

Appendices

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Appendix 1: Kick the Dust programme evaluation framework

The aim of the Kick the Dust (KtD) Programme level evaluation is to help HLF draw lessons about the impact of the funding as a whole, and to measure whether the KtD programme has met its aims to:

- Make heritage relevant to more, and a greater diversity of, young people, building on their needs and interests;
- Increase the ambition, scale and quality of youth engagement with heritage;
- Develop sustainable, ongoing work with young people within heritage organisations, and
- Show the value of youth engagement with heritage

The programme evaluation is supported by the Common Measurement Framework, which sets out expectations for all 12 Project Managers on data collection to support programme evaluation aims.

Evaluation questions:

Broadly speaking, the evaluation is underpinned by a series of questions in the following key areas:

- **Project development (development phase):** Does partnership working improve project planning and development?
- **Programme delivery:** In what ways are young people engaged in heritage, and who do the programme activities reach?
- **Outcomes for people:** What do young people gain as a result of their engagement?
- **Outcomes for heritage:** What are the benefits for heritage of increasing engagement of young people, especially those from under-represented groups?

- **Learning and development:** What works in making heritage relevant to more and a greater diversity of young people? How does the programme increase the quality of youth engagement? How does the programme increase organisational sustainability?

The framework below outlines the programme outcomes, identified in the programme Theory of Change. The framework outlines how the outcomes will be measured, the data required, and suggested methods for data collection. The framework includes:

- The short and medium-term outcomes of the programme
- Proposed methods for measuring programme outcomes
- A methods summary table
- A summary of proposed case study activities

Short-term outcomes

Area of focus	Outcomes	Indicator	Method and frequency of data collection
Mechanism of change	Young people from all backgrounds experience high quality engagement in heritage activities. Young people are empowered to make change to heritage	Young people and volunteers from all backgrounds report feeling welcomed/included, respected, and a sense of purpose and achievement during their engagement with Kick the Dust. Young people and volunteers from all backgrounds report feeling that their opinions are valued .	Data from participant survey <ul style="list-style-type: none"> • Annually – September/October Case studies <ul style="list-style-type: none"> • Baseline – interim – and end of project
Mechanism of change	Cross sector partnerships are extended and expanded	Consortia partners report feeling that there is a shared vision across the consortia, there are good relationships between partners , and there is a willingness to learn from each other's expertise .	Project staff survey <ul style="list-style-type: none"> • Baseline, interim and end of project Case studies <ul style="list-style-type: none"> • Baseline – interim – and end of project
Mechanism of change	Heritage staff feel empowered to improve quality of engagement with young people	Heritage staff report feeling that young people make a positive contribution , they feel supported and challenged by youth work and	Heritage staff survey <ul style="list-style-type: none"> • baseline, interim and end of project Case studies <ul style="list-style-type: none"> • Baseline – interim – and end of project

		<p>other partners, they feel empowered and have the skills to engage young people, they feel that senior management subscribe to the importance of working with young people.</p>	
<p>Heritage will be better interpreted and explained</p>	<p>Heritage is better communicated</p>	<p>Kick the Dust projects engage in new and different ways of communicating heritage content (<i>e.g. videos, blogs written, etc. that showcase heritage</i>).</p> <p>Young people report that heritage is communicated in a way that this more relevant to young people.</p>	<p>Programme output questionnaire and Project documents</p> <ul style="list-style-type: none"> • Annually – September/October <p>Data from participant survey</p> <ul style="list-style-type: none"> • Annually – September/October <p>Case studies</p> <p>Baseline – interim – and end of project</p>
<p>Heritage will be better interpreted and explained</p>	<p>Heritage is more accessible to young people</p>	<p>Young people from a diverse range of backgrounds feel that:</p> <ul style="list-style-type: none"> • Heritage is easy to physical access and take part in • Heritage is easy to interpret/understand <p>Project staff report that changes in the way heritage is interpreted and explained through Kick the Dust has increased the accessibility of heritage.</p>	<p>Programme output questionnaire and Project documents</p> <ul style="list-style-type: none"> • Annually – September/October <p>Data from participant survey</p> <ul style="list-style-type: none"> • Annually – September/October <p>Case studies</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Project staff survey</p> <p>Baseline – interim – and end of project</p>
<p>Heritage will be better interpreted and explained</p>	<p>Heritage is more inclusive and diverse</p>	<p>Young people from a diverse range of backgrounds report:</p> <ul style="list-style-type: none"> • Heritage is for people like them • Heritage is representative of their community 	<p>Programme output questionnaire and Project documents</p> <ul style="list-style-type: none"> • Annually – September/October <p>Data from participant survey</p> <ul style="list-style-type: none"> • Annually – September/October <p>Case studies</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Project staff survey</p>

		<ul style="list-style-type: none"> Heritage content includes diverse voices and histories <p>Consortium partners report that changes in the way heritage is interpreted and explained through Kick the Dust has made heritage more inclusive and diverse.</p>	Baseline – interim – and end of project
Heritage will be better identified/recorded	New heritage content is created	Kick the Dust projects create new content of heritage	<p>Programme output questionnaire and Project documents</p> <ul style="list-style-type: none"> Annually – September/October <p>Case studies</p> <ul style="list-style-type: none"> Baseline – interim – and end of project <p>Project staff survey</p> <p>Baseline – interim – and end of project</p>
People will learn about heritage	Young people will learn about heritage in a range of engaging, creative ways	Young people involved in Kick the Dust report that they learnt about heritage in fun and interesting ways	<p>Programme output questionnaire and Project documents</p> <ul style="list-style-type: none"> Annually – September/October <p>Data from participant survey</p> <ul style="list-style-type: none"> Annually – September/October <p>Case studies</p> <p>Baseline – interim – and end of project</p>
People will volunteer time	Young people will take up more opportunities to volunteer and share their talents in a range of heritage organisations	A diverse range of young people give their time through skilled, semi-skilled, and unskilled volunteering	<p>Programme output questionnaire and Project documents</p> <ul style="list-style-type: none"> Annually – September/October <p>Data from participant survey</p> <ul style="list-style-type: none"> Annually – September/October <p>Case studies</p> <p>Baseline – interim – and end of project</p>
People will develop skills	Young people will practice new skills Some young people will access paid training opportunities	<p>Young people receive training and/or qualifications as part of Kick the Dust activities.</p> <p>Young people will take up paid training opportunities</p>	<p>Programme output questionnaire and Project documents</p> <ul style="list-style-type: none"> Annually – September/October <p>Data from participant survey</p> <ul style="list-style-type: none"> Annually – September/October <p>Case studies</p> <p>Baseline – interim – and end of project</p>

		Young people report gaining and practising new skills	
People will develop skills	Heritage staff will gain/develop skills	Heritage and youth partners receive training and/or qualifications as part of Kick the Dust activities, including safeguarding. Heritage staff report changes in skills to engage young people.	Programme output questionnaire and Project documents <ul style="list-style-type: none"> Annually – September/October Heritage staff survey baseline, interim and end of project
People will change their attitudes and behaviour	People’s perceptions of heritage will change	Young people report changes in perceptions of heritage including: <ul style="list-style-type: none"> Heritage can be interesting to lots of different people They are more likely to take part in other heritage events They are more likely to become a volunteer More likely to feel that there are jobs for people like them to work in heritage 	Programme output questionnaire and Project documents <ul style="list-style-type: none"> Annually – September/October Data from participant survey <ul style="list-style-type: none"> Annually – September/October Case studies Baseline – interim – and end of project
	Heritage staff will gain confidence in engaging young people	Feedback from heritage staff on changes in confidence in engaging young people	Heritage staff survey <ul style="list-style-type: none"> baseline, interim and end of project Case studies Baseline – interim – and end of project
People will have enjoyable experiences	Young people have fun, engaging, relevant experience of heritage	Young people involved in Kick the Dust projects report that the experience met or exceeded their expectations	Programme output questionnaire and Project documents <ul style="list-style-type: none"> Annually – September/October Data from participant survey <ul style="list-style-type: none"> Annually – September/October Case studies Baseline – interim – and end of project
More and a wider range of people will engage with heritage	Increased engagement of young people from a diverse range of backgrounds, especially under-	Diversity of young people engaging in heritage increases throughout the lifespan of the project.	Programme output questionnaire and Project documents Annually – September/October

	represented groups such as disabled young people		
Heritage organisations will be more resilient	High-quality youth engagement is evidenced and communicated	Evaluations are guided by a clear framework Projects have established a baseline, targets and measures. Evidence is shared/disseminated to improve engagement of young people in heritage	Project documents <ul style="list-style-type: none"> Annually – September/October Project staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Case studies Baseline – interim – and end of project
Heritage organisations will be more resilient	Better understanding of what works in engaging young people in heritage	Evaluation activities have generated 'actionable insights'. Projects develop resources/tools to share with others that highlight and promote good practice.	Project documents <ul style="list-style-type: none"> Annually – September/October Project staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Case studies Baseline – interim – and end of project

Medium-term outcomes

Area of focus	Outcomes	Indicators	Method and frequency of data collection
Heritage is better managed	Young people will play a positive role in managing and maintaining heritage	Heritage organisations create opportunities for young people to play a positive role in managing and maintaining heritage in the future Young people playing a positive role in managing and maintaining heritage long term is embedded	Heritage staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Project staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Case studies <ul style="list-style-type: none"> Baseline – interim – and end of project
Heritage is better managed	Young people will play a role in governance	Young people playing a role in governance is embedded for the long term	Heritage staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Project staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Case studies

Area of focus	Outcomes	Indicators	Method and frequency of data collection
			<ul style="list-style-type: none"> Baseline – interim – and end of project
Heritage is in better condition	Heritage is repaired, improved, or conserved for future generations	Heritage organisations have learned from Kick the Dust ways to embed engagement of young people in repairing, improving and conserving heritage.	Heritage staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Project staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Case studies <ul style="list-style-type: none"> Baseline – interim – and end of project
More & wider range of people will engage in heritage	More diverse and inclusive heritage sector	Heritage organisations are committed to increasing the diversity of the sector and have clear plans in place for creating pathways for young people to progress.	Heritage staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Project staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Case studies <ul style="list-style-type: none"> Baseline – interim – and end of project
The local area will be a better place to live, work and visit	Improvements to parks, heritage sites and collections are felt by the whole community	Local stakeholders report improvements to parks, heritage sites and collections	Heritage staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Project staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Case studies <ul style="list-style-type: none"> Baseline – interim – and end of project
The local area will be a better place to live, work and visit	Heritage is more relevant to a diverse range of young people	Heritage organisations have embedded learning/good practice to make heritage more relevant to a diverse range of young people for the long term	Heritage staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Project staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Case studies <ul style="list-style-type: none"> Baseline – interim – and end of project
Heritage organisations will be more resilient	Heritage organisations are more innovative and ambitious	Heritage organisations have access to more tools and resources to support high quality youth engagement Reflection and learning becomes part of regular organisational practice	Heritage staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Project staff survey <ul style="list-style-type: none"> Baseline – interim – and end of project Case studies <ul style="list-style-type: none"> Baseline – interim – and end of project Project documents annually or at the end of the project

Area of focus	Outcomes	Indicators	Method and frequency of data collection
Heritage organisations will be more resilient	Heritage sector is more sustainable	<p>Changes to internal policies and processes/practices which aim to increase engagement of young people from diverse backgrounds</p> <p>Heritage organisations apply for further funding/have a funding strategy in place to support high quality youth engagement</p>	<p>Heritage staff survey</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Project staff survey</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Case studies</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Project documents annually or at the end of the project</p>
Heritage organisations will be more resilient	More and stronger relationships between heritage and youth sector	<p>There are good working relationships between heritage and youth sector organisations</p> <p>There are shared plans between heritage and youth sector for sustaining youth engagement</p>	<p>Heritage staff survey</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Project staff survey</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Case studies</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Project documents annually or at the end of the project</p>
Heritage organisations will be more resilient	Culture of positive youth engagement is embedded in organisations and across partnerships	<p>Strong engagement and endorsement from leadership of the importance of youth engagement in heritage</p> <p>Continued investment in training and guidance on safeguarding and youth engagement for heritage staff</p> <p>Youth voice is embedded in organisational governance and decision-making</p>	<p>Heritage staff survey</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Project staff survey</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Case studies</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Project documents annually or at the end of the project</p>
Heritage organisations will be more resilient	Heritage and youth organisations have improved ability to evidence value of work with young people	Heritage organisations have an evaluation strategy or processes in place to evidence the value of their work with young people	<p>Heritage staff survey</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Project staff survey</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project <p>Case studies</p> <ul style="list-style-type: none"> • Baseline – interim – and end of project

Area of focus	Outcomes	Indicators	Method and frequency of data collection
		Heritage organisations have increased knowledge, capacity and skills to undertake evaluation	Project documents annually or at the end of the project

Methods summary table

Method	Description
Participant survey	Renaisi to create standard question bank / Projects to distribute to participants and report
Programme output questionnaire	Renaisi to create standard reporting template for outputs / Projects to complete and return
Project staff survey	A survey to be conducted with project staff, which is defined as the main people responsible for the work during the project, including key partners and any young people employed as part of the project.
Heritage staff survey	A survey to be conducted with heritage staff. We will capture data from a broad range of roles within the heritage organisations – from the volunteers and delivery staff working directly with young people, those involved in communication and/or audience development, to those with more senior roles in the organisation.
Case studies	<p>Case studies include an annual visit with follow up visits in each delivery year after that</p> <p>Options for site visits include:</p> <ul style="list-style-type: none"> • Observation and fieldnotes • Young people engaged in activities • Young people engaged in project governance • Volunteers and heritage staff • Project staff • Project stakeholders

Method	Description
	<ul style="list-style-type: none"> • Project documents and evaluation reports
Kick the Dust programme documents – internal and external	These can include any documents, policies, or reports produced by projects as a result of their activities under Kick the Dust such as: project monitoring reports, annual reports, evaluation reports, delivery plans, policies, learning materials etc.

Appendix 2: Theory of Change

Kick the Dust Activities

Delivery activities

Offer a range of heritage activities across built, cultural or natural heritage, incl.

- Co-design & co-production opportunities
- Employment and Training, including paid opportunities
- Events
- Film production and digital media
- Hands-on conservation
- Marketing and campaigns
- Volunteering and social action opportunities
- Youth forums and consultation
- Youth governance roles

Strategic/organisational level activities

- Consortium management & partnership development
- Communication, advocacy & dissemination
- Project governance, management & reporting, including on development phase
- Research, evaluation and learning
- Training and skills development for project team
- Young people's representation & voice in project design

Mechanisms of Change

High quality engagement with young people from all backgrounds where young people feel...

- Safe
- Welcomed and included
- Respected by heritage staff
- Positively challenged
- A sense of excitement
- A sense of purpose and achievement

Young people are empowered to make change by feeling...

- That their opinions/ perspectives are valued
- Represented & influential

Cross sector partnerships (heritage and youth) are extended and expanded through...

- Shared vision across consortia
- Good relationships
- Willingness to learn from each other's expertise

Heritage staff feel...

- That young people make a positive contribution
- Supported and challenged by youth work and other partners
- Empowered & have the skills to engage young people
- That senior management subscribe to the importance of work with young people

Immediate outcomes

HLF HERITAGE OUTCOMES

Heritage will be better interpreted & explained

- Heritage is better communicated
- Heritage is more accessible to young people

- Heritage content is more inclusive & diverse

Heritage will be better identified/ recorded

- New heritage content is created

HLF PEOPLE OUTCOMES

People will learn about heritage

- Young people will learn about heritage in a range of engaging, creative ways

People will volunteer time

- Young people will take up more opportunities to volunteer and share their talents in a range of heritage organisations

People will develop skills

- Young people will practice new skills, some as part of paid training opportunities
- Heritage staff will gain/develop skills
- Youth partners will gain/develop skills

People will change their attitudes & behaviour

- Young people's perceptions of heritage will change
- Heritage staff will gain confidence in engaging young people

People will have enjoyable experiences

- Young people will have fun, engaging, relevant experiences of heritage

HLF COMMUNITY OUTCOMES

- More young people from a diverse range of backgrounds, especially those who are under-represented such as disabled people, will have engaged with heritage
- Heritage organisations will be more resilient
- High-quality youth engagement in heritage is evidenced & communicated
- Better understanding of what works in engaging young people in heritage
- More and a wider range of people will engage with heritage

- Heritage organisations will be more resilient

Medium term outcomes

Heritage is better managed

- Young people will play a positive role in managing and maintaining heritage
- Young people will play a role in governance

Heritage is in better condition

- Heritage is repaired, improved or conserved for future generations

Heritage is better interpreted and explained

- New interpretation is directly influenced by young people or designed specifically to engage young people

Heritage organisations will be more resilient

- Heritage organisations are more innovative, ambitious and sustainable
- More and stronger relationships between the heritage and youth sectors exist
- Culture of positive youth engagement is embedded in organisations and across partnerships
- Heritage and youth organisations have improved ability to evidence the value of work with young people

More & a wider range of people will engage with heritage

- More diverse and inclusive heritage sector

The local area will become a better place to live, work and visit

- Heritage is more relevant to a diverse range of young people
- Improvements to parks, heritage sites and collections are felt by the whole community

Long term outcomes

(Kick the Dust programme aims)

Value of youth engagement with heritage continues to be demonstrated and evidenced by heritage organisations, beyond the Kick the Dust grantees

Heritage is relevant to more and a greater diversity of young people, building on their needs and interests

The ambition, scale and quality of youth engagement with heritage continues to increase and inspire others to action

Sustainable, ongoing work with young people within heritage organisations is embedded

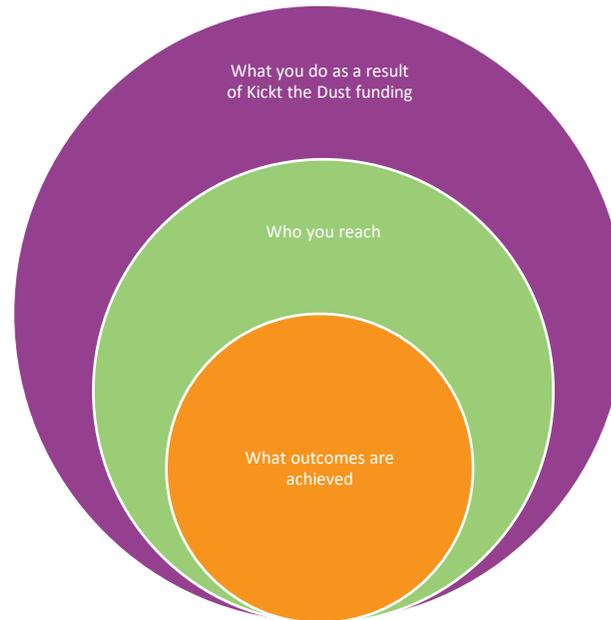
Kick the Dust is a £10million grants programme for ambitious youth-focused projects that aim to transform how heritage organisations engage young people.

Kick the Dust was named by young people with an aspiration to 'stir up heritage'. Decision-making in the programme and advocacy about young people and heritage has been informed by young Heritage Ambassadors recruited by HLF, the 'DustKickers'.

Appendix 3: Kick the Dust Common Measurement Framework

Overview of the framework

Kick the Dust projects will contribute to the programme evaluation by collecting, recording and reporting the following information about their projects:



This framework is divided into three sections:

1. Programme outputs – information on measuring and reporting outputs
 - a. Project activities
 - b. Participant engagement
 - c. Participant skills and development
 - d. Volunteering
2. Collecting data on demographics – guidance on collecting data about participants' demographics

3. Programme outcomes – information on measuring and reporting participant outcomes
 - a. Mechanisms of change
 - b. Shared programme outcomes

Section 1) Programme outputs

Project Activities

One of the components of the Programme level evaluation is understanding what projects do as a result of Kick the Dust funding, and the extent to which the activities included in the delivery plans are achieved. Each Project will be asked to record and report:

- The type of activities delivered by your project
- A brief description of each - *no more than a sentence for each activity*
- Where your activities took place – *city/town*

We have created a list of outputs that we feel captures the range of activities taking place across the 12 projects. Projects will need to make a judgement about which activity from the list below best aligns with the activities delivered.

Type of activities:

- Curation of heritage content
- Creating an exhibition
- Consultation
- Research/Evaluation
- Campaign/Social Action
- Governance/Committee
- Creating marketing & communications content
- Training/mentoring programmes for participants
- Training for staff
- Hands-on conservation/Archaeology
- Other (anything not included in the above)

It is understood that each project will be monitoring and recording this information in their own way so our aim is to try to standardise this information across all 12 projects as much as possible. To do this, we will collect information from Project

Managers on an annual basis by providing a **Programme Output Questionnaire** for Project Managers to complete. In Year 1, this will be sent to Project Managers in **September 2019**. The data reported should include all outputs since project commencement. The same principle will be followed on an annual basis thereafter. Although we will only collect data on an annual basis, it is important that projects collect and collate this information throughout the project on an on-going basis rather than wait until the end of reporting period.

Participant engagement

For the purposes of the programme evaluation, we regard participants as all the young people engaged as part of Kick the Dust activities. This includes everyone from those visiting an exhibition or attending an event, those that are part of a youth board, to those in a paid role or training placement.

We are interested in understanding the different ways in which participants are engaged by Kick the Dust Projects and have created a “Continuum of Engagement” which categorises the different levels of engagement we see across the programme.

These categories are:

- **Involved** – young people’s engagement is light-touch or one-off, and the aim is for young people to learn or have an enjoyable experience.
 - This could be for example – visiting an exhibition, taking part in a campaign, or attending an event
- **Consultation** – young people are invited to inform and give advice and the goal is to gain young people’s input
 - This could be for example – taking part in a focus group or a workshop
- **Collaboration** – young people are part of the creation and design process and the goal is for young people to lead the activities
 - This could be for example – young people leading a campaign, designing an exhibition, or participating in a mentoring programme
- **Co-leadership** – the goal is deliberative engagement with young people and involvement in decision-making
 - This could be for example – young people on a board or young people in paid roles in the project

These categories represent what we feel cut across the variety of activities we see across the twelve projects. Based on our reading of the project activity plans, we know that many projects have their own categories of engagement. Some projects have three categories of engagement, for example, and others have more. They might be cases where the programme categories do

not align perfectly with projects' own categories and that's O.K. - it will be up to you to decide where your participants fit and you will need to make your best judgement. If in doubt, ask the external evaluators for advice.

For each of the engagement categories above, we will ask you to report:

- The number of young people included
- A demographic summary of the young people who participated in your project (*format for reporting provided in the Programme Output Questionnaire Template*).

The table below provides an example of how the data will be reported, for illustrative purposes. Project Managers will report this information using the annual Programme Output Questionnaire.

Activity	Number of participants engaged
Young people engaged at the “involved” level	50
Young people engaged at the “consultation” level	20
Young people engaged at the “collaboration” level	75
Young people engaged at the “co-leadership” level	10

Skills and development of Kick the Dust participants and staff

In addition to the levels of engagement of Kick the Dust participants, the programme evaluation is also interested in understanding to what extent Kick the Dust provides opportunities for young people to gain and practise new skills. Therefore, projects will need to collect and report information on the following (where relevant to your project):

- Number of participants trained
- Number of participants mentored
- Number qualifications awarded
- Number of paid trainee placements and apprenticeships
- Number of young people in full-time and part-time employment

For all the above, we will ask you to report on a demographic breakdown for each item as well.

Skills and development	What was the demographic make-up of these participants
Participants trained	<i>Please see the Programme Output Questionnaire Template for reporting format</i>
Participants mentored	-
Qualifications awarded	-
Paid placement trainees	-
Apprentices	-
Young people in full-time or part-time employment	-

Type/Level of qualifications

For the qualifications – please also provide the titles and levels for each qualification.

Qualification/Award title	Qualification level (if applicable)	Number of participants who achieved the qualification/award
-	-	-

Staff training

For training targeted at heritage and youth staff, please provide information on the number of staff trained per partner organisation, the type of training they participated in (training objectives), and a breakdown of the organisations they represent. These figures should include any adult volunteers that are trained to support and engage young people as part of the project.

Number of staff trained	Type of training	Organisations of participants trained
-	-	-

A. Project Volunteers

If your project has a specific group of participants that are volunteers (**including those in unpaid training placements**), this should also be recorded and reported as part of the programme evaluation. We suggest using HLF's existing categories for volunteering:

- **Skilled volunteering** - somebody with a professional background offering skilled services e.g. an accountant or when teaching is offered by a volunteer. We anticipate that very few young people would be in this category but there might be some exceptions.
- **Semi-skilled volunteering** – e.g. participants who give their time to be mentors, team leaders, or facilitators
- **Unskilled volunteering** – e.g. light touch volunteering that involves things like helping with navigating visitors, handing out flyers, and other general activities

Some examples of the volunteering categories from project activity plans include (these are included for illustrative purposes):

- **English Heritage’s Shout Out Loud:** This project will have a team of volunteers supported by Youth Participation Officers and includes semi-skilled volunteering such as Group Facilitators and Event and Activity facilitators as well as unskilled volunteering such as Event Stewards.
- **Groundwork’s Future Proof Parks:** This project is focused specifically on increasing young people’s commitment to volunteering in order to preserve parks for the future. In this example, most participants in this project will also be volunteers and will include mostly semi-skilled volunteering that involves some training and mentoring and unskilled volunteering at field days.
- **The Nerve Centre’s Reimagine, Remake, Replay:** This project does not identify specific volunteering roles or activities taken up by young people and therefore this category will not be relevant to this project.

For each **category of volunteering**, projects will need to report:

- The number of young people in that category
- A demographic breakdown of the young people

The table below provides an example of how the data will be reported, for illustrative purposes. Project Managers will report this information using the annual Programme Output Questionnaire.

Volunteer category	Number of volunteers	What was the demographic make-up of these participants
Skilled volunteers	None	<i>Please see the Programme Output Questionnaire Template for reporting format</i>
Semi-skilled volunteers	5	-

Volunteer category	Number of volunteers	What was the demographic make-up of these participants
Unskilled volunteers	150	-

Important note: There may be overlap in some young people's participation in the project which means that some young people will be counted multiple times in the data e.g. a young people might be counted in all three output areas of engagement, training/mentoring, and volunteering. This is to be expected and will accounted for in the analysis. Any questions or concerns about this can be discussed with the external evaluators.

Section 2) Collecting participant demographic data

One of the aims of the Programme evaluation is to demonstrate that Kick the Dust enables organisations to reach and engage more and a greater diversity of young people. Projects will therefore be required to report the types of young people they reach. Projects should collect the following demographic data, using the wording as provided in the **Kick the Dust Question Bank**:

- *Age*
- *Disability*
- *Ethnicity*
- *Socio-economic status* (postcode)
- *Sexuality*
- *Gender identity*

Socio-economic status

Socio-economic status is often calculated from employment status, however asking young people to report employment status of the household can be impractical, especially in the context of one-off engagement activities. Therefore, for a more practical way of measuring socio-economic status, we recommend collecting Postcode data in order to link to Index of Multiple Deprivation (IMD) data, a tool for understanding the relative deprivation of a local area.

Research (including research undertaken by Renaisi for HLF) shows that IMD profiles correlate highly with the socio-economic make up of project localities, and is therefore the simplest way to accurately reflect who projects reach from a socio-economic perspective. There is an online tool for each country in the UK that Projects can use to convert postcodes into an IMD number

which indicates the likely level of deprivation for the household. The tool breaks down levels of deprivation into deciles using a scale of 1 to 10, with 1 representing the most deprived households and 10 being least deprived. Once you have the IMD number for each person, you can use the tool to create a socio-demographic profile.

For England, the tool can be found here: <http://imd-by-postcode.opendatacommunities.org/>

For Scotland, see: <http://www.gov.scot/Topics/Statistics/SIMD/SIMDPostcodeLookup/ScotlandPostcodeLookup>

For Wales, see: <http://wimd.wales.gov.uk/>

For Northern Ireland, see: <http://geoconvert.mimas.ac.uk/> *Please note: This link can be used for the whole of the UK but it is being recommended for Northern Ireland because it is the only option that exists for Northern Ireland currently.*

Approaches to collecting demographic data

Projects should aim to collect demographic data as part of registration and/or sign up processes, where appropriate. For one-off events or activities where pre-registration is not appropriate, it may be more practical to collect demographic information through the **outcomes questionnaire**.

Section 3) Programme outcomes

A) Mechanisms of Change - Measuring young people's experiences of engagement in heritage

Mechanisms of Change is an approach to measuring people's experiences of engaging with services that are delivered in diverse and sometimes diffuse settings. Mechanisms of Change is an approach to evaluation that helps organisations understand the types of experiences that people need to have that lead to positive outcomes, enabling organisations to identify what is working well (or isn't) and why it is working (or isn't).

Emphasising Mechanisms of Change can help to understand what quality looks like at the project level because rather than focusing on the specific activity (e.g. a conversation day, a digital exhibition or a staff workshop), Mechanisms of Change focus on the experience of young people and staff that is *shared* across these activities (e.g. feeling welcomed, respected and included). During the development phase of the programme, Renaisi and CYI developed a set of indicators for measuring the Mechanisms of Change that were identified as being most relevant to the Kick the Dust programme as a whole, and these indicators were included in the programme level Theory of Change. The Theory of Change includes mechanisms of change for young people as well as for consortium partners and heritage staff.

The mechanisms of change for young people have been grouped into two types:

- High quality engagement with young people from all backgrounds
- Empowerment of young people to make change

The indicators for measuring 'High quality engagement with young people from all backgrounds' are:

- Young people feel welcome and included
- Young people feel respected by heritage staff
- Young people feel a sense of purpose and achievement.

And the indicators for measuring 'Empowerment of young people to make change' are:

- Young people feel that their opinions are valued by heritage organisations
- Young people feel represented and influential in heritage organisations.

Guidance on data collection

The Mechanisms of Change should be measured in the same way as the outcomes questions and the external evaluator will provide standardised questions that should be included in questionnaires which participants complete **at the end of the engagement period**.

B) Measuring programme impact

The programme level Theory of Change outlines several shared outcomes that we will aim to measure across all 12 Kick the Dust projects. These outcomes are linked to HLF's overarching outcomes for heritage, people, and communities, but have been broken down and refined for Kick the Dust. Some of these outcomes will be measured directly by Renaisi and CYI, and some outcomes will be measured using Project output data, such as "new heritage content is created" and "increased engagement of young people from a diverse range of backgrounds". Some of the programme outcomes for heritage, for example, require collecting feedback from people directly and there are some outcomes where we want to measure change over time.

The table below outlines the outcomes that Grantees will be asked to measure directly, with an explanation of the data required, suggested methods for collecting the data and suggested frequency of data collection, to ensure consistency of data across all projects.

Kick the Dust programme outcomes table:

Outcome	Indicators	Methods/Question bank
<p>Heritage will be better identified and recorded</p> <p>1. New heritage content is created</p>	<p>Kick the Dust projects create new heritage content</p>	<p>This outcome is only relevant to those project that will be creating new heritage content.</p> <p>Projects should keep a record of the type of content that has been created through the project, using the following list:</p> <ul style="list-style-type: none"> • Stories about people/places/communities • Surveys of natural habitats or species • Recording a building or archaeological site • Cataloguing or digitising archives • Recording information about local customs or traditions • Other <p>This information should be recorded routinely as part of monitoring processes. It will be reported to the external evaluator using the Programme Output Questionnaire.</p> <p>Please also include examples of heritage content through e.g. photographs or other descriptions of the heritage content.</p>
<p>(Heritage will be better interpreted and explained)</p> <p>1. Heritage is better communicated</p>	<p>Kick the Dust projects use a range of tools and media</p>	<p>Projects should keep a record any communication/media content that has been created through the project, including:</p> <ul style="list-style-type: none"> • Videos/Vlogs • Blogs • Apps • Social media pages • Websites • Exhibit interpretation • Leaflets/flyers • Other

Outcome	Indicators	Methods/Question bank
	<p>to communicate about heritage.</p> <p>Kick the Dust projects communicate about heritage in a way that is engaging and accessible to young people.</p> <p>Because of Kick the Dust, communication of heritage content is co-designed or designed specifically with young people in mind.</p>	<p>This information should be recorded routinely as part of monitoring processes. It will be reported to the external evaluator using the Programme Output Questionnaire. Please also include links to examples of online content or send examples of any physical content created.</p> <p>Young people will report on heritage communication outcomes using the Outcomes Questionnaire. Participants should be surveyed, at the end of the engagement period.</p>
<p>(Heritage will be better interpreted and explained) 2. Heritage is more</p>	<p>Young people from a diverse range of backgrounds that engaged</p>	<p>Young people will report on the accessibility outcomes using the Outcomes Questionnaire</p> <p>Participants should be surveyed, at the end of the engagement period.</p>

Outcome	Indicators	Methods/Question bank
<p>accessible to young people</p>	<p>in Kick the Dust activities felt that:</p> <ul style="list-style-type: none"> • Content has young people and under-represented groups in mind • Heritage is easy and affordable to access • Heritage is easy to interpret/understand 	
<p>(Heritage will be better interpreted and explained)</p> <p>3. Heritage content is more inclusive and diverse</p>	<p>Because of Kick the Dust, heritage content is perceived as being more inclusive and diverse.</p> <p>Because of Kick the Dust, young people from a diverse range of backgrounds report feeling more connected to heritage.</p>	<p>Young people will report on the inclusion and diversity outcomes using the Outcomes Questionnaire</p> <p>Participants should be surveyed, at the end of the engagement period.</p>
<p>(People will develop skills)</p> <p>1. Young people will practice new skills</p>	<p>Because of Kick the Dust young people report gaining and/or practicing new skills related to:</p> <ul style="list-style-type: none"> • Heritage skills • Leadership skills 	<p>Young people will report on the skills outcomes using the Outcomes Questionnaire</p> <p>Participants should be surveyed, at the end of the engagement period.</p>

Outcome	Indicators	Methods/Question bank
	<ul style="list-style-type: none"> • Other transferable skills 	
<p>(People will change their attitudes & behaviour)</p> <p>1. Young people's perceptions of heritage will change</p>	<p>Because of Kick the Dust, young people will</p> <ul style="list-style-type: none"> • Feel that heritage is important to them • Feel inspired to participate in future activities • Take action to preserve heritage • Feel that there are more opportunities to volunteer or work in heritage 	<p>Young people will report on the attitude and behaviour outcomes using the Outcomes Questionnaire</p> <p>Participants should be surveyed, at the end of the engagement period.</p>
<p>(People will learn about heritage)</p> <p>1. Young people will learn about heritage in a range of engaging, creative ways</p>	<p>Because of Kick the Dust, young people learn something interesting about the world.</p>	<p>Young people will report on the learning outcome using the Outcomes Questionnaire</p> <p>Participants should be surveyed, at the end of the engagement period.</p>
<p>(People will have enjoyable experiences)</p> <p>1. Young people have fun,</p>	<p>Young people involved in Kick the Dust projects will:</p> <ul style="list-style-type: none"> • Enjoy the social interaction 	<p>Young people will report on the enjoyment outcome using the Outcomes Questionnaire</p> <p>Participants should be surveyed, at the end of the engagement period.</p>

Outcome	Indicators	Methods/Question bank
engaging relevant experiences of heritage	<ul style="list-style-type: none"> • Celebrate their achievements • Have experiences that meet/exceed their expectations 	

Summary of programme evaluation tools

The questionnaires to be developed and provided by the external evaluators include:

Tools	What information will it collect?
Programme output questionnaire	The Programme Output Questionnaire will collect monitoring and output data on each Kick the Dust project. This will be completed by Project Manager for each project on an annual basis and will be shared with the external evaluators.
Question bank	<p>This document includes the standardized questions that all Projects will be required to use to collect programme data related to:</p> <ul style="list-style-type: none"> • Demographics • Mechanisms of change • Outcomes <p>The questions must be used exactly as they are worded in the final Question Bank document.</p>
Ethical considerations and guidance document	<p>A document setting out the key things that Projects need to consider regarding data collection and privacy. This document provides a summary of responsibilities in relation to GDPR, informed consent, withdrawal of consent, disclosure, and safeguarding.</p> <p>This document also includes some example text that Projects may use to provide information to young people about the evaluation, why their personal information is being collected and how it will be used. Projects can amend the wording in this section as necessary.</p>

Tools	What information will it collect?
Template consent forms	Templates that Projects can use to obtain consent from young people to participate in research and evaluation activities, and to have any personal information collected shared for the purposes of evaluation. This is a template only and Projects are encouraged to adapt the wording as necessary.
Example spreadsheet for reporting outcome data	This spreadsheet provides a template for Projects to store and report back the outcomes data collected from participants. Projects may need to make some amendments to this spreadsheet depending on the Project but essentially outcomes data must be reported in the following way: each survey response should be a unique row and should include activity the survey relates to and should also include the 'engagement level' of the participant as described in Section B .

Appendix 4: Survey questions for young people

Kick the Dust – Question Bank

This document provides a bank of questions for Projects to use to measure the outcomes identified in the common measurement framework.

We have reduced the final number of questions Projects are required to ask young people, however you must use all of them.

You may add these questions to any existing questionnaires and use whichever survey format you think will work best for your project (e.g. a paper questionnaire or an online questionnaire). You may also order them however you like and you do not need to include the headings that we have incorporated below. These headings are for reference only so that you know what outcome or output each question relates to.

However, it is very important that you use the **exact wording** as it is provided below, no matter what format you use.

Questions

Question	Answers
What age were you on your last birthday? (tick one)	<ul style="list-style-type: none"> • 11-13 years • 14-16 years • 17-19 years • 20-22 years • 23-25 years
Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months? (tick one)	<ul style="list-style-type: none"> • Yes, limited a lot • Yes, limited a little • No
What is your ethnic group? (tick one)	<p>A. White English / Welsh / Scottish / Northern Irish / British Irish Gypsy or Irish Traveller Any other White background, write in_____</p> <p>B. Mixed / multiple ethnic groups White and Black Caribbean White and Black African White and Asian Any other Mixed / multiple ethnic background, write in__</p> <p>C. Asian / Asian British Indian Pakistani Bangladeshi Chinese Any other Asian background, write in_____</p> <p>D. Black / African / Caribbean / Black British African Caribbean Any other Black / African / Caribbean background, write in__</p> <p>E. Other ethnic group</p>

	Arab Any other ethnic group, write in _
What is your postcode?	Postcode format - A105BC
Which gender do you identify with? (tick one)	Male, female, non-binary/Third gender, in another way _____, Prefer not to say
How would you describe your sexuality? (tick one)	Gay, Lesbian, Bisexual, Heterosexual (straight), in another way _____, Prefer not to say
Do you identify as Trans/transgender? (tick one)	Yes, No, and Prefer not to say
<i>When you took part in the {project/activity}</i>	-
Did you feel welcomed and included in the activities?	Yes Some of the time No I don't know
Did you feel respected by staff and volunteers?	Yes Some of the time No I don't know
Did you feel a sense of achievement?	Yes Some of the time No I don't know
<i>When you took part in the {project/activity}</i>	-
Did you feel listened to?	Yes Some of the time No I don't know
Did you feel you influenced decisions?	Yes Some of the time No I don't know
<i>Since taking part in {the project/activity}</i>	-

I now understand heritage better than I did before	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
I now think heritage is more engaging for young people than before	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
During {the project/activity} there was something of interest for everyone who participated no matter their background	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
{The project/activity} was easy and affordable for me to get involved with	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
I feel that heritage represents people like me	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
During {the project/activity} I've had the chance to try out the following skills (tick all that apply)	Conservation Curating an exhibition Talking to others Writing Leading others Presenting Digital and Creative Media Working in a team Campaigning to create change/raise awareness

	Fundraising IT Design Horticulture Event organising Looking after heritage Other.....
I feel that these skills will be useful to me in the future	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
Since taking part in {the project/activity}, I now think heritage can be interesting to lots of different people	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
<i>Since being part of (the project/activity) I am more likely to:</i>	-
Take part in other local heritage events and activities	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
Become a volunteer at a local heritage organisation	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
Since taking part in {the project/activity} I feel there are jobs for young people like me to work in heritage	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

I learnt new things about heritage during {the project/activity} in a fun and interesting way	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
Was taking part in {the project/activity} how you thought it would be?	Yes No It was better than I thought it would be Don't know

Appendix 5: Approaches to organisational change

A review of second-stage applications and delivery highlight a range of approaches. The table below provides a breakdown for each project and relevant information on their approaches to organisational change.

Project name, Lead Organisation	Approach to organisational change
Scotland 365, National Museums of Scotland	<p>Will deliver change in its own organisation by reviewing organisational processes and approaches to change retention and engagement of young people and future workforce.</p> <p>Develop an organisational strategy for working with young people</p>
Norfolk Journeys, National Museums Service Norfolk	<p>Will deliver change in its own organisation by adopting reflective practice and developing new policies and practices for working with young people across the museum.</p> <p>Recruitment channels in place after the project to continue recruiting young people with a range of abilities, needs and interests.</p> <p>Commissioning of a research change evaluator.</p>
Reimage, Remake, Replay, Nerve Centre	<p>Will deliver change in local museums through training for museum staff, embedding participatory practice in museums.</p> <p>Embed new models of youth engagement in local museums e.g. use of digital technologies.</p> <p>Embedding youth panels in local museums.</p>
Hands on Heritage, National Museum Wales	<p>Will deliver change in its own organisation by developing a Young Person's Cultural Rights scheme, providing a framework for giving young people ownership of heritage and heritage spaces. This will put young people's cultural rights at the centre of operations.</p>

Project name, Lead Organisation	Approach to organisational change
Keeping it Wild, London Wildlife Trust	<p>Will deliver change in its own organisation and other natural heritage organisations by developing a framework for improving communications and marketing strategy to engage more young people.</p> <p>Will deliver change in youth sector by raising awareness of environmental resources and nature as a subject for youth work, maintain strong links between heritage and youth sectors.</p>
Y Heritage, YMCA Leicester	<p>Will deliver change to local museums primarily by developing ability and confidence to employ and be an active participant in skills development of young people.</p> <p>Also has aspirations to deliver change to the city and people of Leicester, including developing a model for future engagement which includes training and education opportunities for young people with complex needs.</p> <p>Enhanced civic knowledge, engagement, belonging and pride through better understanding of the city's heritage.</p>
Ignite, IVE	<p>Will deliver change to local museums primarily through developing Heritage workforce to better understand the needs and opportunities of working with young people, and improve perceptions of how young people can play a positive role in heritage.</p>

Project name, Lead Organisation	Approach to organisational change
Future Proof Parks, Ground Work	<p>Will deliver change in how local parks and natural heritage is managed by developing action plans with Friends of Parks groups.</p> <p>Will create toolkits and how to guides to help groups engage young people in their work.</p>
Shout out Loud, English Heritage	<p>Will deliver change in their own organisation by developing a youth participation model that can be embedded in practice so that high quality engagement is “business as usual”</p> <p>Will change their volunteering brand to include young people.</p>
Hope Streets, Curious Minds	<p>Will deliver change in the heritage sector by embedding new practice into the governance and programming of local museums, and developing action plans to facilitate organisational and local area heritage engagement, shaped by young people.</p> <p>Will develop tailored training and CPD for staff.</p>

Project name, Lead Organisation	Approach to organisational change
Our Shared Cultural Heritage, British Council	<p>Will deliver change in the heritage sector by developing new models of engagement and staff training. Will embed youth work staff with heritage and vice versa using placements.</p> <p>Working with curatorial teams to enable youth-led curation within museum spaces.</p> <p>South Asian Cultural Exchanges that facilitate dialogue between heritage professionals and South Asian counterparts on how heritage can be better managed.</p>
Don't Settle, BeatFreaks	<p>Will deliver change in the heritage sector by establishing RCoop (a radical cooperative) which is a young person's led heritage organisation.</p> <p>Will deliver change in local museums by improving recruitment strategies so that the people museums recruit reflect the local communities.</p> <p>Will 'future proof' heritage by creating a framework for assessing collections and narratives to ensure that Birmingham's cultural institutions are relevant to communities in the future.</p>

Appendix 6: Development phase survey questions

Section 1: Overall experience of the development period

1. How would you describe in three words your experience of the development period?

2. The expectation was that after receiving permission to start, projects would have up to six months to develop their second-round application.
 - a. Do you feel the six-month timeframe for completion of second round application was the right amount of time?
 - i. Yes/No, please explain why
 - b. What barriers did the project face in relation to completing the second- round application?
3. During the development period you had to produce a single year activity plan, rather than one to cover the whole of the project. How useful do you think this approach from HLF was?
 - a. Very useful, useful, not useful
 - b. Open text: please explain
4. During the development period you had to undertake a consultations with young people to inform your delivery plan. How useful do you think this approach was?
 - a. Very useful, useful, not useful
 - b. Were there any challenges you faced? Open text
5. How do you intend to approach producing future activity plans informed by young people;
 - a. Open text: please explain:

Section 2: Support offered during the development phase

6. During the development phase, did you have an HLF mentor?
 - a. Yes/No
7. If so, how would you rate the support you received?
 - a. Excellent/Good/Satisfactory/Poor
 - b. Open text: please explain your answer

Section 3: Experience of forming a partnership and value of partnership going forward

8. Please choose the option below that best describes your consortium:
 - a. It was a completely new partnership with no pre-existing relationships with any of the partners
 - b. The partnership included some existing relationships, but also included some new partners we had not worked with before
 - c. We have pre-existing relationships with all our partners
9. To what extent do you agree/ disagree with the following statements: (Strongly agree/ agree/ neither agree nor disagree/ disagree/ strongly disagree)
 - a. During the development period good relationships were built between partners
 - b. Partners were 'bought into' partnership processes and ways of working
 - c. A shared agenda and vision is developed among partners
 - d. Partners were willing to learn from each other's expertise
10. What aspects of forming the partnership during the development period worked well?
 - a. Open text
11. What aspects of forming the partnership during the development period worked less well?
 - a. Open text
12. What were the challenges to creating a shared vision?

- a. There were no challenges
- b. Skills gaps
- c. Lack of track record in delivery
- d. No strategy to motivate activity
- e. No clear leadership
- f. Workload
- g. Comment/other (please specify)

13. Based on your experience of the development phase, how important do you think the partnership will be to the success of the project going forward/what are your expectations from working in partnership for the rest of the project

- a. Open text

Section 4: Linking with #DustKickers

14. How, if at all, would you like to involve HLF's #DustKickers in your project in the future?

Section 5: Working in a cohort

15. How useful did you find the first Community of Practice event (December 2017)

- a. Very useful, useful, not useful
- b. Open text: please explain

16. Did you link up with other Kick the Dust projects during the development phase to share or explore ideas?

- a. Yes/No
 - i. If so, how valuable was it?
 - ii. If not, why not?

Section 6: Reflections on the programme and the development phase

17. If the Kick the Dust programme was running again what would you change and why?

a. Open text

18. If I knew then what I know now... One piece of advice for a Kick the Dust project starting now would be:

a. Open text

Section 7: Future role of HLF

19. How do you think HLF can continue to provide leadership on the theme of young people and heritage?

a. Open text