunteers in Intangible Heritage projects more regularly reported gains in information management skills, reflecting the often relatively high research and documentation components of these projects, while volunteers in Industrial Heritage projects were more likely to make gains in technical skills (reflecting the importance of working with plant, machinery and technology in these projects).

Heritage area does not, however, have any predictable bearing on the how volunteers' work is organised in terms of their social interaction (i.e. if they mainly work on their own, in pairs, or in groups). This is instead determined at the level of the individual project.

The HLF difference?

The demographics of the Oxfam volunteers are similar to those that participate in HLF-funded projects, with differences centred upon a younger age profile and a lower level of formal education. Overall the differences are statistically significant when looking at the raw data, but they are close enough to ensure that the two groups of volunteers can be matched, using propensity score matching, to control for these differences. The results from the Oxfam control group are illuminating.

Despite significant differences in why people become volunteers in Oxfam shops, and in the types of activities that they undertake, the results are characterised much more by commonality with the HLF cohort than by difference.

As with HLF volunteers, Oxfam volunteers experience strong individual impacts. In particular, they report high levels of mental health and well-being (even slightly above how HLF volunteers rate themselves for some indicators). This extends to the measures of curiosity and flow that were tested for (that might have been expected to be lower given the greater importance of cognitively complex tasks in HLF volunteering). Volunteering in Oxfam shops also has more of a bearing on their mental health and well-being than does participation in projects for HLF volunteers. Two plausible possible reasons for this suggest themselves:

- Time intensity – as noted in relation to HLF volunteers, time intensity is the most important explanatory factor across the range of outcomes tested in the research. HLF volunteers spend on average more time per month than does the general volunteering population, but Oxfam volunteers spend even more time.

- A less active participation in other areas of public life - the Oxfam volunteers are involved in fewer other community, voluntary and political organisations in comparison with the HLF volunteers. Thus the weight that Oxfam has in terms of their participation in civil and community life is likely to be proportionally greater than HLF activities are for those who volunteer with the projects.

Oxfam volunteers make improvements in a number of skill areas, and for the areas of technical and business skills, these skill improvements are stronger than for HLF volunteers (and statistically significant). Conversely, HLF volunteers made statistically significant greater gains in the area of information management. This demonstrates that both sets of volunteers make greater gains in the skill areas which are more relevant to their respective volunteering contexts.

In terms of community outcomes, again the findings from the Oxfam group are similar to those for the HLF volunteers: i.e. they are relatively modest. For instance, although Oxfam volunteers meet more people of differing ages than do HLF volunteers (and this is statistically significant), as with the HLF volunteers, this does not translate readily into a much greater understanding of differing groups.

What is different is that the volunteering pool for Oxfam is much more localised than it is for HLF-funded projects – which perhaps makes it surprising that the community outcomes are not stronger for Oxfam volunteers.

In summary, there is little evidence to show that the positive social outcomes that HLF volunteers report can be attributed to a distinctive HLF or *heritage*-based experience. There are plenty of indications to show that the lived experience of volunteering in HLF-funded projects is different to volunteering in an Oxfam shop (and many other volunteering contexts) – it is more research-based /intellectual, more physical/outdoors, and involves more independent working/leading – but this does not translate into very many differences in terms of social impact. Most of the results instead show great congruence between the two groups. Even on the few occasions where the results are divergent, such as in skills development, the results are related to the different activities that the two sets of volunteers have undertaken, and many of the HLF activities are not unique to heritage (although they are admittedly not widespread beyond the sector).

Of course we should stress that the analysis does not show that the positive impacts experienced by volunteers in HLF-funded projects are any less real or valuable. Simply that the comparison with Oxfam shows that the positive outcomes experienced by HLF volunteers are driven principally by volunteering *per se*, and by context independent variables such as the time intensity of the volunteering.

Accounting for reverse causation and self selection

It has long been established that people who volunteer are more 'pro social' than the rest of the population and that volunteers are also more likely to experience a range of positive social outcomes than the rest of the general population (such as better mental health and well-being). What has never been clear is (i) which way around the causation goes and (ii) what role does self selection play. What our supplementary econometric analysis of the longitudinal British Household Panel Survey (BHPS) shows is that that once we account for reverse causality and self-selection, volunteering *still* has a positive effect on individuals' mental health. While this result is specific to the indicators that were tested for

(i.e. mental health) it suggests that other individual impacts of volunteering, such as skills development, may also still be positive after accounting for reverse causality and self-selection.

The wider volunteering policy context

As we have stated in previous reports, it cannot be said from the research results that volunteering in HLF-funded projects is widening access to a very diverse range of people nor, in the main, is it engaging people that suffer from various forms of socio-economic exclusion. But here, the contribution that volunteering in HLF-funded projects makes to an active retirement should not be understated.

The process of social disengagement – a weakening or even severing of human relationships – is one that is often associated with ageing and it can have implications for the individual, where it is linked to cognitive functioning, and also for society, which can lose the wisdom, experience and insights of older people. By participating in HLF-funded projects, many older volunteers are in contrast maintaining high levels of engagement that in some cases have been developed over a lifetime of activity. For some, the volunteering experience replicates the best aspects of working life – enjoyable yet challenging. For others, it is about meeting new people, or deepening long term interests. These opportunities are precious as older people are far less likely to engage in new cultural and leisure activities in general – despite them having the most to gain from these activities.

Conversely, in the context of a prolonged recession, it seems that volunteering in HLF-funded projects is also becoming more important in supporting people in terms of their labour market opportunities. Most obviously this is apparent in the increase in unemployed volunteers in Year 3 and those looking to add their volunteering to their CVs. But it is also evident in those that use volunteering in HLF-funded projects as career development, a testbed for career change, or preparation for re-entering the labour market after a lengthy absence. With unemployment likely to continue to rise in the short term, the support that HLF volunteering opportunities can offer people in these situations is likely to become more, not less, important.

Lastly, the three years of research raise interesting questions about the pros and cons of 'obliquity' versus planning where social impact is concerned. That is, as we have observed previously, the overwhelming majority of projects do not plan to achieve specific social outcomes – and yet they manage to achieve many outcomes for individuals, and also partially achieve a number of community outcomes.

Further, the econometric analysis this year suggests that it is often the 'under represented' groups (the less well educated, the younger volunteers, etc.) within the HLF volunteer pool that make the most gains. It is tempting from this to hypothesise that an unequal degree of social mixing within the projects may therefore be a contributory factor to these positive outcomes. In turn, the implication would then be that if projects were more proactively targeted to reach just these 'under represented' groups, they may fail to achieve the same impact (as they would reduce the level of social mixing within the projects). But this is a complex issue.

In part, it has not been possible to determine statistically exactly what the pattern of social mixing is at project level (as there are too few volunteer responses from each project to analyse). The possibility therefore exists, for instance, that what diversity there is within the HLF volunteer pool is driven by a small number of projects that are dedicated to working with under represented volunteers (e.g. those from particular ethnic minority groups, young people, or people from lower socio-economic groups). However, the three years of qualitative research at project level would suggest that this rather extreme scenario is not usually the case. Several of the projects that we have visited have some degree of social mixing in terms of age, while others have had some mixing in terms of differing levels of education and social class. It is less clear from our visits that projects are able to achieve mixing in terms of drawing in volunteers from a range of ethnic backgrounds, or in combining volunteers with learning disabilities with those without. That is, where we have encountered volunteers from these groups, they are more typically engaged with dedicated projects that focus explicitly on the needs and concerns of these groups in relation to heritage.

Finally, in seeking to know more about what the pros and cons might be of having a more proactive, planned approach to achieving social outcomes, we do not yet know enough about how the projects within the HLF's portfolio that do try to do this are set-up and run. This will be the subject of a small piece of follow-up research that will form a 'postscript' to the current report.

2. Introduction

This report details the findings from the third and final year of national research into the social impact of volunteering in HLF-funded projects, undertaken by BOP Consulting. The first year of the study was commissioned by the Heritage Lottery Fund (HLF) in June 2008. Our research builds upon previous work on the social impacts of HLF-funded projects, undertaken by Applejuice Consultants.

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

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

In addition to focusing exclusively on the experience of volunteers, the research uses a more quantitative methodological approach than that taken by the Applejuice research. This was a specific requirement of the brief set by HLF in seeking to deepen the knowledge and understanding of volunteering activity that was gained through previous case study-based work.

The first year was essentially a pilot phase to test whether it was possible to use a common quantitative approach across HLF's diverse project portfolio. A detailed self-completion survey was developed and distributed to a stratified random sample of 25 projects. Wherever possible, the quantitative research provided normative comparisons between the volunteers in HLF-funded projects, and other relevant cohorts (e.g. the general population, the typical volunteer population, and so on).

The approach devised in Year 1 proved successful and the findings produced some striking findings. Year two scaled-up the sample to 50 projects, from which there were just under 250 responses; introduced a pilot longitudinal survey alongside the main cohort 'retrospective' survey; and used the qualitative work to investigate some thematic issues in more depth, such as intergenerational work and children and young people. With one or two exceptions, the second year's study bore out the findings from Year 1 with a larger sample size.

In the final year of the research we further increased the sample size to 134 projects (for which we have received 371 usable responses) in order to enable more detailed statistical analysis of the results. In particular, regression analysis has been used to examine how a range of explanatory variables might be affecting the results. A major departure in this year's study is also the inclusion of a control group of volunteers from Oxfam, in order to examine whether there is anything particularly distinctive about volunteering in heritage activities as opposed to other kinds of volunteering.

Over the entire three years, then, our qualitative research has taken in site visits to 27 projects across the UK, during which we have interviewed 224 volunteers in-person, and we have had 725 useable responses to the main cohort survey from 130 different projects.

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

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

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[1] The latest HLF research suggests that over 90% of HLF-funded projects engaged volunteers in some capacity.
[2] BOP (2005) *New Directions in Social Policy: Developing the Evidence Base for Museums, Libraries and Archives*, report for the Museums, Libraries and Archives Council.

- Report back to government and other stakeholders on the extent to which HLF is assisting in the delivery of social policy objectives – the use of quantitative data is especially important in this regard
- Feed key lessons into the Fund's strategic planning

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

2.1 Programme evaluation within HLF

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

This document sets out HLF's aims, which are to:

- Conserve the UK's diverse heritage for present and future generations to experience and enjoy;
- Help more people, and a wider range of people, to take an active part in, and make decisions about, their heritage;
- Help people to learn about their own and other people's heritage

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

- **Heritage Grants** – is the main programme for grants over £50,000 for all kinds of heritage that relate to national, regional or local heritage of the UK, and is open to all not-for-profit organisations.
- **Your Heritage** – is a smaller grants programme for grants under £50,000 for all types of heritage that relate to the local, regional or national heritage of the UK. It is a flexible programme, open to all not-for-profit organisations, but is particularly designed for voluntary and community groups and first-time applicants.

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

In order for HLF to assess the benefits of its funding programmes and learn from the experience of both ongoing and completed projects, it has devised a broad-based evaluation and research programme. This study is part of the sixth annual cycle of evaluation studies, which include a range of different research projects that encompasses visitor and local resident surveys; economic impact studies and social impact work.[3]

2.2 Methodology

2.2.1 Underlying principles and approach

In addition to the previous HLF research, the current study builds on a body of work built up by BOP Consulting over the last six years on the social impacts of culture. This has included extensive literature reviews and analyses of how the evidence fits with relevant government social and economic policy,[4] as well as developing frameworks and toolkits for primary and secondary research/evaluation that helps to improve the evidence base in the sector.[5]

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[3] The social impact work consists of three years research by Applejuice Consultants and three years (including this year) work by BOP.

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

[5] BOP (2006b) 'Generic Social Outcomes (GSOs) Framework', for the Museums, Libraries and Archives Council at http://mlac.gov.uk/policy/Communities/gso_howto; BOP (2007) *Cultural Impacts Toolkit*, report for Manchester City Council; and BOP (2011) *Longitudinal Evaluation Framework for Community Engagement with Heritage*, for English Heritage.

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

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

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

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

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

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

The research therefore examines these dimensions of volunteers' experience.

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

The GSOs framework is particularly useful for the present research as it frames individual learning within a social context, in other words it is less focused on tracking a set of essentially educational outcomes, than exploring the wider social impacts that these educational outcomes may have. However, we have not explicitly used the GSOs framework in reporting the research findings – in order to retain a fit with the HLF's previously commissioned Applejuice research

– though the underlying principles are the same. Instead, we maintain the previous HLF research structure of looking at the social impact of volunteering in terms of impacts on individuals and impacts on communities. Specifically, the research examines the following areas:

Impact on individuals

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

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

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

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

Impact on communities

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

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

- Community focus – examining a range of phenomena, such as any impact that volunteering has had on the connectivity of volunteers to

others in their communities, whether volunteering in heritage projects has a 'knock on' effect to other forms of local participation, as well as whether it has any influence on volunteers' belonging to their neighbourhoods

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

Although the primary research instrument used in the study is a self-completion questionnaire, this does not mean that the research has involves no qualitative research. Rather, the development of the quantitative survey was rooted in in-depth qualitative research with 12 projects in the first year. These site visits were essential in designing a questionnaire that would work across the range of HLF-funded projects in the study. They have also been key to providing a wider reference frame in which to interpret and better understand the end results of the survey. As site visits to 23 projects had been undertaken in the first two years of the research, the qualitative work in Year 3 has been scaled back. This was to accommodate more quantitative work for the HLF volunteers, as well as to undertake work with the control group, including focus groups with Oxfam volunteers in order to better understand this second volunteering group.

2.2.2 Specific research questions for Year 3

Year 2 answered many of the questions that arose from the first year of research. In particular, the larger sample size confirmed the general demographics of the HLF volunteers, albeit with some changes to the age and gender profile from the smaller cohort in year 1. It also confirmed that the volunteers come to the projects with already high levels of social capital and participation in civil life, but gain further through their involvement as volunteers.

However, there were two big outstanding issues that remained after the first two years of research.

- *Is there something special about volunteering in heritage activities?* The normative comparisons that were used in the first two years of

research suggest that the positive benefits reported by HLF volunteers are greater than those reported by the general volunteering population. Is there therefore something specific to volunteering in heritage activities that may account for this apparent difference?

- *Are volunteers' demographics determining the positive outcomes?* The previous two years of research have shown that volunteers in HLF-funded projects have levels of education and existing participation in civil life that are in excess of both the general population and the general volunteering population. Is it simply their existing (very high) levels of human and social capital that is accounting for the positive outcomes? That is, is self selection overly influencing the results? Relatedly, if self selection is a factor in the results, then the issue of causality is harder to determine. Meaning, for instance, are the high levels of mental health reported by HLF volunteers in part due to their volunteering, or is their volunteering largely an expression of the positive state of mental health? It should be noted that problems of self selection and causality are not restricted to the current study of volunteers in HLF-funded projects. Rather, they are present in most studies of volunteering more generally.

In order to tackle these issues, we have incorporated two key tasks to the research programme. The major innovation for the third year is the inclusion of a control group of volunteers from Oxfam, to whom we have administered the main cohort questionnaire, and undertaken a limited amount of qualitative research in the form of group interviews with volunteers at three shops. This provides a better and more detailed comparison than the normative data we have been able to use to-date. Also, by matching the control group to the HLF volunteers – using propensity score matching – we can measure the impact of the 'HLF effect'.

The second task that was added to the work programme during Year 3 is to investigate the wider issues of self selection and causality in volunteering, specifically in relation to volunteering and mental health.

We have done this by undertaking an econometric analysis of the British Household Panel Survey (BHPS).[6]

2.2.3 Sample frame

Heritage Lottery Fund

The HLF research and evaluation team carried out the initial project sample selection. The projects were taken from the HLF 'Decision to Excel Report', and were filtered by programme type (Your Heritage and Heritage Grants). A total of 608 projects were selected and sorted by the 'authority to commence date', including projects that started between 1 January and 31 December 2009. Projects that had completed, had withdrawn and stage one passes were removed, which left a random sample of 150 projects (see Appendices).

Early on in the research we realised that due to 'random sampling', the projects in this year's sample had lower numbers of volunteers involved than in previous years. We therefore requested that the HLF research and evaluation team extracted an additional 50 projects, of which 49 were added to the sample. This request was necessary in order for us to reach our target response rate of 350 completed surveys.

Figure 1. Breakdown of the sample of HLF projects included in the research, by region, programme type, heritage area, and grant size, 2011

Region	Total	Percentage
East Midlands	12	6%
Eastern	16	8%
London	36	18.1%
North East	7	3.5%
North West	14	7%
Northern Ireland	12	6%
Scotland	27	13.6%
South East	22	11.1%
South West	17	8.5%
Wales	7	3.5%
West Midlands	15	7.5%
Yorkshire and Humber	14	7%

Source: Heritage Lottery Fund, 2011

Programme type	Total	Percentage
Heritage Grants	30	15.1%
Your Heritage	169	84.9%

Source: Heritage Lottery Fund, 2011

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[6] This element of the research has only been 50% funded by the HLF, with BOP providing the remaining internal resource.

Heritage area	Total	Percentage
Historic buildings and monuments	30	15.1%
Industrial maritime and transport	5	2.5%
Intangible heritage	121	60.8%
Land and biodiversity	16	8%
Museums libraries archives and collections	27	13.6%

Source: Heritage Lottery Fund, 2011

Grant size	Total	Percentage
£2m to £4,999,999	3	1.5%
£1m to £1,999,999	5	2.5%
£500,000 to £999,999	11	5.5%
£250,000 to £499,999	5	2.5%
£50,000 to £249,999	35	17.6%
£5,000 to £49,999	137	68.8%
Under £5,000	3	1.5%

Source: Heritage Lottery Fund, 2011

Oxfam

BOP worked closely with the Head of Volunteering and Trading Internal Communication, the Volunteering Coordinator, and the Head of Communications at Oxfam regarding the sampling approach and survey dissemination. In order to mirror HLF's random sampling approach, a decision was taken to disseminate an online survey to 200 Oxfam shops across the UK, which were chosen at random.

2.2.4 Research tasks

Heritage Lottery Fund

From April 2010 to March 2011, the BOP Consulting team conducted extensive research to inform the assessment of the Social Impact of Participation in HLF Funded projects. The core methodology is consistent with the first and second year's research. The primary strands of research are described below:

1. **Initial project contact**

All project managers (150) from the first round of random sampling were contacted by a member of the HLF team to inform them of the research, its objectives and how their involvement would be of benefit to their project. In addition they were asked if they were willing to participate in the research as well as how many volunteers were involved in their project. Subsequent to these initial introductions, members of the BOP team followed up with each project manager via email to confirm their involvement in the research, their project's timescale and how many volunteers were involved.

Following this a detailed assessment was carried out to identify projects that were suitable for the main cohort survey and project visits. The result of this was that 65 projects were removed from the sample as:

- 27 did not respond to any form of communication from either HLF or BOP

- 11 declined to be involved as this was not a compulsory part of their HLF funding

- Six had actually ended their HLF project

- Ten had no volunteers involved in the delivery of their project

- 11 projects had not yet started, or were too early in their project timescale, or had been delayed.

2. **Project visits**

The visits to HLF projects for Year 3 were limited to five and these were carried out between November 2010 and March 2011. We took the

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decision to undertake fewer project visits in the final year of research for a number of reasons. Logistically, there was less resource available given the greater scale and complexity of the quantitative research and the addition of the control group. But we also felt that we were close to saturation point in terms of the new insights that the qualitative research to projects would yield, given the number of projects visited over the previous two years. This does mean that there is less qualitative material in this year's report and readers interested in this are advised to consult the reports for Years 1 and 2.

The project visits that were chosen were selected by looking at the distribution of previous site visits across geographical and heritage areas. In collaboration with the HLF research and evaluation team, we selected five visits based on areas that have been less represented in Year 1 and 2. The visits consisted of reviewing project documentation, project observation, informal volunteer meetings, follow-up discussions with the project co-ordinators and survey distribution. The findings from these visits will be presented in a case study report which is separate to this document.

The table below lists the projects visited and the number of volunteers who we met with and interviewed during the site visits. Across all of the three years of research we have carried out 30 project visits and met with 224 HLF volunteers.

Figure 2: HLF project site visits, 2011

Projects	Total No. of Volunteers	No. of qual interviews
Blantyre Community History Project	5	2
Bantamspast memories	20	9
Lincolnshire Heritage at Risk Project	134	10
East-West Festive Cultures	20	5
Tramcar 245	12	6
Total	191	32

Source: BOP Consulting, 2011

3. Longitudinal survey research

This year we attempted to build on last year's pilot longitudinal study by increasing the sample size, with a target of 100 responses. The 'pre' survey – undertaken at the beginning of volunteers involvement with the HLF-funded projects – exceeded this, with 136 responses. However, despite a lot of follow-up with project managers to drive up responses, we only received 65 responses to the second wave of the longitudinal survey. This has meant that we have not reported on most of the longitudinal survey findings. We have restricted the reporting to areas in the 'pre' survey that are not covered in the main cohort survey (e.g. questions on volunteers' prior cultural participation), and some open ended responses in the 'post' survey regarding the difference between volunteering in HLF-funded projects and other types of volunteering.

4. Main cohort survey research

A small number of revisions were made to the main cohort survey, in particular, two new questions were added. The first question looks at volunteers 'curiosity' and whether this has been influenced by their participation in the project. The question was tested in Year 2 in the longitudinal survey. The second new question attempts to tease out any possible differences between HLF volunteers and Oxfam volunteers in relation to their motivations and rewards for volunteering.

Other than these questions, the survey remained the same and was disseminated to 134 projects as a self-completion questionnaire, both electronically and in paper form. The project managers then distributed the questionnaire to approximately 2,295 volunteers[7]. The survey asks volunteers to reflect on and assess any progress that they may have made in relation to a range of variables.

We received 371 useable questionnaire returns from 80 projects. There were 54 projects for which we did not receive any survey responses, either because surveys were not actually distributed to

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[7] It should be noted that this figure does not include the number of volunteers for the 49 projects that were added to boost the sample (see section 2.2.3), as this data was not supplied by the project managers.

volunteers by the project managers, or the volunteers chose not to respond.

Similarly to Year 2 there was not a large overlap between volunteers who had been involved in the qualitative visits and those that completed the survey: only 4% of survey returns came from projects that had been visited as part of the qualitative research. The table below demonstrates the responses received on a project-by-project basis.

Figure 3 Volunteers responses to the main cohort survey, by project, 2011

Project	Total No.of volunteers	No. of survey returns	% of final survey sample
Restoration and adaptation of No. 2-4 Threadneedle Street and No. 32 & 34-36 St. Andrew Street, Peterhead	Unknown	22	6%
Dormice Forever	50	17	5%
'Welcome to the Cathedral' Project	18	16	4%
Lincolnshire Heritage at Risk Project	134	16	4%
Therapeutic Living With Other People's Children: An oral history of residential therapeutic child care, c. 1930-c.1980	70	15	4%
The Restoration Fund - Manchester Victorian Baths	Unknown	14	4%
Early Potteries in Ticknall: their products and the landscape and social contexts.	82	13	4%
Making Memories	15	11	3%
The Hardwick Stableyard Regeneration Project (Phase 3B of the Hardwick Project)	Unknown	11	3%
Restoration Bonded Stores	Unknown	9	2%
Restoration and retrun to traffic of Londand Midland and Scottish Railway Ivatt class 2MT Locomotive number 46512	12	9	2%
Saint James' Church, Clapham, Tower Project	10	9	2%
Reflection: Conserving Richmond Borough	12	8	2%
Hands on our Ancient Heritage: the Bristol Dinosaur Project	15	7	2%
Welcome to Kensington - a palace for everyone	Unknown	7	2%
Boleyn	6	6	2%
Do you remember Olive Morris?	30	6	2%
Gwlad Nini - the Heritage of Penllergaer	40	6	2%

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Project (continued...)	Total No.of volunteers	No. of survey returns	% of final survey sample
Local History on Your Doorstep	10	6	2%
Out of the Box - Sustaining Access to Cornwall's Audio-Visual Heritage	10	6	2%
Photographic Heritage Archive	Unknown	6	2%
Roman Lanchester and its surroundings	20	6	2%
Toradh•HARVEST•Hairst	15	6	2%
Coggeshall Timber Framed Buildings/ Tree	30	5	1%
Liverpool School of Tropical Medicine's	50	5	1%
Omagh Hedgerow Heritage Initiative	10	5	1%
Once upon a hill: discovering the lost villages of The Stiperstones	33	5	1%
The British Chinese from Bengal	Unknown	5	1%
The Treasures of Hyde Abbey	Unknown	5	1%
Archiving The Black-E	Unknown	4	1%
Chevin Through Time	8	4	1%
New Ways of Collaborating	4	4	1%
St. Paul War Memorial	Unknown	4	1%
Suffragettes 100 Years - Writers and Art	62	4	1%
Wondering and Wandering - Unearthing the heritage of the Heaths Countryside Corridor	110	4	1%
Zeals Church Bells Project	12	4	1%
AD:Mission: The integration of The History of Advertising Trust's archive collections with 14-19 learning programmes in Norfolk and Suffolk	3	3	1%
Basing House, Lodge Museum	Unknown	3	1%

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Project (continued...)	Total No.of volunteers	No. of survey returns	% of final survey sample
EACH - Enham Alamein Community Heritage	8	3	1%
Heritage Resource Centre	8	3	1%
Paxton Before the House	20	3	1%
Restoration of Honours Boards	Unknown	3	1%
St Hilda's East 120th Anniversary Community Memories Project	18	3	1%
The Heritage of Milton Road Cemetery	15	3	1%
The Maritime Archive	Unknown	3	1%
150th anniversary of Hedon Town Improvement	2	2	0.5%
All Saints Heritage Project	Unknown	2	0.5%
ArtsEkta South Asian Dance Academy	Unknown	2	0.5%
Back Track - looking back down the line.	41	2	0.5%
Bristol Allotments Project	6	2	0.5%
Dunbeath Fishing Heritage	12	2	0.5%
Eglish Through The Ages	50	2	0.5%
Hands On Hedges	6	2	0.5%
Hidden Lives of the Assynt Landscape	5	2	0.5%
Making Inroads: A story of putting down roots	Unknown	2	0.5%
Movies and Memories - The SASE / Medway	6	2	0.5%
Our Lighthouse Heritage	Unknown	2	0.5%
Rediscovered Memories: accessing the Belfast Exposed archive	Unknown	2	0.5%
Womens Work- Our Heritage Our Future	4	2	0.5%

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Project (continued...)	Total No.of volunteers	No. of survey returns	% of final survey sample
70 years in North Downham (Story of London)	Unknown	1	0.25%
A shared vision for a new Stowe - transforming the experience - The National Trust	2	1	0.25%
Access to Abingdon County Hall Museum	Unknown	1	0.25%
Brixton Windmill Restoration Project	Unknown	1	0.25%
Celts and Romans in North Wiltshire	50	1	0.25%
Clonmore through the years	5	1	0.25%
Clumber Park Discovery & Engagement Project	Unknown	1	0.25%
Cornfield Flowers : Out of Intensive Care	Unknown	1	0.25%
Cradley Then and Now Heritage Project	Unknown	1	0.25%
Homelessness in Cambridge	Unknown	1	0.25%
How the Villages Grew	Unknown	1	0.25%
John Hawell Tertiary Mollusc Collection	Unknown	1	0.25%
Navratri festival	6	1	0.25%
Newbattle Abbey College Pan Celtic Programme	30	1	0.25%
SOS Save Our Stones (Phase 1)	Unknown	1	0.25%
Somerset Carnivals Mobile Exhibition and Promotional Unit	Unknown	1	0.25%
South Isles Ranger	1	1	0.25%
St Edmunds Restoration Scheme 2009	30	1	0.25%
St Neots' Lost Priory and Eynesbury Heritage Project	30	1	0.25%
The Landscapes of the Stroud Valleys: Poetry & Photography	Unknown	1	0.25%
The Stone Workshop Exhibition and Learning Centre	25	1	0.25%

Source: BOP Consulting, 2011

Oxfam

1. Initial scoping

An initial meeting with the Oxfam team was undertaken in August 2010, during this meeting we described the purpose of the research and how the research would be of benefit to Oxfam as an organisation. We also explored how Oxfam volunteers operate and other research Oxfam had undertaken in relation to their volunteer pool.

It was agreed that BOP would produce a 'research factsheet' that would be disseminated to all internal staff at head office and shop managers. This would also be included in an 'Oxfam e-bulletin' so volunteers were aware that the research would be taking place.

2. Shop visits

Three visits to Oxfam shops were undertaken to ensure we met a sufficient group of Oxfam volunteers to inform the research. There were two main purposes of the visits. The first was to identify what factual elements of the survey would have to change to make it fit for use with Oxfam volunteers (if any). The second purpose was to explore in the group interviews how people came to volunteer and what they got out of it, and to compare and contrast this with the HLF volunteers.

The BOP team worked closely with the Oxfam team to ensure that the shop visits were representative of geographical spread, shop type and profile of volunteer. In addition, it should be noted that the Volunteer Co-ordinator attended each visit, in order to gain a further insight into the research process (he did not participate in any sessions but observed from a distance).

Site visits were made to the following Oxfam shops:

Projects	No. of qual interviews
Leamington Spa	8
Enfield	11
Westbury upon Trym	10
Total	29

3. Survey research

Based on the information gathered in the qualitative interviews and observations undertaken during the site visits, we made adaptations to the HLF main cohort survey to make it suitable for the Oxfam volunteers. These changes included:

- activities carried out by volunteers
- volunteers' motivations for becoming involved
- skill areas improved through volunteering

In addition we also adapted examples used throughout the questionnaire as well as ensuring the usage of appropriate terminology (e.g. 'shop' rather than 'project').

The survey was then disseminated by Oxfam's Head Office to all of the 200 Oxfam shops within the UK that had been selected through the random sampling – these included boutiques, music shops and book shops, as well as their generalist shops. Each shop manager was required to upload an online version of the survey on to the Shop's office computer where the volunteers would be able to complete the survey during a shift. Each shop manager was required to leave the survey open for a two to three week period. On average each Oxfam shop has approximately 27 volunteers, therefore we can assume that the survey was disseminated to approximately 5,400 volunteers. We received 428 usable questionnaire returns from 132 Oxfam shops.

2.2.5 Statistical methods

As explained in the Introduction, this year's research includes more complex statistical analysis of the results than in previous years, given the larger HLF sample size and the use of a control group. In particular, it includes two different econometric exercises intended to provide further evidence on the impact that the HLF-funded projects have on their volunteers at both individual and community level. The econometric analysis has been performed using the statistical package STATA.

HLF analysis

The first exercise aims to explain and identify who are the volunteers that enjoy the higher gains – in areas such as mental health, skills development, community involvement, and intergenerational contact and understanding – due to their participation in the projects. As an example, we want to understand whether individual characteristics such as gender, age, and education play a role when measuring the likelihood that a volunteer will improve her skills in the area of 'information management'.

When conducting an econometric analysis it is necessary to identify first (i) the dependant variables, i.e. the indicators that we want to analyse (e.g. mental health) and second (ii) the explanatory variables, i.e. the characteristics that we want to use as controls, in so far as we think that they could be having an effect on the dependant variable. The box below contains the set of indicators for which we have conducted the econometric analysis, i.e. the set of dependant variables that have been analysed.

Indicators included as dependant variables
Individual impact
- Mental health – with regressions for each of the five items of the GHQ12.

- Improved skills – with regressions for each of the six areas.

- Curiosity and flow – with regressions for each of the four questions related to this subject

- Progression and participation – with regressions for each of the five actions/activities

- Paid work

Community impact
- Increase in the number of people known in the neighbourhood

- Ability to collectively influence decisions

- Intergenerational contact – with regressions for each of the six different age cohorts.

- Intergenerational understanding – with regressions for each of the six different cohorts.

To choose the set of explanatory variables we followed a two step procedure. First, we identified a set of potentially good explanatory variables for each of the two levels of analysis (individual and community level). Second, we ran all the regressions and tested whether the model as a whole was statistically significant[8]. If that was not the case, we dropped one or more explanatory variables. However, in some of these cases, modifying the model was not enough to reach joint significance. For instance, by including ethnicity in some of the models it was not possible to reach joint significance, hence this variable was excluded where this was the case (in order to reach joint significance).

Figure 54 to Figure 56, in Appendix 2, show the regressions for each section and for each indicator. They show the results for the joint significance test at the bottom of each column: if the 'p-value' is higher than 0.10, this means that the model as a whole is not statistically significant at the 90% confidence level, and, hence, the econometric analysis does not allow us to draw any conclusion for this particular indicator. For instance, the model for intergenerational contact explains five out of the six indicators, but it is not statistically significant for the

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[8] In this context the model is the set of explanatory variables and their relationship with the dependant variable.

cohort 'pre-school children' – i.e. intergenerational contact with pre-school children is not dependent on any of the explanatory variables.

Figure 4 Explanatory variables

Control variable	How is the variable measured?	Inc. as explanatory variable in the 'individual impact' indicators	Used in:	Inc. as explanatory variable in the 'community impact' indicators	Used in:
Gender	Binary indicator that receives the value of 1 if volunteer is female, and 0 otherwise	Yes	All models	Yes	All models
What was your age at your last birthday?	Age in years	Yes	All models	Yes	All models
Academic qualification	Binary indicator that receives the value of 1 if volunteer has an academic qualification that is lower than a first degree, and 0 otherwise	Yes	All models	Yes	All models
Employment status	Binary indicator that receives the value of 1 if volunteer is unemployed, student, retired or a full time carer, and 0 otherwise	Yes	All models, excluding model on the effect of HLF on paid work	No	--
Time involved with the organisation as a volunteer	Average number of months, measured as the middle point of the band chosen by the respondent. For example, if a respondent choose the option 'three to six months' it is assumed that, on average, she has been involved for 4.5 months with the organisation	Yes	All models, excluding model on 'progression and participation'	No	--
Time spent working on the project over an average four weeks	Average number of hours, measured as the middle point of the band chosen by the respondent.	Yes	All models	Yes	All models, exc. models on 'sense of belonging' and 'community cohesion'
Leadership activities	Binary indicator that receives the value of 1 if the volunteer has undertaken coordinating or leading activities with the project, and 0 otherwise.	Yes	All models	Yes	All models

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Control variable (Cont...)	How is the variable measured?	Inc. in the 'individual impact' indicators	Used in:	Inc. in the 'community impact' indicators	Used in:
Relationship to prior, or current, paid work	Binary indicator that receives the value of 1 if the volunteer feels that her participation in the project is 'similar' or 'very close' to any current or previous kinds of paid work.	Yes	Models of 'curiosity and flow', skills improvement, paid work	No	--
Number of different memberships of various civil and political organisations (before joining HLF)	Number of different memberships to which the volunteer had joined before getting involved with the HLF-funded project.	Yes	Models of 'curiosity and flow', skills improvement, paid work	No	--
Number of people known locally	Binary indicator that receives the value of 1 if the volunteer states that she knows many or most of the people in the neighbourhood.	No	--	Yes	All models, excluding model on the 'increased of people known in the locality'
How long has the volunteer lived in the city	Average number of years, measured as the middle point of the band chosen by the respondent. For example, if a respondent choose the option '12 months but less than 2 years' it is assumed that, on average, she has lived 1.5 years in the city of current residence.	No	--	Yes	All models
Belongs to a minority ethnic group	Binary indicator that receives the value of 1 is 'white British' and 0 otherwise.	No	--	Yes	Inc. for 'intergenerational contact and understanding' & for 'increased no. of people known in the locality'

Source: BOP Consulting 2011

Figure 4 above shows the set of variables used for the 'individual impact' regressions and for the 'community impact' regressions. It is obvious why variables such as age, gender, education and time involved in the project are included as explanatory variables. Those are the basic demographic characteristics that control for some expected effects.

Other variables such as employment or leadership arguably require a bit more explanation.

- **Employment status** – the direction in which employment status may affect individual outcomes is not clear and consequently well worth exploring. One may argue that unemployed volunteers can spend more time on volunteering and hence will enjoy the positive effects of volunteering to a higher extent in comparison with employed volunteers. On the other hand, one could also argue that unemployment (including retirement) may be a source of frustration and pressure for volunteers. Consequently, unemployed volunteers' perception of their current well-being may well be lower than those in work.

- **Relationship to prior or current paid work** – this variable is particularly relevant for volunteers who are not employed at the moment. Unemployed volunteers may value their volunteering experience insofar as they can use it as a form of work experience, to help them get back into the labour market. For retirees, volunteering in something that is related to their prior work may alleviate any potential negative effects of the transition between the working life and retirement.

- **Leadership activities** – volunteers that undertake coordinating or leading activities may enjoy higher gains in areas such as mental health in comparison with volunteers that are not engaged in this type of activities. In fact, the well-being literature suggests that people in occupations that afford them a relatively high degree of autonomy and control (disproportionately higher occupational groups) are more likely to have better well-being. It could also be the case that volunteers that participate in coordinating activities get the chance to simply be more involved in the projects.

- **Number of different memberships of civil and political organisations** – this variable serves to control for whether volunteers are heavily involved in a variety of organisations as members. If that is the case, we hypothesise that they would be less likely to associate the positive effects of volunteering exclusively to the HLF-funded projects.

- **Length of time that volunteers have been living in their town or city** – we hypothesise that this is likely to be a good proxy for the level of community involvement that volunteers are likely to have. By using this variable, we control whether the time that people have lived in the city makes them more likely to agree with statements related to the level of cohesion neighbourhood or to the ability to influence decisions relevant to the neighbourhood.

- **Part of a minority ethnic group** – the direction in which ethnicity may affect individual outcomes is not clear and consequently well worth exploring. One might hypothesise that volunteers that belong to a minority group may find it more difficult to meet and associate with people in their neighbourhoods, thus meaning that they will be less likely to identify positive community outcomes due to their volunteering in HLF-funded projects. On the other hand, volunteers from an ethnic minority background may find it more difficult to meet people in their neighbourhood on an everyday basis, but their volunteering helps them to make greater gains.

Analysis across heritage areas

As this is the final year of the three years of research, we now have a sufficient number of different projects (118) to be able to analyse the three year results according to the different heritage areas. We have used 'difference in mean analysis' to understand this and where there are statistically significant differences by heritage area, we have added these to the relevant sections throughout the report. The full tables are included in the Appendix.

The 'HLF difference': comparison between Oxfam and HLF

As explained above in section 2.2.2, there were two pending questions from the previous years' research: (i) how the individual and community

outcomes for HLF volunteers compare to those of volunteers that belong to other organisations; and (ii) to what extent (if any) are the positive outcomes observed among the HLF volunteers – such as high levels of mental health – attributable to the particularities of volunteering in heritage projects specifically, as opposed to volunteering *per se*. Or to put it another way, if we place the 'same' volunteer in a different volunteering environment, would she experience the same positive effects that she seems to be gaining due to her participation in the HLF-funded project? If such a comparison could be carried out, we could then identify the HLF 'effect'.

To address the first question we used the data collected from Oxfam volunteers as a comparator to the HLF volunteers' data. Answering the second question, however, requires more work. If we want to identify the HLF 'effect' we need to be sure that the differences in the analysed outcomes are not being driven by the different volunteering profiles that each organisation has.

While Oxfam was chosen on the basis that it may have a broadly similar volunteer demographic to those involved in HLF-funded projects, when the survey data was first analysed, it was clear that there are some statistically significant differences between Oxfam and HLF volunteers. The former are slightly younger, more likely to be female, less educated and more likely to be unemployed. Oxfam volunteers also spend more time a month volunteering, and belong to a fewer number of different membership organisations.

Given these differences, we undertook a statistical process called 'propensity score matching' in order to ensure full comparability between the volunteer cohorts of the two organisations. This process works by calculating a 'propensity score' to match each volunteer from the HLF sample with a similar volunteer in the Oxfam sample. This 'propensity score' is calculated by estimating the probability of belonging to the HLF cohort, according to individual characteristics. For instance a single score is assigned to a female volunteer who is retired, well educated and is a member of three other different organisations (the box below shows the full list of variables included in the calculation). Once the score is calculated, the statistical program then

identifies whether each volunteer in the HLF sample has a match (i.e. has the same score or a very similar one) within the Oxfam sample.

This matching process provides us with a weight that is then used to 'recalibrate' the Oxfam sample. This weight is needed since it could be the case that more than one HLF volunteer has a score that is equal, or very similar to, just one Oxfam volunteer, or vice versa. Then, for instance, if we have three HLF volunteers with just one Oxfam match, that match gets to be represented three times in the sample.

Once we have calculated the score and 'recalibrated' the sample, we re-compare the HLF and Oxfam volunteers and find that the initial demographic and individual differences disappear. Appendix 1 shows the outcome of this process by giving the comparison between the two volunteer cohorts before and after the propensity score matching.

Once both samples are comparable we can then use them to disentangle whether observed differences in outcomes between Oxfam and HLF volunteers are explained by the particularities of the volunteering experience – rather than as a result of the individual characteristics of their volunteers.

This is, of course, a strong statement, and it could be in fact that any remaining differences are due to other 'unobserved' individual characteristics that are playing a role in defining these individual and community outcomes. For instance, higher inherent optimism could be a driving factor: if people with more optimistic attitudes tend disproportionately to volunteer at Oxfam, then we would be missing a crucial explanatory variable which is unobserved and impossible to control for. However, at this stage of the research there is no reason to believe that Oxfam volunteers have some intrinsic characteristics that make them very different from the HLF volunteers.

Variables used to calculate the propensity score

- What was your age at your last birthday?
- Gender
- Academic qualification

- Employment status

- Time (in hours) spent working on the project over an average four weeks

- Number of different memberships of civil and political organisations (before joining HLF/Oxfam)

3. Volunteer demographics

From the first two years of research, it is clear that the demographics of the HLF volunteers have important implications for the consideration of social impact, so it is important to outline these first. However, we begin by looking at how volunteers are recruited for the projects, as this is likely to have a bearing on the types of people that volunteer.

3.1 Volunteer recruitment

As with previous years' research, the main means for volunteers to be recruited to the HLF project was through informal channels and networks. 46% were recruited directly by the organisation itself, 24% through other volunteers that were already working with the organisation and 10% through general word of mouth/recommendation. These are also the top three means through which Oxfam volunteers were recruited, though with Oxfam volunteers more likely to be recruited through general word of mouth than volunteers in HLF-funded projects. Conversely, Figure 5 below shows that more Oxfam volunteers are recruited through more formal means, such as general volunteering websites, job centres and local volunteering centres, though these routes were only reported by very small numbers of volunteers.

More formal means of recruitment, such as through an advert in a community newsletter/local paper, through general volunteering websites or job centres, were far less prominent among HLF volunteers, and comparatively less well used than among Oxfam volunteers.

3.2 Age

The age profile in Year 3 is the youngest to-date. Indeed, the pattern across the three years is that as the sample size has increased every year, the overall age profile has become less dominated by people aged

65 and over. In Year 3, only 25% of the volunteers were 65 and over. This compares with 33% for the whole HLF sample over the three years of research. A decrease in the numbers of volunteers at the very top of the age range in Year 3 has seen the numbers swell in the second highest age bracket, with 47% of volunteers in Year 3 aged between 45-64 (higher than the whole HLF sample at 43%), And, in turn, this increase seems particularly to be driven by those at the top end of this age range, as those aged 60 and over in Year 3 account for 43% of all volunteers (compared with 48% across the whole survey). This is an identical proportion to the figures produced by the HLF's own Exit Survey of completed projects.

The numbers of younger volunteers in Year 3 is constant with the findings from Year 2: 10%, and compares with just over 8% for the whole three year sample.[9] These figures are comparable with the overall representation of younger people within the general volunteering population England (8%).[10] But the same comparison shows that the HLF volunteers remain older than the general volunteering population at the upper age range, despite this year's drop, as only 17% of volunteers in England are aged 65 and above (compared to 25% in Year 3), and only 35% are 45-64 (compared with 47% in the HLF Year 3 sample).

Looking at how age differs across heritage areas over the whole three years, volunteers that are engaged in Museums, Libraries and Archives projects are on average older than volunteers from the other heritage areas. For instance, the average age of a volunteer in a Museums, Libraries and Archives project is 58.7 compared with 52.1 for the rest of the sample. This difference is statistically significant.

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[9] It should, however, be remembered that the present research does not include the HLF's Young Roots programme that specifically targets children and young people.
[10] National Centre for Social Research and the Institute for Volunteering Research (2007) *Helping Out: A national survey of volunteering and charitable giving*. All comparisons to the general volunteering population are drawn from this source unless otherwise stated.

Figure 5. Ways in which volunteers find out about volunteering opportunities, HLF and Oxfam, 2011

■ Oxfam   ■ HLF

Category	Oxfam	HLF
Other	3.9	0.6
Job centre	2.7	
Through a local volunteer centre	2.2	1.4
Intiated the project		4.3
General volunteering websites	6.8	3.2
Leaflet that you read	1.0	4.0
Through another organisation that you already volunteer	1.2	6.3
Advert in community newsletter/local paper	4.1	7.8
Through a university/college/school	3.4	9.5
General word of mouth/recommendation	18.3	10.4
From other volunteers already working with the organisation	19.0	23.6
Directly through the organisation itself	44.6	46.1

Source: BOP Consulting (2011)

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3.3 Ethnicity

This year's larger sample shows a drop from previous years' in terms of the proportion of volunteers that describe themselves as 'White – British', although this is still very high at 85%, and 89% across the whole three-year sample. The proportion of volunteers from 'other White' backgrounds in Year 3 is 7%, roughly commensurate with Year 2 and 6% for the whole three year sample. The numbers of volunteers from BAME backgrounds (6%) is a higher in this year's research comparing, for instance, to 4% for the whole three-year sample.

Although the numbers of HLF volunteers from BAME backgrounds have increased, the proportion is still considerably below the proportion of the general population accounted for by people from BAME backgrounds in England and Wales, which the most recent estimates place at 12%.[11] However, as we have noted in previous years, this is to be expected. The volunteer profile is older than the general population and the proportion of people from BAME groups is lower among older people – for instance, people from BAME groups account for only 4.2% of those aged 60 and above according to the most recent estimates.

3.4 Disability

Twelve percent of this year's volunteers consider themselves to have a disability, compared to 10% across the whole three year sample – both of which are higher than the UK population as a whole (7%). As noted in previous years, this is largely a factor of the older age profile of the volunteers. But it should also be remembered that the survey represents a relatively complex cognitive task for some of the volunteers with mental health needs and learning disabilities. This means that they are less likely to be able to complete the survey and so the real proportion of

people with disabilities is always likely to be higher than the reported figure.

The type of heritage area makes little difference to the levels of disability of volunteers across the whole three year sample – with one very notable exception: the proportion of volunteers with a disability in Land and Bio-diversity projects is much lower (5%) than the projects in other heritage areas. This is because there is a greater requirement for volunteers to undertake physical work as part of these projects (e.g. working outdoors, a lot of walking, some lifting, etc.). This difference is statistically significant.

3.5 Education

Arguably the most striking characteristic of the people who volunteer in HLF-funded projects is their educational backgrounds. In Year 3, just over 65% of the volunteers have a tertiary level qualification (level 4 and above). This compares to 20% of the UK population aged 16-74, and 55% of the typical volunteering population. Further, 23% of volunteers have a second degree from a university or college. This figure is also markedly higher than for the typical volunteering population (15%).

These findings have been remarkably consistent each year that the survey has been run. There is, therefore, little difference between the Year 3 figures and the numbers of people with level 4 qualifications and above (67%), and with a second degree (22%) within the whole three-year sample. We conclude from this that highly educated people are attracted to all forms of voluntary activities involving heritage, not just those that have a high research element or other specialist knowledge input.

3.6 Occupation

As with Year 2, the survey asks volunteers about their current professional occupation (or most recent occupation if they are retired). The results are presented in Figure 6 below.

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[11] ONS Population Estimates by Ethnic Group Mid-2009, experimental estimates produced for Primary Care Trusts.

Figure 6. HLF volunteers' professional occupations, analysed by Standard Occupational Classification, 2011

ONS SOC 2010	Group Title	Percentage	GB Workforce
1	**Managers, Directors and Senior Officials**	13	16
11	Corporate Managers and Directors	11	
12	Other Managers and Proprietors	2	
2	**Professional Occupations**	38	13
21	Science, Research, Engineering and Technology Professionals	8	
22	Health Professionals	0	
23	Teaching and Educational Professionals	22	
24	Business, Media and Public Service Professionals	8	
3	**Associate Professional and Technical Occupations**	27	15
31	Science, Research, Engineering and Technology Associated Professionals	3	
32	Health and Social Care Associate Professionals	4	
33	Protective Service Occupations	1	
34	Culture, Media and Sports Occupations	8	
35	Business and Public Service Associate Professionals	12	
4	**Administrative and Secretarial Occupations**	9	11
41	Administrative Occupations	7	
42	Secretarial and Related Occupations	3	
5	**Skilled Trades Occupations**	1	10
52	Skilled Metal and Electrical and Electronic Trades	0	
53	Skilled Construction And Building Trades	1	

6	**Personal Service Occupations**	3	
61	Caring Personal Service Occupations	2	
62	Leisure, Travel and Related Personal Service Occupations	1	
7	**Sales and Customer Service Occupations**	3	8
71	Sales Occupations	3	
72	Customer service occupations	0	
8	**Process, Plant and Machine Operatives**	1	7
81	Process, Plant and Machine Operatives	1	
82	Transport and Mobile Machine Drivers and Operatives	1	
9	**Elementary Occupations**	3	11
91	Elementary Trades and Related Occupations	1	
92	Elementary Administration and Service Occupations	2	

Source: BOP Consulting (2011)

The analysis of these occupations using the Office for National Statistics' Standard Occupational Classification mirrors the findings on the education level of volunteers. As Figure 6 shows below, more than three quarters (79%) of the volunteers work / or have worked in the three most highly skilled occupational groupings. This is almost exactly the same figure as for Year 2. When looked at in context, only 45% of the working population in Great Britain belong to these three most highly skilled groups, as measured by the most recent figures from the ONS Annual Population Survey.

38% of the HLF volunteers belong to 'Professional Occupations', including scientists, engineers, teachers, university staff and architects. Another 27% are engaged in 'Associate Professional and Technical Occupations', including social workers, nurses, artists, journalists, marketing officers and business analysts. It is these two groups where the volunteers are most 'over represented' when compared with the general workforce. 13% belong to 'Managers and Senior Officials', predominantly corporate managers, slightly below the proportion in the labour force as a whole. Correspondingly, it is the 'blue collar' occupations which are under represented in the HLF volunteer pool.

3.7 Employment status

As the age profile has become slightly younger in Year 3, the proportion of retired volunteers has also reduced slightly, though it still accounts for over two fifths of the sample (42%). The proportion of retirees among the whole three year sample is 45%. Of those who are retired, the vast majority retired as they reached the legal retirement age.

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The big change within the Year 3 figures is the proportion of volunteers who are unemployed: 12% – far higher than in either previous years of the research, or the whole three-year sample (7%). This suggests that more people are volunteering as a way into the labour market (see 4.3 below) as the recession continues to squeeze job opportunities. The Year 3 sample also contains a slightly higher proportion of students (10%) than across the whole three sample (8%) – in part, reflecting the slightly younger age profile.

3.8 Geography

The volunteers live in relatively affluent areas of the country. For instance, only 3% of the volunteers live in an area ranked within the 10% most deprived areas in England, according to the 2010 Index of Multiple Deprivation ranking, whereas four times this proportion live in an area ranked within the 10% most affluent areas, and 41% of volunteers in England live in the 30% most affluent areas. This overall pattern is consistent with the results from the two previous years.

Figure 7. Geographical distribution of volunteers in HLF-funded projects, by local authority indices of multiple deprivation score, 2011

Most deprived deciles, Index of Multiple Deprivation 2010, 1 = Most deprived, 10 = least deprived
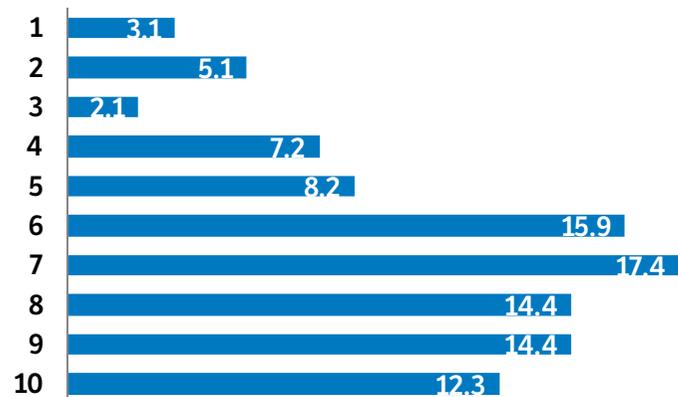
Source: BOP Consulting (2011)

With volunteers drawn from 80 projects this year, there is no room to present the geographic findings on a project-by-project basis. However, the findings from Year 1 and Year 2 strongly suggest that most projects' volunteers are drawn from areas with a similar level of affluence; in other words there is not a great degree of social mixing within projects as measured by this indicator.

3.9 Gender

The gender balance of 45% men and 55% women in Year 3 is the same for the whole three-year sample. It is also almost identical to the general volunteering population, in which 44% of volunteers are male and 56% female. There is however, some difference according to the type of heritage area in which the volunteers are working. In particular, Industrial and Maritime Heritage projects attract proportionally fewer female volunteers (38%) and more male volunteers (62%) than the other heritage areas.

3.10 Social inclusion and access

The current research only considers social inclusion and access from the perspective of volunteering, and ignores the degree to which the projects in the research may be supporting social inclusion and access through their audience engagement and dissemination activities, as this was extensively reviewed in the previous social impact research carried out by Applejuice Consultants for HLF.

As we have discussed at some length in both previous years' reports, by this narrower measure, the research confirms that it is not possible to say that the projects are widening access to a very diverse range of people nor, in the main, are they engaging people that suffer from various forms of socio-economic exclusion. The volunteers are extremely highly educated, are likely to work or have worked in managerial and professional occupations, live in predominantly affluent areas, and are more likely to be white than the general population.

From previous years' research with project managers, it is clear that only a few projects in any one year have a specific remit to involve volunteers from groups that have traditionally not been well represented

in the heritage audience and/or experience various forms of social exclusion. For instance, in this year's research, we visited the East West Festive Cultures project, that works specifically with the Chinese community in London.

Further, the most common ways in which people are recruited as volunteers to HLF-funded projects are informal. This means that those individuals who have more 'bridging' social capital – weak ties to a broad range of more distantly related people and groups – are in a better position to access these kinds of opportunities. Research evidence shows that the groups that are lacking in bridging social capital are also those that suffer other forms of social and economic exclusion.[12]

There are two exceptions to this rule. Firstly, the numbers of people who consider themselves to have a disability is higher among HLF volunteers than within the general population. In large part, however, this is a factor of the second exception: the older age profile of HLF volunteers. And it is here that HLF arguably makes its biggest contribution to social inclusion: by providing volunteering opportunities that are capable of engaging older people, particularly those aged 65 and over. Older people are at particular risk of social isolation and disengagement and this has negative impacts on their health and well-being. This is one of the reasons why 'healthy life expectancy' – expected years of remaining life in good or fairly good general health – while increasing, has not increased as quickly as overall life expectancy in the UK.[13] As the findings from all years of the research demonstrate, volunteers consistently report well-being benefits from their volunteering in heritage projects. These issues are explored in more detail in section 4.5 below.

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[12] Khan and Muir (2006) *Sticking together: Social Capital and Local Government*. London: IPPR.
[13] Local Government Association (2010) 'Demographic change and the health and well-being of older people', background paper for the conference *Future of the Third Age: Making the most of an older population*, held in London on 29th January 2010.

4. Impact on individuals

4.1 Motivations for participating

One of the most striking findings from the first two years of research is the reasons that people give for volunteering in HLF-funded projects. In particular, volunteers are overwhelmingly driven to participate in projects due to an existing interest in the subject areas of the various projects. Having first observed and researched this through the site visits, we described this motivation within a broader thesis related to the volunteers: that many of them fall into a category that has recently been called 'pro ams' – meaning 'innovative, committed and networked amateurs, working to professional standards'.[14] Several responses to the question in the survey that asked volunteers to name the 'single best thing' that they gained from the project illustrate this pro am tendency, as the following two quotes indicate: "*[to see] how much progress and enjoyment can be achieved from enthusiastic and knowledgeable 'amateurs'*" [Archaeological research into Ticknall Pottery]; "*An appreciation of how a team of specialists and volunteers can work together to enthuse a community about its heritage*" [Coggeshall Timber Framed Buildings/Tree Ring Dating]. This motivation seems distinct from other volunteering groups and so we wanted to explore this further with reference to the Oxfam volunteers.

Figure 8 below shows the responses of both volunteer groups to the existing question on motivations. This year, we have grouped the motivations according to a smaller set of underlying themes:

1. Philanthropy – helping others (in general) or those less fortunate

2. Mutual aid – helping people in one's own community, giving something back

3. Career development – using volunteering to build up skills, experience and contacts relevant to the labour market

4. Self esteem – using volunteering to maintain feelings of self-worth and self esteem

5. Social interaction – volunteering as a chance to meet people and socialise

6. Learning – volunteering in activities that satisfy the desire to learn; expanding one's knowledge and horizons.

This set of six motivations is a distillation of relevant motivations identified in other studies.[15] It should be noted that there is a long history of attempting to identify volunteer motivations, and there is no real consensus across differing studies. Esmond and Dunlop, in their 2004 study, make a strong case for recognising that motivations are multi-dimensional: volunteers 'do not act on just one motive or a single category of motives'. This led them to develop a multi-dimensional 'Volunteer Motivation Inventory' which consists of 70 different items across 10 categories. This itself incorporated a previous inventory, the Volunteer Functions Inventory, which consisted of 29 items across six categories.

Clearly, in the present study there are limits to what could be asked about motivations. However, even given the limited space, almost all of the categories of motivations identified within these volunteer 'inventories' are covered within the question used in the survey. The exception is a more narrowly defined category of 'self help' ('Protective' in both the aforementioned volunteer inventories), whereby volunteering is used to help people help themselves through a difficult life situation or illness.[16] While the second half of the item 'to meet new people/get out of the house' that we do use starts to cover this

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

[15] Clary, Snyder and Ridge (1992), Esmond and Dunlop (2004), and Hardill and Baines (2008).
[16] The other exception within Esmond and Dunlop's inventory is a category called 'Recognition'. We do not mention this as it seems to be a category error is it describes the need for volunteers to be treat well and gain recognition from the organisation during their volunteering. As such, it may be a motivation for volunteers to keep volunteering, but it is hard to see how it could be seen to be a motivation pre the commencement of the volunteering.

motivation, as it also contains a motivation around socialising ('meet people') that could be read in isolation from the latter part.

Figure 8 Motivations for volunteering in HLF-funded projects and Oxfam, 2011

Category	Motivation	Oxfam	HLF
Other	Other	2.6	
Learning	To learn more about the social issues that Oxfam helps to address	22.3	
Learning	To learn more about heritage		39.2
Learning	I had an existing interest in the subject area	45.5	72.5
Social interaction	A friend or family member recommended me to get involved	17.4	15.3
Social interaction	To meet new people/get out of the house	54.0	30.5
Self esteem	To continue using and updating my skills	26.8	33.2
Career development	Work experience/help in getting a job	37.3	17.4
Career development	To learn some new skills	35.9	32.7
Mutual aid	To look after heritage		53.7
Mutual aid	To learn more about/get more involved in the local community	26.1	36.0
Philanthropy	To help Oxfam in its work with others to overcome poverty and suffering	55.9	
Philanthropy	To help others	54.0	33.0

Source: BOP Consulting 2011

As with previous years, the learning motivation of an 'existing interest in the subject area' (71%), is the most frequently reported motivation for getting involved, by a large degree. 'Learn more about heritage' is also a strong motivator (the third most important), at 39%.

As this learning activity generates few instrumental rewards, the notion of a 'Learning' motivation within the literature on volunteer motivations is allied with notions of internalised personal development and self actualisation.[17] Interestingly, it also seems to afford many of the non-monetary rewards – rooted in challenge, achievement and control – that characterise/have characterised some of the best elements of many volunteers' working lives (see the Well-being and Health section below for more discussion on this subject).

Despite the great level of existing interest among HLF volunteers before their involvement, their interest and desire to learn does allow them to deepen and increase their knowledge and understanding of the subject area. Only 5% of the volunteers report that they have made 'no gain' or 'almost no gain' in the 'knowledge and understanding of the specific subject area', while 34% state they have made 'some gain', and almost two thirds report a 'large gain' (44%) or 'very large gain' (17%). This has been consistent during the three years of research. When looking at the whole sample we find that again, only 5% of the volunteers report that they have made 'no gain' or 'almost no gain' in the 'knowledge and understanding of the specific subject area', while 31% state they have made 'some gain', and almost two thirds report a 'large gain' (46%) or 'very large gain' (19%).

The second most regularly reported factor – as in previous years – was the 52% of volunteers that reported that they wanted to 'look after heritage'. This correlates most closely with the 'Mutual aid' category of giving something back to the community. Another factor that sits within this category of motivation is the 35% of volunteers who wanted to 'learn more/get more involved with the community'.

Looking at how the responses of the volunteers in HLF-funded projects compare with Oxfam, there seem to be clear differences in what motivates the two groups to volunteer. The three most important differences are as follows.

- While 'Learning' motivations are dominant for HLF volunteers, the motivations for those volunteering for Oxfam appear to be more classically philanthropic.

- 'Career development' – Oxfam volunteers are almost twice as likely (37%) to report that their volunteering is for 'work experience/help in getting a job' than HLF volunteers (17%).

- 'Social interaction' seems much more important to Oxfam volunteers, with over half of the Oxfam volunteers (53%) reporting that 'to meet new people/get out of the house' is a motivation for their volunteering, as opposed to less than one third of HLF volunteers (30%).

In acknowledgement that volunteer motivations are multi-dimensional and complex, and to continue to try to establish any differences between HLF and Oxfam volunteers, this year we introduced two new questions. The questions do not explicitly ask people about their motivations, but use a more exploratory format to ask volunteers about their experience since they started volunteering: 'What is your volunteering like?' The ten coded options cover all of the six motivation categories listed above, plus adding an item that relates to the seventh 'Self help' motivation.

Before detailing the results, what is interesting to note is that the format of the question brought forth a high and almost identical 'None of the above' responses for both HLF and Oxfam (46% and 47% respectively). Volunteers were all able to add 'what else' their volunteering was like in a follow-up open text response. After backcoding the open text responses, the final set is given below in Figure 9 (the new categories that were created through backcoding are indicated with an asterisk*).

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[17] Maslow (1943) 'A theory of human motivation', *Psychological Review* 50(4):370-96.

Assessment of the social
impact of volunteering in
HLF-funded projects: Yr 3

Figure 9. HLF and Oxfam volunteers' description of their volunteering experience, in response to the question: "My volunteering is like…", 2011

Career dev.
- …on a work placement/school — HLF 8.4, Oxfam 9.6

Learning
- …challenged/hard work/stimulated* — HLF 3.8, Oxfam 2.8
- …a scholar — HLF 15.9, Oxfam 5.8
- …a craftsperson — HLF 11.3, Oxfam 3.7

Mutual aid
- …part of the local community/more connected* — HLF 7.5
- …neighbourly — HLF 27.0, Oxfam 27.3

Philanthropy
- …part of something lasting — HLF 62.5, Oxfam 42.3
- …part of a worthwhile cause — HLF 76.3, Oxfam 79.9

Self esteem
- …needed — HLF 31.8, Oxfam 40.0
- …a mentor or guide — HLF 15.4, Oxfam 8.6

Self help
- …confident* — Oxfam 1.3
- …helped to get better/get over it/able to scape — HLF 7.8, Oxfam 15.4

Social interaction
- …being in a fun/enjoyable environment* — HLF 7.3, Oxfam 9.1
- …with my friends — HLF 27.8, Oxfam 31.8

Other
- None of the above — HLF 2.7, Oxfam 4.4

Legend: ■ HLF ■ Oxfam

Source: BOP Consulting 2011

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What is interesting to note is that the five most popular descriptions of volunteers' experiences are the same across the HLF and Oxfam volunteers. Their experience of being 'part of a worthwhile cause' is the most frequent response for HLF volunteers (76%), followed by the contribution they feel that they are making to posterity ('part of something lasting', 63%). This has always been prominent in responses to the 'single best thing' survey question and this year was no different: "*The satisfaction that I have played a part in safeguarding an important slice of Dunbeath's heritage*". [Dunbeath Fishing Heritage]; "*Satisfaction in being involved in setting up something worthwhile and of lasting benefit to both the local community and people further afield*" [Local History on your doorstep].

Interestingly, almost one third of HLF volunteers (32%) chose the effect that their volunteering has on their self-esteem to describe their experience, with almost one third of volunteers (32%) reporting that it was like 'being needed'. This finding chimes with all of the findings over the three years related to the importance of HLF volunteering to volunteers' sense of how they are able to 'play a useful part in things' (see the health and well-being section below). Both HLF and Oxfam volunteers report in almost equal numbers that their volunteering allows them to socialise with people who are/are similar to their friends (28% and 32% respectively), while a similar proportion of the volunteers report that the experience is akin to helping those in the immediate vicinity – that is, 'being neighbourly' (27% for both groups of volunteers).

With the exception of (i) volunteers' differing sense of how their volunteering is contributing to posterity (which is understandably higher for HLF volunteers given the prominence of conservation and preservation activities), and, to a lesser extent (ii) the importance (again) of learning to those engaged in HLF-funded projects, volunteers' experience between the two groups seems much more convergent than divergent.

4.2 The nature and level of participation

4.2.1 Activities and roles undertaken by volunteers

This year there have been some changes in the roles and type of activities undertaken by volunteers in HLF-funded projects compared with Year 2, such that the distribution of activities looks more similar to the one observed in Year 1.

The two most frequently reported activities are 'gathering, recording, analysing and cataloguing new material' (49%) and 'research activities with existing collections' (43%). Over the last three years there has been a steady increase in the proportion of volunteers that have participated in managing new material (33% in Year 1 and 40% in Year 2). In turn, the proportion of volunteers that have undertaken research activities increased from Year 1 to Year 2 (from 38% to 48%), but has decreased to 40% this year. Additionally, fewer volunteers were engaged in conservation activities this year (18% compared to last year 26%).

There were more volunteers this year involved with dissemination activities. 'Devising and delivering dissemination activities for the wider public' and for schools involved (34%) and (22%) of the volunteers respectively. This pattern is more similar to the results from Year 1, in which the comparative figures were 31% and 29%. In contrast, fewer volunteers were involved in these activities in Year 2: 29% stated that they were involved in activities for the wider public and 15% delivered activities for schools.

When looking at the kind of activities that volunteers undertook when they first got involved with the project, a similar picture emerges from the first two years of research. Overall, the figures suggest that volunteers get involved in more and different activities over time, as and when needed. This is entirely in keeping with the generally small size and capacity constraints that exist for the organisations responsible for the HLF-funded projects. The aggregate difference between the two time points is sometimes large – for instance for dissemination activities (both for the general public and for schools), and marketing and

publicity – but more usually it is less pronounced. Some of the variation in tasks will depend on at what point of a project volunteers become involved, as the life cycle of the project will have an influence over the tasks that need doing. For instance, dissemination activities happen at the end of projects, so unless HLF volunteers join late, they will not be undertaking these tasks when they first start.

Figure 10 Volunteers' activities undertaken with HLF-funded projects, at the beginning and now with the project, 2011

■ ...over the life of the project
■ ...when you first got involved in the project

Activity	...over the life of the project	...when you first got involved
Gathering, recording, analysing and cataloguing new material	48.8	42.5
Researching and working with existing collections and archives	39.9	30.9
Coordinating or leading activities	29.5	24.9
Devising an delivering activities for the wider public	34.2	22.7
Providing administrative or IT support for the project	25.9	17.8
Help with marketing and publicity	27.5	16.7
Conservation activities	17.9	15.0
Providing other support to the project	18.7	13.6
Devising and delivering activities for schools	21.5	12.7
Devising and delivering activities for children and young people outside of school	8.8	5.7
Stewarding/Guiding visitors	6.3	5.4
Fundraising/writing funding applications	1.4	1.1

Source: BOP Consulting 2011

4.2.2 Mode of interaction between volunteers

Year 2's projects reflected a more 'social' arrangement of tasks in comparison with Year 1, with more people working in groups. However, this year the tendency has reverted back to being closer to Year 1, with 40% of the volunteers working mainly on their own. A slightly greater proportion of volunteers do, however, spend their time volunteering socially, with 4 out of 10 volunteers stating that they mainly work on the project in groups (42%), but with just 18% working in pairs.

Volunteers with Oxfam are, perhaps surprisingly, less likely to work in groups (24%), with the largest proportion working on their own (41%), and then in pairs (35%). The changes in the social interaction of HLF volunteers seen between Year 1 and 2 appeared to be related to a

shift in the type of projects, according to heritage area. In particular, there were proportionately fewer intangible heritage projects in Year 2.

However, looking into this in more depth over the three years suggests that changes in the social interaction of the volunteers is linked to the nature of individual projects rather than to broader heritage areas. For instance, this is shown in Figure 11 below, which looks at how the social interaction of volunteers within just one heritage area (intangible heritage), has changed dramatically over the three years. We have also examined the social interaction across the three years in the other four heritage areas and they all show a similar pattern of variance in each mode of social organisation from year-to-year.

Figure 11 Mode of social interaction between volunteers in Intangible Heritage projects, Years 1 to 3

Source: BOP Consulting 2011

38
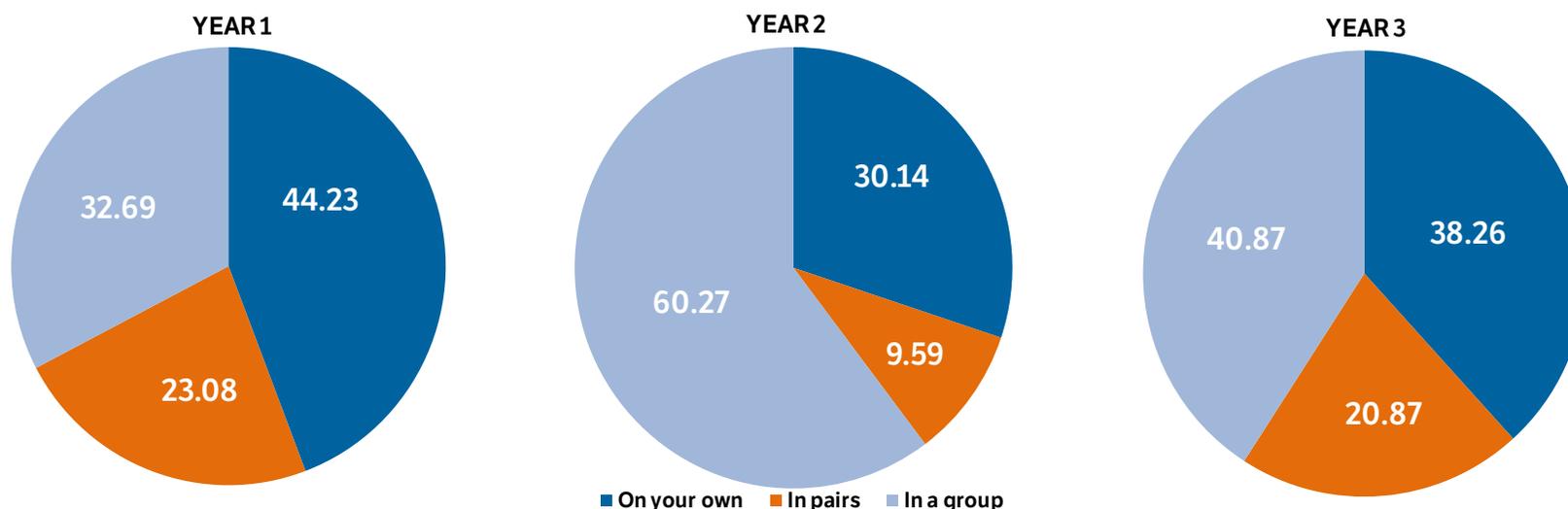
4.2.3 Intensity, duration and frequency of participation

The overall pattern of participation in terms of intensity, duration and frequency of participation is commensurate with the findings from previous years. In comparison with last year, volunteers have been involved with their organisation for slightly less time, while spending more time over an average of 4 weeks working on the project.

Most volunteers have a history of involvement with the organisations that stretches back over a number of years. 63% of them have been involved in the project more than a year, with 27% of them being involved for more than 5 years.

In terms of the time that volunteers spend working on the project over an average of four weeks, 56% of the volunteers spend more than 10 hours over that time period. A further 20% volunteer for between 5 and 10 hours. This time profile for Year 3's larger and more representative sample of projects, suggests that volunteers spend slightly more time on the project compared with the findings reported in both Year 2 and Year 1 research.

Figure 12. Length of time that volunteers have been involved with the organisations running HLF-funded projects, 2011

Five years or more — 27.1
Two years or more — 13.4
One to two years — 21.9
Six months to one year — 15.6
Three to six months — 11.2
One to three months — 7.1
Less than one month — 3.0
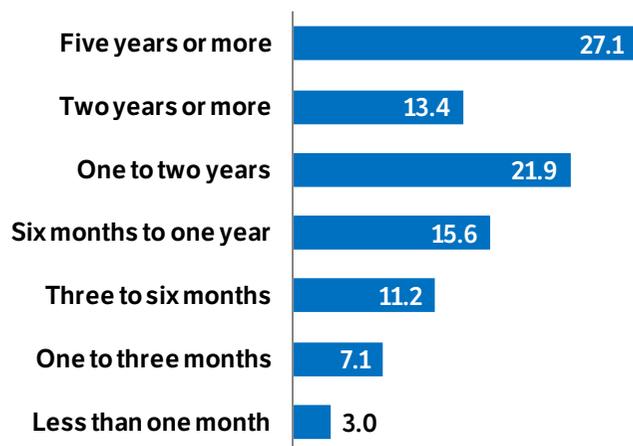
Source: BOP Consulting 2011

Figure 13. Time devoted to volunteering on HLF-funded projects and the Oxfam shops over an average four weeks, 2011

Over 50 hours — Oxfam 7.5, HLF 6.6
Over 35 hours but no more than 50 hours — Oxfam 8.5, HLF 3.6
Over 20 hours but no more than 35 hours — Oxfam 21.2, HLF 17.3
Over 10 hours but no more than 20 hours — Oxfam 42.4, HLF 28.6
Over 5 hours but no more than 10 hours — Oxfam 12.0, HLF 19.5
Over 2 hours but no more than 5 hours — Oxfam 7.5, HLF 13.2
Up to 2 hours — Oxfam 0.7, HLF 7.4

■ Oxfam ■ HLF
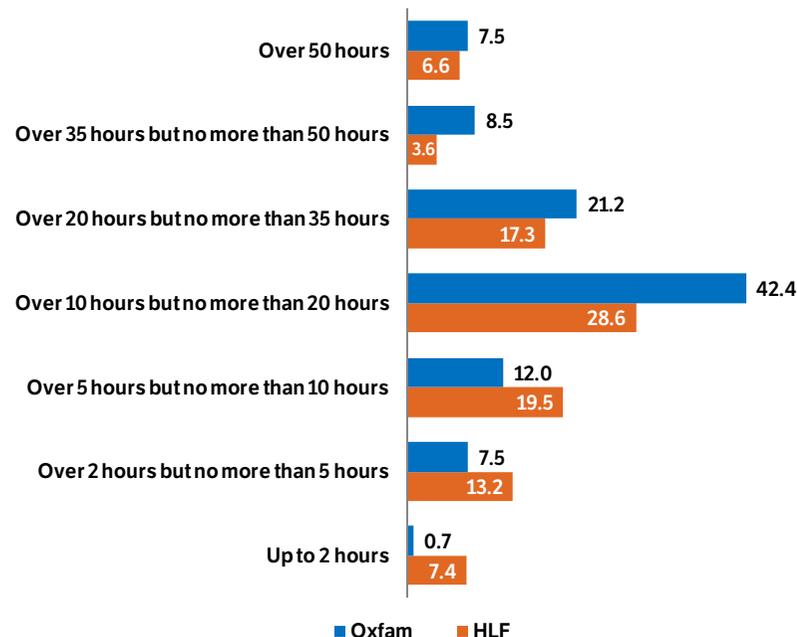
Source: BOP Consulting 2011

While the previous years' research has shown that HLF volunteers spend more time over an average four week period than the general volunteering population, they spend less time than Oxfam volunteers. Fully 80% of the Oxfam volunteers spend over 10 hours per month volunteering, as compared with 56% of HLF volunteers. This is important given the potential role that the amount of time spent volunteering might have on a range of social impacts.

4.3 Volunteering and the labour market

Over the three-year research there has been a steady increase in the proportion of volunteers that report that there is some relationship in their volunteering to current or previous forms of employment: 32% in Year 1, 35% in Year 2 and 45% in Year 3. The most likely explanation of

this is the wider economic context of the recession, with this findings tallying with other Year 3 results that show greater numbers of volunteers looking for their volunteering to help them get on in the labour market, and greater numbers of unemployed volunteers.

The relationship with current or previous work takes the form of either:

i. similar activities in a different setting (e.g. ex-teachers now working on education activities)

ii. very close relationship (e.g. a quantity surveyor volunteering to survey historic buildings at risk in the Lincolnshire Heritage at Risk project)

iii. similar setting but different activities (e.g. former players of Bradford City Football Club being involved in the Bantamspast project in dissemination activities)

The three different relationships to previous work above have been arranged in descending order of the frequency with which they occur in Year 3. 'Similar activities but different setting' is the most common mentioned (22%), followed by the last two relationships to work that were each reported by 10% of the volunteers. The most striking difference with the previous years' research arises when looking at the proportion of volunteers that report a 'very close' relationship between their volunteering and any current or previous paid work, a proportion that has almost doubled from Year 1 to Year 3.

4.3.1 New entrants/return to work

While hoping to use volunteering as a step towards 'getting on' in the labour market has been identified as a motivation for volunteering in general, at 17% this remains one of the least reported motivations for volunteering in HLF-funded projects (see section 4.1 above). It is, however, more prevalent this year than last, and this is again may well be related to the effects of the recession.

Some of the qualitative responses show what a conscious strategy this is: "[*the volunteering*] *enables me to put those skills on my CV and therefore hopefully help in my ambition to obtain a job in a*

similar setting" [AD:Mission]. Similarly one volunteer reported that for him, the project was:

> 66 Plugging a gap on my CV during a period of unemployment... I see it as being important for my career prospects" [Oral History Project]

As in previous years, HLF volunteering can also relate to career changing: "*[I have] Increased knowledge within a field that I wish to pursue a career in*" [Sea Charts Cataloguing Project]; "*[project provides] knowledge that I'm making the right career change* [National Trust New Stowe Project]; or to helping to prepare people to return to the labour market after a period outside it: "*I developed confidence in returning to the workplace after being a stay at home mother for 12 years*" [Making Inroads]. And sometimes the volunteering does have a positive outcome: "*my experience in gathering and archiving documents and information, and working with the publishing company Queenspark has increased my career prospects and allowed me to start a career in publishing*" [Photo Collection - Photographic Heritage Archive].

While most volunteers are not actively seeking to enter the labour market, a small number of volunteers end-up (usually unintentionally) carrying out some paid work in relation to the HLF-funded project (around 12% across the whole three year sample). We also ran an econometric analysis to estimate whether volunteering with HLF has made some volunteers more likely to get **any** type of paid job than others.

Excluding retirees, we find that those whose volunteering has some relationship with any current or previous forms of employment are 55% more likely to get a paid job in comparison with volunteers involved in activities that lie outside of their work expertise. Younger volunteers are also more likely to get paid work as a consequence of their volunteering. An increase in one year of age decreases the probability of getting a paid job by approximately 2%. So for instance, a 24-year old

volunteer is 26% more likely to get a paid job, while a 44 year-old volunteer is 16% more likely to so.

4.3.2 Retirees

The results from the previous years' research pointed strongly to the role that HLF volunteering can play in helping people move from work into an active and fulfilling retirement. This is not a finding that is specific to heritage volunteering, but one that has been reported on across a number of advanced economies in relation to volunteering in general,[18] but it remains a strong theme of the HLF volunteer experience.

For many of the retired people we have spoken with over the three years, volunteering in HLF projects helps to either fill a gap left by work, or liberate them from its more Gradgrindian qualities. The key here appears to be providing activities that the newly-retired find enjoyable (" *Finding an interest in retirement!!* ", Sense of Place) yet challenging: " *As I'm retired it has given me a purpose, helped me revive dormant skills. I have found pleasure in doing a good job in supporting staff and other volunteers, in leading disparate groups of people and dealing with difficulties, and have confidence that I have still got those abilities*" [Therapeutic Living with other people's children].

As this last quote implies, part of the appeal of HLF volunteering is that it often allows the volunteers to continue using skills built up over a career; to develop new skills; or expand what may only have been an area of minor interest into a burgeoning hobby and subsequent area of specialist knowledge. An indication of the widespread positive benefits that retired volunteers ascribe to their participation in HLF-funded projects is provided by the volunteers from one of our site visits this year and summarised in the box below.

HLF volunteering's role in helping people to enjoy an active retirement

Heritage Lincolnshire is a charitable trust that was established to protect, promote and enhance the historic environment of Lincolnshire. Their HLF-funded project involves and develops a number of volunteers from local communities across the county to record and assess the condition of heritage in their area.

During our site visit, many of the retired volunteers spoke about the positive benefits of their volunteering experience. This includes aiding what one volunteer saw as being a difficult transition from being employed to retired: "*I really loved my job and miss it a lot*". HLF volunteering was seen as being something that keeps people engaged and provides them with motivation and structure:

- "*I felt at a loose end and didn't really know what to do with my time. I went to a local meeting on gardens and heard about this project – I signed up straightaway it was exactly what I needed in my life.*"

- *"Working on this project gives me a reason to get up."*

- *"I've been retired for eight years, volunteering keeps me alert and active"*

Beyond simply providing things to do, HLF-funded projects provide activities that allow volunteers to stretch themselves - should they wish: "*I'm hugely energetic and want to remain challenged during my retirement.*" And this positive approach can rub off and be infectious: "*It's been so good to meet a lot of people who are so ambitious in their retirement.*"

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[18] See, for instance, Davis Smith and Gay (2005) *Active Ageing in Active Communities: Volunteering and the Transition to Retirement (Transitions After 50)*. London: Policy Press, and Narushima (2005) '"Payback time": community volunteering among older adults as a transformative mechanism', *Ageing and Society*, 25:4, 567-584.

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4.4 Skills development and maintenance

4.4.1 Skills improved

For a significant minority of volunteers, improving skills and updating existing skills, is one of their motivations for getting involved in HLF-funded projects.

Volunteers were asked about any possible improvements in the following areas:

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

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

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

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

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

- Conservation techniques.

This year, the most frequently named area of skill improvement is 'other interpersonal skills' (50.6%) and communication skills (50.3%). Figure 33, shown some paragraphs below, provides the results for each category.

The predominance of those areas is confirmed when looking at the whole sample across the three years of research. On average, 49.6% of the surveyed volunteers reported that they had made gains in 'other interpersonal skills', and the same proportion identified 'communication skills. As show in Figure 14, during these three years, business management skills and conservation techniques have been developed to a lesser extent than other areas.

Figure 14 Volunteers' skills improved through participating in HLF-funded project, whole sample (2009-2011)
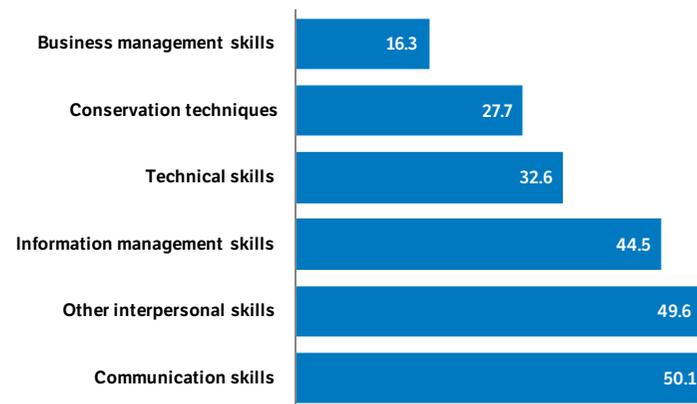
Source: BOP Consulting 2011

Using the methodology explained above in section 2.2.5, we proceed to identify whether the gains in skills differ according to volunteers' differing characteristics. Figure 15 below shows the variables that turn out to be statistically significant in the analysis performed for each skill area (for a full version of the results see Appendix 2, Figure 54).[19] **Female volunteers** are more likely to state that they have improved their communication skills due to their participation in HLF funded projects. The probability that, on average, female volunteers will name communication skills as an area of skill improvement is 47%. This probability is 12 percentage points higher than the probability among male volunteers (see Figure 16).

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[19] 'Conservation techniques' do not appear in Figure 11 as the set of control variables used to explain potential differences in skill improvement among volunteers are not statistically significant (see in the Appendix for further detail) .

Figure 15 Skills development: who is more likely to experience the greatest gains in skills through volunteering in HLF-funded projects, 2011

	Improved information management skills	Improved communication skills	Improved other interpersonal skills	Improved technical skills	Improved business and management skills
Gender			Female		
Age	Younger volunteers	Younger volunteers	Younger volunteers	Younger volunteers	
Employment status				Unemployed	
Time (in hours) spent working on the project	Volunteers that spent more hours (per month) in the project			Volunteers that spent more hours (per month) in the project	Volunteers that spent more hours (per month) in the project
What activities have you undertaken with the project?	-------Volunteers that have undertaken coordinating or leading activities-------				Volunteers that have undertaken coordinating or leading activities
Relationship of the project with prior or current paid work	Volunteers whose previous work have not relationship with the project		Volunteers whose previous work have not relationship with the project		

Source: BOP Consulting 2011

Our analysis shows that skills improvement decreases with **age**. This is unsurprising, given that older HLF volunteers come to the projects with high levels of skills and experience in many areas. On the contrary, younger volunteers have more to gain from a skills perspective from their participation in the projects. Figure 17 below shows the trends for skills improvements and age. The line that relates age with the probability of improvement is steeper for the area of information management skills, which means that in this area, the probability of improvement decreases faster with age, in comparison with other areas such as technical skills.

Figure 16 Probability of improving communication skills (%), by gender, 2011
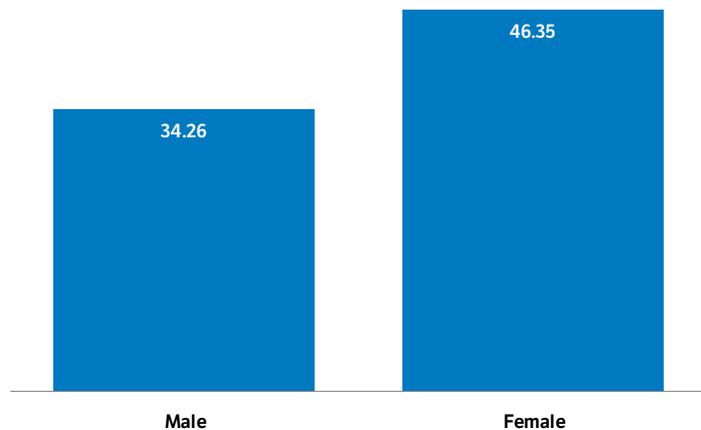
Figure 17 Probability of skills improvement (%), by age, 2011
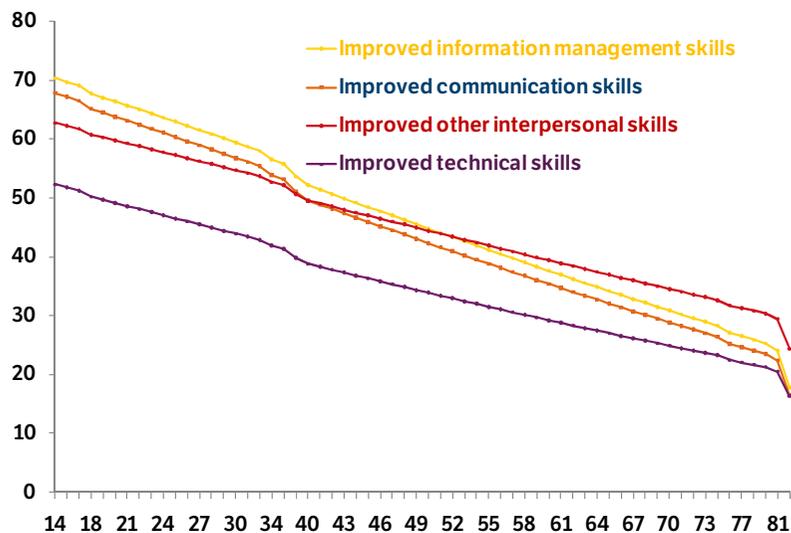
Volunteers who are not employed – due to unemployment, studying or retirement – show higher gains in the area of technical skills. They are 38% more likely to improve their skills in this area, which represents 15 percentage points more than volunteers who currently have a job.

The amount of **time** (in hours) a month that volunteers spend working on the HLF funded project seems to have a positive impact on the ability to improve their information, technical and business and management skills. The longer the hours volunteers spend in their projects, the more likely they are to name those areas as ones in which they have improved their skills. Figure 18 shows this positive relationship.

Figure 18 Probability of improving skills (%), by time (in hours) per month spent in the project, 2011
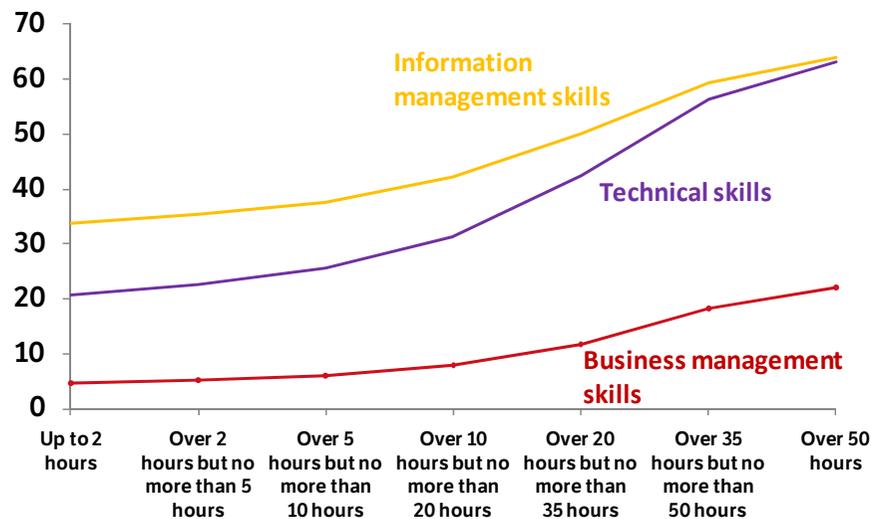
The **type of activity** that a volunteer undertakes during their participation in the HLF funded project also plays a role in determining the extent to which they can gain skills. Figure 19 shows that an (average) volunteer that has undertaken coordinating and leading activities during her time in the project is more likely to name

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'information management', 'communication', 'other interpersonal' and 'business and management' as areas of skill improvement. The probability that they will state this varies from 37% to 55% across the different skill areas. But it is always higher than the probability of identifying those areas as areas of skill improvement for the volunteers that have *not* undertaken coordinating and leading activities.

Figure 19 Probability of improving skills (%), by type of activity undertaken, 2011

Legend:
- ■ Have undertaken coordinating or leading activities
- ■ Not mentioned

Data:
- Business and management skills: 37.4 / 3.4
- Improved other interpersonal skills: 54.5 / 38.9
- Communication skills: 54.6 / 35.4
- Information management skills: 52.5 / 39.6
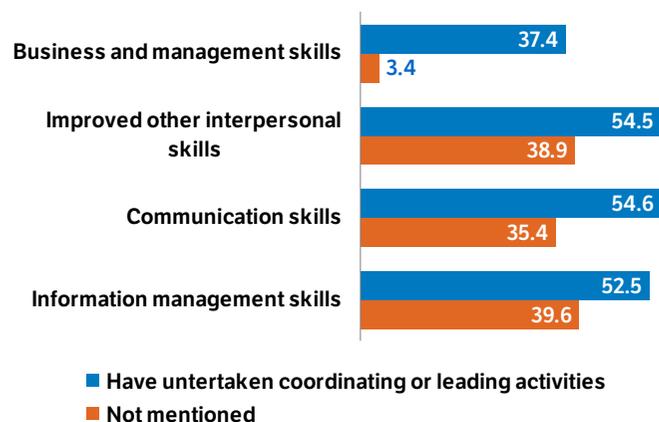
Source: BOP Consulting 2011

Finally, volunteers that find a **relationship** between their volunteering on the project and any **current or previous paid work** seem to be more likely to experience skills gains in the areas of information management and other interpersonal skills. They are 51% more likely to name those areas, which is between 12 and 13 percentage points higher than the probability of doing so among other volunteers.

Figure 20 Probability of improving skills (%), by relationship to current or previous work, 2011

Data:
- Improved other interpersonal skills: 51.09 / 37.98
- Improved information management skills: 50.45 / 38.25

Legend:
- ■ Volunteering on the project have a relationship with previuos work
- ■ Volunteering on the project DOES NOT have a relationship with previuos work
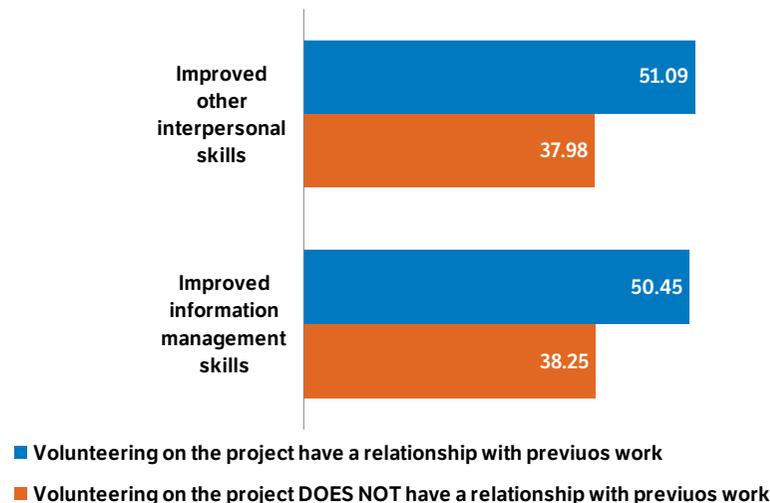
Source: BOP Consulting 2011

Looking at how different heritage areas may have influenced skills acquisition across the whole three year sample, there are a number of striking, statistically significant differences. These differences are not unsurprising when placed within the context of the tasks that volunteers are engaged in within these broad project types, as we explain below. The most important differences are:

- Volunteers in Intangible Heritage projects more regularly reported gains in information management skills (47 %) when compared with volunteers in other heritage areas (33%), which is likely to reflect the often relatively high research and documentation components of these projects. On the contrary, volunteers in Land and Bio-diversity projects (17%) and Industrial Heritage projects (25%) were engaged in far fewer of these kinds of tasks and both report fewer increases (when compared with other heritage areas).

- Relatively fewer volunteers in Land and Bio-diversity projects gained communication skills (29%), technical skills (15%) and business management skills (7%) when compared with volunteers in other

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heritage areas (44%, 30% and 14% respectively). Many of the Land and Bio-diversity projects are based outdoors and involve land clearance/recovery, plant re-population and general habitat management. These predominantly physical tasks do not rely strongly on technical skills, business management or communication skills.

- Volunteers in Industrial Heritage projects were more likely to make gains in technical skills (50%) when compared with volunteers in other heritage areas. At the risk of stereotyping Industrial Heritage projects, they are about bits of kit, plant and machinery. The repair, re-construction, servicing and maintenance of which accounts for why so many volunteers report gains in technical skills.

- Conservation techniques is the most polarised category: a greater proportion of volunteers in Industrial Heritage (56%) and Land and Bio-diversity projects (53%) report gains in skills levels when compared with other heritage areas, with volunteers in Intangible Heritage (11%) and Museums, Libraries and Archives (16%) in particular making fewer gains. Many of the Land and Bio-diversity projects involve learning about habitat conservation while Industrial Heritage projects often involve elements of restoring machinery or technologies that have passed out of usage – both of which require (different) conservation skills.

For 41% of the volunteers, the skill development is at least partially achieved by receiving formal training through the HLF-funded project. This is more than Year 2 (34%), but slightly less than Year 1 (45%). An open question in the survey asks those that have received training to provide more detail on the nature of their training. The types of formal training undertaken by volunteers have been back coded and grouped into nine categories in Figure 21 below. This year, training in various kinds of research techniques were the most commonly cited formal training that was undertaken by the volunteers. Many of these were related to intangible heritage projects – interviewing techniques, transcribing, indexing and cataloguing – but this category also includes survey techniques for measuring dormice, building surveying skills and generic market research skills. Media and IT skills – filming, editing,

uploading, managing and building websites and databases – was the next most common area in which volunteers received training.

Figure 21. Areas of formal training undertaken by volunteers in HLF-funded projects, 2011

Source: BOP Consulting 2011

4.4.2 Progression

Having established that most volunteers improve their skill levels in some areas through volunteering in HLF-funded projects, we ask volunteers to rate their skills across the different areas, from when they began volunteering, and at a second point in time when they completed the survey.

Respondents were asked to rate their skill levels on a scale of 1-5, where 1 = 'None existent', 2 = 'Basic', 3 = 'Satisfactory', 4 = 'Good' and 5 = 'Excellent'. Figure 22 shows the volunteers' progression in the different skill areas by comparing the average score of responses.

The overall findings remain consistent with the previous two years.

- Most volunteers rate themselves as having relatively high skill levels (at least 'satisfactory' or 'good') in most of the skill areas at the beginning of projects – with the exception of conservation techniques. This high rating is not surprising given (i) the high levels

of human capital across the HLF volunteer cohort (indicated by high levels of formal qualifications) and (ii) the length of time that many volunteers have been involved with organisations before starting the HLF-funded activities.

- While the average skill levels increase in all areas, the positive changes to skill levels are small. The only exception is conservation techniques, where the results show a marked increase (the mean of skill level increases by more than '1' point from the 'before' to the 'now' rating). Compared to the last two years, there are not only more volunteers improving their conservation skills, but also the progression of skills in this area is slightly higher.

There is also some indication that volunteering in HLF-funded projects triggers an interest in further learning that is then pursued outside the project, although this is less evident than in Year 1. While almost a quarter of volunteers (23%) in Year 1 reported that their involvement with HLF-funded projects had contributed to them taking/starting a course, in the larger cohorts in Years 2 and 3, only 14% of the volunteers report this outcome.

Figure 22. Progression of skill areas for volunteers in HLF-funded projects, 2011
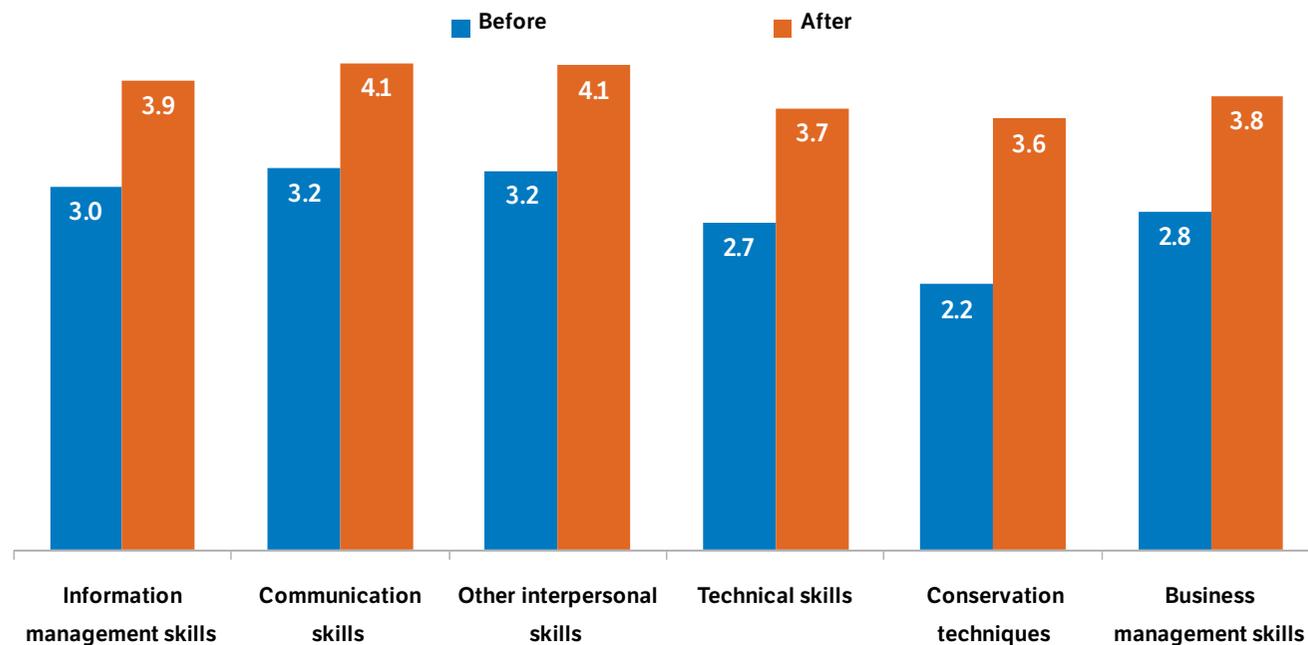
4.4.3 Transferability

The final skills issue that we look at in the survey is the degree to which any skills that volunteers have enhanced through their participation in HLF-funded projects have a wider impact, by being transferable to other areas of their life. In both previous years this has been the case for approximately half of the volunteers that have improved their skills (50% and 53% for years 1 and 2 respectively). This has jumped to 61% of volunteers in Year 3. The other areas of life in which volunteers report they have been able to use their skills have also changed in priority.

In Year 3, as Figure 23 below shows, volunteers most frequently report that they have been able to use the skills in their existing workplace. Several of these relate specifically to teaching/lecturing: "*It has helped in my work as a teacher*" [The Chinese from Bengal]; "*Knowledge of history to enhance curriculum content in classrooms and ways to deliver these*" [Liverpool School of Tropical Medicine's Far Eastern POW Oral History Project]; "*lecture to MA conservation students*" [The Discovering Coggeshall Project]. But of course the transfer and application of skills and knowledge is also relevant to other professions: "*Yes it has helped me understand more about dormice for my work as an Ecologist*" [Dormice Forever], and can also focus on more generic skills: "*Running community (CSR) events at work*" [Tales from the Plot] and:

" [I'm] More confident in taking on project planning at work. More confident on the phone" [South Isles Ranger]

More than a quarter of the volunteers (28%) that report being able to use the skills they improved through their involvement in HLF-funded projects state that it has helped them in some capacity related to further community engagement. Sometimes these are cognitive skills: "*I have used the skills I have learnt in other volunteering projects, at different museums and heritage sites*" [Historic Royal Palaces - Kensington Palace]; "*[In writing] grant applications for another charity and I'm*

planning to archive information for another charity" [Therapeutic Living with other people's children], while other times they are about confidence and social skills: "*Improved interpersonal skills used in involvement with other Voluntary Groups*" [The Heritage of Milton Road Cemetery] and "*Improved team work with other groups I volunteer with*" [Dormice Forever].

Figure 23. How volunteers use the skills improved through participating in HLF-funded projects in other areas of their life, 2011
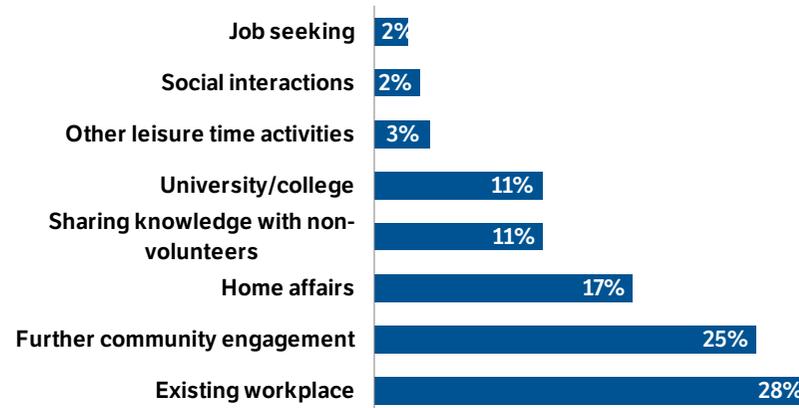
Source: BOP Consulting 2011

Volunteers also use the skills that they have improved through the HLF volunteering in their home life, particularly IT skills and genealogy, and for students to apply in their university and college work, whether this is through providing content:

" I was able to write a paper for a class in my university, based on the information I learned during my volunteer work with Grace Notes [Torach-HARVEST-Hairst - Perthshire Memories]

or helping with the skills necessary for academic attainment:

> **❝** In college, presenting my work has been greatly improved as a result of my time volunteering at Belfast Exposed [Belfast Exposed Gallery]

4.5 Health and well-being

4.5.1 Measuring well-being

The main well-being questions used in the main survey cohort research for the three years of the current study are drawn from the short version of the General Health Questionnaire (GHQ12). This is a standard questionnaire used within a variety of practitioner-based mental health settings, as well as within large-scale surveys of the general population. It combines measures of both Subjective Well-being (SWB) – such as happiness – and Psychological Well-being (PWB), a range of competencies that are required for the maintenance of good mental health (e.g. ability to concentrate, take decisions, etc.).[20]

The standardisation and wide use of the GHQ questions means that there is a large volume of normative data to enable comparison with the responses of any particular cohort. As space in our survey is limited, we chose the five items from the GHQ12 that were most relevant to the volunteers experience, as judged from our initial qualitative research. Mindful of the large number of older volunteers, we chose predominantly PWB measures that investigate cognitive functioning and social relationships, in addition to the subjective measure of 'happiness'. The five items are:

- ability to concentrate
- capability to make decisions
- social engagement and self worth ('playing a useful part in things')
- ability to enjoy normal day-to-day activities
- levels of happiness

Finally, we also ask wider 'quality of life' questions, where respondents are invited to state how enjoyable their volunteering in heritage projects has been and what is the single best thing that they gain from their volunteering.

4.5.2 Main cohort findings on well-being

Figure 24 below shows the combined results of the five items used in the survey from the GHQ12. It shows the results from the HLF volunteers and compares them with those of the Oxfam volunteers and the general UK population that volunteers (via responses given to the same questions in the 2006 General Health Survey). Figure 24 also shows the responses for the whole 2009-11 three year sample.

The main findings from the survey are entirely consistent with Year 1 and Year 2: the HLF volunteers consistently rate their well-being higher than both the general population[21] and others engaged in volunteering. For four of the five items, the HLF volunteers report the positive option ('Better than usual') never less than twice as frequently as both comparator groups.[22]

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[20] For a longer discussion of the relevance and measurement of mental health and well-being in the current context, please refer to the Year 2 report.

[21] The figures for the general population have not been included in Figure 24 for space reasons, but they are consistently lower than the figures for the sub-group of the general population that volunteers (and which is included in the table).
[22] The one exception is 'happiness'. Of course, there is a possibility that this finding is undermined by more HLF volunteers having opted for the negative responses to the questions ('Less so/Much less so than usual') when compared with the comparator cohorts. However, after analysing the 'balances' of the responses (subtracting the negative responses from the positive responses), this is not the case and can, indeed, be worked out by a more detailed reading of the data in Figure 24.

Figure 24 The well-being of volunteers in HLF-funded projects (%), compared with the general population and Oxfam volunteers, 2011

GHQ 12 item	Well-being	HLF (2011)	Oxfam (2011)	HLF(2009-2011)	GHS 2006[1]
Have you recently been able to concentrate on whatever you're doing?	Better than usual	15.9	20.3	14.8	2.6
	Same as usual	80.8	75.7	81.6	85.1
	Less so than usual	2.8	4.0	3.2	11.3
	Much less than usual	0.6	0.0	0.4	1.0
Have you recently felt capable of making decisions about things?	Better than usual	19.1	26.8	16.3	7.2
	Same as usual	79.8	71.3	82.1	85.5
	Less so than usual	1.1	1.7	1.6	6.7
	Much less than usual	0.0	0.2	0.0	0.5
Have you recently felt that you are playing a useful part in things?	Better than usual	48.0	54.0	49.8	11.9
	Same as usual	51.1	43.1	48.8	79.8
	Less so than usual	0.3	2.4	1.0	7.0
	Much less than usual	0.6	0.5	0.4	1.2
Have you recently been able to enjoy your day-to-day activities?	Better than usual	17.2	21.3	16.4	5.6
	Same as usual	79.7	73.0	80.6	87.7
	Less so than usual	0.3	0.2	0.4	13.5
	Much less than usual	2.8	5.4	2.5	2.2
Have you recently been feeling happy, all things considered?	Better than usual	22.1	20.3	21.1	12.2
	Same as usual	74.5	75.7	76.2	78.2
	Less so than usual	2.5	4.0	1.8	8.8
	Much less than usual	0.8	0.0	0.9	0.8

[1] Sub sample of the population that is Active in "charity, voluntary or community group

Source: BOP Consulting 2011

It should still be noted, however, that for all but one item, the dominant pattern of responses within the HLF cohort matches that of the other two comparator groups, i.e. to opt for the status quo ('the same as usual'). The exception to this pattern is what is different in the responses given by the HLF volunteers across all years of the study. When asked about their ability to 'play a useful part in things' (a question that combines both the ability to engage socially with a measure of self worth), the numbers of HLF volunteers reporting 'More so than usual' is 48% – more than five times the numbers reporting 'More so than usual' in the general population (9%), and four times the proportion reported by other volunteers (12%).

Of course, what Figure 24 also shows is how alike the HLF and Oxfam volunteers are in terms of their reported mental health and well-being. In fact, the Oxfam volunteers consistently rate themselves more positively than even the volunteers in HLF-funded projects, though the differences are usually small. Whether these differences are statistically significant when we control for the demographic differences between the two groups is discussed below in section 5. This begs the question as to why these two groups should report such major differences from the 'general volunteering population'? There is no definitive answer at present, though the strongest hypothesis would be that it is related to the intensity of the volunteering experience in both HLF-funded projects and Oxfam.

The current econometric research on the HLF volunteers shows that the amount of time that volunteers spend per month is the strongest determinant of many of the positive outcomes that the HLF volunteers experience, including well-being (see Figure 25 below). HLF volunteers in general spend more time per month volunteering than the general population[23] – but quite a lot less time than Oxfam volunteers (see Figure 13 above). This may account for why the positive outcomes are slightly stronger for the Oxfam volunteers.

Following on from this, Figure 25 shows some HLF volunteers' characteristics that increase the probability of having more positive recent well-being

Figure 25 Well-being: who is more likely to experience the greatest positive impact, 2011

Characteristics	Able to concentrate	Capable of making decisions	Feel that plays useful part in things	Happiness
Age			Younger volunteers	
Academic qualification	Volunteers without a degree	Volunteers without a degree		
Time (in hours) spent working on the project	Volunteers that spend more hours (per month) in the project			
Number of different memberships (before joining HLF)			Volunteers that are members of fewer organizations	

Source: BOP Consulting 2011

As discussed above, the **amount of time (in hours)** volunteers spend working on the project seems to be a powerful predictor of high levels of well-being. The four items are positively correlated with this indicator, which means that the more involved volunteers are in the project – proxied by time – the more likely they are to say that they have recently felt better than usual.

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[23] For instance, 56% of volunteers in HLF-funded projects spend 10 hours or more volunteering on the project, while the proportion of the general population that volunteers for the same amount of time is approximately half this total – 27% (comparator figure from the British Crime Survey, 2010).

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Figure 26. Well-being, by time (in hours) spent in the project: probability of feeling better than usual, 2011
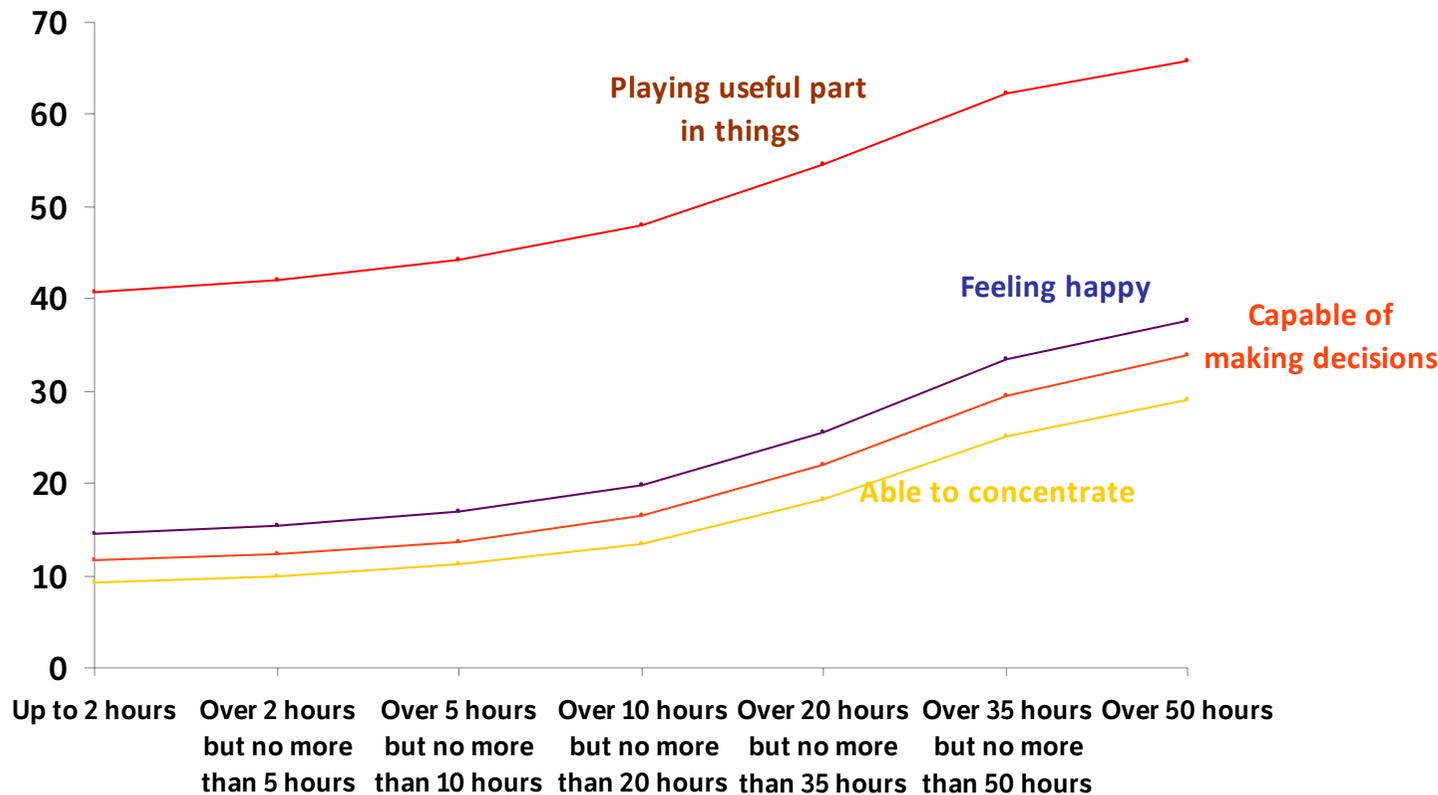
Source: BOP Consulting 2011

Figure 26 shows this positive correlation, with the vertical axis showing the probabilities and the horizontal axis showing the hours that volunteers spend in the projects in a month. For instance, an average volunteer that spends between 35 and 50 hours working on the project is 62% likely to feel 'better than usual' in playing a useful part in things, while a volunteer that spends between 2 and 5 hours a week volunteering in the project is 42% likely to state so. A similar pattern appears when looking at the likelihood of feeling happier than usual, of making decisions and of being able to concentrate, respectively. The

fact that the fitted line of probabilities for feeling better than usual in 'playing a useful part in things' is above the fitted lines for all the other items reflects the fact that volunteers in the sample tend to give a higher rating to this item (as is shown in Figure 24 above), and regardless of the time they spend working in the project.

The **younger a volunteer is**, the more likely she is to score the highest rating when asked about their ability to 'play a useful part in things'. This does not mean that older volunteers do not experience

positive mental health, just that it is likely to be lesser than for younger volunteers.

Interestingly, when we look at how the well-being of HLF volunteers is affected by education, Figure 27 shows that those volunteers that are **educated** *below* degree level (including those that have no academic qualifications at all), are more likely to score the highest rating when asked about their ability to concentrate (20%).This is in comparison with volunteers with a first or a second degree (11%). A similar result is observed when volunteers are asked about their ability to make decisions, as is shown in Figure 28. Consistently, in both cases, an (average) volunteer that holds a first or second degree is more likely to opt for the status quo.

Figure 27 Ability to concentrate, by academic qualification, 2011
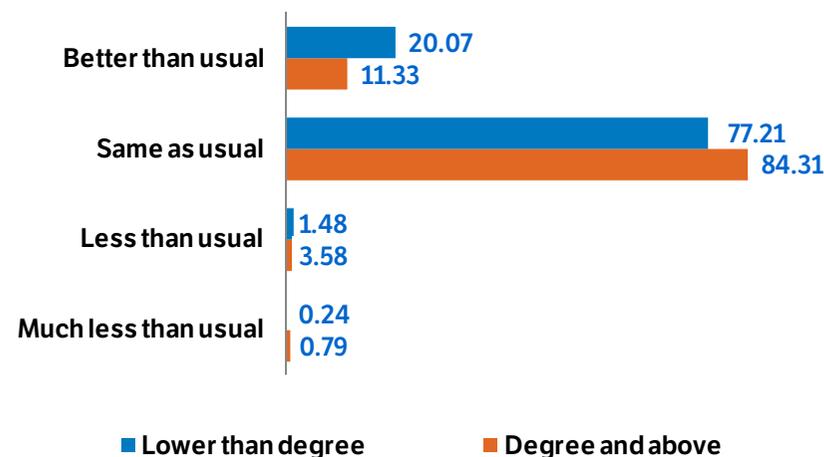
Source: BOP Consulting 2011

Figure 28 Decision-making, by academic qualification, 2011
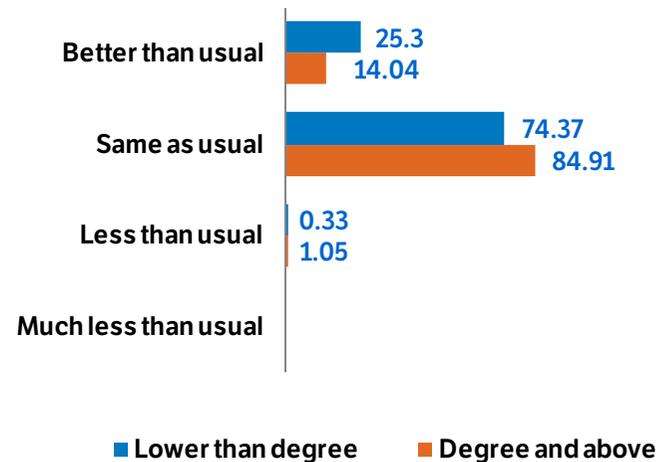
Source: BOP Consulting 2011

Before and after

In order to probe further as to whether the HLF volunteers' recent well-being is related specifically to their volunteering with the projects, the survey asks a follow-up question which asks them to effectively benchmark their well-being retrospectively, before they started their volunteering with the HLF-funded project.

The responses to this question differed significantly between Year 1 and 2. In the first year of the research, the volunteers reported in general no, or very little, change between when they started their volunteering and when they completed the survey – with the notable exception of 'playing a useful part in things'. But in Year 2, the volunteers consistently reported that their well-being had improved since becoming involved in the project. This Year's findings corroborate last year's. Figure 29 below presents the balance of volunteers' responses to each of the five well-being questions. The balance is the number of volunteers that responded in the positive **before** they started the project (i.e. they were 'More able' or 'Much more able'/ 'More happy' etc.) minus those that responded in the negative (i.e. answering 'Less than

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usual/Much less than usual'/ 'Less happier than now/Much less happier than now'). A net negative figure therefore means that they are more positive **now** than at the start of their volunteering.

As the figures show, there is a trend across all the well-being questions for HLF volunteers to have responded in the negative, i.e. that they felt less capable of making decisions, less happy, less able to enjoy day-to-day activities and so on, before they started their volunteering. As noted, this pattern is very similar to Year 2. What is interesting this year is that, again, the Oxfam volunteers are even more likely to state that their well being before they started their volunteering was less positive than after they joined Oxfam.

Figure 29. Balance of volunteers' well-being before starting their volunteering, with the HLF-funded projects and with Oxfam, 2011

Well-being item	HLF	Oxfam
Ability to concentrate	-6.8	-20.6
Capability of making decisions	-11.0	-20.6
Ability to play a useful part in things	-36.6	-49.9
Ability to enjoy day-to-day activities	-8.8	- 10.7
Happiness	-16.1	-21.9

Source: BOP Consulting 2011

These health and well-being outcomes are, for some of the HLF volunteers, the single best thing that they gain from the project, particularly regarding their ability to play a useful part in things: "*A sense of still being useful despite being unemployed currently* [Sea Charts & E-Library]; "*Feel worthwhile and still having something to offer*" [Victorian Baths Project]; but also for other aspects of health and well-being: "*[gaining] some links and greater confidence after a period of severe illness*" [Tales of the Plot].[24]

4.5.3 Curiosity and 'flow'

The most popular motivation for volunteering in HLF-funded projects is a specific subject area of knowledge. Moreover, the acquisition of further knowledge and skills about the subject area are two key outcomes from the volunteering experience. Lastly, the volunteers are generally very highly educated and work in, or used to work in, predominantly 'knowledge intensive' jobs. Therefore in Year 2 and Year 3 we investigated in more depth what this orientation to knowledge acquisition and learning may reveal about the broader lives of the volunteers, and how the volunteering experience in HLF-funded projects may differ from other types of volunteering. In this, we drew on related ideas in psychology about 'curiosity' and absorption or 'flow' (as it has become termed in the discipline).

Research suggests that curiosity helps to build knowledge, skills and expertise, and that it also plays a role in developing meaning in life, building tolerance to distress and uncertainty, and contributes to satisfying and engaging social relationships.[25] Recent research also suggests that openness and curiosity also have a greater effect on academic achievement than IQ scores.[26] As with flow, curiosity is a key component of well-being

In Year 2, we devised four questions to explore these issues and piloted them within the smaller longitudinal survey. As the questions suggested some interesting findings, we decided to ask the questions in the main cohort survey and compare them with responses from Oxfam volunteers. The questions in the survey on curiosity and absorption/flow are drawn from the Curiosity and Exploration Index (CEI). We chose four items from the CEI to test the degree to which volunteers' participation in HLF-funded projects affects the areas of absorption and embracement. The first two items relate to volunteers' willingness to 'actively seek out information in new situations' and to 'challenge themselves'. This is

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[24] In terms of volunteers' reported health and well-being (as measured using the GHQ12 items) across the five different heritage areas, there are a few statistically significant differences, but the differences in the effect 'size' is very small so we have only included them in the Appendix.

[25] See, for instance, the summary of previous research findings in Kashdan *et al* (2009), *op cit*.
[26] Almlund, M, Duckworth, A.L, Heckman, J, and Kautz, T (2011) 'Personality Psychology and Economics', unpublished research paper given as background material for lecture given to The Young Foundation, "Creating a More Equal and Productive Britain", given by Professor James Heckman, 19 May 2011.

particularly interesting to look at given the relatively older age profile of volunteers in HLF-funded projects.[27] The third items tests whether volunteers are prepared to embrace novel and uncertain situations. The final item refers to 'flow'. This is shorthand for the experience a person has if they have the skills to meet the challenges posed by an activity in which they are deeply absorbed (as we assume is the case in many HLF-funded activities). This is likely to lead to a sense of personal growth and increased confidence in using these skills.[28]

The results confirm the expectation from our qualitative research and the findings of Year 2's small-scale longitudinal survey that piloted the questions: the volunteers in HLF-funded projects do have a high level of curiosity. Indeed, for all of the questions asked, the large majority of volunteers 'agree' or 'strongly agree' with the positively phrased statements. So, Figure 30 Section A shows that 90% of the volunteers report that they 'actively seek as much information as they can in new situations' (including 49% who 'strongly agree'). 71% state agreement with the statement 'When I am actively interested in something it takes a great deal to interrupt me' – the 'flow' question. And none of the volunteers say that they 'strongly disagree' with either of these two statements.

Levels of agreement are slightly lower for the remaining two questions, but overall it remains high. More than two thirds of the HLF volunteers agree with the statement 'I frequently seek out opportunities to challenge myself and grow as a person' (including 25% who 'strongly agree'). Though 5% do state that they 'disagree' or 'strongly disagree' with this statement.

Finally, 63% report that they agree with the statement 'I am the kind of person who embraces unfamiliar people, events and places (including 21% who 'strongly agree'). Although there are more that disagree with this statement (11%) and 2% that 'strongly disagree' with the statement (the remaining volunteers say that they 'neither agree nor

disagree'). The patterns observed in these four questions are very consistent with the findings of Years 2's longitudinal survey, and the larger sample size makes them more reliable this year. The comparison with Oxfam volunteers is presented below in section 5.2.

As with the previous health and well-being outcomes, HLF volunteers spontaneously report outcomes related to how their volunteering has led them to embrace new people and experiences: " *Single best thing? Making new acquaintances and having new experiences in new places*" [Torach-HARVEST-Hairst - Perthshire Memories]; " *the opportunity to try something new and meet new people*" [Cornish Memories]; and also how it has required them to stretch themselves:

> 66 Sense of achievement through designing the project, securing funding, conducting interviews and supporting the post holder in his new role - I wouldn't have thought I could do this before. [South Isles Ranger]

> 66 I have gained more confidence in my own abilities as I have been stretched and put in new situations. [Heritage Resource Centre at Mersea Island Museum]

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[27] As Scherger (2008) has shown in relation to culture and leisure, engaging in new activities falls off dramatically in later life.
[28] We slightly adapted the flow question from the CEI as the wording made it unnecessarily difficult to understand (and we felt it was less important to keep the precise wording given that there is no normative data available).

Figure 30. Curiosity and flow among HLF volunteers (%), 2011

	I actively seek information	I frequently seek out opportunities to challenge myself	I am the kind of person who embraces change	When I am actively interested in something, it takes a great deal to interrupt me.
A: To what extent do you agree or disagree with the following statements?				
Strongly agree	41.2	25.4	20.7	24.8
Agree	48.8	41.0	42.0	45.7
Neither agree nor disagree	8.8	28.9	24.9	25.4
Disagree	1.2	3.8	10.9	4.1
Strongly disagree	0.0	0.9	1.5	0.0
B: Effect due to volunteering with the project				
Much more so than before	12.2	8.8	10.3	9.4
A little more so than before	30.3	29.2	28.3	17.1
No effect - the same as before	57.4	61.7	60.5	72.9
A little less so than before	0.0	0.3	0.6	0.6
Much less so than before	0.0	0.0	0.3	0.0

Source: BOP Consulting 2011

We follow up these questions by asking whether volunteers feel that the projects have had any effect on these issues. Looking at this measure, however, most of the HLF volunteers feel that their volunteering has had no effect on their curiosity or their ability to become absorbed in tasks (Figure 30 – section B). However, a significant minority of volunteers do report that their volunteering in HLF-funded projects has made a difference.

- 27% state that participating in the project has had a positive effect on how absorbed they can be in areas of active interest

- 38% and 39% also feel that their volunteering has had a positive effect on how actively they embrace change and on how actively they seek out opportunities to challenge themselves respectively.

- The findings are stronger still when looking at information gathering: 43% of HLF volunteers state that their participation in the projects has made them 'much more' or a 'little more' likely to agree that they 'actively seek as much information as they can in new situations'.

However, overall, we would conclude that the people who volunteer in HLF-funded projects have strong predilections towards stretching their own capabilities, and embracing novel situations, ideas and new people, which are rooted in their personality and pre-exist their participation.

The econometric analysis gives us further insights on how the volunteers' characteristics influence who is most likely to state that the projects had increased their curiosity and flow. Figure 31 below provides an overview of the factors that are statistically significant. Unsurprisingly, **younger volunteers** are more likely to state that they are more likely to seek out opportunities to challenge themselves due to their participation in the project. Similarly to what we have found for the skills and well-being outcomes, the **time** (in hours) that volunteers spend in the project has a positive correlation with the curiosity and 'flow' statements.

Figure 31 Curiosity and flow: who is more likely to receive the greatest positive impact? (2011)

Characteristics	I actively seek information	I frequently seek out opportunities to challenge myself	I am the kind of person who embraces change	When I am actively interested in something, it takes a great deal to interrupt me.
Age		Younger volunteers		
Time (in hours) spent working on the project	Volunteers that spent more hours (per month) in the project		Volunteers that spent more hours (per month) in the project	Volunteers that spent more hours (per month) in the project
Number of different memberships (before joining HLF)	Volunteers that are members of fewer organizations	Volunteers that are members of fewer organizations		Volunteers that are members of fewer organizations

Source: BOP Consulting 2011

This relationship is drawn in Figure 32 below. As it shows, an average volunteer that spends between 35 and 50 hours a month in the project is 19% likely to state he or she agrees much more with the 'I actively seek out new information' statement as a result of his or her involvement with the project. This probability increases to 23% if the volunteer spends over 50 hours in the project. Similarly, the longer the hours that volunteers spend in the project, the more likely they are to state that their involvement in the project has increased their tendency towards both (i) embracing changes (ii) being able to become absorbed in activities in which they are interested.

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Figure 32. Curiosity and flow, by time (in hours) spent in the project: probability of being 'much more so than before' (2011)
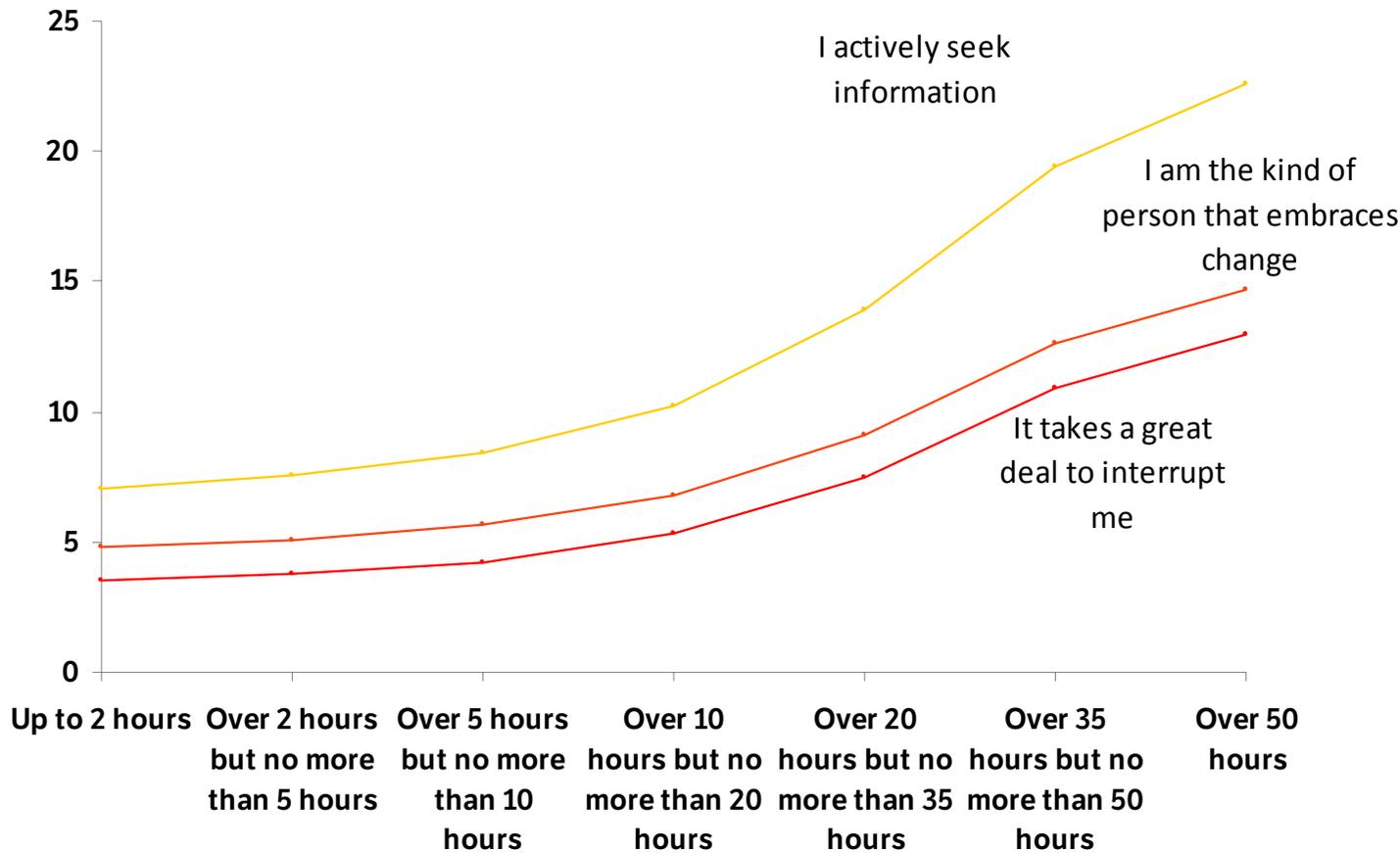
Source: BOP Consulting 2011

In line with the outcomes presented in Figure 30, the probabilities of attributing the highest positive effect ("much more so than before") to the project are relatively low. They become higher when looking at the more mild impact (a "little more than usual"). In this case, volunteers are 39%, 35% and 24% likely to state that the project has had a positive (but small) effect on their tendency to seek out new information, to embrace change, and to focus on activities in which they are deeply absorbed.

Finally, volunteers who are more involved in other civic participation – measured as the number of different types of memberships they belong to, even before joining HLF – are less likely to attribute positive effects on curiosity and flow to the participation in the

project. Putting it another way, volunteers less involved with other volunteering organisations are more likely to state that participating in the project has had a positive effect on seeking out new information, embracing change and focusing on activities in which they are deeply absorbed. For instance, volunteers that did **not** have any memberships of other community, voluntary or political organisations (outside of the HLF project) are 14% more likely to state that the project has had the highest positive effect on their tendency to seek out new information. In contrast, this percentage is just 2% among volunteers who belong to seven different memberships and whose membership dates from a time prior to joining the HLF-funded project.

5. Individual impact: the HLF difference?

The following sections look at the reported differences in the individual impacts for the HLF and Oxfam volunteers. They assess the degree to which these differences are real – that is, the degree to which they persist after we have controlled for the different demographics of the two groups. They are designed to answer the research question on whether there seems to be anything unique about volunteering in heritage activities as opposed to volunteering in other contexts.

5.1 Skills

In order to establish the 'HLF effect', we analysed the potential differences in skills improvement between the HLF volunteers and the Oxfam volunteers. We are interested to understand whether Oxfam volunteers:

- tend to develop a different set of skills as a result of their involvement with the shops

- develop skills to the same extent as HLF volunteers.

We first look at any differences in the raw data regarding skills improvements. Figure 33 shows a comparison between the skills areas improved among Oxfam and HLF volunteers. By far the most frequently named area of skill improvement is 'customer management skills' (75%), an area that is not very relevant for HLF, but obviously crucial for the shop volunteers. Approximately the same proportion of HLF and Oxfam volunteers state that they have improved 'Other interpersonal skills', and the figures are similarly comparable for 'communication skills'. On the other hand, a higher proportion of HLF volunteers named 'information skills' as an area of skill improvement in comparison with Oxfam volunteers (49% and 35%, respectively).

Figure 33 Volunteers' skills improved through volunteering in HLF-funded projects and Oxfam shops, 2011
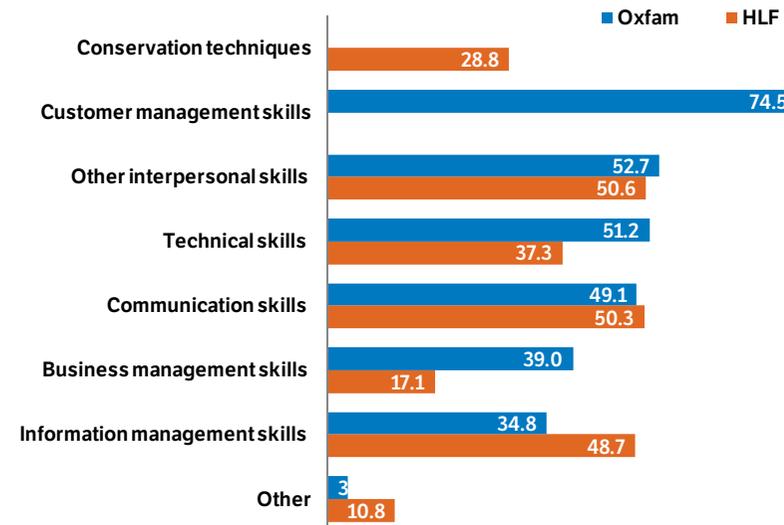
Source: BOP Consulting 2011

We then matched the HLF with the Oxfam sample, using propensity score matching, to understand whether volunteers in some of the two organisations are more likely to improve skills in certain areas once we have accounted for observed differences in demographics (see section 2.2.5 for a more detailed explanation on how we generated the matched sample).

The econometric analysis shows that there are statistically significant differences in skill improvement in the areas of:

- information management
- technical skills
- business management skills.

HLF volunteers are 31% more likely to improve their information management skills. This is probably due to the fact that most of them are involved in research activities and in gathering, recording, analysing and cataloguing new material.

In turn, Oxfam volunteers are more likely to state that they have improved their technical and business management skills. This is not surprising and is in-line with the sort of daily activities that Oxfam volunteers undertake in the shops which entail pricing the donations, managing the company website, manning the cash register and other general managerial activities in the shops.

Summary

There are statistically significant differences in the skills that HLF and Oxfam volunteers gain through their participation. Both make greater gains in the skill areas which are more relevant to their respective volunteering contexts. This suggests that there may not be anything specific to the heritage **context** that is driving these gains. Rather, it is the distinctive types of **activities** that volunteers in HLF-funded projects get involved with which produces the specific skills outcomes. Therefore were we to have had a control group which required volunteers to engage in similar types of activities, we can hypothesise that they would make similar gains. Of course, it is not quite as simple as this as it assumes that one could actually find other volunteering contexts that would embody the same combinations of activities.

In the longitudinal follow-up survey, for which we have only a small number of responses (39 to this question), we asked the volunteers to state in open text any key differences in the kinds of activities that they undertake with the HLF-funded projects compared with any other volunteering that they do. While the results are not statistically valid, they do chime with our qualitative research findings, gained from meeting 224 volunteers in-person over the three years. The key differences in activities suggested by volunteers were that in the HLF-funded projects, activities were more:

- research-based /intellectual

- physical/outdoors; and

- involved more independent working/leading.

Volunteers also reported that there was no campaigning angle (for a specific organisation or cause), and rather that the projects were for 'the good of all/to pass on something to the next generation'. It is therefore quite hard to think of other volunteering contexts that do, in practice, combine these activities, with the potential exception of emeritus researchers (which would again re-inforce the findings around the pro am nature of HLF volunteers' engagement with projects).

5.2 Health and well-being

GHQ12 items

Despite the high levels of well-being reported by HLF volunteers, the Oxfam volunteers report higher levels still (as shown in Figure 24 above). However, to disentangle the extent to which this apparent difference is due to the singularities of the 'Oxfam experience', we need to isolate the part of the effect that is driven by:

- the volunteers' characteristics; versus

- the volunteering experience itself.

Once we have done this, we find that there are no statistically significant differences in the responses of the HLF and Oxfam volunteers to the five GHQ12 items on mental health. This means that both organisations provide an environment that enhances their volunteers' subjective well-being. It also means that the initially observed differences in Figure 24 were driven by the volunteers' individual characteristic rather than by the organisational settings and activities that they undertake.

The results for the follow-up question, which asks volunteers to benchmark their mental health and well-being before they started volunteering does, however, show some statistically significant differences across some of the items. The trend is for Oxfam volunteers to rate their mental health and well-being lower at the start of their volunteering than now in comparison with HLF volunteers. Given that they report very similar levels of recent well-being, this suggests that the improvements that they have made while volunteering have been greater than for HLF volunteers.

Curiosity and flow

This year's research confirms Year 2's initial results regarding volunteers' capacity and desire to take on, learn from and grow through, new and challenging experiences. In Year 2's research a key question remained pending: are these attitudes and capabilities distinct from those of other volunteers and relatedly, do other kinds of volunteering activities present such a varied and potentially challenging range of activities with which to engage?

To address the first part of the question we first compared the descriptive statistics of HLF and Oxfam volunteers (presented below in Figure 34) and we then performed an econometric analysis to further compare these two set of outcomes.

Figure 34 Curiosity and flow: HLF and Oxfam, 2011
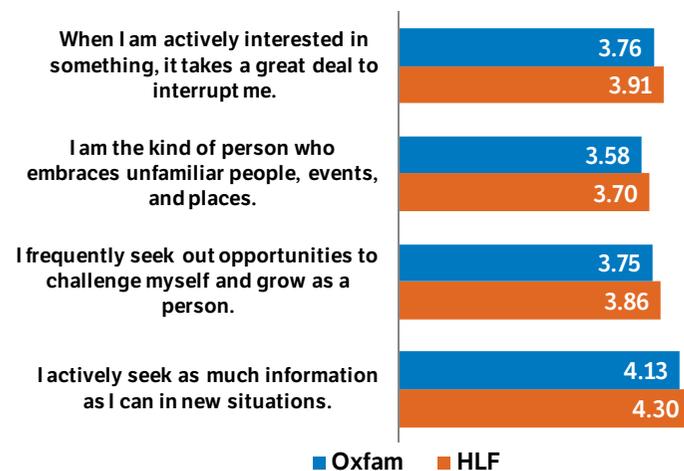
Source: BOP Consulting 2011

The four items used from the CEI establish the disposition of volunteers in terms of their curiosity and absorption, and their attitudes towards embracing the new and the unfamiliar, and challenging and stretching themselves. To compare the Oxfam and HLF outcomes for each of the four items of the CEI we calculated a single score using a

Likert-scale. This assigns the value of 5 to the answer 'strongly agree' and 1 to the answer 'strongly disagree'. Figure 34 shows the results.

Put simply, the responses of the HLF and Oxfam volunteers are nearly identical, with the Oxfam volunteers also turning out to be characterised by high levels of curiosity and keen to embrace new and unfamiliar things and stretch and challenge themselves. In a mirror image of the responses to the GHQ12 items, the HLF volunteers report slightly more positive responses to each of the four CEI items, but again, once we run the econometric analysis, we find that these initial differences are not statistically significantly.

We then followed up these questions by asking whether volunteers feel that the projects have had any effect on their dispositions regarding curiosity and flow. As noted above, most of the HLF volunteers report that their volunteering has had 'no effect' on each of the four items. But there is a sizeable minority of volunteers for each question that state that the volunteering has had a positive effect (e.g. made them 'Much more' or 'A little more' likely to seek out opportunities to challenge themselves/embrace unfamiliar people, events and places, etc.). As there is almost no HLF volunteers who state the opposite – i.e. that the projects have had a negative effect on these personality traits – the overall balance (as measured as those stating that their volunteering has had a positive effect minus those stating that it has had a negative effect) is strongly positive.

Figure 35. Balance of volunteers' attitudes as to whether their volunteering has had an influence on their curiosity and flow, with the HLF-funded projects and with Oxfam, 2011
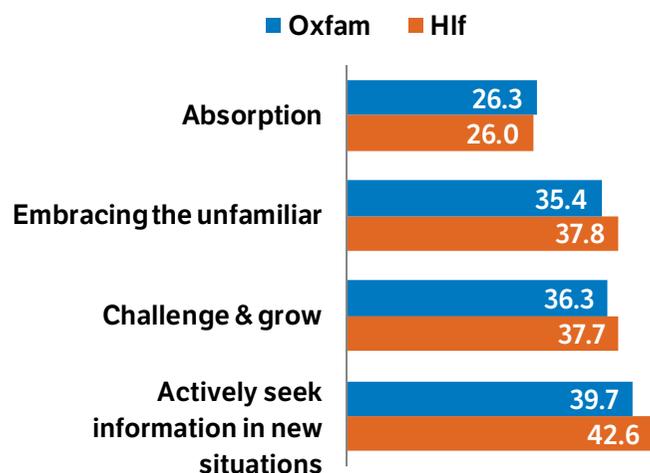
Source: BOP Consulting 2011

However, as Figure 35 above shows, the results for the Oxfam volunteers are almost identical and the small differences that do exist are not statistically significant.

Summary

Taken together, the responses to the GHQ12 and CEI findings from the three and two years of research respectively constitute arguably the strongest evidence for the social impact of volunteering in HLF-funded projects. The quantitative survey findings also concur with all of our qualitative work, and with open text responses given across the three years of surveys.

Through their engagement with HLF-funded projects, the predominantly older volunteers are able to maintain and improve their high levels of psychological and subjective well-being. The startling finding in Year 3 is that the Oxfam volunteers appear to enjoy similar positive impacts in the same areas. In this, both HLF and Oxfam volunteers enjoy much higher levels of mental health and well-being than the general volunteering population. The intensity of volunteers' involvement with both HLF-funded projects and Oxfam is higher than for the general population. As this research demonstrates that time intensity is the most frequent explanatory factor for the positive impacts that volunteers experience, this may account for the big differences between HLF-Oxfam volunteers and the general volunteering population.

Additionally, the research with the Oxfam control group suggests that their volunteering has more of an effect on their mental health and well-being than does participation in projects for HLF volunteers. Again, this may be due to the intensity of the volunteer experience, as Oxfam volunteers spend on average more hours per month volunteering than HLF volunteers. But it may also be influenced by the fact that the Oxfam volunteers are involved in fewer additional community, voluntary and political organisations (see section 6.3.1 below). Thus the weight that Oxfam has in terms of their participation in civil and community life is likely to be proportionally greater than HLF activities are for HLF volunteers – as they are involved in a more diverse set of volunteering and participative roles outside the HLF-funded projects.

What is clear from this year's comparative research is that, for mental health and well-being, there is no evidence to suggest that the positive impacts identified for HLF volunteers are distinctive to volunteering specifically in heritage activities.

What remains to be proved is whether the positive impacts observed and tested for across both the HLF and Oxfam volunteers would persist if we were able to control for reverse causality and self selection effects. As this is not possible using the current research methodology, we undertook a separate, supplementary piece of research to investigate this issue further. A very short summary of the findings of this groundbreaking analysis are included in the box below and suggest that the positive effects **would** persist.

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Disentangling the causal relationship between volunteering and mental health*

The social sciences literature has shown evidence of a positive correlation between volunteering and well-being. For example (Li and Ferraro (2006) find that formal volunteering has beneficial effects on subjective well-being, particularly on fighting depression among older people. In line with that, Helliwell and Putman (2004) establish that civic engagement has a robust positive correlation with happiness and life satisfaction.

However, as happens with many social and economic interactions, establishing and measuring the *causal* relationship between volunteering and mental health poses a series of methodological challenges that, if unsolved, could lead to misleading conclusions. In particular this relationship can have problems of:

- Reverse causality – is it that people who volunteer end up with higher levels of mental health, or is it that because people have higher levels of mental health they decide to volunteer?, and

- Self-selection – are there inherent characteristics of people, such as an optimistic attitude towards life, that could be explaining both a higher level of mental health and the decision to volunteer?

These same issues apply to the current research with HLF and Oxfam volunteers. In order to try and unpick these issues, we undertook a separate piece of research that analyses the British Household Panel Survey (BHPS). This research was partially funded by the HLF as there is it has such a strong bearing on the current HLF-commissioned research.

In the BHPS analysis, state of the art econometric techniques – 'instrumental variables' and fixed-effects models – are used to disentangle this relationship and account for reverse causality and self selection.

The data is provided by the BHPS, which comprises 18 waves and around 10,000 individuals each year. Volunteering is measured as 'doing a voluntary unpaid job during leisure time'; and mental health is measured using a 'likert' scale of the items contained in the General Health Questionnaire (GHQ12) section – the full set of questions from which we used five items for the HLF survey.

The econometric analysis shows that once we account for reverse causality and self-selection, volunteering **still** has a positive effect on mental health. The effect is statistically significant, but mild. But more than this, volunteering seems to play a role in alleviating the potential negative effects of often difficult personal episodes. In particular, volunteering:

- increases well-being among retirees – being a retiree is positively correlated with mental health, but this relationship is stronger among those who volunteer.

- decreases the negative effects of being under financial strain – going through an episode of financial strain has a negative effect on mental health, however, this effect is slightly lower among people that volunteer.

- ameliorates the negative effect of being separated, divorced or widowed – going through the termination of a marriage has a negative effect on mental health, however, if a person is volunteering in the same year she got separated, divorced or widowed, then that negative effect is no longer statistically significant.

*The methodology and results were presented at the OECD Conference 'New Directions in Welfare II' in Paris. The presentations can be found at the conference website: http://tinyurl.com/3s2vsbs.

6. Impact on communities

This section looks at how individual impacts – their sense of involvement, efficacy and general well-being – translate into impacts on the wider community. Our understanding of how this works is based on the notion of 'social capital,' the idea that there is a value in the networks and connections that people have, as well as the social norms – reciprocity, trust, responsibility for others – that these social networks both demand and engender.

Public policy has, for some time, been keen to develop social capital and the Government increasingly sees the Third Sector, that is, charities and voluntary organisations, as vital for developing social capital. This is essentially because they promote voluntary interaction between people, often around issues of common interest, which policymakers believe generates a greater sense of community involvement than other forms of interaction. It is this voluntaristic aspect – the fact that people do not have to take part (as they sometimes do in state-organised systems) – but choose to, which is assumed to be particularly relevant for developing beneficial social capital.[29]

To understand how this happens, we are interested in the degree to which volunteering strengthens overall public life. This happens in several ways. Firstly, by simply helping volunteers to meet other people in their neighbourhood or community of interest. This sounds strikingly simple, but in a society where loneliness and lack of social networks is increasingly seen as one of our major social problems,[30] it is a vital support system. A particular source of loneliness is the degree to which people are cut off from people of other generations and while this is

acute for the elderly (and often isolated), it is also important for younger people.

Secondly, it appears that volunteers in one group are more likely to take part in other types of volunteering – what we have termed the 'volunteer personality' in previous years' research – and also more likely to participate in other aspects of civil life, from joining a library to voting.

Civil life can also be strengthened by the sense of community and belonging that people feel about their neighbourhoods. Again, the previous years' research suggests that this sense is developed by the experience of volunteering on heritage projects, although usually to quite a mild degree. We also wanted to see if this increased interaction and participation has the potential to build a more cohesive society – one where people from different backgrounds can agree on a common purpose.

6.1 Socialising and 'co-presence'

The first set of questions in the community sections of the survey ask volunteers about 'informal sociability', as this is an important building block in enhancing social capital. Again, individual and community benefits may be linked. Data from the British Household Panel Survey highlights a strong link between personal well-being and talking to neighbours; but there are wider community benefits as well. The phrase used by social capital researchers to describe scenes of face-to-face interaction which generate or maintain social networks – parents talking to other parents at the school gates, for example, is 'co-presence'.

Both previous years of research has suggested that almost everyone who volunteers in an HLF-funded project succeeds in meeting new people through their volunteering. This is once again confirmed this year with over 92% of volunteers stating this. Perhaps more importantly, almost 35% of the volunteers sustain these relationships by socialising with the new people they have met outside of the HLF project.

The nature of HLF projects means that they tend to create 'communities of interest', particularly given the importance of pro am motivations as described above. This comes through quite strongly from an analysis of the 'single best thing' gained from volunteering in HLF-

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[29] For a longer discussion of the literature on social capital and policymakers interest therein, see the Year 2 report.
[30] Young Foundation (2009) *Sinking and Swimming. Understanding Britain's Unmet Needs*.

funded projects: "*Interacting with other like minded people*" [Hedgerow Project]; "*Contact with people with the same interest*" [Early potteries in Ticknall]; "*Involvement with like minded people*" [Herts Memories]. But even though many people are initially brought together by a shared interest in, say, Chinese culture, dormice or the social history of their town, this sometimes develops into real friendships, as the following quotes from the same section of the survey illustrates: "*Lasting friendships with other volunteers / members of the organisation*" [Hands On Hedges]. Because of the special interest that lies at the heart of all HLF projects, these friendship links can sometimes extend over wide geographies, as one volunteer from the Perthshire Memories project testified to as their 'single best thing':

> **❝** The transatlantic connections made while working on the project - I've made friends for life in Scotland.

New-found or re-established enthusiasms mean that people find themselves talking about the projects to friends and family. The percentage of people who 'often' find themselves doing so is 48%. This is, however, slightly lower than the proportion that did so in Year 1 (51%) and Year 2 (56%).

Looking beyond friendship and kin networks, the HLF-funded projects can also become part of the currency of conversation within a local community, which boosts instances of 'co-presence' among more distantly connected people (representing bridging social capital). We asked the volunteers to state how often they found themselves talking about their projects with more general acquaintances, such as neighbours or people in the local shop. Two thirds of the volunteers report that they 'sometimes' talk with more distantly connected people, and almost a quarter (24%) report that they do so 'often'.

At its best, volunteering in HLF-funded projects can therefore result in an expansion of friendship networks across what were previously distinct and unconnected social groups (as beloved of policymakers and social capital researchers): "*Meeting people of all

kinds, with all kinds of different needs etc." [Welcome to the Cathedral Project]

6.2 Intergenerational outcomes

Intergenerational interaction and understanding is a key concern of policymakers, whether viewed 'negatively' from a crime and anti-social behaviour perspective, or more positively from a community cohesion, 'Big Society' perspective.

6.2.1 Contact

At the most basic level, intergenerational understanding starts with contact between different age groups. In particular, public attitudes towards young people can be strongly influenced by whether adults know the young people in their area or not. [31]

This year's research is in line with the findings from Year 1 and Year 2. It again demonstrates that the main driver of increasing contact in projects is principally through contacts made with other volunteers. In Year 3, 70% of volunteers 'increased' or 'significantly increased' their contact with older adults (45-64), which is the age group that has the highest representation within the volunteer pool (47%). But, again, the findings do also point to the difference that specific activities undertaken by projects can make to the level of intergenerational contact that takes place outside of the volunteer pool, specifically as regards children.

This is the pattern observed throughout the three-year research:

- A large proportion of volunteers (72%) increased or significantly increased contact with older adults (45-64).

- A slightly lower proportion of volunteers (66%) also increased or significantly increased contact with the elderly (65+).

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[31] Anderson *et al* (2005) 'Public attitudes towards young people and youth crime in Scotland', part of the 2004 Scottish Social Attitudes survey. However, it should be noted that this research is clear that levels of deprivation is the most powerful predictor of attitudes to young people, with more deprived areas likely to see more negative attitudes of adults towards young people.

- A similar proportion (63%) increased or significantly increased contact with younger adults (25-44).

- As is shown in Figure 36, there is a declining trend for contact with younger people. The younger the age group, the lower the percentage of volunteers that have increased contact with them. Or to put it in another way, the younger the cohort the higher the proportion of people that feel that their participation in the project has made no difference to the contact they normally have with younger people.

Figure 36 Intergenerational contact: balance of volunteers who have increased their contact with different age groups through the projects, 2009-2011
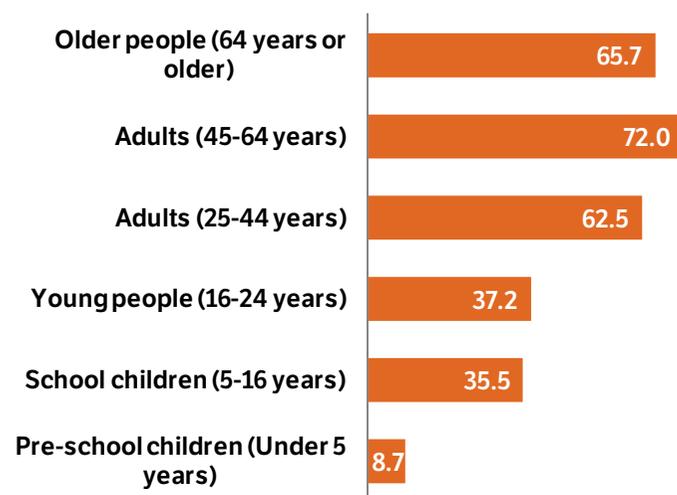
Source: BOP Consulting 2011

Figure 37 below shows the characteristics of the HLF volunteers that are more likely to have increased intergenerational contact, according to each age cohort. The model for contact with pre-school children proves to be statistically insignificant, thus it has been discarded from this analysis. The main findings are that:

- volunteers' **age** only plays a role when it comes to increasing contact with the elderly (which is the peer group effect we note above)

- again, the higher the amount of **time** (in hours) a volunteer spent in the project within a month, the more likely she is to increase contact with people from all age cohorts, except pre-school children.

As is shown in Figure 38, a volunteer that spends an average of 42.5 hours a month in the project (i.e. more than 35, but less than 50) is 13% likely to significantly increase contact with the elderly and 7% likely to significantly increase contact with young people. In contrast, a volunteer that spends an average of 3.5 hours a month in the project (i.e. more than 3, but less than 5) is only 7% and 3% likely to significantly increase contact with the elderly and with young people respectively. The probability to significantly increase contact with people aged 45 years or above is always higher than the probability to significantly increase contact with people of younger age cohorts (irrespectively of the time that volunteers spend in the projects).

Another recurrent factor is the role/activities undertaken by volunteers during their participation in the project. Volunteers that have **undertaken coordinating or leading activities** are more likely to increase their contact with young people and with people of 45 and above, in comparison with volunteers that are not engaged in these activities. However, given that 78% of the people that have been involved in a leadership role are 45 years or older, this effect could be picking up some correlations that are partly explained by volunteers' own age. As expected, volunteers that have devising and delivered activities for children and young people (in or out of school) are also more likely to increase contact with the youngest cohorts in comparison with volunteers that have not undertaken these activities. This is confirmed in the econometric analysis when we substitute the variable 'undertaken coordinating and leading activities' for the variable 'devising and delivering activities for children and young people' as a control. For instance, those volunteers are 18% likely to significantly increase contact with school children, while volunteers not involved in 'children and young people' activities are just 1% likely to state so.

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Figure 37 Intergenerational contact: who is most likely to have increased their contact with different age groups through their HLF volunteering, 2011

Characteristics	School children (5-16 years)	Young people (16-24 years)	Adults (25-44 years)	Adults (45-64 years)	Older people (64 years or older)
Age					Older volunteers
Time (in hours) spent working on the project	---Volunteers that spent *more* hours (per month) in the project---				
What activities have you undertaken with the project?: Coordinating or leading activities	Volunteers that have undertaken coordinating or leading activities			Volunteers that have undertaken coordinating or leading activities	Volunteers that have undertaken coordinating or leading activities
Part of a ethnic minority group		Volunteers who do not belong to a minority group			

Source: BOP Consulting 2011

Finally, volunteers that do not belong to an ethnic minority group are more likely to have increased contact with younger people. However, similarly to what we have explained above, this result could just reflect the fact there is a higher proportion of people from non-minority groups within that age range in comparison with volunteers that do belong to an ethnic minority group. Consequently, volunteers could just be expressing the fact that they have increased contact with people of their own age.

Figure 38 Intergenerational contact of HLF volunteers: probability to significantly increase contact, by time spent in the project and age group, 2011
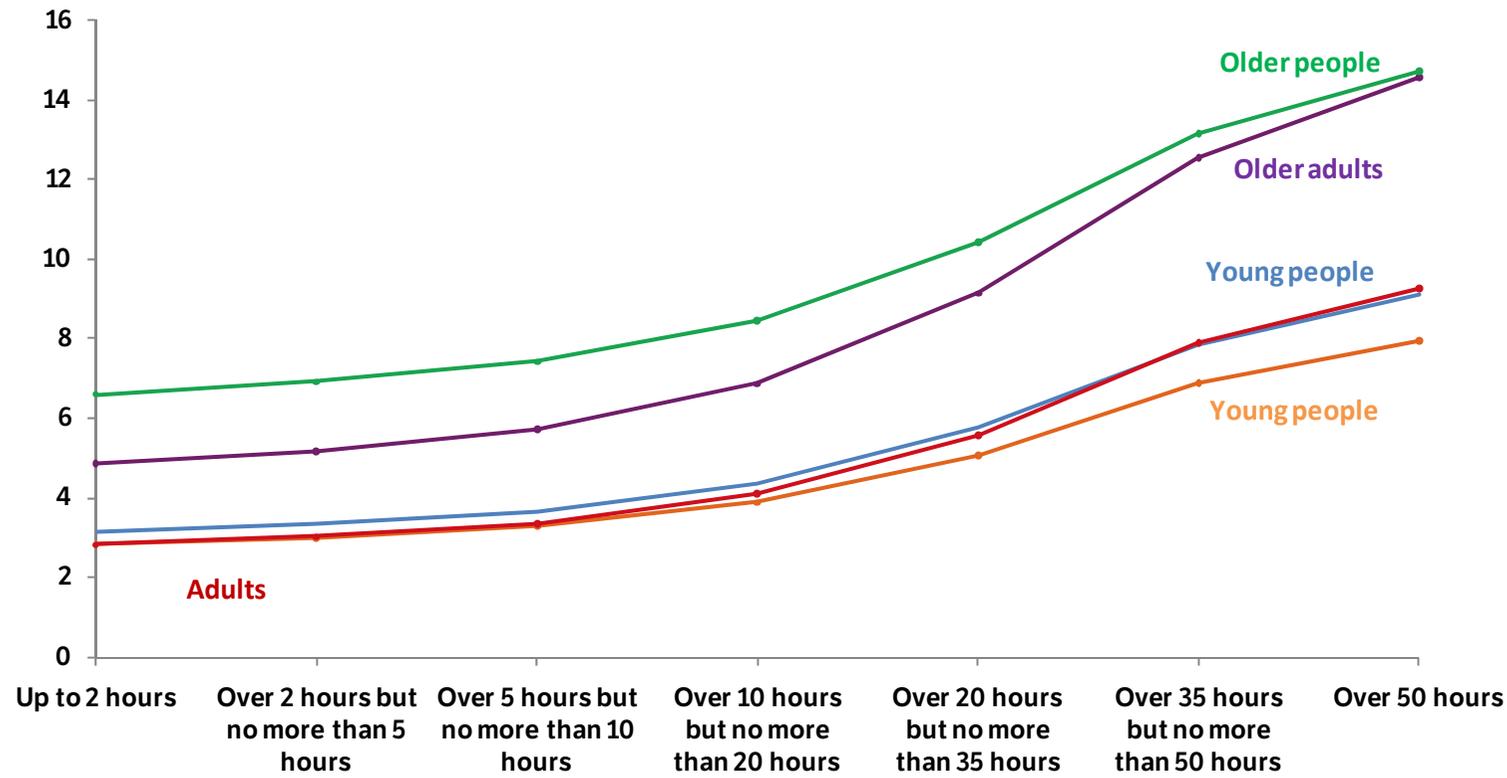
Source: BOP Consulting 2011

6.2.2 Understanding

More important than simply making contact, however, is whether contact develops better understanding between different age groups. We thus asked volunteers about this 'stronger' measure of social impact – whether their volunteering had any effect on their ability to 'get on with' the range of age groups.

In previous years' reports we have highlighted projects that have an explicit intergenerational dimension. There are clearly projects within this year's sample that also have such a focus, with several volunteers giving intergenerational outcomes as the single best thing that they gained from the project.

> **"** Reaching out from schools to the community and bringing elderly people into school and watching the magic between them and young people evolve...truly wonderful. [Liverpool School of Tropical Medicine's Far Eastern POW Oral History Project]

One older volunteer from the Therapeutic Living with Other People's Children project stated that it was, " *Contact with younger, more dynamic people*" that was the best thing that they had gained, and this feeling is sometimes reciprocated for younger volunteers: " *Meeting older people and hearing their local histories*" [70 Years in North Downham].

However, despite these individual examples, as with both the previous two years of research, volunteers are less inclined to state that they have increased their understanding of the people that they have met across the age groups, as compared to simply reporting that they have increased their contact with these groups.

- The percentage reporting that their understanding of each of the age groups considered in the survey is 'exactly the same as before' is never less than 69%, and this rises to 84% for school age children and 95% for pre-school children (results that are almost identical to Year 2).

Where volunteers' understanding has increased the most, it is in relation to older age groups: almost one in four (23%) of the volunteers state that their volunteering with the project has increased their understanding (either 'a lot' or 'a bit') for people aged 65 and older and the same percentage % state this for adults aged 45-64. However, both of these results are considerably lower than even in Year 2, for which the comparable figures were 33% and 31%.

The final year's result confirm that though volunteering in HLF-funded projects increases some social contact between different age groups, the social impact of this contact is mild. Across the whole three year sample, the balance of volunteers – i.e. those that say that they do now get along better with different age groups as a result of participating in HLF-funded projects minus those that say they get along worse – is shown below.

Figure 39 Intergenerational understanding: proportion of volunteers who made any increases in their understanding of different age groups through the projects, 2009-2011
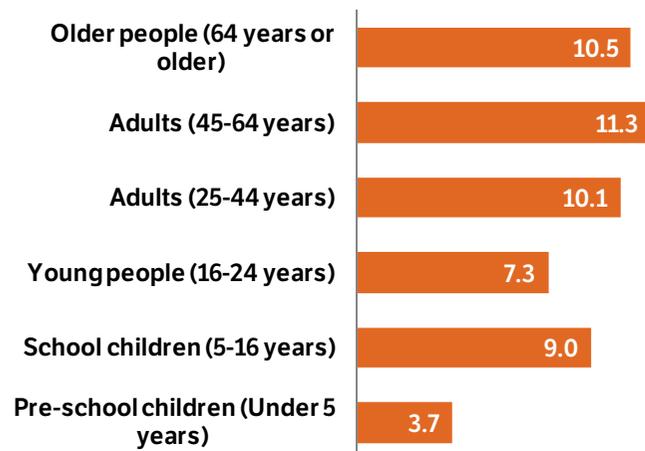
Source: BOP Consulting 2011

As Figure 39 demonstrates, the balance is positive, but it is small (less than 12 percentage points for any group).[32] When it comes to getting on better with people from different ages, HLF volunteers' characteristics differ from the ones that explain increasing contact with different age groups. In this case, younger volunteers are the ones that are more likely to feel that they get on 'a bit better' or even 'a lot better' with all the age cohorts[33]. This implies that even though they have not greatly increased their contact with people of different cohorts, the relatively low intensity of that contact has already facilitated a better understanding of younger or older people.

Volunteers that have undertaken coordinating and leading activities are also more likely to get on 'a bit' or 'a lot' better with older adults and the elderly. However, in contrast with what we found in the case of 'contact', volunteers involved in leadership activities are not any different from other HLF volunteers when it comes to their understanding of young people specifically.

Being involved in devising and delivering activities for children and young people also increases volunteers' understanding of school children and young people, however this effect is mild. This is consistent with the findings of this section that demonstrate that affecting intergenerational understanding is a much greater challenge than simply increasing levels of contact and interaction.

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[32] This is driven mainly by the small numbers of volunteers that report that their HLF volunteering has helped them to get on better with differing age groups. But unlike for contact, the balance also reflects the fact that there are volunteers who report that, through their involvement in HLF-funded projects, they now get on 'worse' or 'a lot worse' with differing age groups (this is just over 10% for both of the oldest age categories).

[33] Similarly to what occurred with the model for contact, the model for understanding of the age cohort 'pre-school children' is not statistically significant, and hence it has been excluded from this analysis. Furthermore, in this case the model for the cohort 'school children' did not pass the joint significant test.

Figure 40 Intergenerational understanding: who is most likely to have increased their understanding with different age groups as a result of their HLF volunteering, 2011

Characteristics	Young people (16-24 years)	Adults (25-44 years)	Adults (45-64 years)	Older people (64 years or older)
Age	---Younger volunteers---			
Time (in hours) spent working on the project	--------------------Volunteers that spent more hours (per month) in the project--------------------			
What activities have you undertaken with the project?: Coordinating or leading activities			Volunteers that have undertaken coordinating or leading activities	Volunteers that have undertaken coordinating or leading activities
Part of a minority group				Volunteers who belong to a minority group
Number of different memberships (before joining HLF)	Volunteers that are members of fewer organizations			

Source: BOP Consulting 2011

6.3 Strengthening public life

As noted in previous years' reports, volunteering is a key proxy for social capital. Our research, and that of others, suggests that those who volunteer are more likely to take part in further volunteering activities and others aspects of civic and civil life, as described below. In addition to this, both taking part in public life and the belief that by taking part you are making a difference, can have a positive effect on well-being – a sort of virtuous circle from individual to collective benefits.

6.3.1 Civic and civil participation

The economist Bruno Frey suggests that political systems with more direct democracy have been shown to improve the well-being of citizens.[34] Even for countries with less opportunity for formal democratic participation, 'everyday democracy' – such as participation in parent-teachers associations, citizens' juries, or community forums – can help improve people's sense of well-being and commitment.

As with both previous year's cohorts, a large majority of the HLF volunteers are also members of other organisations including pressure groups, political parties, local conservation or environmental groups.

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[34] Frey and Stutzer (2000) 'Happiness, Economy, and Institutions'. *The Economic Journal*, 110 (466, October), pp. 918-938.

They represent a minority, activist community within the overall population.

The overall percentage of those who are members of other groups (66%) is slightly lower in comparison with Year 2 (72%) and Year 1 (78%), though to put this in perspective, it compares with 25% for the general population in England[35]. This is also considerably higher than the proportion of Oxfam volunteers that are member of other organisations (47%), though again, Oxfam volunteers are still a much more active group when compared with the general population.

Of those HLF volunteers who are members/involved with other organisations, almost 8 out of 10 are engaged in local community or volunteering groups (77%), 22% are involved in a pressure group and 31% in a local conservation or environment group – the same three types of organisations that volunteers in the previous two years' cohorts were most frequently engaged with. Around one third take part in more formal democratic institutions, such as a political party (11%), a parish or town council (9%), or neighbourhood forums (4%).

Figure 41 below shows a comparison between Oxfam and HLF volunteers. It shows that a lower percentage of Oxfam volunteers are members of other local voluntary and community organisations (49%). In contrast a higher percentage (27%) belongs to a pressure group. This has clear affinities with Oxfam's campaigning role.

Although the research literature shows that volunteering seems to engender more volunteering, the role that volunteering in HLF-funded projects plays in catalysing further civic and civil participation is relatively weak: 87% of respondents were already members of other groups before they got involved in the HLF-funded project (which is even higher than in Year 2 (82%) and Year 1 (78%). Indeed, what the three years of research point to is that HLF-funded projects benefit from the already well-developed 'volunteer personality' of their participants. In this, HLF-funded projects are not alone: 77% of Oxfam volunteers were members of other groups before they started their volunteering in the shops, suggesting that Oxfam too benefits from a

volunteer pool that is already relatively highly engaged in civic and civil life.

Figure 41. Other organisations and bodies that volunteers in HLF-funded projects and Oxfam shops are members of, 2011

Organisation	Oxfam	HLF
Neighbourhood council/forum	2	4.1
Parent-teachers'/school parent's association	5.5	4.9
Parish, Town or community council	4.5	8.6
Board of school governors/School board	2.5	9.1
A political party	11.5	10.7
Tenants'/residents' association	14.5	11.1
Voluntary group to help sick/children/other vulnerable group	16.5	12.8
Neighbourhood Watch Scheme	16	16.5
A pressure group (e.g. Greenpeace, RSPB)	26.5	21.8
Local conservation or environmental group	14.5	31.3
Other local community or voluntary group	48.5	64.6

Source: BOP Consulting 2011

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[35] ONS (2003) *British Social Attitudes Survey 2000*.

Progression and participation

Despite the already well developed 'volunteer personality' of most HLF volunteers, it should be noted that 13% still joined other membership organisations after they started participating in HLF-funded projects, and 25% report that they have also volunteered in other local projects (i.e. including those that do not involve a formal membership).

We also asked the volunteers about whether they had engaged in other types of local participation, and specifically whether their involvement in HLF-funded projects had 'contributed to' them doing so:

- 38% stated that their involvement had contributed to them visiting local libraries, museums and heritage sites 'more often than before' – this is much lower than in Year 1 and Year 2, where 45% and 68% volunteers respectively said that their HLF-volunteering had this effect. The average for the whole three year sample is 41%.

- In Year 3, a small minority of volunteers joined a library (4%) and a local history society (7%) because of their involvement with the HLF-funded project – results that are very similar to last year's research.

Of course one reason why only a (sizeable) minority of HLF volunteers have subsequently gone on to engage in other types of local participation is because they come to the HLF-funded projects with already high levels of engagement and participation.

The longitudinal survey that was undertaken at the beginning of volunteers' involvement with the projects – to which there were 134 responses – provides an indication of this: 65% of the volunteers were a member of a library at the beginning of their involvement in the HLF-funded project, 24% were already involved in a local history society, and 20% were enrolled in a course. When comparing the HLF volunteers in this sample with the general population (as measured by the DCMS Taking Part Survey (2006/07), this becomes even more evident:

- 94% of volunteers in HLF-funded project have visited a library at least once over the past 12 months. This compares to 46% of adults in the general population who have used a public library service at least once.

- 58% of the volunteers had attended an archive over the past 12 months, compared with just 5% of the general population.

- 98% of volunteers in HLF-funded projects had visited a museum or gallery over the past 12 months, whereas only 42% of the general population had done so.

- 95% had visited a historic environment site at least once in the past 12 months. This compares to 69% of the general adult population.

These figures clearly demonstrate that participation in cultural heritage by volunteers in HLF-funded projects is much higher than for the general population. This shows that volunteers not only tend to have high levels of civic and civil engagement through volunteering in a variety of organisations, but they are also highly engaged in cultural activities – and they are so before they get involved in the HLF-funded projects. The degree to which participation in HLF-funded projects is hence able to make a marked difference to the volunteers' life (or at least can be seen as the only factor for change) is inevitably affected by this.

Figure 42 below shows the econometric analysis that further investigates whether different types of volunteers are more likely to be engaged in other forms of local participation than others. According to this analysis, female volunteers are more likely (19%) to state that participating in the project has contributed to them taking or starting a course than male volunteers (9%). This probability is also higher among unemployed volunteers, in comparison with employed volunteers.

The propensity to visit local libraries, museums and heritage sites 'more often than before' seems to be the same across volunteers, with the exception (again) of those who spend more time a month volunteering on the project. This result keeps on reinforcing the findings that we have analysed so far, in the sense that the greatest intensity of the participation elicits the greatest positive effects. The effects that projects have on the propensity to visit local libraries and museums is also higher among volunteers who were already more prone to be engaged in other volunteering organisations – which is in

line with findings that HLF volunteering leads to the further engagement of already heavily engaged people.

Finally, older volunteers are more likely to have joined a local history society. Interestingly, those whose previous work has no relationship with the activities they undertake in the project are more likely to have joined a local history society as well, which means that the project has contributed to creating a new area of interest among them.

Looking across the whole three year sample, there are few statistically significant differences across the five different heritage areas, the strongest differences are:

- Land and Bio-diversity projects have the highest proportion of volunteers that volunteered in other local projects as a result of their HLF volunteering (41%) compared with the other heritage areas (26%) – we have no hypotheses for why this is.

- Proportionally more volunteers engaged in Intangible Heritage projects (52%) visited local libraries, museums and heritage sites more often than before as a result of their HLF volunteering, compared with the other heritage areas (41%). This finding is more explicable, given the affinity between Intangible Heritage activities and these activities.

**Assessment of the social
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Figure 42 Progression and participation: who is most likely to have engaged in other forms of local participation as a result of their HLF volunteering, 2011

Characteristics	Taken/started a course	Visited local libraries, museums and heritage sites	Joined a local history society
Gender	Female volunteers		
Age			Older volunteers
Employment status	Unemployed volunteers		
How much time do you spend working on the project over an average four weeks?		Volunteers that spent more hours (per month) in the project	
Degree to which volunteering on the project have a relationship prior or current paid work			Volunteers whose volunteering do not have any relationship with any previous work
Number of memberships (before joining HLF)		Volunteers that are members of more organisations	

Source: BOP Consulting 2011

6.3.2 Collective efficacy

Another important factor in civic and civil participation is the idea of 'collective efficacy', the notion that individuals acting together can affect outcomes in their community. This can range from the informal regulation of codes of conduct – stopping an adult hitting a child for example, or a young person from vandalising – to more formal outcomes.[36] Public policy can play a role here: research suggest that residents from National Neighbourhood Management Pathfinder areas, for example, are more satisfied with their communities and more likely to feel that their concerns on crime and the environment are being resolved, compared to those living in areas without such schemes.[37]

Although the last decade has seen a steady fall in most types of crimes, the proportion of people who believe that rates of crime have increased has actually grown.[38] And this fear of crime can have its own deleterious effects both on personal and community well-being. People who fear crime, however unreasonably, are less willing to go out, less willing to socialise in their neighbourhood and less willing to talk to strangers. This personal isolation contributes to declining levels of social capital within neighbourhoods. Yet communities with higher levels of social capital and collective efficacy can not only moderate the

[36] See Bacon et al (2010) *The State of happiness: Can public policy shape people's well-being and resilience?* Young Foundation.

[37] DCLG (2007a) *Neighbourhood Management: empowering communities, shaping places.*
[38] Walker *et al*, (2009) *Crime in England and Wales, Vol 1*, Home Office.

level of actual crime, but can also contribute to a reduced fear of crime. There is even some suggestion that higher levels of collective efficacy are associated with lower levels of violence,[39] not least because people may be more willing to intervene when a violent or criminal act is taking place.

The idea of collective efficacy thus has implications for personal and collective well-being, but it also has important implications for democratic societies, in that, if people do not believe that their actions can have any effect, they are more likely to become disengaged.

Consistent with the findings across both Years 1 and 2, almost one third of HLF volunteers in Year 3 (32%) strongly agreed with the statement that, 'by working together, people in my neighbourhood can influence decisions that affect the neighbourhood'. When adding in those volunteers that simply 'agree' with this statement, the proportion rises to 84%.

As in previous years, this means that HLF volunteers' belief in collective efficacy is remarkably higher than that of the general population. As measured by the Citizenship Survey 2008/09, only 8% of the population 'strongly agree' and 34% 'agree' that they can influence decisions in their neighbourhood by working together (just 42% in total). On the same indicator the figure is even lower for respondents to the Place Survey in 2008/09, where only 29% agreed or strongly agreed that they could influence decisions in their local area.

Figure 43 HLF and Oxfam volunteers' belief in their ability to influence local decision-making, 2011
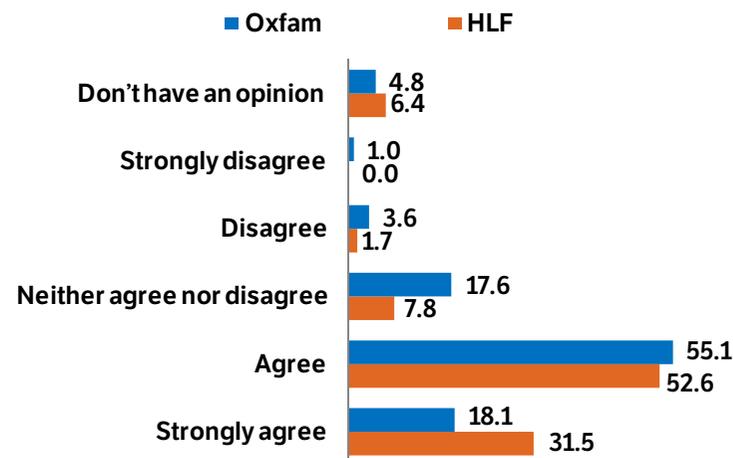
Source: BOP Consulting 2011

The effect of volunteering

Looking at whether their volunteering has had any impact on their views, more than one third of the HLF volunteers (35%) stated that their volunteering has made them more likely to agree that they can influence local decisions by acting collectively. This is lower than the figure for Year 2 (45%) or Year 1 (37%), or the three year average of 38%, and the majority of volunteers (58%) feel that it has made no difference to the extent to which they agree or disagree.

The econometric analysis shows that younger HLF volunteers and those that have undertaken leadership activities are the ones who are more likely to state that their participation in the projects has made them more likely to believe in collective efficacy. The relatively higher effect among the younger volunteers may be explained by the fact that volunteering might have offered them the first opportunity to take part in voluntary collective action. But this positive effect is not just restricted to the youngest volunteers. While volunteers that are 18 years old or younger are 34% likely to state that the HLF project has had a positive

[39] Sampson, Raudenbush and Earles, (2007) Neighbourhoods and Violent crime: A Multilevel Study of Collective Efficacy, *Science*, Vol 277.

effect in this regard, volunteers who are 60 years or older are also 24% likely to state so.

Additionally, the nature of the activities carried out by volunteers that have undertaken leadership roles could explain the relatively higher positive effect among them. Finally, people with a broad social network in the neighbourhood are also more prone to feel that their participation in the project has made them more likely to agree with the statement that by working together, people can influence decisions.

Figure 44 Collective efficacy: who is more likely to state that their HLF volunteering has strengthened their belief in the ability to act collectively to influence local decisions, 2011

Characteristics	HLF volunteering has strengthened their belief in the ability to act collectively to influence local decisions
Age	Younger volunteers
What activities have you undertaken with the project?: Coordinating or leading activities	Volunteers that have undertaken coordinating or leading activities
Would you say that you know....	Volunteers that know most/many people on their neighbourhood

Source: BOP Consulting 2011

Interestingly, characteristics such as gender, education and employment status do not seem to affect the probability to state that volunteering in the project has made them more likely to agree with the previous statement.

6.4 Community focus

6.4.1 Interaction between HLF volunteering and place

The next sections look at the geographical 'embeddedness' of volunteers, that is, where they live and how engaged they are within their

communities through the HLF-funded projects and whether this – combined with the actual subject area of HLF-funded projects – has any effects in terms of their sense of belonging.

More than 9 out of 10 volunteers (92%) state that they have met new people as a consequence of being involved in the project. Most of them have met people from 'within their region or beyond' (28%) – which is a higher proportion in comparison to Year 2 (20%), and more than twice the proportion observed in Year 1 (11%)

When comparing volunteers with HLF-funded projects with Oxfam volunteers, Figure 45 clearly demonstrates that the pool of volunteers for Oxfam shops is very localised, while the geographic scope of the volunteer pool for HLF-funded projects is much wider. For instance, the proportion of HLF volunteers reporting that they have met new people from 'within your region or beyond' is five times the proportion of Oxfam volunteers.

Figure 45 Geographical locations of new people met by volunteers through participating in HLF-funded projects, 2011
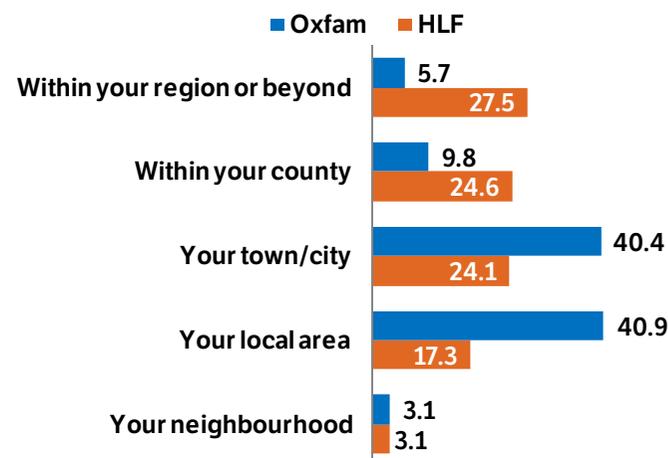
Source: BOP Consulting 2011

The geographical distribution of both the HLF and Oxfam volunteer pools is not very surprising. The coverage of Oxfam shops

across the country – coupled with their relative homogeneity[40] – means that there is little need to travel far to volunteer.

On the contrary, HLF-funded projects are extremely diverse and focus often on very particular, very specialist or niche subjects. The three-year data below in Figure 46 confirms the appeal of HLF-funded projects. People are prepared to travel sometimes relatively long distances to get involved. Indeed, in the longitudinal follow-up survey, for which we have only a small number of responses to this question (36), we asked the volunteers to state in open text any key differences in terms of the kinds of gains they made from volunteering with HLF-funded projects compared with any other volunteering that they do. Two of the three most common responses relate to geography:

- pride from being part of a project of (inter)national recognition/importance

- like-minded social connections with people beyond the local area

- personal inspiration through the deep levels of interest/passion that other volunteers show.

While the results are not statistically valid, they do re-inforce our qualitative findings from all three years of research regarding the distances that some volunteers travel to engage with HLF-funded projects, and the satisfaction that some gain from working on projects that have a reach far beyond their own locality.

Figure 46 Geographical locations of new people met by volunteers through participating in HLF-funded projects, three-year sample, 2009-2011
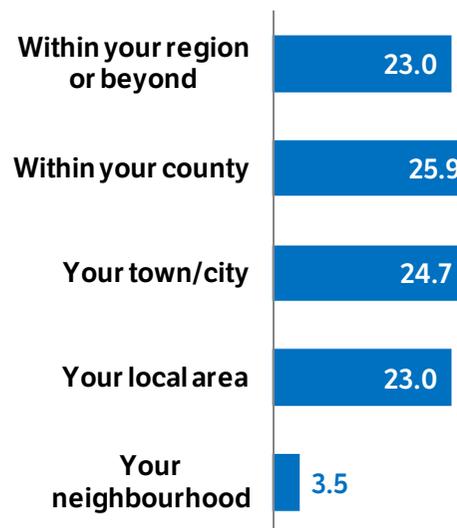
Source: BOP Consulting 2011

Going beyond the relationships between volunteers *within* projects, the survey also explores the ways in which volunteers are involved in the wider community through the dissemination activities of their projects.

This year, the overall percentage of those working on formal dissemination activities was higher than last year in relation to children and young people: 22% compared with 15% in Year 2, though fewer than the 29% in Year 1. A fraction of the HLF volunteers (9%) was involved with devising and delivering activities for children and young people *outside* of school (e.g. in youth groups), which was almost identical to Year 2 (10%) and fewer than in the smaller sample of volunteers in Year 1. Lastly, roughly the same number of volunteers over the three years has been engaged in dissemination activities for the wider public, such as talks and small exhibitions: 32% got involved in Year 3, 29% in Year 2 and 31% in Year 1.

[40] While Oxfam does have a number of specialist book and music shops and boutiques, these are small in number compared with the general shops, and even then, still offer quite similar volunteering opportunities.

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Similarly to what we have observed over the last two years of research – and despite the wider geography of the volunteer pool in Year 3 – the vast majority of volunteers (95%) state that they have made gains in their knowledge and understanding of 'the local area, it's heritage and people', with 34% having made 'some gain', 44% a 'large gain' and 17% a 'very large gain'. Again, better local knowledge of the area is often mentioned in the survey as the 'single best thing' gained by volunteers. " *[I have] More appreciation of the place where I live*" [Our Welwyn Garden City] said one respondent, equally another stated that for her, the single best thing about HLF volunteering was:

" Learning so much more about the Chevin and it's history in the company of like-minded people while feeling that I am making a contribution to preserving it for the future. [Chevin through Time]

6.4.2 Roots in local areas

In exploring attachment and belonging to place – and how volunteering in HLF-funded activities might influence these – it is important to know how long the volunteers have been resident in their local areas. On our sites visits over the three years, we have met volunteers who were new to the area and see a major benefit of involvement in HLF-funded projects as being to help them integrate. This view was also occasionally expressed as the 'single best thing' that people gained from volunteering in HLF-funded projects, as with one volunteer in the Lincolnshire Heritage at Risk project: "*to find out about my new town and countryside – we only moved to Lincolnshire in 2008*". But these experiences as newcomers are the exceptions rather than the rule.

HLF volunteers are actually very strongly rooted in their communities through the length of time they have been resident. According to the three-year whole sample, more than half (61%) have lived in their neighbourhood more than 10 years, with almost 40% that have lived there for more than 20 years.

This pattern is similar in Year 3, where 60% of the HLF volunteers have lived in their neighbourhood for more than 10 years, which is considerably higher than the UK national average (47% according to the Survey of English Housing of 1999).

Figure 47 Length of time volunteers in HLF-funded projects and Oxfam shops have been resident in their town/city (2011)
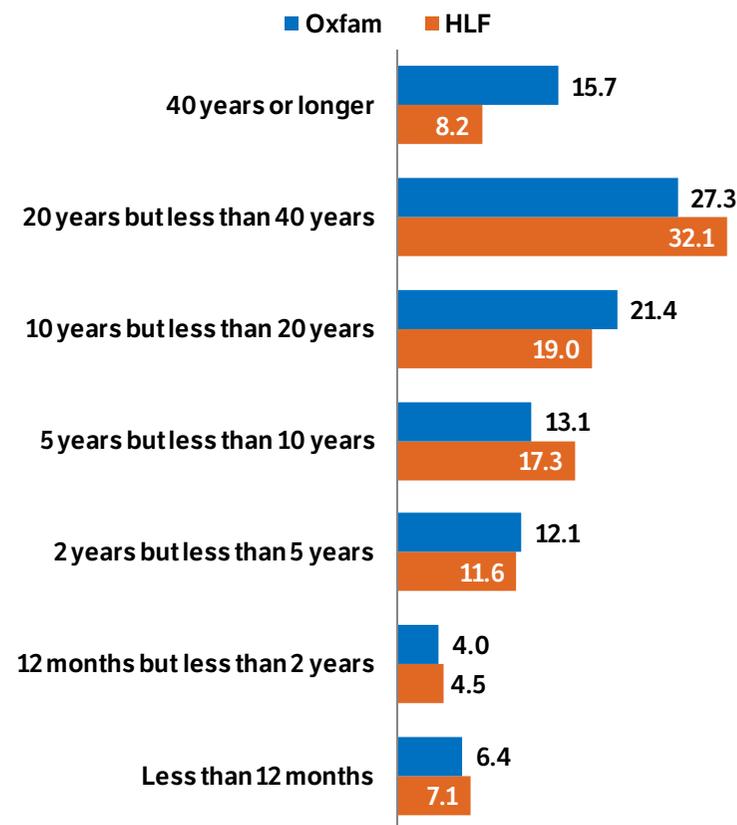
Source: BOP Consulting 2011

But this pattern of a long residence in their home town is very similar to the Oxfam volunteers (57%), as is shown below in Figure 47.

6.5 Sense of belonging

Sense of belonging to a locality is seen by policymakers as a key indicator of community cohesiveness. In other words, the more people feel a sense of belonging within a community, the more likely the community is to act cohesively. Unlike other forms of belonging such as an ethnic group, sense of belonging to place is unlikely to exclude others.

Given the fact that many of the HLF volunteers are older and have lived in their neighbourhood for some time, we would expect a strong sense of belonging. Indeed more than three quarters believe that they belong to their neighbourhood 'very strongly' (27%) or fairly strongly (47%). The influence of age is borne out by the fact that 89% of the volunteers aged 45-64 feel very or fairly strongly that they belong to their neighbourhood – which is 32 percentage points higher than the younger adult volunteers aged between 25 and 44 years old (57%).

The results for Year 3 are consistent with those in the first two years. 75% of HLF volunteers in Year 3 felt that they belonged either fairly strongly or very strongly to their immediate neighbourhood, and this was 74% in Year 2 and 77% in Year 1.

The effect of volunteering

Given this high sense of belonging, it would seem unlikely that volunteering in HLF-funded projects would increase this already strong sense of connectedness. While this is true for the majority of the volunteers within the whole three-year sample, there were still 27% who stated that their participation in the HLF-funded project had made them 'more likely to agree with the previous statement about [their] feeling of belonging'.

The econometric analysis shows that none of the individual characteristics, with the exception of type of activities undertaken, explains the differences in responses across volunteers. This means that the 27% of volunteers that state that their volunteering in HLF projects

has made them more likely to feel that they belong to their neighbourhood, do not fit in any particular group such as female or young people. It should be noted that this does not contradict what we have outlined above – about older volunteers having a stronger sense of belonging – since the econometric exercise analyses the change in opinion rather than the opinion itself.

The only individual characteristic that does make a statistically significant difference to whether volunteers are more likely to state that their HLF volunteering has affected their sense of belonging is those who have undertaken coordinating or leadership roles. This is a variable that has proven to be a good predictor of many different community impact indicators.

6.6 Community cohesion

6.6.1 Connectedness

As well as a sense of belonging, community cohesion is seen as 'living in strong communities, where people get along with each other, where no-one feels excluded and where everyone has a chance to play a full part in local life.'[41] As we saw above, HLF volunteers feel they do have the opportunity to play a part in local life. The questions below refer to how well they know other people in their communities, and whether volunteering has had any impacts on the number of people they know.

As in the previous years' surveys, HLF volunteers are less likely to know 'most' of the people in their neighbourhood than the population as a whole. While 30% of the overall population says they know most of the people in their neighbourhood, the figure for HLF volunteers is only 14%. And while half of Year 1's cohort said they know 'many' people in their neighbourhood, the figure this year is 35% – even lower than Year 2's figure (37%). While lower than the overall population, these outcomes are higher in comparison with the Oxfam sample, where just 9% of the volunteers reported that they know most of the people in the neighbourhood and a majority (59%) just know a few.

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[41] DCLG (2007b) *Third Sector Strategy for Communities and Local Government.*

Combined with the other data on collective efficacy and sense of belonging, this suggests local connections within HLF volunteers' lives which are deep, but relatively few in number. The lack of local connectedness does not seem to affect sense of belonging, and this may be because such connections are the product of longer term involvement, rather than wider, but shallower networks.

Figure 48 Number of people that volunteers in HLF-funded projects know in their neighbourhood (2011)

Connectivity	HLF	Oxfam	UK[42]
Most of the people in your neighbourhood	13.6	9.2	30.3
Many of the people in your neighbourhood	34.8	26.7	16.3
A few of the people in your neighbourhood	48.2	58.6	47.4
None of the people in your neighbourhood	3.3	5.4	6.0

Source: BOP Consulting 2011

The effect of volunteering

Just under a third of the HLF volunteers (32%) say that their involvement with the HLF projects has increased the number of people they know in the neighbourhood. Nevertheless, this is six percentage points lower than in Year 2 (38%) and fourteen percentage points lower than in Year 1 (46%). Again, this may reflect the less 'localised' nature of this year's volunteer profile.

The econometric analysis in Figure 49 identifies that it is younger volunteers and those undertaking coordinating and leadership activities that are most likely to agree that their volunteering has changed the number of people that they know in their neighbourhood. The latter characteristic seems almost self evident (in that leading projects is likely to involve liaising with a relatively diverse set of local organisations and people). For younger people, again, volunteering in HLF-funded projects

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42 The data is taken from the General Household Survey 2000/01.

maybe one of the first opportunities that they have had to meet people in the community that is not rooted in school life.

Figure 49 Connectivity: who is more likely to state that their HLF volunteering has increased the number of people they know in their neighbourhood, 2011

Characteristics	HLF volunteering has increased the number of people they know in their neighbourhood
What was your age at your last birthday?	Younger volunteers
What activities have you undertaken with the project?: Coordinating or leading activities	Volunteers that have undertaken coordinating or leading activities

Source: BOP Consulting 2011

6.6.2 Cohesion

Lastly, the HLF volunteers tend to have a reasonably positive view of the cohesion of their neighbourhood, in line with their general profile, and sense of belonging. 70% of the Year 3 cohort – more than in Year 2 – either 'definitely agree' (20%) or 'tend to agree' (50%) with the statement that their neighbourhood 'is a place where people from different backgrounds can get on together'.

Nevertheless, these figures are still lower than the 'average population': 20% of respondents to the Citizenship Survey 2008/09 stated that they 'definitely agree' and 61% said they 'tend to agree'. The headline findings of the Place Survey 2008/09 report that 76% felt that people from different backgrounds got on well together in their local area.

However, it should be noted that, as with last year, a relatively high proportion of volunteers – 26% this year – were reluctant to make a judgement on this question, and instead chose one of the other options, with 13% stating they 'don't know', 6% saying there are 'too few people in the local area' and 7% reporting that people in the local area are 'all the

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same background'. In the case of the Citizenship Survey, a total of only 8% of the respondents chose one of these options.

Reflecting on these findings, it maybe that some of the volunteers are perhaps thinking through this question in more detail than the general public, as it is a slightly deceptive question – it asks for a personal opinion but it is not about one's own experience, but instead requires a judgement to be made about other people's actions and behaviour. It could also, however, be a true reflection of the sentiment of the volunteers.

That is, while volunteers regularly report meeting lots of new people through their heritage activities, many of these are those that fall within a 'community of interest' (shared interest/passion/hobby), or are described more broadly as 'likeminded' people (see section 6.4.1 above); in general these are not simply people from the most geographically proximate neighbourhood or community. There is a sense, then, that volunteering in HLF-funded activities provides a wider social network, beyond the constraints of the immediate locality, from which people can *choose* who to interact with.

The effect of volunteering

As with the other community outcomes, most HLF volunteers (73%) think that their volunteering experience had had 'no effect' on their views of community cohesion in their local area. But 18% do report that it has made them more likely to agree that their local area is a place where people from different backgrounds get on well together. Indeed, one of the case study projects we visited this year, testified to this:

66 The best thing has been to be part of a genuinely cohesive project. There are frustrations in a city like Bradford but a project like this brings together different people with a common vision. [Bantamspast Memories]

7. Community impacts: the HLF difference?

As with the individual impacts, the following sections disentangle which of the community outcomes that have been identified are the result of volunteering *per se*, and which are specific to HLF volunteering. Again, this is done by starting with the unmatched data from the two volunteering groups before analysing further, using matched data obtained through propensity score matching, to ascertain whether the differences are due to the particular characteristics of the volunteering experience, or are explainable instead by the differences in the demographics between the two groups.

7.1 Intergenerational outcomes

Intergenerational contact

Looking at the first intergenerational outcome of whether HLF volunteering increased the contact that volunteers have with different age groups, Figure 50 below presents a comparison of Year 3 HLF data alongside the results for the Oxfam volunteers. What it shows is that Oxfam volunteers consistently report increasing their contact with all age groups more frequently than HLF volunteers. The difference is most pronounced with regard to young people (almost 20 percentage points higher) and pre-school children (approximately three times as many volunteers). Once we control for the volunteers' characteristics, we find that the differences are statistically significant for both young people and pre-school children, but also for older people (for the full data, see Figure 57 in the Appendix).

Figure 50 Intergenerational contact: proportion of volunteers who increased their contact with different age groups through their volunteering, HLF and Oxfam, 2011

Age group	Oxfam	HLF
Older people (64 years or older)	75.8	62.9
Adults (45-64 years)	79.1	70.2
Adults (25-44 years)	70.2	64.1
Young people (16-24 years)	54.2	35.4
School children (5-16 years)	31.1	31.5
Pre-school children (Under 5 years)	22.8	7
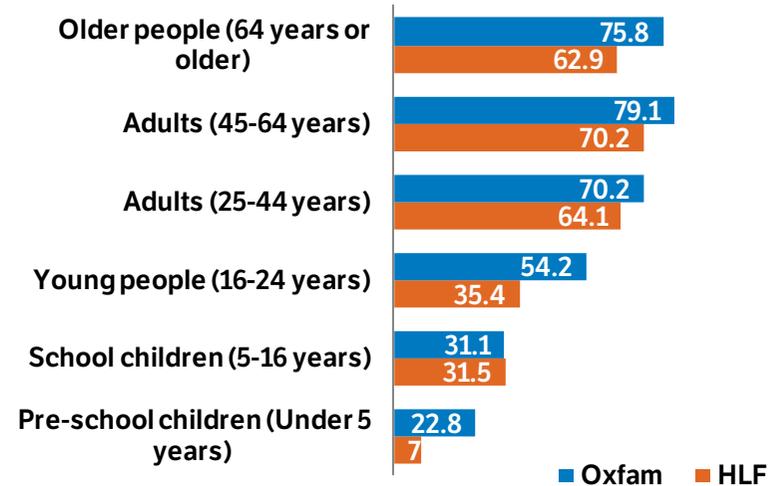
Source: BOP Consulting 2011

Intergenerational understanding

Looking at how Year 3's HLF volunteers compare with the experience of Oxfam volunteers, the pattern has some similarities to that for contact. In general, more Oxfam volunteers report having increased their understanding of different age groups than HLF volunteers, though the differences are much narrower, and the pattern is actually reversed for children (both school and pre-school). Indeed, when we run the econometric analysis to control for individual characteristics, the only statistically significant difference is the higher proportion of HLF volunteers that report that their understanding of pre-school children has increased through the projects.

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Figure 51 Intergenerational understanding: proportion of volunteers who increased their contact with different age groups through their volunteering, HLF and Oxfam, 2011

Source: BOP Consulting 2011

'strongly agree' with the statement that by working together, people can influence decisions, which is only held by 18% of the Oxfam volunteers compared with 32% of the HLF volunteers.

Looking at how the two sets of volunteers view how their differing volunteering experience has influenced their views on collective efficacy, the majority of both HLF and Oxfam volunteers do not report that it has increased their belief in it through their respective volunteering. A slightly greater minority of volunteers within the HLF pool respond that it has increased their belief in collective efficacy – 35% compared with 30% among the Oxfam volunteers – but once we control for individual characteristics, this difference is not statistically significant.

In summary, people who volunteer for both HLF-funded projects and in Oxfam shops already have strongly 'pro social' attitudes regarding their ability to act collectively and effect change in their local communities. This pre-dates their volunteering, but for somewhere around one in three of the volunteers in both groups, their experience of volunteering does re-inforce their belief in collective efficacy.

7.3 Sense of belonging

As Figure 52 below shows, a lower percentage of Oxfam volunteers feel that they belong to their neighbourhoods (63% in comparison with 74% of HLF in Year 3). This finding regarding the Oxfam volunteers is perhaps initially surprising, but it does tally with the fewer number of people that they say that they know in the local area when compared with HLF volunteers (see section 6.6.1 above).

Summary

Through volunteering in either HLF-funded projects or Oxfam shops, volunteers are likely to increase their contact with people of different ages. This is particularly true of Oxfam volunteering. However, the effect of any increase in contact is, for most volunteers across both groups, very mild. This means that the remaining differences between HLF and Oxfam narrow on this 'stronger' measure of community impact and are (mainly) not statistically significant.

7.2 Collective efficacy

As stated above, the proportion of HLF volunteers that 'agree' or 'strongly agree' is very high (84%). Not only is this figure far higher than the proportion of the general population that think the same, but it is also 10 percentage points higher than the proportion of Oxfam volunteers that show overall agreement with the statement (see Figure 43 above). This difference is mostly driven by the percentage of people that

Figure 52 Volunteers' feeling of belonging to their immediate neighbourhood, 2011
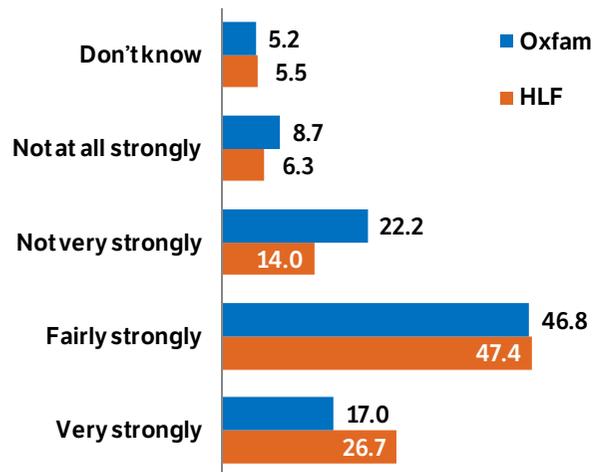
Source: BOP Consulting 2011

In terms of whether their respective volunteering experience has made any difference to their sense of belonging, the responses of the HLF and Oxfam volunteers is very similar. The majority of both the HLF (70%) and Oxfam volunteers (66%) report that their volunteering has had no effect on their sense of belonging. This does however mean that one in four HLF volunteers (25%) – and almost this number of Oxfam volunteers (24%) – state that it has had an effect. This fractional difference is not statistically significant when we control for the individual characteristics of the volunteers,

7.4 Community cohesion

Connectedness
While both sets of volunteers report that they know fewer people in their neighbourhood than the general population does, HLF volunteers report knowing more people than Oxfam volunteers, with 30% of the former stating that they know 'most' of the people in their neighbourhood compared with only 9% of the latter.

More Oxfam volunteers (41%) report that their volunteering in the shops has increased the number of people that they know in the neighbourhood, compared with 32% of HLF volunteers. This seems plausible given that Oxfam volunteers start from a lower 'base' than HLF volunteers in terms of the number of people that they know in their neighbourhoods, and have connections with other local community and voluntary groups than people who volunteer in HLF-funded projects. However, the econometric analysis shows that difference is not statistically significant.

Cohesion
With regard to the stronger indicator of community cohesion, the comparison with Oxfam volunteers shows the two cohorts to be very close in their opinions about whether their local area is a place where people from different backgrounds get on well together. 70% of the Year 3 HLF volunteers either 'definitely agree' or 'tend to agree' with the statement that their neighbourhood 'is a place where people from different backgrounds can get on together', compared with 68% of Oxfam volunteers.

Again, as with the other community outcomes, most HLF volunteers (73%) think that their volunteering experience had had 'no effect' on their views of community cohesion in their local area, as do 67% of the Oxfam volunteers. This does mean that 18% of HLF volunteers and 20% of Oxfam volunteers reported that their volunteering had made them more likely to agree that their local area is a place where people from different backgrounds get on well together (these differences are not statistically significant).

7.5 Summary
As with the individual impacts, it is very hard to find community outcomes that are distinct to the experience of volunteering specifically in HLF-funded projects. Rather, the positive outcomes that have been identified – whether very mild, such as intergenerational contact or strong, such as a belief in collective efficacy – are common and shared with the Oxfam volunteers.

8. Conclusions

This third and final year of research brings to a close the current work on the social impacts of volunteering in HLF-funded projects. This year's research has specifically sought to answer two outstanding research questions:

- is there something special about volunteering in heritage activities?

- are volunteers' demographics determining the positive outcomes?

In order to tackle these issues, we incorporated two new tasks to the research programme: the inclusion of a control group of volunteers from Oxfam and, to investigate the wider issues of self selection and causality in volunteering, we have undertaken an econometric analysis of the British Household Panel Survey (BHPS). Lastly, having three years of data has allowed us to look across this sample to investigate any influence that 'heritage area' may have on the volunteer experience.

Basic findings

The large sample of volunteers in this year's research has largely re-inforced the findings of the previous two year's research.

The volunteers are predominantly older (though slightly younger than in previous years), white, exceptionally well educated, live in affluent areas and work/used to work in highly skilled occupations. The main difference this year is a clear jump in the numbers of unemployed volunteers. This also ties with the increasing numbers of volunteers that are looking for their volunteering to help them get on in the labour market, and the numbers reporting that their volunteering has a relationship to their working lives. But the overwhelming motivation for volunteering in HLF-funded projects remains the same: having an existing interest and passion in the subject area of the projects. This 'pro am' orientation, rooted in deepening knowledge and learning, is distinct from Oxfam volunteers' motivations.

As in previous years, the impacts of HLF volunteering on individuals are particularly strong. HLF volunteers continue to report levels of mental health and well-being that are far higher than for the general population, or for the general volunteering population, particularly with regard to their ability to 'play a useful part in things' – an indicator that combines a measure of self worth with social connectedness. HLF volunteers make (modest) skill gains in many areas as a result of their participation in HLF-funded projects. Greater numbers of volunteers report using these skills in other areas of their life than in previous years, and they are using them differently: predominantly within their existing workplace and in further community engagement.

In-line with previous years' research, the community outcomes are more modest than the individual impacts. Volunteering helps people to meet with others from different age groups, but there is only a mild effect on volunteers' ability to get on better with those of differing ages. HLF volunteers have a strong sense of belonging and are extremely active in wider civic and civil life. This widespread participation and engagement results in a very high belief in collective efficacy – the ability to take collective action to influence local democratic decisions – when compared with the general population. Given the high base from which they start from, HLF volunteering has, in the main, had little effect on these indicators of community impact.

Starting from a high base is not the case for community connectedness, as HLF volunteers know fewer people in their neighbourhoods than the general population – but they still report that their volunteering has had little effect on this. In large part, this is driven by the dynamics of many of the projects, which focus upon a specialist or niche subject that has appeal for volunteers that live far beyond the locality in which the project is based. The research clearly shows that HLF-funded projects are very good at enabling volunteers to meet new people – just that these new people are defined much more by a community of interest ('likeminded people') than by a geographically-bounded one. This could also account for why HLF volunteers are more unsure than the general population as to whether their local area is a place where people from different backgrounds get on well together. And why again, only a minority of volunteers report that their participation in HLF-funded projects improves their view of community cohesion in their local area.

Explanatory factors affecting the HLF results

The econometric analysis looked at all of the main individual and community impacts using a set of explanatory variables which were tested for joint significance. The analysis has yielded some encouraging and perhaps counter intuitive results. In particular, despite the dominance of:

- older people within the HLF volunteer pool, it is younger volunteers that are most likely to make the greatest improvements in skills development

- graduates and post graduates within the HLF volunteers, it is those without a degree that are more likely to experience gains in a number of the areas of mental health and well-being

- employed and retired people among the HLF volunteers, it is unemployed volunteers who are most likely to report that their volunteering has contributed to them subsequently taking a course.

However, despite these individual examples, there are two explanatory variables that consistently standout from the econometric analysis.

- Time intensity – the amount of time that volunteers spend working on the HLF-funded projects within a given period proves to be a very strong predictor across most of the individual and community impact indicators. This means that the intensity of the involvement, rather than the duration of it, is a key factor to achieving the greatest gains from HLF volunteering.

- Coordinating and leading activities – this has also appeared regularly as a (statistically significant) explanatory variable across the econometric analysis. Volunteers that participate in these activities get the chance to be more involved in the projects, enjoy more autonomy, control and challenge, meet with more diverse groups and people, and hence end-up benefiting more from their volunteering experience.

Finally the type of heritage area in which volunteers are working is correlated with a few statistically significant differences across the three years.

- Demographics – volunteers that are engaged in Museums, Libraries and Archives projects are on average older than volunteers from the other heritage areas, while Industrial Maritime and Transport Heritage (IMTH) projects attract proportionally more male volunteers.

- Skills development – gains in skill areas are linked to heritage areas as these require differing tasks and activities to be undertaken by volunteers. Thus volunteers in Intangible Heritage projects more regularly reported gains in information management skills, reflecting the often relatively high research and documentation components of these projects, while volunteers in IMTH projects were more likely to make gains in technical skills (reflecting the importance of working with plant, machinery and technology in these projects).

Heritage area does not, however, have any predictable bearing on how volunteers' work is organised in terms of their social interaction (i.e. if they mainly work on their own, in pairs, or in groups). This is instead determined at the level of the individual project.

The HLF difference?

The demographics of the Oxfam volunteers are similar to those that participate in HLF-funded projects, with differences centred upon a younger age profile and a lower level of formal education. Overall the differences are statistically significant when looking at the raw data, but they are close enough to ensure that the two groups of volunteers can be matched, using propensity score matching, to control for these differences. The results from the Oxfam control group are illuminating.

Despite significant differences in why people become volunteers in Oxfam shops, and in the types of activities that they undertake, the results are characterised much more by commonality with the HLF cohort than by difference.

As with HLF volunteers, Oxfam volunteers experience strong individual impacts. In particular, they report high levels of mental health and well-being (even slightly above how HLF volunteers rate themselves

for some indicators). This extends to the measures of curiosity and flow that were tested for (that might have been expected to be lower given the greater importance of cognitively complex tasks in HLF volunteering). Volunteering in Oxfam shops also has more of a bearing on their mental health and well-being than does participation in projects for HLF volunteers. Two plausible possible reasons for this suggest themselves:

- Time intensity – as noted in relation to HLF volunteers, time intensity is the most important explanatory factor across the range of outcomes tested in the research. HLF volunteers spend on average more time per month than does the general volunteering population, but Oxfam volunteers spend even more time.

- A less active participation in other areas of public life – the Oxfam volunteers are involved in fewer other community, voluntary and political organisations in comparison with the HLF volunteers. Thus the weight that Oxfam has in terms of their participation in civil and community life is likely to be proportionally greater than HLF activities are for those who volunteer with the projects.

Oxfam volunteers make improvements in a number of skill areas, and for the areas of technical and business skills, these skill improvements are stronger than for HLF volunteers (and statistically significant). Conversely, HLF volunteers made statistically significant greater gains in the area of information management. This demonstrates that both sets of volunteers make greater gains in the skill areas which are more relevant to their respective volunteering contexts.

In terms of community outcomes, again the findings from the Oxfam group are similar to those for the HLF volunteers: i.e. they are relatively modest. For instance, although Oxfam volunteers meet more people of differing ages than do HLF volunteers (and this is statistically significant), as with the HLF volunteers, this does not translate readily into a much greater understanding of differing groups.

What is different is that the volunteering pool for Oxfam is much more localised than it is for HLF-funded projects – which perhaps makes it surprising that the community outcomes are not stronger for Oxfam volunteers.

In summary, there is little evidence to show that the positive social outcomes that HLF volunteers report can be attributed to a distinctive HLF or *heritage*-based experience. There are plenty of indications to show that the lived experience of volunteering in HLF-funded projects is different to volunteering in an Oxfam shop (and many other volunteering contexts) – it is more research-based /intellectual, more physical/outdoors, and involves more independent working/leading – but this does not translate into very many differences in terms of social impact. Most of the results instead show great congruence between the two groups. Even on the few occasions where the results are divergent, such as in skills development, the results are related to the different activities that the two sets of volunteers have undertaken, and many of the HLF activities are not unique to heritage (although they are admittedly not widespread beyond the sector).

Of course we should stress that the analysis does not show that the positive impacts experienced by volunteers in HLF-funded projects are any less real or valuable. Simply that the comparison with Oxfam shows that the positive outcomes experienced by HLF volunteers are driven principally by volunteering *per se*, and by context independent variables such as the time intensity of the volunteering.

Accounting for reverse causation and self selection

It has long been established that people who volunteer are more 'pro social' than the rest of the population and that volunteers are also more likely to experience a range of positive social outcomes than the rest of the general population (such as better mental health and well-being). What has never been clear is (i) which way around the causation goes and (ii) what role does self selection play. What our supplementary econometric analysis of the longitudinal British Household Panel Survey (BHPS) shows is that that once we account for reverse causality and self-selection, volunteering *still* has a positive effect on individuals' mental health. While this result is specific to the indicators that were tested for (i.e. mental health) it suggests that other individual impacts of volunteering, such as skills development, may also still be positive after accounting for reverse causality and self-selection.

The wider volunteering policy context

As we have stated in previous reports, it cannot be said from the research results that volunteering in HLF-funded projects is widening access to a very diverse range of people nor, in the main, is it engaging people that suffer from various forms of socio-economic exclusion. But here, the contribution that volunteering in HLF-funded projects makes to an active retirement should not be understated.

The process of social disengagement – a weakening or even severing of human relationships – is one that is often associated with ageing and it can have implications for the individual, where it is linked to cognitive functioning, and also for society, which can lose the wisdom, experience and insights of older people. By participating in HLF-funded projects, many older volunteers are in contrast maintaining high levels of engagement that in some cases have been developed over a lifetime of activity. For some, the volunteering experience replicates the best aspects of working life – enjoyable yet challenging. For others, it is about meeting new people, or deepening long term interests. These opportunities are precious as older people are far less likely to engage in new cultural and leisure activities in general – despite them having the most to gain from these activities.

Conversely, in the context of a prolonged recession, it seems that volunteering in HLF-funded projects is also becoming more important in supporting people in terms of their labour market opportunities. Most obviously this is apparent in the increase in unemployed volunteers in Year 3 and those looking to add their volunteering to their CVs. But it is also evident in those that use volunteering in HLF-funded projects as career development, a testbed for career change, or preparation for re-entering the labour market after a lengthy absence. With unemployment likely to continue to rise in the short term, the support that HLF volunteering opportunities can offer people in these situations is likely to become more, not less, important.

Lastly, the three years of research raises interesting questions about the pros and cons of 'obliquity' versus planning where social impact is concerned. That is, as we have observed previously, the overwhelming majority of projects do not plan to achieve specific social outcomes (unlike many other forms of cultural participation that draw on public funds) – and yet they manage to achieve many outcomes for individuals, and also partially achieve a number of community outcomes.

Further, the econometric analysis this year suggests that it is often the 'under represented' groups (the less well educated, the younger volunteers, etc.) within the HLF volunteer pool that make the most gains. It is tempting from this to hypothesise that an unequal degree of social mixing within the projects may therefore be a contributory factor to these positive outcomes. In turn, the implication would then be that if projects were more proactively targeted to reach just these 'under represented' groups, they may fail to achieve the same impact (as they would reduce the level of social mixing within the projects). But this is a complex issue.

In part, it has not been possible to determine statistically exactly what the pattern of social mixing is at project level (as there are too few volunteer responses from each project to analyse). The possibility therefore exists, for instance, that what diversity there is within the HLF volunteer pool is driven by a small number of projects that are dedicated to working with under represented volunteers (e.g. those from particular ethnic minority groups, young people, or people from lower socio-economic groups). However, the three years of qualitative research at project level would suggest that this rather extreme scenario is not usually the case. Several of the projects that we have visited have some degree of social mixing in terms of age, while others have had some mixing in terms of differing levels of education and social class. It is less clear from our visits that projects are able to achieve mixing in terms of drawing in volunteers from a range of ethnic backgrounds, or in combining volunteers with learning disabilities with those without. That is, where we have encountered volunteers from these groups, they are more typically engaged with dedicated projects that focus explicitly on the needs and concerns of these groups in relation to heritage.

Finally, in seeking to know more about what the pros and cons might be of having a more proactive, planned approach to achieving social outcomes, we do not yet know enough about how the projects within the HLF's portfolio that do try to do this are set-up and run. This will be the subject of a small piece of follow-up research that will form a 'postscript' to the current report.

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10. Appendix 1: Comparison of Oxfam and HLF samples

Figure 53 Matched and unmatched sample

Characteristics	Sample	Treated (HLF)	Control (Oxfam)	t	p>t	Significance
What was your age at your last birthday?	Unmatched	52.16	45.74	4.29	0.000	***
	Matched	52.16	50.35	1.21	0.225	
Gender (Female==1)	Unmatched	0.55	0.64	-2.27	0.023	**
	Matched	0.55	0.61	-1.45	0.148	
Academic qualification (lower than degree=1)	Unmatched	0.35	0.51	-4.17	0.000	***
	Matched	0.35	0.36	-0.26	0.792	
Employment status (Unemployed=1)	Unmatched	0.70	0.85	-4.63	0.000	***
	Matched	0.70	0.66	0.99	0.322	
How much time do you spend working on the project over an average four weeks?	Unmatched	16.67	21.13	-4.25	0.000	***
	Matched	16.67	15.85	0.82	0.415	
Number of memberships (before joining HLF)	Unmatched	1.21	0.62	6.43	0.000	***
	Matched	1.21	1.17	0.32	0.749	

*** Significant at 99% confidence level (p-value<0.01), ** Significant at 95% confidence level (p-value<0.05), * Significant at 90% confidence level (p-value<0.10)

Source: BOP Consulting (2011)

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11. Appendix 2: HLF econometric results

Figure 54. Probit analysis: Skill improvement

Control variables	Dependant variables					
	Information skills	Communication skills	Other interpersonal skills	Technical skills	Conservation techniques	Business management
	b/se	b/se	b/se	b/se	b/se	b/se
Gender (Female==1)	0.210	0.314*	0.247	-0.002	-0.075	0.250
	(0.164)	(0.165)	(0.164)	(0.169)	(0.172)	(0.233)
What was your age at your last birthday?	-0.018***	-0.018***	-0.013**	-0.013**	-0.005	-0.007
	(0.005)	(0.005)	(0.005)	(0.005)	(0.006)	(0.009)
Academic qualification (lower than degree=1)	-0.083	0.403**	0.258	-0.050	-0.184	0.217
	(0.175)	(0.174)	(0.172)	(0.178)	(0.186)	(0.248)
Employment status (Unemployed=1)	0.236	0.243	-0.155	0.420**	-0.123	0.088
	(0.184)	(0.183)	(0.179)	(0.189)	(0.190)	(0.261)
Roughly how long have you been involved with the organisation as a volunteer?	-0.006*	0.004	0.004	0.002	0.004	0.001
	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.004)
How much time do you spend working on the project over an average four weeks?	0.016***	0.007	0.009	0.023***	0.012*	0.019**
	(0.006)	(0.006)	(0.006)	(0.006)	(0.006)	(0.007)

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What activities have you undertaken with the project?: Coordinating or leading activities (Yes=1)	0.328*	0.490**	0.394**	-0.215	-0.245	1.502***
	(0.198)	(0.194)	(0.194)	(0.207)	(0.208)	(0.265)
To what degree does your volunteering on the project have a relationship prior or current paid work? (Similar, very close=1)	0.310*	0.140	0.334**	0.247	-0.125	0.064
	(0.167)	(0.166)	(0.164)	(0.171)	(0.175)	(0.229)
Number of different memberships (before joining HLF)	0.026	0.059	0.032	-0.027	0.065	0.124
	(0.061)	(0.061)	(0.060)	(0.063)	(0.063)	(0.080)
Number of observations	278	278	278	278	278	278
Chi-squared Test	37.01	33.57	29.34	28.58	8.44	67.51
P-value	0.00	0.00	0.00	0.00	0.49	0.00

*** Significant at 99% confidence level (p-value<0.01), ** Significant at 95% confidence level (p-value<0.05), * Significant at 90% confidence level (p-value<0.10). Columns with red font colour belong to indicators for which the model was not statistically significant.

Source: BOP Consulting 2011

Figure 55. Ordered probit: Well-being

Control variables	Dependant variables				
	Ability to concentrate	Capability of decision-making	Ability to play a useful part in things	Ability to enjoy day-to-day activities	Happiness
	b/se	b/se	b/se	b/se	b/se
Gender (Female==1)	0.031	0.283	0.185	-0.072	0.098
	(0.165)	(0.178)	(0.154)	(0.166)	(0.157)
What was your age at your last birthday?	0.004	-0.007	-0.010**	-0.004	-0.002
	(0.005)	(0.005)	(0.005)	(0.005)	(0.005)
Academic qualification (lower than degree=1)	0.405**	0.413**	-0.131	0.157	0.033
	(0.173)	(0.181)	(0.160)	(0.172)	(0.161)
Employment status (Unemployed=1)	-0.222	-0.268	-0.237	0.067	-0.066
	(0.180)	(0.184)	(0.170)	(0.182)	(0.170)
Roughly how long have you been involved with the organisation as a volunteer?	-0.002	-0.002	-0.004	-0.004	-0.004
	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)
How much time do you spend working on the project over an average four weeks?	0.015**	0.015**	0.012**	0.008	0.015**
	(0.006)	(0.006)	(0.006)	(0.006)	(0.006)
What activities have you undertaken with the project?: Coordinating or leading activities (Yes=1)	-0.028	0.182	0.308	-0.034	-0.188
	(0.203)	(0.212)	(0.191)	(0.205)	(0.194)
To what degree does your volunteering on the project have a relationship prior or current paid work? (Similar, very close=1)	0.031	0.283	0.185	-0.072	0.098
	(0.165)	(0.178)	(0.154)	(0.166)	(0.157)

Number of different memberships (before joining HLF)	0.004	-0.007	-0.010**	-0.004	-0.002
	(0.005)	(0.005)	(0.005)	(0.005)	(0.005)
Number of observations	288	286	285	286	286
Chi-squared Test	13.73	20.68	21.94	7.06	12.03
P-value	0.06	0.00	0.00	0.42	0.10

*** Significant at 99% confidence level (p-value<0.01), ** Significant at 95% confidence level (p-value<0.05), * Significant at 90% confidence level (p-value<0.10). Columns with red font colour belong to indicators for which the model was not statistically significant.

Source: BOP Consulting 2011

Figure 56. Ordered probit: Progression and Participation

Control variables	Dependant variables				
	Taken/started a course	Joined a library	Visited local libraries, museums and heritage sites more often than before	Joined a local history society	Volunteered in other local projects
	b/se	b/se	b/se	b/se	b/se
Gender (Female==1)	0.465**	-0.110	-0.118	-0.254	-0.098
	(0.203)	(0.331)	(0.163)	(0.245)	(0.168)
What was your age at your last birthday?	0.005	-0.019*	-0.005	0.020*	-0.007
	(0.006)	(0.011)	(0.005)	(0.010)	(0.005)
Academic qualification (lower than degree=1)	0.139	-0.803*	-0.252	-0.183	-0.067
	(0.204)	(0.487)	(0.173)	(0.265)	(0.179)
Employment status (Unemployed=1)	0.533**	0.179	0.291	-0.206	-0.118
	(0.242)	(0.375)	(0.183)	(0.287)	(0.184)
How much time do you spend working on the project over an average four weeks?	0.004	0.021**	0.016***	0.009	0.004
	(0.007)	(0.010)	(0.006)	(0.008)	(0.006)
To what degree does your volunteering on the project have a relationship prior or current paid work? (Similar, very close=1)	0.256	0.156	0.103	-0.474*	0.015
	(0.196)	(0.326)	(0.163)	(0.259)	(0.169)
Number of different memberships (before joining HLF)	-0.039	0.139	0.124**	0.049	0.141**
	(0.076)	(0.099)	(0.061)	(0.082)	(0.061)
Constant	-2.162***	-1.461**	-0.535*	-2.258***	-0.314
	(0.430)	(0.613)	(0.322)	(0.606)	(0.335)

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Number of observations	279	279	279	279	279
Chi-squared Test	13.63	11.66	18.27	14.95	7.55
P-value	0.06	0.11	0.01	0.04	0.37

*** Significant at 99% confidence level (p-value<0.01), ** Significant at 95% confidence level (p-value<0.05), * Significant at 90% confidence level (p-value<0.10). Columns with red font colour belong to indicators for which the model was not statistically significant.

Source: BOP Consulting 2011

12. Appendix 3: HLF and Oxfam econometric results

Figure 57 The HLF difference

Dependent variables	Coefficient (HLF)
INDIVIDUAL IMPACT	
New entrants/return to work	
Paid work (Yes=1)	-0.004
Skills improvement (Yes=1)	
Information management skills	0.316*
Communication skills	-0.154
Other interpersonal skills	0.021
Technical skills	-0.382**
Business management skills	-1.288***
Health and well being (Likert-scale)	
Concentration	-0.175
Decision making	-0.113
Play useful part in things	-0.196
Able to enjoy day to day activities	-0.076
Happiness	-0.129
Curiosity and flow (Likert-scale)	
Seek information	-0.074
Seek challenges	-0.011
Embrace unfamiliar situations	-0.058
Difficult to interrupt when concentrated	-0.201
COMMUNITY IMPACT	
Intergenerational outcomes	
Contact	
Pre-school children (Under 5 years)	-0.500**
School children (5-16 years)	-0.159
Young people (16-24 years)	-0.469***
Adults (25-44 years)	-0.017
Adults (45-64 years)	-0.186
Older people (64 years or older)	-0.266*
Understanding	
Pre-school children (Under 5 years)	0.345**
School children (5-16 years)	0.156
Young people (16-24 years)	0.210
Adults (25-44 years)	0.137
Adults (45-64 years)	-0.172
Older people (64 years or older)	0.104
Socialising and 'co-presence'	
Increase number of people know in neighbourhood	-0.571***
Increase number of people know in town	-0.316*
Ability to influence decisions (Likert-scale)	
Agreement with statement due to volunteering	0.024

Sense of belonging (Likert-scale)

Agreement with statement due to volunteering	-0.253

Community cohesion (Likert-scale)

Agreement with statement due to volunteering	-0.136

*** Significant at 99% confidence level (p-value<0.01), ** Significant at 95% confidence level (p-value<0.05), * Significant at 90% confidence level (p-value<0.10). Columns with red font colour belong to indicators for which the model was not statistically significant.

Source: BOP Consulting 2011

13. Appendix 4: Heritage area 'difference-in-mean' analysis

Figure 58 Volunteer characteristics per Heritage Area

Indicators	Average		P-value	Significance
	Specific Heritage Area (e.g Museums)	Rest of the sample 1/		
Museums, Libraries and Archives				
Age	58.7	52.1	0.000	***
Gender (% female)	59.0	53.0	0.226	
Academic qualification (% with first or second degree)	67.0	61.0	0.166	
Disability (% Yes)	9.0	11.0	0.585	
Grant awarded (£)	1,340,000	378,516	0.000	***
Historic Building and Monuments				
Age	52.8	54.0	0.463	
Gender (% female)	57.0	54.0	0.513	
Academic qualification (% with first or second degree)	58.0	64.0	0.253	
Disability (% Yes)	10.0	11.0	0.817	
Grant awarded (£)	546,080	649,660	0.459	
Intangible Heritage				
Age	51.1	55.1	0.005	***

Gender (% female)	53.0	56.0	0.499	
Academic qualification (% with first or second degree)	62.0	63.0	0.946	
Disability (% Yes)	13.0	9.0	0.064	*
Grant awarded (£)	48,948	928,536	0.000	***
Land and Biodiversity				
Age	51.3	54.1	0.170	
Gender (% female)	56.0	55.0	0.886	
Academic qualification (% with first or second degree)	64.0	62.0	0.715	
Disability (% Yes)	5.0	11.0	0.093	*
Grant awarded (£)	1,090,000	556,259	0.001	***
Industrial Heritage and Maritime				
Age	56.0	53.6	0.372	
Gender (% female)	38.0	56.0	0.017	**
Academic qualification (% with first or second degree)	58.0	63.0	0.526	
Disability (% Yes)	11.0	10.0	0.872	**
Grant awarded (£)	107,494	666,499	0.012	**

1/ Indicators' averages for the "Rest of the sample" change in each section (e.g. Intangible Heritage, Land and Biodiversity) given that this sample contains a different set of Heritage Areas in each section

*** Significant at 99% confidence level (p-value<0.01), ** Significant at 95% confidence level (p-value<0.05), * Significant at 90% confidence level (p-value<0.10)

Source: BOP Consulting (2011)

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Figure 59 Skills improvement per Heritage Area

Indicators	Average		P-value	Significance
	Specific Heritage Area (e.g Museums)	**Rest of the sample 1/**		
Information management skills				
Museums, Libraries and Archives	43.3	36.1	0.09	*
Historic Building and Monuments	33.1	39.2	0.20	
Intangible Heritage	46.7	33.3	0.00	***
Land and Biodiversity	17.2	41.0	0.00	***
Industrial Heritage and Maritime	25.0	39.0	0.05	**
Communication skills				
Museums, Libraries and Archives	40.0	43.2	0.45	
Historic Building and Monuments	48.5	41.0	0.12	
Intangible Heritage	48.3	39.1	0.02	**
Land and Biodiversity	28.7	44.4	0.01	***
Industrial Heritage and Maritime	29.2	43.4	0.06	*
Other interpersonal skills				
Museums, Libraries and Archives	39.4	43.0	0.40	
Historic Building and Monuments	40.0	42.6	0.59	
Intangible Heritage	46.7	39.6	0.07	*
Land and Biodiversity	37.9	42.7	0.40	
Industrial Heritage and Maritime	41.7	42.1	0.95	

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Technical skills

Museums, Libraries and Archives	30.0	27.5	0.52	
Historic Building and Monuments	24.6	29.0	0.32	
Intangible Heritage	28.9	27.7	0.74	
Land and Biodiversity	14.9	30.1	0.00	***
Industrial Heritage and Maritime	50.0	26.5	0.00	***

Conservation techniques

Museums, Libraries and Archives	16.1	25.5	0.01	***
Historic Building and Monuments	22.3	23.3	0.82	
Intangible Heritage	10.7	29.8	0.00	***
Land and Biodiversity	52.9	18.8	0.00	***
Industrial Heritage and Maritime	56.3	20.6	0.00	***

Business management skills

Museums, Libraries and Archives	11.1	13.9	0.33	
Historic Building and Monuments	15.4	12.7	0.42	
Intangible Heritage	16.1	11.6	0.10	*
Land and Biodiversity	6.9	14.1	0.06	*
Industrial Heritage and Maritime	10.4	13.4	0.55	

Other (please specify below)

Museums, Libraries and Archives	42.8	30.3	0.00	***
Historic Building and Monuments	13.1	38.3	0.00	***
Intangible Heritage	32.6	34.0	0.72	

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Land and Biodiversity	39.1	32.7	0.24	
Industrial Heritage and Maritime	50.0	32.3	0.01	***

1/ Indicators' averages for the "Rest of the sample" change in each section (e.g. Intangible Heritage, Land and Biodiversity) given that this sample contains a different set of Heritage Areas in each section

*** Significant at 99% confidence level (p-value<0.01), ** Significant at 95% confidence level (p-value<0.05), * Significant at 90% confidence level (p-value<0.10)

Source: BOP Consulting (2011)

Figure 60 Mental Health per Heritage Area

Indicators	Average		P-value	Significance
	Specific Heritage Area (e.g Museums)	Rest of the sample 1/		
Have you recently been able to concentrate on whatever you're doing?				
Museums, Libraries and Archives	2.08	2.12	0.353	
Historic Building and Monuments	2.03	2.13	0.015	**
Intangible Heritage	2.18	2.07	0.003	***
Land and Biodiversity	2.05	2.12	0.201	
Industrial Heritage and Maritime	2.20	2.10	0.138	
Have you recently felt capable of making decisions about things?				
Museums, Libraries and Archives	2.09	2.17	0.021	**
Historic Building and Monuments	2.09	2.16	0.070	***
Intangible Heritage	2.21	2.12	0.003	***
Land and Biodiversity	2.11	2.15	0.320	
Industrial Heritage and Maritime	2.31	2.14	0.004	***
Have you recently felt that you are playing a useful part in things?				
Museums, Libraries and Archives	2.42	2.50	0.099	

Historic Building and Monuments	2.39	2.50	0.028	**
Intangible Heritage	2.55	2.45	0.022	**
Land and Biodiversity	2.52	2.47	0.416	
Industrial Heritage and Maritime	2.56	2.47	0.328	

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

Museums, Libraries and Archives	2.15	2.13	0.580	
Historic Building and Monuments	2.08	2.14	0.120	
Intangible Heritage	2.16	2.12	0.245	
Land and Biodiversity	2.12	2.13	0.847	
Industrial Heritage and Maritime	2.13	2.13	0.964	

Have you recently been feeling happy, all things considered?

Museums, Libraries and Archives	2.21	2.16	0.290	
Historic Building and Monuments	2.11	2.19	0.067	**
Intangible Heritage	2.20	2.16	0.338	
Land and Biodiversity	2.08	2.19	0.036	***
Industrial Heritage and Maritime	2.33	2.17	0.024	***

1/ Indicators' averages for the "Rest of the sample" change in each section (e.g. Intangible Heritage, Land and Biodiversity) given that this sample contains a different set of Heritage Areas in each section

*** Significant at 99% confidence level (p-value<0.01), ** Significant at 95% confidence level (p-value<0.05), * Significant at 90% confidence level (p-value<0.10)

Source: BOP Consulting (2011)

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Figure 61 Progression and participation per Heritage Area

Indicators	Average		P-value	Significance
	Specific Heritage Area (e.g Museums)	Rest of the sample 1/		
Taken/started a course				
Museums, Libraries and Archives	16.0	14.5	0.63	
Historic Building and Monuments	9.4	16.2	0.06	
Intangible Heritage	16.7	13.9	0.34	
Land and Biodiversity	19.2	14.3	0.25	
Industrial Heritage and Maritime	10.9	15.2	0.43	
Joined a library				
Museums, Libraries and Archives	5.0	4.6	0.83	
Historic Building and Monuments	5.6	4.4	0.60	
Intangible Heritage	4.8	4.6	0.90	
Land and Biodiversity	3.9	4.8	0.74	
Industrial Heritage and Maritime	2.2	4.8	0.41	
Visited local libraries, museums and heritage sites more often than before				
Museums, Libraries and Archives	49.7	43.2	0.15	
Historic Building and Monuments	37.2	46.6	0.06	*
Intangible Heritage	52.1	40.7	0.01	**
Land and Biodiversity	21.3	48.0	0.00	***
Industrial Heritage and Maritime	54.3	44.1	0.19	

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Joined a local history society

Museums, Libraries and Archives	10.6	8.1	0.33	
Historic Building and Monuments	5.6	9.5	0.16	
Intangible Heritage	11.4	7.2	0.08	*
Land and Biodiversity	2.6	9.5	0.04	**
Industrial Heritage and Maritime	8.7	8.7	1.00	

Volunteered in other local projects

Museums, Libraries and Archives	23.8	29.2	0.20	
Historic Building and Monuments	19.7	29.8	0.03	**
Intangible Heritage	30.0	26.7	0.39	
Land and Biodiversity	40.7	26.0	0.01	***
Industrial Heritage and Maritime	32.6	27.5	0.48	

1/ Indicators' averages for the "Rest of the sample" change in each section (e.g. Intangible Heritage, Land and Biodiversity) given that this sample contains a different set of Heritage Areas in each section

*** Significant at 99% confidence level (p-value<0.01), ** Significant at 95% confidence level (p-value<0.05), * Significant at 90% confidence level (p-value<0.10)

Source: BOP Consulting (2011)

14. Appendix 6: Survey responses – Main cohort (HLF)

A. What you do?

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

	Percentage	Frequency
Less than one month	3.0	11
One to three months	7.1	26
Three to six months	11.2	41
Six months to one year	15.6	57
One to two years	21.9	80
Two years or more	13.4	49
Five years or more	27.1	99
Ten years or more	0.0	0
Don't know/can't remember	0.5	2
Total	100.0	365
No answer		6
Total Obs		371

A2. How did you find out about the opportunity to volunteer with this project?

	Percentage	Frequency
Directly through the organisation itself	44.6	160
From other volunteers already working with the organisation	22.8	82
General word of mouth/recommendation	10.0	36
Through a university/college/school	9.2	33
Advert in community newsletter/local paper	7.5	27
Through another organisation that you already volunteer	6.1	22
Leaflet that you read	3.9	14
General volunteering websites	3.1	11
Initiated the project	4.2	15
Through a local volunteer centre	1.4	5
Job centre	0.0	0
Other	0.6	2
No answer	3.2	12

A3. How much time do you spend working (or if the project has finished, have you spent working) on the project over an average four weeks? Please include all activities, e.g. time spent at meetings as well as time spent on your own on project activities?

	Percentage	Frequency
Up to 2 hours	7.4	27
Over 2 hours but no more than 5 hours	13.2	48
Over 5 hours but no more than 10 hours	19.5	71
Over 10 hours but no more than 20 hours	28.6	104
Over 20 hours but no more than 35 hours	17.3	63
Over 35 hours but no more than 50 hours	3.6	13
Over 50 hours	6.6	24
Don't know	3.6	13
None	0.3	1
Total	100.0	364
No answer		7
Total Obs		371
Average (hours)		**15.9**

A4. Roughly how often do you meet other volunteers working on the same project?

	Percentage	Frequency
Two or more times a week	17.4	63
Once a week	24.5	89
Once a fortnight	12.1	44
Monthly	25.3	92
Quarterly	9.4	34
Less than four times a year	11.3	41
Total	100.0	363
No answer		8
Total Obs		371

A5. For the following options, please tick only one option. In terms of the other volunteers in your project, do you *mainly* spend your time working:

	Percentage	Frequency
On your own	40.1	143
In pairs	17.6	63
In a group	42.3	151
Total	100.0	357
No answer		14
Total Obs		371

A6. What activities have you undertaken with the project? Please tick all that apply

	Percentage	Frequency
Fundraising/writing funding applications	1.4	5
Stewarding/Guiding visitors	6.3	23
Devising and delivering activities for children and young people outside of school	8.8	32
Devising and delivering activities for schools	21.5	78
Providing other support to the project	18.7	68
Conservation activities	17.9	65
Help with marketing and publicity	27.5	100
Providing administrative or IT support for the project	25.9	94
Devising an delivering activities for the wider public	34.2	124
Coordinating or leading activities	29.5	107
Researching and working with existing collections and archives	39.9	145
Gathering, recording, analysing and cataloguing new material	48.8	177
Other	1.7	6
No answer		8

A7. What activities did you undertake <u>when you first got involved</u> with the project? Please tick all that apply

	Percentage	Frequency
Fundraising/writing funding applications	1.1	4
Stewarding/Guiding visitors	5.4	19
Devising and delivering activities for children and young people outside of school	5.7	20
Devising and delivering activities for schools	12.7	45
Providing other support to the project	13.6	48
Conservation activities	15.0	53
Help with marketing and publicity	16.7	59
Providing administrative or IT support for the project	17.8	63
Devising an delivering activities for the wider public	22.7	80
Coordinating or leading activities	24.9	88
Researching and working with existing collections and archives	30.9	109
Gathering, recording, analysing and cataloguing new material	42.5	150
Other	2.5	9
No answer		18

A8. To what degree does your volunteering on the project have a relationship to any current or previous kinds of paid work that you have done?

	Percentage	Frequency
Not applicable – do not have/have not had any previous paid work	17.4	63
"It has no real relationship to my current or past employment	40.5	147
"It is similar" – the setting is similar	22.0	80
"It is similar" – the setting is different	9.6	35
"It is very close"	10.5	38
Total	100.0	363
No answer		8
Total Obs.		371

A9. Why did you become involved with the project? Please tick all that apply

	Percentage	Frequency
A friend or family member recommended me to get involved	15.3	56
Work experience/help in getting a job	17.4	64
To meet new people/get out of the house	30.5	112
To help others	33.0	121
To continue using and updating my skills	33.2	122
To learn some new skills	32.7	120
To learn more about/get more involved in the local community	36.0	132
To learn more about heritage	39.2	144
To look after heritage	53.7	197
I had an existing interest in the subject area	72.5	266
Part study	2.7	10.0
Duke of Edinburgh Award	0.0	0.0
Other	0.0	0
No response		4

B.   Skills

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

	Percentage	Frequency
The specific subject matter of the project		
Very large gain	22.2	78
Large gain	40.1	141
Some gain	33.5	118
Almost no gain	2.8	10
No gain	1.4	5
Total	100.0	352
No answer		19
Total Obs.		371

	Percentage	Frequency
The local area, its heritage and people		
Very large gain	16.7	57
Large gain	44.4	152
Some gain	33.9	116
Almost no gain	3.2	11
No gain	1.8	6
Total	100.0	342
No answer		29
Total Obs.		371

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

	Percentage	Frequency
Information management skills	49.1	155
Communication skills	51.3	162
Other interpersonal skills	51.6	163
Technical skills	38.3	121
Conservation techniques	29.7	94
Business management skills	18.0	57
Physical skills	0.6	2
Other (please specify below)	0.6	2
Not applicable - have not improved any skills	13.4	49
No answer		6

B3. For any area in which you think your skills have improved (as stated in B2), please indicate roughly what level of skill you had a) before getting involved with the project and b) now; using a scale of 1-5 where 1 = None existent, 2 = Basic, 3 = Satisfactory, 4 = Good, 5 = Excellent

	Percentage	Percentage	Frequency	Frequency
Information management skills	Before getting involved with the project	Now	Before getting involved with the project	Now
Excellent	2.1	14.8	3	21
Good	30.1	65.5	44	93
Satisfactory	41.1	18.3	60	26
Basic	24.7	1.4	36	2
None existent	2.1	0.0	3	
Total	100.0	100.0	146	142
No answer			9	13
Not Applicable			216	216
Total Obs			371	371

Communication skills	Percentage Before getting involved with the project	Percentage Now	Frequency Before getting involved with the project	Frequency Now
Excellent	5.2	23.5	8	35
Good	37.0	64.4	57	96
Satisfactory	37.0	9.4	57	14
Basic	14.3	2.7	22	4
None existent	6.5	0.0	10	
Total	100.0	100.0	154	149
No answer			8	13
Not Applicable			209	209
Total Obs			371	371

Other interpersonal skills	Percentage Before getting involved with the project	Percentage Now	Frequency Before getting involved with the project	Frequency Now
Excellent	4.9	21.3	7	30
Good	36.1	66.7	52	94
Satisfactory	41.0	9.9	59	14
Basic	9.7	2.1	14	3
None existent	8.3	0.0	12	
Total	100.0	100.0	144	141
No answer			19	22
Not Applicable			208	208
Total Obs			371	371

Technical skills	Percentage Before getting involved with the project	Percentage Now	Frequency Before getting involved with the project	Frequency Now
Excellent	2.7	12.1	3	13
Good	17.1	52.3	19	56
Satisfactory	44.1	29.0	49	31
Basic	25.2	6.5	28	7
None existent	10.8	0.0	12	
Total	100.0	100.0	111	107
No answer			10	14
Not Applicable			250	250
Total Obs			371	371

Conservation techniques	Percentage Before getting involved with the project	Percentage Now	Frequency Before getting involved with the project	Frequency Now
Excellent	1.1	9.1	1	8
Good	13.2	52.3	12	46
Satisfactory	18.7	30.7	17	27
Basic	42.9	8.0	39	7
None existent	24.2	0.0	22	
Total	100.0	100.0	91	88
No answer			3	6
Not Applicable			277	277
Total Obs			371	371

Business management skills	Percentage Before getting involved with the project	Percentage Now	Frequency Before getting involved with the project	Frequency Now
Excellent	3.9	16.7	2	8
Good	19.6	50.0	10	24
Satisfactory	45.1	31.3	23	15
Basic	19.6	2.1	10	1
None existent	11.8	0.0	6	
Total	100.0	100.0	51	48
No answer			6	9
Not Applicable			314	314
Total Obs			371	371

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

	Percentage	Frequency
Yes	61.3	184
No	38.7	116
Total	100.0	300
Not Applicable		49
No answer		22
Total Obs		371

B6. Has your involvement with the project contributed to you doing any of the following activities? Please tick all that apply

	Percentage	Frequency
Taken/started a course	13.5	50
Joined a library	4.3	16
Visited local libraries, museums and heritage sites more often than before	38.0	141
Joined a local history society	6.7	25
Volunteered in other local projects	24.8	92

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

	Percentage	Frequency
Yes – directly with the [HLF/Oxfam]- funded organisation that runs the project	3.2	12
Yes – but in an unrelated area to the activities that I have been undertaking with the project	2.4	9
Yes – with another organisation in a related area to the activities that I have been undertaking with the project	5.7	21
Yes - more than one of the above options	1.1	4
No – none at all	87.6	325
Total	100.0	371

B8. If you have had any paid work, was this

	Percentage	Frequency
Full-time	25.7	9
Part-time	74.3	26
Total	100.0	35
No answer		11
Not applicable (N/A)		325
Total Obs		371

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

	Percentage	Frequency
Yes	41.5	151
No	49.5	180
Don't know/not sure	9.1	33
Total	100.0	364
No answer		7
Total Obs		371

C. You and the community

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

	Percentage	Frequency
Yes	91.5	**332**
No	8.0	29
Don't know/not sure	0.6	2
Total	100.0	363
No answer		8
Total Obs		371

C2. If you have met new people through the project, do you socialise with these people outside of the project?

	Percentage	Frequency
Yes	34.7	121
No	62.5	218
Don't know/not sure	2.9	10
Total	100.0	349
No answer		22
Total Obs		371

C3. If you have met new people through the project, are they mainly from... Please tick ONLY one

	Percentage	Frequency
Your neighbourhood	3.1	11
Your local area	17.3	61
Your town/city	24.1	85
Within your county	24.6	87
Within your region or beyond	27.5	97
N/A - Haven't met any new people	3.4	12
Total	100.0	353
No answer		18
Total Obs		371

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

Friends and family	Percentage	Frequency
Often	48.3	170
Sometimes	48.6	171
Never	3.1	11
Total	100.0	352
No answer		19
Total Obs		371

More general acquaintances (e.g. neighbours, people in local shops)	Percentage	Frequency
Often	48.3	170
Sometimes	48.6	171
Never	3.1	11
Total	100.0	352
No answer		19
Total Obs		371

C5. Would you say that you know...

	Percentage	Frequency
Most of the people in your neighbourhood	13.6	49
Many of the people in your neighbourhood	34.8	125
A few of the people in your neighbourhood	48.2	173
None of the people in your neighbourhood	3.3	12
Total	100.0	359
No answer		12
Total Obs		371

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

...in your neighbourhood	Percentage	Frequency
Increased the number	31.9	107
Made no difference	68.1	228
Decreased the number	0.0	0
Total	100.0	335
No answer		36
Total Obs		371
...from other neighbourhoods in your town	Percentage	Frequency
Increased the number	54.4	172
Made no difference	45.3	143
Decreased the number	0.3	1
Total	100.0	316
No answer		55
Total Obs		371

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

	Sign-ificantly increased contact	Increased contact	Made no change	Decreased contact	Significantly decreased contact	Total	No answer	Total Obs
Frequency								
Pre-school children (Under 5 years)	5	17	258	0	0	280	91	371
School children (5-16 years)	18	78	209	0	0	305	66	371
Young people (16-24 years)	13	97	201	0	0	311	60	371
Adults (25-44 years)	13	194	116	0	0	323	48	371
Adults (45-64 years)	26	207	99	0	0	332	39	371
Older people (64 years or older)	31	167	117	0	0	315	56	371
Percentage								
Pre-school children (Under 5 years)	1.8	6.1	92.1	0	0	100		
School children (5-16 years)	5.9	25.6	68.5	0	0	100		
Young people (16-24 years)	4.2	31.2	64.6	0	0	100		
Adults (25-44 years)	4	60.1	35.9	0	0	100		
Adults (45-64 years)	7.8	62.3	29.8	0	0	100		
Older people (64 years or older)	9.8	53	37.1	0	0	100		

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

	A lot better	A bit better	Exactly the same as before	A bit worse	A lot worse	Total	No answer	Total Obs
Frequency								
Pre-school children (Under 5 years)	2	13	278	0	0	293	78	371
School children (5-16 years)	11	38	259	0	0	308	63	371
Young people (16-24 years)	10	58	252	0	0	320	51	371
Adults (25-44 years)	15	72	244	0	0	331	40	371
Adults (45-64 years)	24	78	235	0	0	337	34	371
Older people (64 years or older)	26	73	224	0	0	323	48	371
Percentage								
Pre-school children (Under 5 years)	0.7	4.4	94.9	0	0	100		
School children (5-16 years)	3.6	12.3	84.1	0	0	100		
Young people (16-24 years)	3.1	18.1	78.8	0	0	100		
Adults (25-44 years)	4.5	21.8	73.7	0	0	100		
Adults (45-64 years)	7.1	23.1	69.7	0	0	100		
Older people (64 years or older)	8	22.6	69.3	0	0	100		

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

"By working together, people in my neighbourhood can influence decisions that affect the neighbourhood"	Percentage	Frequency
Strongly agree	31.5	113
Agree	52.6	189
Neither agree nor disagree	7.8	28
Disagree	1.7	6
Strongly disagree	0.0	
Don't have an opinion	6.4	23
Total	100.0	359
No answer		12
Total Obs		371

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

	Percentage	Frequency
Made you more likely to agree with the previous statement	35.1	125
Made no difference to the extent to which you agree or disagree	57.6	205
Made you less likely to agree with the previous statement	0.6	2
Don't know	6.7	24
Total	100.0	356
No answer		15
Total Obs		371

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

	Percentage	Frequency
Tenants'/residents' association	11.1	27
Parent-teachers'/school parent's association	4.9	12
Board of school governors/School board	9.1	22
A political party	10.7	26
A pressure group (e.g. Greenpeace, RSPB)	21.8	53
Parish, Town or community council	8.6	21
Neighbourhood council/forum	4.1	10
Neighbourhood Watch Scheme	16.5	40
Local conservation or environmental group	31.3	76
Voluntary group to help sick/children/other vulnerable group	12.8	31
Other local community or voluntary group	64.6	157
None of the above	34.5	128

C12. If you are a member of any of the above groups, were you a member before you started volunteering with this HLF-funded project?

	Percentage	Frequency
Yes	86.6	206
No	12.6	30
Don't know/not sure	0.8	2
Total	100.0	238
No answer		5
Not Applicable		128
Total Obs		371

C13. To what extent do you agree or disagree that your local area is a place where people from different backgrounds (e.g. ethnicity, religion, nationality) get on well together? Please tick ONLY one

	Percentage	Frequency
Definitely agree	20.4	74
Tend to agree	49.9	181
Tend to disagree	4.1	15
Definitely disagree	0.0	0
Don't know	12.7	46
Too few people in local area	5.5	20
All the same background	7.4	27
Total	100.0	363
No answer		8
Total Obs		371

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

	Percentage	Frequency
Made you more likely to agree with the previous statement	17.9	64
Made no difference to the extent to which you agree or disagree	73.2	262
Made you less likely to agree with the previous statement	0.8	3
Don't know	8.1	29
Total	100.0	358
No answer		13
Total Obs		371

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

	Percentage	Frequency
Very strongly	26.7	97
Fairly strongly	47.4	172
Not very strongly	14.0	51
Not at all strongly	6.3	23
Don't know	5.5	20
Total	100.0	363
No answer		8
Total Obs		371

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

	Percentage	Frequency
Made you more likely to agree with the previous statement	24.8	89
Made no difference to the extent to which you agree or disagree	69.4	249
Made you less likely to agree with the previous statement	0.6	2
Don't know	5.3	19
Total	100.0	359
No answer		12
Total Obs		371

D. How do you feel?

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

	Percentage	Frequency
Better than usual	15.9	57
Same as usual	80.8	290
Less than usual	2.8	10
Much less than usual	0.6	2
Total	100.0	359
No answer		12
Total Obs		371

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

	Percentage	Frequency
I felt less able to concentrate than now	9.9	35
As well as now	80.6	286
I felt more able to concentrate than now	3.1	11
Don't know/can't remember	5.9	21
Would prefer not to answer	0.6	2
Total	100.0	355
No answer		16
Total Obs		371

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

	Percentage	Frequency
More so than usual	19.1	68
Same as usual	79.8	284
Less so than usual	1.1	4
Much less than usual	0.0	
Total	100.0	356
No answer		15
Total Obs		371

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

	Percentage	Frequency
I felt less capable than now	13.5	48
As capable as now	81.2	289
I felt more capable than now	2.5	9
Don't know/can't remember	2.5	9
Would prefer not to answer	0.3	1
Total	100.0	356
No answer		15
Total Obs		371

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

	Percentage	Frequency
More so than usual	48.0	170
Same as usual	51.1	181
Less so than usual	0.3	1
Much less useful	0.6	2
Total	100.0	354
No answer		17
Total Obs		371

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

	Percentage	Frequency
I felt less useful than now	39.4	140
As useful as now	54.1	192
I felt more useful than now	2.8	10
Would prefer not to answer	0.3	1
Don't know/can't remember	3.4	12
Total	100.0	355
No answer		16
Total Obs		371

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

	Percentage	Frequency
More so than usual	17.2	61
Same as usual	79.7	282
Much less useful	0.3	1
Less so than usual	2.8	10
Total	100.0	354
No answer		17
Total Obs		371

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

	Percentage	Frequency
Less able to enjoy activities	11.3	40
As much as now	81.6	288
More able to enjoy activities	2.5	9
Would prefer not to answer	0.8	3
Don't know/can't remember	3.7	13
Total	100.0	353
No answer		18
Total Obs		371

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

	Percentage	Frequency
More so than usual	22.1	78
About the same as usual	74.5	263
Less so than usual	2.5	9
Much less than usual	0.8	3
Total	100.0	353
No answer		18
Total Obs		371

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

	Percentage	Frequency
I felt less happy than now	18.6	66
As happy as now	73.0	259
I felt happier than now	2.5	9
Would prefer not to answer	2.3	8
Don't know/can't remember	3.7	13
Total	100.0	355
No answer		16
Total Obs		371

D11. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Dis-agree	Strongly disagree	Total	No answer
Frequency							
I actively seek as much information as I can in new situations.	141	167	30	4		342	29
I frequently seek out opportunities to challenge myself and grow as a person.	86	139	98	13	3	339	32
I am the kind of person who embraces unfamiliar people, events, and places.	70	142	84	37	5	338	33
When I am actively interested in something, it takes a great deal to interrupt me.	84	155	86	14		339	32
Percentage							
I actively seek as much information as I can in new situations.	41.2	48.8	8.8	1.2	0	100	
I frequently seek out opportunities to challenge myself and grow as a person.	25.4	41	28.9	3.8	0.9	100	
I am the kind of person who embraces unfamiliar people, events, and places.	20.7	42	24.9	10.9	1.5	100	
When I am actively interested in something, it takes a great deal to interrupt me.	24.8	45.7	25.4	4.1	0	100	

D12. Please tell us whether your volunteering with the project has had any effect on each of these issues:

	Much more so than before	A little more so than before	No effect - the same as before	A little less so than before	Much less so than before	Total	No answer
Frequency							
I actively seek as much information as I can in new situations.	42	104	197			343	28
I frequently seek out opportunities to challenge myself and grow as a person.	30	100	211	1		342	29
I am the kind of person who embraces unfamiliar people, events, and places.	35	96	205	2	1	339	32
When I am actively interested in something, it takes a great deal to interrupt me.	32	58	247	2		339	32
Percentage							
I actively seek as much information as I can in new situations.	12.2	30.3	57.4	0.0	0.0	100.0	
I frequently seek out opportunities to challenge myself and grow as a person.	8.8	29.2	61.7	0.3	0.0	100.0	
I am the kind of person who embraces unfamiliar people, events, and places.	10.3	28.3	60.5	0.6	0.3	100.0	
When I am actively interested in something, it takes a great deal to interrupt me.	9.4	17.1	72.9	0.6	0.0	100.0	

D13. How would you describe your volunteering on the HLF-funded project? "My volunteering is like being…" (please tick as few or as many options as apply)

"My volunteering is like being […]	Percentage	Frequency
…part of a worthwhile cause	76.3	283
…part of something lasting	62.5	232
…needed	31.8	118
…with my friends	27.8	103
…neighbourly	27.0	100
…a scholar	15.9	59
…a mentor or guide	15.4	57
…a craftsperson	11.3	42
…on a work placement/school	8.4	31
…helped to get better/get over it/able to escape	7.8	29
…in a fun/enjoyable environment	7.3	27
…part of the local community/more connected	7.5	28
…challenged/hard work/stimulated	3.8	14
…confident	1.3	5
None of the above	2.7	10

D15. Please rate how enjoyable participating in the project is…

	Percentage	Frequency
Very enjoyable	46.1	166
Enjoyable	50.0	180
Neither dull nor enjoyable	3.3	12
Dull	0.3	1
Very dull	0.3	1
Total	100.0	360
No answer		11
Total Obs		371

E.   About you?

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

	Percentage	Frequency
Housewife/Househusband	3.6	13
In paid employment (full-time or part-time)	31.9	115
Other	0.8	3
Retired	42.2	152
Studying	9.7	35
Unemployed	11.7	42
Total	100.0	360
No answer		11
Total Obs		371

E2. If you are retired, was this through

	Percentage	Frequency
Reaching legal retirement age	48.6	72
Taking voluntary retirement	33.1	49
Being made redundant	8.1	12
Retiring through ill health	10.1	15
Total	100.0	148
No answer		4
Not Applicable		219
Total Obs		371

E3. And what was your employment status just before your started volunteering with the HLF project?

	Percentage	Frequency
Housewife/Househusband	12	3.51
In paid employment (full-time or part-time)	152	44.44
Other	9	2.63
Retired	89	26.02
Studying	42	12.28
Unemployed	38	11.11
Total	342	100
No answer	29	
Total Obs	371	

E5. What was your age at your last birthday?

Age Bands	Percentage	Frequency
15 or less	4.0	13
16-24	10.4	34
25-44	13.1	43
45-64	47.4	155
65 and above	25.1	82
Total	100.0	327
No answer		44
Total Obs		371

E6. Are you...

	Percentage	Frequency
Female	54.7	193
Male	45.3	160
Total	100.0	353
No answer		18
Total Obs		371

E7. What is the highest academic qualification that you have?

	Percentage	Frequency
A second degree from a university/college	23.1	81
A first degree or qualification from a a university/college	42.3	148
'A' levels or equivalents (e.g. Scottish Highers)	12.3	43
GCSEs/'O' levels or equivalents (e.g. Scottish Standard Grade)	12.9	45
No formal academic qualifications	9.4	33
Total	100.0	350
No answer		21
Total Obs		371

E9. How long have you lived in this town/city?

	Percentage	Frequency
Less than 12 months	7.1	25
12 months but less than 2 years	4.5	16
2 years but less than 5 years	11.6	41
5 years but less than 10 years	17.3	61
10 years but less than 20 years	19.0	67
20 years but less than 40 years	32.1	113
40 years or longer	8.2	29
Total	100.0	352
No answer		19
Total Obs		371

E10. Which ethnic group do you belong to?

	Percentage	Frequency
White - British	80.3	298
Any other white background	4.0	15
White - Irish	2.4	9
Black - Caribbean	1.1	4
Any other ethnic background	0.8	3
Any other mixed background	0.8	3
Chinese	0.8	3
Asian - Indian	0.5	2
White and Asian	0.5	2
White and Black African	0.5	2
Any other Black background	0.3	1
Black - African	0.3	1
Any other Asian background		
Asian – Pakistani		
Would prefer not to say	7.5	28
Total	100.0	371

E11. Do you consider yourself to have a disability?

	Percentage	Frequency
Yes	11.9	41
No	88.1	303
Total	100.0	344
No answer		27
Total Obs		371

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15. Appendix 5: Main cohort questionnaire

Volunteer questionnaire

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

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

Name of the project:

Name of the organisation:

Are these details correct?

Yes ☐   No ☐

If not, please write the correct organisation name below

_____

A. What you do

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

Less than one month ☐	One to two years ☐
One to three months ☐	Two years or more ☐
Three to six months ☐	Five years or more ☐
Six months to one year ☐	Don't know/can't remember ☐

A2. How did you find out about the opportunity to volunteer with this project?

From other volunteers already working with the organisation ☐

General word of mouth/recommendation ☐

Advert in community newsletter/local paper ☐

Leaflet that you read ☐

Through a university/college/school ☐

General volunteering websites (e.g. Timebank, Vinspired, Do It, Volunteering England, VSB) ☐

Directly through the organisation itself (e.g. at an event, approaching them in person, via website, already volunteering with the organisation) ☐

Through another organisation that you already volunteer with/are a member of/have links with ☐

Other (please specify below) ☐

A3. How much time do you spend working (or if the project has finished, have you spent working) on the project over an average four weeks? Please include all activities, e.g. time spent at meetings as well as time spent on your own on project activities?

None ☐	Over 20 hours but no more than 35 hours ☐
Up to 2 hours ☐	Over 35 hours but no more than 50 hours ☐
Over 2 hours but no more than 5 hours ☐	Over 50 hours ☐
Over 5 hours but no more than 10 hours ☐	Don't know ☐
Over 10 hours but no more than 20 hours ☐	

A4. Roughly how often do you meet other volunteers working on the same project?

Two or more times a week	☐	Monthly	☐
Once a week	☐	Quarterly	☐
Once a fortnight	☐	Less than four times a year	☐

A5. For the following options, please tick only one option. In terms of the other volunteers in your project, do you _mainly_ spend your time working:

On your own	☐	In pairs	☐	In a group	☐

A6. What activities have you undertaken with the project? Please tick all that apply

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

Gathering, recording, analysing and cataloguing new material ☐

Researching and working with existing collections and archives ☐

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

Devising and delivering activities for schools ☐

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

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

Helping with marketing and publicity ☐

Providing administrative or IT support for the project ☐

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

Other (please specify below) ☐

A7. What activities did you undertake <u>when you first got involved</u> with the project? Please tick all that apply

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

Gathering, recording, analysing and cataloguing new material ☐

Researching and working with existing collections and archives ☐

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

Devising and delivering activities for schools ☐

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

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

Helping with marketing and publicity ☐

Providing administrative or IT support for the project ☐

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

Other (please specify below) ☐

A8. To what degree does your volunteering on the project have a relationship to any current or previous kinds of paid work that you have done?

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

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

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

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

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

A9. Why did you become involved with the project? Please tick all that apply

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

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

To learn more about heritage...☐

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

A friend or family member recommended me to get involved...☐

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

To help others...☐

To help look after heritage...☐

To meet new people/get out of the house...☐

Work experience/help in getting a job...☐

Other (please specify below)...☐

B. Skills

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

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

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

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

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

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

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

Conservation techniques...☐

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

Other (please specify below)...☐

Not applicable – have not improved any skills...☐

B3. For any area in which you think your skills have improved (as stated in B2), please indicate roughly what level of skill you had a) before getting involved with the project and b) now; using a scale of 1-5 where 1 = None existent, 2 = Basic, 3 = Satisfactory, 4 = Good, 5 = Excellent

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

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

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

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

B6. Has your involvement with the project contributed to you doing any of the following activities? Please tick all that apply

Taken/started a course ☐

Joined a library ☐

Visited local libraries, museums and heritage sites more often than before ☐

Joined a local history society ☐

Volunteered in other local projects ☐

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

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

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

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

No – none at all ☐

B8. If you have had any paid work, was this:

Mode		Status	
Part-time	Full-time	Temporary	Permanent
☐	☐	☐	☐

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

Yes ☐   No ☐   Don't know/not sure ☐

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

C. You and the community

> **Some of the following questions relate to your neighbourhood and local area. For the purpose of this survey, these are defined as:**
> - Neighbourhood: the immediate streets around your home (about 5 minutes walking distance)
> - Local area: the area within 15-20 minutes walking distance from your home

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

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

C2. If you have met new people through your volunteering with the project, do you socialise with these people outside of the project?

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

C3. If you have met new people through the project, are they mainly from… Please tick ONLY one

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

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

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

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

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

C5. Would you say that you know…

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

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

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

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

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

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

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

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

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

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

Strongly agree ☐   Disagree ☐

Agree ☐   Strongly disagree ☐

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

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

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

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

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

Don't know ☐

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

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

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

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

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

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

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

C12. If you are a member of any of the above groups, were you a member before you started volunteering with this HLF-funded project?

Yes ☐   Don't know/can't remember ☐

No ☐

C13. To what extent do you agree or disagree that your local area is a place where people from different backgrounds (e.g. ethnicity, religion, nationality) get on well together? Please tick ONLY one

Definitively agree ☐   Don't know ☐

Tend to agree ☐   Too few people in local area ☐

Tend to disagree ☐   All the same background ☐

Definitively disagree ☐

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

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

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

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

Don't know ☐

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

Very strongly ☐   Not at all strongly ☐

Fairly strongly ☐   Don't know ☐

Not very strongly ☐

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

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

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

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

Don't know ☐

D. How you feel

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

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

Better than usual........................☐   Less than usual........................☐

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

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

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

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

I felt less able to concentrate than now.........☐

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

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

Same as usual........................☐   Much less capable........................☐

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

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

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

I felt less capable than now........................☐

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

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

Same as usual........................☐   Much less useful........................☐

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

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

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

I felt less useful than now........................☐

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

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

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

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

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

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

Less able to enjoy activities........................☐

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

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

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

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

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

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

I felt less happy than now........................☐

D11. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I actively seek as much information as I can in new situations.	☐	☐	☐	☐	☐
I frequently seek out opportunities to challenge myself and grow as a person.	☐	☐	☐	☐	☐
I am the kind of person who embraces unfamiliar people, events, and places.	☐	☐	☐	☐	☐
When I am actively interested in something, it takes a great deal to interrupt me.	☐	☐	☐	☐	☐

D12. Please tell us whether your volunteering with the project has had any effect on each of these issues:

	Much more so than before	A little more so than before	No effect - the same as before	A little less so than before	Much less so than before
I actively seek as much information as I can in new situations.	☐	☐	☐	☐	☐
I frequently seek out opportunities to challenge myself and grow as a person.	☐	☐	☐	☐	☐
I am the kind of person who embraces unfamiliar people, events, and places.	☐	☐	☐	☐	☐
When I am actively interested in something, it takes a great deal to interrupt me.	☐	☐	☐	☐	☐

D13. How would you describe your volunteering on the HLF-funded project?
"My volunteering is like being…" **(please tick as few or as many options as apply)**

…neighbourly ☐   …part of something lasting ☐

…helped to get better/get over it ☐   …a craftsperson ☐

…needed ☐   …part of a worthwhile cause ☐

…a scholar ☐   …on a work placement ☐

…with my friends ☐   …a mentor or guide ☐

None of the above ☐

D14. What else is your volunteering like?

_____

_____

_____

D15. Please rate how enjoyable participating in the project is…

Very dull ☐   Enjoyable ☐

Dull ☐   Very enjoyable ☐

Neither dull nor enjoyable ☐

D16. What is the single best thing that you've gained from participating in the project?

_____

_____

_____

E. About you

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

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

Studying☐

Retired☐

Other (please specify below)☐

Unemployed☐

Housewife/Househusband☐

Full-time carer☐

E2. If you are retired, was this through:

Reaching legal retirement age☐

Taking voluntary retirement☐

Being made redundant☐

Retiring through ill health☐

E3. And what was your employment status just before your started volunteering with the HLF project?

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

Studying☐

Retired☐

Other (please specify below)☐

Unemployed☐

Housewife/Househusband☐

Full-time carer☐

E4. What is/was your main professional occupation?

E5. What was your age at your last birthday?

E6. Are you…

Male☐   Female☐

E7. What is the highest academic qualification that you have?

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

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

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

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

No formal academic qualifications☐

E8. What is the postcode where you live currently?

☐☐☐☐ ☐☐☐

E9. How long have you lived in this town/city?

Less than 12 months☐

12 months but less than 2 years☐

2 years but less than 5 years☐

5 years but less than 10 years☐

10 years but less than 20 years☐

20 years but less than 40 years☐

40 years or longer☐

E10. Which ethnic group do you belong to?

White		Asian or British Asian	
British	☐	Asian – Indian	☐
Irish	☐	Asian – Pakistani	☐
Any other white background	☐	Asian – Bangladeshi	☐
Mixed		Any other Asian background	☐
White and Black Caribbean	☐	**Black or Black British**	
White and Black African	☐	Black – Caribbean	☐
White and Asian	☐	Black – African	☐
Any other mixed background	☐	Any other Black background	☐
Other			
Chinese	☐	Would prefer not to say	☐
Any other ethnic group	☐		

E11. Do you consider yourself to have a disability?

Yes ☐   No ☐

Thank you very much for your time.