heritage lottery fund

Evaluating your HLF project

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Welcome

The Heritage Lottery Fund (HLF) was set up in 1994 to distribute money raised by the National Lottery to heritage projects throughout the UK. In our first 12 years we awarded over £4 billion in grants to over 26,000 projects, from multi-million-pound investments in well-known sites and buildings to small grants making a big difference to community groups.

The Heritage Lottery Fund's strategic aims 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; and
- help people to learn about their own and other people's heritage.

We produce a range of guidance to accompany our funding programmes and application materials. These are designed to illustrate the type of projects we can support and help you to prepare the information we need from you to assess your application. We also aim to help you plan your project effectively and achieve good-quality outcomes, for heritage and people.

We assess all applications to our **Heritage Grants** programme (grants over £50,000) in two rounds. This is so you can apply at an early stage of planning your project and get an idea of whether you have a good chance of getting a grant before you send us your proposals in greater detail. At the first round you can also apply for a development grant. If you are successful, this will contribute to the cost of planning and developing your project up to your second-round application.

All successful applicants must produce a completion and evaluation report and send it to us before we release the last ten per cent of your grant. So all applicants to the Heritage Grants programme should read this guidance. You must also read the guidance and help notes in the Heritage Grants application materials.

For a complete list of our guidance notes visit our website **www.hlf.org.uk.**

Evaluating your HLF project

Contents

About this guidance

In this guidance we explain the evaluation work that we want the organisations we fund to carry out. By 'evaluation' we mean a process of thinking back, in a structured way, on what has worked and why, as your project progresses and reaches completion. We believe that evaluation is worthwhile because it leads to better projects.

We expect evaluation feedback from all the projects we support, in the form of an **evaluation report** and an **evaluation questionnaire.** You will read more about both of these in the following pages. The detail of what you choose to evaluate, and how, is up to you. But, to help, we have also provided an introduction to some of the evaluation tools and techniques that you might want to use. The guidance is divided into five sections.

- Part 1 is an **introduction** where we explain more about why we want projects to carry out their own evaluations, what we will do with the information we ask you to provide and what we can contribute towards your evaluation work.
- Part 2 describes the '**story telling' approach** that we think is most appropriate as a way of going about evaluation for the projects that we fund.
- Part 3 details the **basic numbers** that we expect you to collect to help show the difference made by your project. We've described both *what* we want you to collect and *how* you can do that. We collect these numbers from **all projects we fund**, through an evaluation questionnaire. The questionnaire can be found in the appendices. It is the same for projects funded through our Heritage Grants programme, Your Heritage, Young Roots and Repair Grants for Places of Worship. The questionnaires for the Townscape Heritage Initiative and Landscape Partnerships are slightly different and can be found in the guidance documents for those programmes.
- Part 4 goes **beyond basic numbers** to describe some research techniques that you might want to use in your evaluation.
- Part 5 provides some links and sources of information that we think are particularly useful. There is a lot of evaluation guidance already available, and you will find references throughout this guidance as well as at the end.

We have written this guidance in conjunction with **nef** (the new economics foundation) who have wide experience in working with community groups and funders in developing evaluation methods. We've also drawn heavily on our experience in carrying out research into the social and economic impacts of projects we've funded. You can see the results of that work on our website. **www.hlf.org.uk/English/PublicationsAndInfo/AccessingPublications/Research+and+consultation.htm.**

1 Introduction

1.2 Our approach to evaluation

HLF wants to fund projects that make a difference – to heritage and to people. In our application packs we ask you to explain, in order:

- Why you want to do your project – what need or opportunity is your project seeking to address?
- What you will do – both the capital works and activities our grant will pay for.
- What difference the project will make – what will have changed as a result of your project?

We think that structuring the application in this way will make it easier for you to 'tell the story' of your project. And if that is true before the project starts, it should also be the case once the project is complete; the story that you tell us in your application can be re-visited during and after the project to see how things turned out.

This reflection on the project story – looking back on what you did, and finding out how well it worked – is what we mean by 'evaluation'.

We deliberately use the term 'story' for two reasons. The first is that in the world of measurement and evaluation it is very easy to get bogged down in process and jargon, and although much of it is important and some of it can be helpful, people tend to respond more positively to everyday language; although essentially the same thing, asking people to undertake story-telling just sounds more fun than evaluation!

The second reason is that we recommend an approach to evaluation that is based on describing a project in the form of a narrative or a theory of how change happens. Whether looking forward as part of planning, or looking back as part of evaluation it is important to be able to make the logical connection of the 'before' with the 'after' in terms of how actions and activities bring about immediate or lasting change.

It is important to understand, from the perspective of the potential beneficiaries of the project, what it is that you and they want or expect to change. Once this narrative is properly understood, it is easier to identify indicators[1] of things that are important for knowing if you are achieving your aims and objectives. This avoids falling into the familiar trap of embarking on an exercise in counting things just because they are easy to count, even though those things may be less useful for telling the whole story.

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[1] An indicator is a way of knowing (in the form of a specific piece of information, condition, sign or signal) that can be measured to determine whether a given thing has occurred or has been achieved.

So a description of a project's story is vital for understanding:

- How to manage the project (including to time and to budget) so that energy can be concentrated on those activities that are most important for bringing about change.
- The difference the project is making to heritage, and what that means for those who enjoy and benefit from it.
- The difference the project is making for people who directly experience the project's work, or who might benefit in the longer term or indirectly.
- The difference the project has made to your organisation and the organisations you work with, and how it builds your capacity to do what you do better.

1.2 Why do we want project evaluations and what will we do with them?

It is important when starting an evaluation to be clear about why you are doing it and who it is for. The main reason that we want the organisations we fund to carry out evaluation is because we think it leads to better projects. But we also think it will stand the heritage sector in better stead if it is able to draw on a richer bank of evidence to demonstrate why heritage matters and what it can achieve.

Evaluation has two purposes – one is about *proving,* the other is about *improving.* Proving means demonstrating that change is actually taking place; the resulting story can be just as important for maintaining enthusiasm and momentum of your staff as for justifying funding. When viewed as an *im*-proving exercise, then evaluation needs to be part of a continuous process of learning and growth. Clearly both are important and will inevitably overlap, but those responsible for managing a project must keep asking how each part of an evaluation process will be contributing to the one or the other.

HLF will use your evaluation in three ways:

- We will review the feedback you provide, to help improve our own practice. This will particularly apply at the level of our regional and country teams, who will be the first to receive your evaluation reports.
- We will also want to use some of your evaluation work within the reviews we carry out of our funding as a whole, and we may want to include your results in external publications. However we do not wish to control the content or style of your evaluation reports and we do not expect to rely exclusively on feedback from projects for our own evaluation work. This means that we may still contact you to request the inclusion of your project in one of our own research studies.

- We will promote the messages from evaluation across the heritage sector. Since a key benefit of encouraging more evaluation is to spread learning, we will provide a mechanism for feeding evaluation stories from projects across the sector, through the HLF website and our advocacy work. Your evaluation reports will be promoted and made available through the HLF website.

1.3 What we expect from projects we fund

You will want to have periodic reviews during the implementation of your project to check if it is on track and whether any adjustment is needed (this is often called *formative* evaluation). However the monitoring reports that HLF requires you to complete during your project only deal with the financial details of project spend and whether the planned implementation of capital works and activities is on track. We will not expect anything more detailed than this during the implementation of your project.

At the end of your project, though, we will expect some evaluation feedback from you, in two parts:

1. An **evaluation report** that compiles quantitative and qualitative evidence to tell the story of the project, and which makes a comparison with the aspirations first laid out in your application (this type of report is often referred to as *summative* evaluation). All applicants must produce an evaluation report and we will retain the final 10% of your grant until you have sent us yours. You may very well want to put the data collected for the evaluation questionnaire in your evaluation report (see below) – but Section 4 of this guidance provides some ideas of what else could be included. The final format of your evaluation report is up to you. However, if you are looking for a starting point, a suggested template of report contents is provided in the appendices.

2. A follow-up **evaluation questionnaire.** We will send you this within one year of the completion of your project. This is to make sure that we get some consistent data from funded projects that we can use in our own research and evaluation. We will ask you for a small amount of quantitative data, matching the data that we asked for at the second round of your application. It will include information such as the numbers of activities undertaken, the number of visitors you have received (where appropriate) and the amount of training or volunteer involvement in your project. For all of these 'outputs' of your project we will be interested in the types of people that have benefited as well as the overall numbers. This is so that we can report on the diversity and reach of our funding activity. For larger projects involving capital works we will ask for some of this information again five years after the completion of your project, and ten years after project completion.

1.4 What we will provide

It is realistic to consider evaluation costs of anything up to 5% of the total cost of your project – though the proportion is likely to be less than this on capital-intensive projects. **HLF can make a contribution towards project evaluation costs, and these costs should be included in your budget.** We can contribute between 1% and 3% of your grant amount towards evaluation. However, the figure should not be more than 1% if the grant you want is for £1million or above. The exact amount we agree will depend on judgements about need and value for money, and there may be some cases where we decide a contribution from HLF for project evaluation would duplicate existing funding.

You may want to commission external help with evaluation (though we expect the final evaluation report to be written by you). Again these costs can be included in your project budget.

2 Telling your project story

All good evaluations will incorporate data collected *before* and *after* a project has been delivered, to see whether and to what extent a change has taken place. But it is still possible to keep the process simple and manageable, although clearly evaluation will be more complex on larger projects. For evaluation to be *useful* we believe that it needs to be shaped by four key principles.

- Look beyond outputs – though they are a good foundation the numbers alone do not tell the whole story. To evaluate change means looking at the real differences made by your project – this 'difference' is often referred to as the 'outcomes' of your project, or its 'impact'. Very often outcomes happen at the level of the individual, and so the methods involved must be sensitive enough to pick up whatever individual stories are hidden behind the numbers.
- Tell the story – it is important to be clear about the link between activities and actions and the change that they are designed to bring about. This is about knowing *how* (not just *whether*) a particular activity is bringing about change, and requires an effort to understand the narrative of how outputs lead to the longer-term outcomes and impacts.
- Involve people in your evaluation and make it a conversation – a search for a meaningful narrative requires a dialogue, rather than a mere extraction of data from people.
- Choose indicators that matter – with a better understanding of how an activity or initiative is designed to bring about change it is possible to identify milestones along the path that demonstrate whether or not it is on course. The indicators (literally 'ways of knowing') that change is (or is not) happening can be a combination of numbers and descriptions of people's experience, and must be chosen based on what people associated or benefiting from the project have identified as important to measure, and not just what is easiest to count.

Evaluating your HLF project

In their publication *Proving and Improving: A Quality and Impact Toolkit for Social Enterprise*[2], **nef** (the new economics foundation) sets out ten essential steps that should make up any evaluation cycle. Most of this **nef** guidance is geared towards projects at the smaller end of the range that HLF funds, but we expect that many projects of £1m or more will find helpful information here as well. The steps have been adapted by **nef** for this guidance and are outlined in the Box below.

Ten steps for proving and improving

1. **Know why you're proving and/or improving**

   Identify the key reasons why you want to engage in a proving and/or improving process, including the benefits you hope to achieve. You'll also want to identify the resources available, know who will lead, and identify some tools or methods that may make the process easier.

2. **Know where you are heading**

   Make sure that the project team, including its supporters and funders, are clear about the project's mission, values and objectives. Identify its major activities and actions.

3. **Identify your stakeholders**

   Know who is affected by or affects your project in all of its activities (whether intentionally or otherwise) and what that means for them. These could include staff and volunteers as well as participants, users and beneficiaries. Be prepared not only to collect information from them in later stages of the evaluation, but more immediately consider how they can be involved in deciding what is important to measure.

4. **Map it out**

   Draw on what you have identified in Steps 1 to 3 so that you can describe what the project does and how it does it; for example how it intends to achieve its social, environmental/economic mission; how it seeks to achieve its financial sustainability; and how it plans to live up to its values. Identify where to look for unanticipated effects. This is the **story** of the project as told in terms of its '**theory of change**'[3].

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[2] For the Quality and Impact Toolkit, see www.proveandimprove.org

[3] The term 'theory of change' has been adopted by the Aspen Institute Roundtable on Community Change to describe a technology they have developed for evaluating outcomes and impact. See www.theoryofchange.org for more details.

Ten steps for proving and improving

5. Choose your indicators wisely

For each aspect of the project's theory of change it is important to be able to describe what success looks like and what shows progress. You may need to find ways to measure things that were not intended or expected. Typically this will include identifying what is already being measured and prioritising what is most important to find out about. Only then can you choose the ways of knowing (indicators) that change is happening[4].

6. Make an evaluation plan

After deciding what is important to measure, there needs to be careful consideration of the various methods for obtaining information on each of your chosen indicators. For example, how to collect data or consult with people, how to ask people their opinions, observations and perceptions or simply how to find out what they know.

7. Collect the information

Once responses to surveys and questionnaires have been collected and collated the information needs to be presented in an accessible format such as a spreadsheet so that it can be easily sorted and analysed.

8. Analyse the information – and draw conclusions

Throughout the evaluation process it is important to visit and re-visit what the information you have collected is telling you about how the project is progressing. Clearly at the end of an evaluation cycle this information represents the evidence from which conclusions can be drawn and recommendations made for further action.

9. Share it with others

Include what you have learnt as part of the dialogue or conversation that you started at the outset of the project by offering different stakeholders the opportunity to learn from the process and be involved in shaping what happens next.

10. Learn from it and take action

A proving and/or improving process is a chance to do things better in the future. Be sure that what you have learnt contributes to the next phase of the project.

[4] See www.proveandimprove.org/new/meaim/developgoodindicators.php for more on choosing indicators

The collection of data, represented by Steps 6 and 7 above, is often what is traditionally thought of as evaluation. However there is a danger that these two steps on their own will be meaningless unless the proper thought and preparation has gone into deciding what to collect (Steps 1 to 5), and how to make use of what is found (Steps 8 to 10).

The earlier on in your project that you are thinking about evaluation the easier it will be to collect baseline data – where you are at the start. Indeed it is likely that collection of baseline information will be part of the process that leads you to identify the need that your project is addressing and therefore to decide on the details of the project plan. Having a baseline, and collecting comparable data at the end of your project, will allow you to compare the 'before' with the 'after' and show the 'distance travelled' and proof of the change you have created.

One approach to evaluation that helps structure this process of understanding change has been developed by **nef** in association with Groundwork UK and Barclays Sitesavers. *Prove It!* was originally developed as a handbook to provide a way for measuring the effect of community regeneration projects on the quality of life of local people, particularly in relation to neighbourhood renewal activity. In it the 11 chapters broadly follow the process outlined above for deciding what to measure and how to involve people in the acts of data collection and analysis. As a follow-up to the original publication a simplified toolkit was developed to help structure in as simple a way as possible the collection of data before and after a project.

The **Storyboard Exercise** is one element of this follow-up toolkit and represents a baseline tool developed as a way to simplify the mapping or scoping stage (step 4) of the evaluation process. It has been designed to help articulate how a project's actions will bring about change. It does this by providing the framework to bring together a group of project stakeholders who then set down a shared view of why the project is important, what it aims to achieve, and how it is intended the outcomes will be brought about.

This thinking tool helps a project officer identify the important questions that need to be asked in order to demonstrate whether or not change is happening. A group of people involved with the project or affected by it are invited to discuss eight prompts that together build the hypothesis, or 'story' about how they think the project will make a difference. Once the hypothesis has been established it is easier to identify the indicators that will demonstrate whether or not the project has made a difference. Both as a planning and as an evaluation tool the Storyboard provides a way for people to be involved in the planning and the evaluation of a project.

During implementation and particularly after the completion of the project another *Prove It!* tool, the **Poster Evaluation Exercise**, can come into play. This exercise is a ready-made workshop that offers people involved in the project the opportunity to look back and reflect on what the project has achieved, and to explore what can be learnt form the way it was delivered. It uses a large interactive poster with a timeline to which participants attach post-notes identifying the high points and low points of the project's history. This timeline then forms the basis of a semi-structured discussion about learning and impact. The whole exercise can be undertaken over the period of a two-hour workshop and can either be self-managed or run by an external facilitator.

Both the Storyboard Exercise and the Poster Evaluation Exercise are reproduced in full in the appendices, and can also be accessed online at **www.proveandimprove.org.**

3 Counting

The world cannot be understood without numbers...

3.1 The basic data we expect back from projects

This section outlines the information that we expect each grantee to be able to collect and report back to us. These numbers will not, on their own, tell the whole story of what your project is about, but they will provide an important starting point and foundation for your evaluation. The next section (Section 4) suggests some of the things to be looking for 'beyond the numbers'.

The data headings we expect you to be able to report on match those that we asked you to forecast at the second round of your application. They are:

1. The activities you ran as part of your HLF funded project and the number of people attending.
2. Annual number of visits to an attraction you manage that has benefited from our funding (where this applies).
3. Data on volunteers involved in your project.
4. Data on trainees involved in your project.

These outputs provide HLF with good indicators linked to our own strategic aims of conservation, participation, learning and enjoyment. They help us to understand more about our own 'story of change' in broadening the contribution heritage makes for citizens and communities throughout the UK. The data are also important in enabling us to report back on our achievements in providing Lottery funding in an equitable way. As well as actual numbers we are interested in the types of people involved in the projects we fund – by age group, gender, ethnic background, socio-economic group and disability. Again this information tells us about the range of people benefiting from HLF funding (part of our 'broadening' story) and ensures we can meet our obligations to report on the equality and diversity of our funding.

We run a postal/online questionnaire to collect this data and you will be contacted within a year of the completion of your project by our contractors. The questionnaire is provided in Appendix B. The questionnaire is the same for all our programmes – with the exception of the Townscape Heritage Initiative and Landscape Partnerships. The questionnaires for these programmes can be found in their respective guidance documents.

We would obviously like you to be as accurate as possible in collecting this data, particularly on numbers of activities, volunteers and trainees, where they should be available from your project records. On visit numbers, collecting very accurate data can be more difficult and an estimate is acceptable (though we would like to know how you made your estimate – see below!). Similarly, for demographic information, estimates of proportions are often acceptable and better than no information at all.

The following section is to help you collect the data as fully as possible. We want you to tell us about all the activity that is part of the approved purposes of your project.

1 Activities

Our questionnaire lists a choice of different activities and we will ask you to select those which you think best describe the activities you ran as part of your HLF-funded project. We will not expect you to include activities that take place after your project completes. The activities we list are:

- **Open days.** These are days where you open a heritage site, collection or feature to the public, which cannot normally be visited. It can also include days when you don't charge for admission at attractions that normally charge an entrance fee. You should count each day or part-day opening as one open day. So, an open weekend counts as two open days, and one evening opening counts as one open day.
- A **festival** is a programme of events or activities for the public, lasting one day or more, with a clearly defined theme or focus. For example, a programme for a Black History Month or a local history festival in your local area, town or village. We will ask you to count a festival only once, even if it takes place over more than one day.
- A **temporary exhibition and display** is one that is not a permanent feature of your site and lasts for less than 12 months. We will ask you to count an exhibition or display only once, no matter how long it lasts.
- **Guided tours or walks** can be guided by either your staff or people outside your organisation, but must be based on your heritage site or feature. Again we will ask you to count the actual number of walks and tours. For example, you would enter 100 if five tours took place each day for 20 days.
- We ask for the number of **visits from schools and colleges** (rather than the number of schools and colleges). This can include primary, secondary and higher levels of education. A visit each day in one week from the same school would be counted as five visits.
- **Outreach sessions in schools and colleges.** This is the number of visits made by your staff or the volunteers working with you on the project.
- **Other on-site activities** are any activities that take place at your site that you feel are not included under the other headings.

- **Other outreach or off-site activities** are any activities that have taken place away from your site that you feel you have not been able to tell us about under the above headings.
- **Publications or information technology applications.** These are the number of publications, CD-ROMS, touch-screens or other information technology applications your project created. If your project creates or extends a website, it should only be counted once. For the number of participants, we are interested only in those people helping to create the material, not the number of hits or users on a website or other information-technology application.

2 Visits

In this question we ask about those people who visit the attraction or facility associated with your project regularly. This is because we are interested in the change in the pattern of visits before and after HLF funding. You will not be expected to answer the question if your project only involves a one-off event such as a temporary exhibition or festival (that data can be provided as part of the answer to the question on activities). If the attraction or facility we fund is part of a bigger attraction or facility (for example, if we funded a gallery within a larger museum), we will only want you to give us visit numbers for the part of the attraction or facility which we give money towards. We will ask you to give us information about visits that have taken place in the previous 12 months, rather than in the most recent calendar or financial year. This is because we want to treat all projects in the same way, by getting them to give us information that is the most up to date.

3 Volunteers

In order to focus only on the impact of HLF funding, we will only need you to tell us about those volunteers involved with the project we fund. You will not be expected to include volunteers involved in other aspects of your work. A volunteer is any person who gives their time and skills to a project of their own free will. You can estimate how many volunteer hours they all contributed by multiplying the number of volunteers with the average number of hours for each volunteer each year and the number of years that your project took from start to finish (total volunteer hours = number of volunteers x average number of hours for each volunteer every year x number of years of the project).

4 Training

We will want you to tell us only about those trainees who were involved with the project we fund. You will not be expected to include trainees involved in other aspects of your work. We will ask for each trainee to be recorded once, under the most appropriate skills heading, and the questionnaire lists the types of skills that we think it is most likely you will have provided (for example, construction, conservation and managing heritage sites). Training includes any structured programme of on-the-job training, skill-sharing, work-based learning and work experience.

3.2 People characteristics

For visitors, volunteers and trainees we will also expect you to provide some characteristics of the people involved, under the following categories:

- Age group
- Gender
- Ethnic background
- Socio-economic group
- Disability

On **ethnicity,** the classification we would you like to use is based on a recommendation from the Offices for National Statistics in England, Wales, Scotland and Northern Ireland. There are five groups in the classification, with a sixth in Northern Ireland:

- Asian (Bangladeshi, Indian, Pakistani, other)
- Asian (Chinese)
- Black (Caribbean, African, other)
- White
- Mixed ethnic group
- Irish Traveller (in Northern Ireland only)

Socio-economic groups are classified by the Office of National Statistics using a system which combines information about occupation and employment status. There are eight groups, or classes, in the system and ONS defines the last four as 'lower socio-economic'.

The National Statistics Socio-economic Classification Analytic Classes

1	Higher managerial and professional occupations
1.1	Large employers and higher managerial occupations
1.2	Higher professional occupations
2	Lower managerial and professional occupations
3	Intermediate occupations
4	Small employers and own account workers
5	Lower supervisory and technical occupations
6	Semi-routine occupations
7	Routine occupations
8	Never worked and long-term unemployed

Students are added as 'Not classified'.

The ONS website has a good summary of the classification and also a guide of how to conduct a DIY survey that will give you the NS-SEC class for an individual. This can be downloaded in word form from **www.statistics.gov.uk/methods_quality/ns_sec/default.asp**

More simply, an idea of which occupations fall into each of these classes can also be found on the ONS website at **www.statistics.gov.uk/methods_quality/ns_sec/nssec_self_coded_method.asp**

On **disability** the best practice is to ask people themselves if they consider themselves to have a disability. However, be aware that people with certain disabilities, such as older people with a hearing impairment, may not define themselves as disabled even though they may be regarded as such in legislation. Under the Disability Discrimination Act (1995) disability is defined as 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities' Impairments include:

- mobility problems;
- visual impairments;
- hearing impairments;
- speech impairments and hidden impairments such as
    - dyslexia;
    - mental health problems;
    - learning disabilities/difficulties; and
    - conditions such as diabetes and epilepsy.

* people with HIV infection, multiple sclerosis or cancer

3.3 Capturing characteristics

We understand that it won't always be easy to collect some of this data, particularly if large numbers are involved. Some tips are:

- Visit numbers. If you have a ticketing entrance system this ought to be straightforward. If you have an open entrance, or an open site, it becomes more tricky. You could make an estimate by undertaking periodic manual counts, at regular intervals during the year. An alternative is to consider installing automatic people counters. Although more expensive at the outset this can be more reliable in the long-term. HLF has worked with GreenSpace on how automatic counters can be used at open sites. See **www.green-space.org.uk/greenstat/Downloads/visitor_monitoring_guide.pdf** for more.

- To establish information about age, gender, ethnicity, disability and social groups you will need to use some sort of survey. This could be a self-completion survey (which is cheaper but may have low take up and could be filled in by some types of visitor more than others), or you could carry out face-to-face surveys. Either way you will need a sample of at least 100 people to give the results adequate statistical validity (see Section 4 for more on sampling and statistics). It may be worth considering using a professional research company to carry out the fieldwork for you. You could then concentrate on designing a questionnaire that can also include questions about what visitors thought and felt about their visit to your site.

- Data on volunteers and trainees ought to be easier to assemble from properly maintained project records. You can ask volunteers and trainees to identify their own age group, ethnic background, occupation and whether or not they consider themselves to have a disability.

4 Beyond counting

... but cannot be understood by numbers alone.

4.1 What else to measure?

If your project receives funding from us it means we have judged that it will meet two or, in some cases, all three of our strategic aims on conservation, participation and learning. Obviously, we're most interested in the differences made by projects that are linked to these aims – though we realise you may have other aims in mind as well.

In the application form you are asked to explain the difference that you expect your project to make, linked to these aims, for heritage, for people and for your own organisation. For illustration we provided examples in the application guidance notes of the outcomes that your project might provide for heritage and for people – as a reminder an excerpt from the Heritage Grants application materials is reproduced below.

Section four – project outcomes

In this section we ask you to describe your project's outcomes – the eventual benefits that your proposals will achieve. These can be summarised as the difference your project will make to your heritage, to people, to your own organisation and to the environment.

4a What difference will your project make to your heritage?

- how the project will bring your heritage into better condition;
- how it will make sure that your heritage is better managed and maintained in the future;
- how heritage has been identified and is better understood and appreciated; and
- how your heritage benefits from people being trained to look after it or from new solutions that will lead to heritage being better cared for.

4b What difference will your project make for people?

- help more people to learn about heritage;
- help more people to enjoy heritage;
- provide new skills and experiences;
- build people's understanding of their own and other people's heritage;
- contribute to an improved sense of identity and community;
- build or strengthen partnerships;
- benefit the local area; and
- improve the quality of the local environment.

Please give examples, such as:

- more people will be able to visit a restored historic building;
- local people will have a new place to meet and take part in activities;
- people with disabilities will have access to heritage for the first time;

[5] We have not included details on how to measure environmental impacts in this guidance document. See the separate guidance on *Planning greener heritage projects* for this.

Section four – project outcomes

- there will be more trained stone masons able to work on heritage buildings; and
- there will be a positive economic effect, such as increasing spending in the local area or among local businesses

If the area where the project will be delivered is deprived, please give details and explain how your project will help to address some of the local problems or improve people's quality of life.

4c What are the main groups of people who will benefit from your project?

4d How will you maintain the benefits of your project in the long-term?

- how your project will help your organisation to change and develop for the future. For example, your organisation may:
  * create new jobs for the project and for the longer term;
  * change its management structure;
  * change the services you offer the public ;
  * make new long-term commitments to heritage; or
  * set up new partnerships.

4e How will your project affect the environment?

- What positive impact will your project have on the environment and in what ways you will reduce, as far as possible, any negative impacts?

This section of the evaluation guidance concentrates on the techniques you can use to measure these outcomes. Any or all of these techniques could be included in your evaluation report.

4.2 Techniques and tools for measuring the difference made to your heritage

These differences are most easily measured by carefully recording what conservation work you carried out and how successful it was. There will be a close link here with the measures you included in your *Conservation Management Plan*, if you have prepared one.

You could use your own internal records to assemble indicators linked to heritage, landscape, or wildlife features or collections. For example this might include basic counts of buildings, collection items or landscape features improved, restored to use, brought into public access or whatever is important to your project.

But the value of simple counting is limited, and it can be more meaningful, if it's relevant to your project, to make links with some recognised external standards by which you can judge success. Examples here would be:

- Buildings removed from the English Heritage Buildings at Risk Register. **www.english-heritage.org.uk/server/show/nav.1424** and equivalents in Scotland, Wales and Northern Ireland.
- Nature reserves judged to be in 'favourable' condition, using the Joint Nature Conservation Committee's 'Common Standards for Monitoring Designated Sites' approach. **www.jncc.gov.uk/page-2217**
- The national Green Flag award scheme for parks and green spaces in England and Wales. **www.greenflagaward.org.uk**

If you want an external view of the conservation work carried out through your project, this has to involve asking people whether they think the condition of your heritage has improved as a result of the work you have carried out.

If there was one appointed, you could involve your HLF specialist monitor in writing this part of the report. Otherwise, you could seek the views of people outside your organisation – whether experts, the general public or both. In that case the techniques you would use are the same as those described below for measuring the difference made for people.

4.3 Techniques and tools for measuring the difference made for people and your organisation

Some of the evidence of the difference your project has made for people will be collected through the systems you set up to collect the numbers we reviewed in part 2 of the guidance. For example, the difference made in terms of the number of people visiting your site; a change in the types of people visiting; or an increase in the numbers of people involved as heritage volunteers in your organisation.

But to go beyond counting means collecting evidence by **talking to people**, in a variety of structured and semi-structured ways.

For example, the people you could survey (talk to) as part of your evaluation might well include:

- Your management board/committee.
- Your project staff.
- Staff of partner organisations that you worked with.
- Advisors or other specialists that you worked with.
- HLF staff and the staff of other funders.
- Volunteers and others involved in developing and running the activities you put on e.g. open days, guided walks/tours, temporary exhibitions, festivals etc.

- The people who joined in with or came to those activities.
- The people you trained through your project.
- If it is open to the public, the people that visit your site on an ongoing basis.
- The people that live near to your site.
- The businesses that you used as suppliers on your project, or other local businesses that may have benefited from your project.

A note on sampling

Within some of these groups of people there may be a large number of individuals, and you will need to decide on how many of them you are going to survey i.e. what will be the size of your sample. This particularly applies for visitors and local residents where the 'populations' you need to sample are likely to stretch into the hundreds or thousands. By sampling you only interview a proportion of the overall number in the population. If you interview enough people you can be fairly sure that, in statistical terms, the answers you get will be close to the answers you would have got if you had interviewed everyone. This is known as 'statistical confidence', and is usually expressed as a statement that results are accurate 'to within plus or minus x%'. You can use a web-based 'confidence calculator' to see what the margin of error will be for different sizes of population and the number in your sample. Once the margin of error is down to just a few percentage points it need be of little concern.

As the population size increases the proportion that you need to survey to achieve the same level of statistical confidence falls rapidly. This means that if your overall population is a hundred or so you will need to survey just about all of them to achieve a satisfactory level of accuracy of, for example, +/- 5%. But the good news is that, on a population of 10,000 you would need to survey less than four in every hundred to achieve the same level of +/- 5% accuracy.

Accuracy to within 5% is very good for the types of evaluation you are likely to be doing and +/- 10% is often acceptable. If your sample is going to achieve accuracy much worse than this you should start to wonder if it is the best way of going about the research, or whether you should accept the higher cost of a bigger sample. Conveniently +/- 10% is the level of accuracy that is frequently achieved by surveying just 100 people out of a large overall population of thousands.

The people you interview for a sample are generally chosen at random, though you might decide to set 'quotas' to make sure you get a good representation of people from certain social backgrounds.

Once the numbers of people you survey goes up it becomes more efficient to use a standard questionnaire to ask questions, and limit the number of 'open ended' questions you ask. For example rather than asking 'what made you visit ...', 'what do you think about...', 'how did you hear about...', you would instead use closed questions which get people to respond to statements like 'how much do you agree with...' or 'how would you score ...'.

Partly because of these complexities with sampling, and partly because carrying out the fieldwork, entering data and compiling charts and tables can be very time consuming, it may be that you will want to involve a professional market research company if you want to do a postal, on-site/street or telephone survey. Similarly, research using interviews and focus groups can be skilled and be worth sometimes involving external help.

Having said this, there is still much that can be achieved through evaluation techniques that involve relatively small groups of people that are easier to manage and fun to do, such as interviews with small numbers of project participants. And if you do decide to involve professional researchers to carry out larger pieces of research it's good to have a clear understanding of the population you want to survey, the sample size and the sort of questions you would like asked. Once you've prepared all of this you may even feel confident enough to give it a go yourself.

Avoiding bias

In whatever technique you use, you also need to be aware of 'bias'. This is introduced when the results of responses to a survey may be influenced by the way you go about asking questions. For example, a project officer interviewing a sample of people closely associated with the project is likely to receive only a part of the story about how successful the project has been. To avoid this bias and form a more realistic picture of how the project has worked, the officer should include in the sample some people affected by the project who were not involved in its implementation. If you are comparing across different projects or time, or if you are aggregating results from different projects, then **consistency is the key.** For example only use local people to interview, or only use project officers – don't mix them up. Either way the interviewers would need to be carefully briefed so that questions are being asked in a uniform way.

For more information on surveying and sampling see **www.proveandimprove.org/new/tools/documents/4SurveyQuestionnaireInstructions2.0.doc**

and

www.custominsight.com/articles/random-sampling.asp

Your final choice of survey techniques is likely to depend on which groups of people you are talking to. Some ideas of which techniques are likely to be more suitable for which groups is shown below, followed by some more detail about different surveying techniques and how you can use them.

Table 1 – Examples of who to ask, and how...

	Activity based research	Postal survey	Telephone survey	On site/ on street survey	Interviews	Focus groups
Your management board	✓					
Volunteers and other participants involved in developing the project	✓				✓	
People coming to project activities, events, temporary exhibitions	✓			✓	✓	In small numbers
Trainees	✓		✓		✓	✓
General visitors to an ongoing attraction	In small numbers		✓	✓		In small numbers
People who live near to your site	In small numbers	✓	✓	✓	✓	In small numbers
Local businesses		✓	✓			
Suppliers		✓	✓			

Table 2 – Ways of asking

What it is	How you do it	Benefits	Limitations
Activity based research.	Activity based research is a broad approach that seeks to build community knowledge and encourages grassroots action. It uses a lot of visual methods, and can be less intimidating and complicated than other methods.'[6] It's usually carried out through a facilitated process in which members of a group interact, mainly around visual ways of expressing their opinions and thoughts. These can include timelines, flow charts, resource maps, problem ranking, and a variety of other methods depending upon the context, the skills of the participants, and the levels of literacy.	• Very useful in answering questions of how and why. • Mutual learning environment can help build stakeholders' capacity. • Able to capture a diversity of perceptions. • Ability to understand complex processes. • Good for a general impression of progress or outcomes. • Ability to capture negative or unintended consequences. • Can help to identify and articulate people's felt needs. • Enhances organisation's accountability to its beneficiaries.	• Opinions of those in the group may not represent those of others. • Not very easy to analyse information rigorously. • Can be costly. • Requires specialised facilitation and knowledge of appropriate methods to engage people.
Written surveys. Send by post or email.	You can create your own questions or adapt questions from existing surveys. Always test first with a small 'pilot' group face-to-face for feedback. Create a database or other way to 'code' responses and analyse the results. May need to send different questionnaires to different groups depending upon what applies to their situations.	• Cheap to administer. • Provides uniform information. • Data entry can be simple. • Can be anonymous. • Can be self-administered. • Useful when the thing being measured is well understood.	• Low response rate. • Responses can be biased by the questions. • Questions may not have been understood. • Not certain that the intended person filled in the survey. • Difficulties interpreting responses. • Some people have trouble with written expression or literacy. • Can't check responses with the respondent. • Not useful for complex or conceptual issues.

[6] See www.peopleandparticipation.net/display/Methods/Participatory+Appraisal

Table 2 – Ways of asking

What it is	How you do it	Benefits	Limitations
Telephone survey.	These combine some of the advantages of written surveys with the personal interaction of in-person interviews.	• Relatively low cost. • Personal interaction. • High response rate. • Empathy can motivate a longer/more complete discussion. • Can check meaning. • Can follow leads. • Cheaper than face-to-face. • Interviewee can be more relaxed in their own environment. • Doesn't take long to get started. • Contact with person is used productively, rather than chasing forms. • Can combine open questions with pre-coded ones.	• Can be difficult to contact people. • Some people may not have telephones. • Not useful for children. • Not useful where interviewee doesn't speak the same language as you do. • Respondents may not be able to have a conversation privately.
On site/street face-to-face survey.	Can combine questions with standard answers to more open-ended ones. Best applied when the number of people to interview is relatively small or concentrated in one area. Personal interaction can be helpful, but can also bias the results.	• Personalised. • In-depth, free responses are possible. • Personal connection can help motivate a longer or more complete discussion. • Flexible and adaptable. • The interviewee can respond to visual cues. • Can combine open questions with pre-coded responses.·	• Expensive. • Time-consuming. • May intimidate some people/groups. • Open to manipulation by interviewer. • Can be affected by personality conflicts. • Requires skilled interviewer. • May be difficult to summarise findings. • Difficulties of interviewer travel.

Table 2 – Ways of asking

What it is	How you do it	Benefits	Limitations
Interviews.	Interviews are generally structured with a survey so that the interviewee will give their answer to specific questions. Interviews can also be less structured if the thing(s) you're asking about don't have recognised answers.	• Personalised. • In depth, free-response. • Empathy can motivate a longer/more complete discussion. • Flexible/adaptable. • Can give visual cues. • Can combine open questions with pre-coded ones.	• Expensive. • Time consuming. • May intimidate some individuals or groups. • Open to manipulation by the interviewer. • Vulnerable to personality conflicts. • Required skilled interviewers. • Might be difficult to summarise findings. • Interviewer travel — issues of cost or safety.
Focus groups.	Collect data through group interaction on a topic determined by the researcher. They often help to generate questions but not necessarily definitive answers. Findings need to be compared to a larger survey. The value of a focus group can be strongly affected by the skills of the facilitator.	• Group interaction. • Group consensus. • In-depth discussion. • Can be more efficient than one-to-one interviews. • Uses less resources than one-to-one feedback. • Democratic process where researcher/observer is outnumbered by participants. • Relatively immediate sense of results.	• Small sample size. • Group may not be representative. • Responses all depend on one another and group format may create conformity where differences are suppressed. • May cause people to feel like they need to 'take sides' (polarisation). • People may be manipulated by others in the group. • Questions may not be asked the same way each time. • Difficult to quantify the results or findings. • Not appropriate for some sensitive issues.

Table 2 – Ways of asking

What it is	How you do it	Benefits	Limitations
Art works, video, film.	These can provide evidence of the achievements of a project in a compelling way.	• Filming may be relevant for performance based activities. • Vivid impression. • Creative and artistic. • Can be motivating or fun for participants.	• Expensive • Time consuming • Impression of the project or its outcomes can be affected by the quality of filming and presentation, rather than the quality of the project. • Depends on the skills of the viewer in interpreting. • Taken alone, inability to enquire of participants.

Taken from New Economics Foundation 'Proving & Improving – A quality & impact toolkit for social enterprise'[7]

[7] See www.proveandimprove.org/new/meaim/documents/CompareChart.pdf for a complete version of this table.

Evaluating your HLF project

Activity-based research

The Prove It! tools we mentioned earlier – the project storyboard and the poster evaluation – are both examples of activity based research.

These are good tools to use for discussions amongst the people closest involved in your project – project mangers, staff, partners, funders, volunteers.

They can also work well with small groups of people who have been involved in activities you have run. If you're looking for other ideas along these lines, there are lots of examples in an evaluation pack that we produced for our Young Roots programme.

www.hlf.org.uk/NR/rdonlyres/5958B2E4-99AE-4973-A3BA-5C0ADF94DA53/1479/youngrootsevaluation.pdf

Here's one example ...

Activity: Spider diagrams
Type: Reflection
No. of people: Small groups (between 2 and 4 people)
Time needed:15–30 minutes depending on the amount of discussion
Aim: Record positives and negatives and stimulate discussion. **Good for:** Helps if the group isn't talking, as it feels safer to work in small groups. **What do you need?** Pens; and paper. **Possible questions:** What do you think this project will be like? What historic sites/materials or information sources have you used during the project? Which were easy to find/use, which were difficult to find/use? You could put a skill in the centre of the spider. **Instructions:** 1 Ask each group to draw a picture of a spider in the middle of their piece of paper. 2 Give each group a theme, e.g. the project, information sources etc. 3 Ask them to write the things that concern them about the topic (negatives) on the left of the spider. Ask them to write the things they are confident/not worried about (positives) on the right of the spider. Depending on the theme it can be useful to write each thing on a post it note, until the group can't think of any more things. Then they can decide together which things go on the left and which on the right. 4 Get each group to feedback to the whole group their responses and record the discussion, disagreements etc. 5 You might like to get groups to write down their reasons why along the legs of the spider. 6 If you are using the activity as a group to discuss an issue it is important to ensure that you record whether or not the wider group agrees or disagrees with the other spider diagrams. **Making a record:** Each group produces their own record. Adapted from Power Up:Young Researcher's Resource Pack Deborah McCahon,Youth Action Network

4.4 The question of questions

Whichever research technique you use to talk to people, how well it works will, of course, depend on the questions you choose to ask.

You will be able to come up with questions that work well for your project, but as a starter here are some ideas that we've used in our own evaluation work ...

Questions for volunteers and people participating in project activities

When social researchers have thought and looked at what individuals get out of being involved in heritage projects, the best evidence of impact is found in what might be called 'personal development' – things like new knowledge and skills, new experience, improved confidence, changed attitudes. The evidence for all these impacts overlaps considerably with what we more generally call 'learning'.

> *'Learning is a process of active engagement with experience, It is what people do when they want to make sense of the world. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect. Effective learning leads to change, development and the desire to learn more.'*
> **Museums, Libraries and Archives Council definition adapted from Campaign for Learning**

The research HLF has done into projects we've funded shows that people frequently describe their experience in terms of enjoyment and creativity[8]. Collecting and analysing the descriptions and quotes that people give of their experience is a powerful way of being able to analyse the difference made by your project. But that analysis can be easier to do if you use a framework to organise the responses you get.

One framework we have used is the set of 'Generic Learning Outcomes' (GLOs) developed by the Museums, Libraries and Archives Council as part of its 'Inspiring Learning for All' initiative. This framework groups the sort of 'learning outcomes' that you might hear people describe when they talk about their experience of being involved in your project into five categories – follow the link below for more details.
www.inspiringlearningforall.gov.uk/measuring_learning/learning_outcomes/default.aspx

The table on page 30 shows the GLOs along with examples of questions that can be used to research each outcome. Some of these we have used ourselves, others are taken from the MLA 'Inspiring Learning for All' question bank.
www.inspiringlearningforall.gov.uk/uploads/Question%20Bank.pdf

[8] www.hlf.org.uk/English/PublicationsAndInfo/AccessingPublications/Social+Impact.htm

Table 3 – Generic Learning Outcomes and research question ideas

Outcome	Detail	Example questions to use in research
Increasing knowledge and understanding of heritage.	Knowing what or about something. Learning facts or information. Making sense of something. Deepening understanding. Making links and relationships between things.	Has this project made you feel any differently, or more strongly, about? I have developed an increased interest in something I knew little about before. I have gained knowledge that I can use or have used in my work as a result of my involvement. I have gained a better understanding of other peoples' ideas. I have learnt new things about myself and my family's history. I understand better the community I live in.
Enjoyment, inspiration and creativity.	Having fun. Being surprised. Innovative thoughts. Exploration, experimentation and making. Being inspired/feeling creative.	I found my visit inspiring. I was excited by what I saw and/or what I did. What did you particularly enjoy? Or find inspirational? Has your involvement in the project/activity encouraged you to be creative? In what ways?
Development of personal skills and capabilities.	Knowing how to do something. Being able to do new things. Intellectual skills. Information management skills. Social skills. Communication skills. Physical skills.	Did you learn a new skill? What new things have you found out how to do? **Prompts** Social skills. Speaking and listening skills. Thinking skills. Problem solving skills. Creative or making skills. Observation skills.

Table 3 – Generic Learning Outcomes and research question ideas

Outcome	Detail	Example questions to use in research
Attitudes and values.	Feelings. Perceptions. Opinions about ourselves (e.g. self esteem). Opinions or attitudes towards other people. Increased capacity for tolerance. Empathy. Increased motivation. Attitudes towards organisation running the project. Positive/negative attitudes in relation to an experience.	I learnt things that made me change my mind about something. I am more confident about what I can do/achieve. My involvement has made me more interested in ... Did you experience anything that made you change your mind about something? Is there anything you feel more strongly or less strongly about since your involvement in the project / activity?
Changes in activity, behaviour, progression.	What people do. What people intend to do. What people have done. Reported or observed actions. A change in the way that people manage their lives.	What difference do you think visiting/taking part has made to you? Please describe anything that is new or different that you are likely to do in the future as a result of your involvement. I have developed a new interest through my involvement. I am thinking about starting some training or a college course as a result of my experience here. I am planning to join a special interest group as a result of my experience here. I intend to come again. Visiting has given me lots of ideas for things I could do. The visit has made me want to find out more.

These questions can be used in semi-structured interviews, focus groups or on questionnaires. In interviews and focus groups you can ask questions in a more open way – using how/why/what type questions rather than yes/no responses. By recording or noting the answer it's then possible to categorise or 'code' the responses when you do the analysis. Because of this work in coding and analysing it's easier to manage this technique if you're only talking to small numbers of people.

To get feedback from larger numbers it becomes easier to use a standard questionnaire, with each question turned into a 5 point agree/disagree format (from strongly disagree to strongly agree) or a scoring type format (e.g. 1 to 5 or 0 to 10).

These are some other, more general, questions that we have used in research and that you might want to ask of volunteers and project participants:

- Why did you choose this project/activity to get involved with?
- How easy was it to get involved?
- Did the heritage connection encourage you to get involved or did it put you off?
- If not heritage – what is it that attracted you to the project?
- Have you ever been involved in a heritage project before or with heritage related projects, organisations, services or clubs?
- Why did you get involved?
  - * To learn new things?
  - * To relax?
  - * To have fun?
  - * To spend time with family and/or friends?
  - * To find out more about my community or myself/my culture
- If you could choose just one thing what would you say was the most important difference made by your involvement in the project/activity?
- If a friend asked you why they should join in what would you say?

Questions about social capital

All of these questions are mainly about understanding what difference involvement in your project has made for individuals. But the benefits of heritage projects are not just limited to individuals, and exist for groups of people and communities as well. One way that these group or community impacts are often described is through increasing the level of 'social capital' that exists within an area. This is not an easy thing to measure, but it has been recognised as important by social researchers, and even included in the part of the UK General Household Survey that is run by the Office of National Statistics. ONS says that social capital 'describes the pattern and intensity of networks among people and the shared values which arise from those networks. Greater interaction between people generates a greater sense of community spirit.' For more details see **www.statistics.gov.uk/CCI/nugget.asp?ID=314&Pos=&ColRank=1&Rank=374**

Questions to ask of individuals, which may give you the evidence of group or community impact and provide indicators of social capital would be:

- How much do you feel you belong to something you'd call 'a community'?
- How much do you tend to trust people that you come into contact with in your community?
- How much do you feel you are able to contribute something positive to your community and society?
- How much has involvement in this project changed any of these?
- Has involvement in the project changed whether you think you can influence the way your area changes?
- Has involvement in the project changed the trust you feel for neighbours?
- Has involvement increased number of friends/people you can turn to in the area?
- Do you enjoy living here? How has involvement in the project/activity contribution of your life in the area?

These questions are an illustration – you may be able to develop your own in a participatory way. This can give you a more in-depth understanding of issues that are specific to your project and where you work.

Questions for trainees

Lots of the questions from the Generic Learning Outcomes about skills, creativity, knowledge & understanding, attitudes and progress will obviously be good for evaluating any training that goes on in your project.

As well, you may want to find out what happens to trainees after their involvement in your project – do they move into new areas of work, get promoted, become more satisfied in the work they are doing?

Questions for visitors

Visitor surveys can be used to collect data not just on who your visitors are, but why they've come, where from, what they've liked or not liked, and what else they might be doing in the local area. This is information you can use not only to assess the impact of your project, but track trends in visitor perceptions, learn more about the types of people who visit your site or even understand what economic impacts your site might be having locally.

Questions to ask in your survey need only be limited by your imagination, but there are a number of question categories that usually appear, and which we have used in the surveys we have done with HLF-funded visitor attractions.

About your visit

- Have you visited before?
- How often do you visit/how many times have you visited in the last 12 months?
- Are you on a day trip from home/short-break/longer holiday?
- How long have you stayed?
- Where have you travelled from today?
- How did you travel here?
- How long did your journey take?
- Did you travel from home?
- If not from home, are you staying with friends or relatives/in a hotel/B&B/ camping etc
- If staying away, how far away is your home from this site?
- Who are you visiting with?
- How likely are you to re-visit?

Reasons for your visit

- What is the one main purpose of your visit today?
- Why have you visited this site (i.e. what will you be doing here)
- What motivated you to come?

These latter two questions can be open-ended (but will then need to be coded) or they can be a tick box response to a set list. Alternatively you can ask people the open question and then tick a pre-set list of responses that most closely match their answer.

Assessment of the site/your experience

- How would you rate (insert features or components of your site) on a 1 to 5 scale?
- How easy is it for you to get around?
- How would you rate any special facilities for children?

The ‘features’ you might like people’s opinions on could be anything from the standard of maintenance and upkeep of your site, its visual attractiveness, how well you collections are presented, your information and signage, the design of the park, how helpful your staff are, or even the quality of the café, shops or loos.

Questions about perceptions, thoughts and ideas

To get more of an idea about perceptions, thoughts and ideas you might like to adapt some of the GLO questions, by asking how far people would agree or disagree with the following on a five point scale:

- I have had an enjoyable visit.
- There was lots for me to do.
- There was lots for children to do.
- It was peaceful and gave me a place to relax.
- I felt safe during my visit.
- My visit today inspired me.
- I have gained new knowledge or understanding as a result of my visit.
- I learned more than I had expected to.
- I feel motivated to do something related to what I have seen today.
- It is an imaginative and exciting place.
- Exhibits and collections are displayed in a way that makes it easy for me to understand.

Or questions about the social or family function which your site place in people's lives:

- It is a good place to meet friends.
- Children can learn things here that cannot be learned in the classroom.
- Visiting this site gave me the chance to do more physical activity than I would have otherwise undertaken.
- This site helps me to understand more about this local area and its people.

As well as questionnaires aimed at getting responses from many visitors, all of the above could be used to guide the questions you ask of small groups of people or individuals through interviews or focus groups.

For park and open spaces, HLF has developed a standard questionnaire specifically for our Parks for People programme, along with Greenspace. The survey provides both baseline data for audience development plans and project evaluation. But the materials here can be just as useful for projects funded through other programmes, see **www.greenstat.org.uk**

Questions about economic impact

If you want to measure the local economic impacts related to the people visiting the heritage site you manage you will need to ask an extra set of questions.

- The amount visitors spend on the day of their visit, both on-site and off-site, under various categories such as accommodation, eating and drinking, travel, gifts and souvenirs.
- How long they are staying in the local area.
- A question which provides an indication of how important your site was in drawing them into the local area. This is to provide an estimate of what is known as 'displacement'. This is important for taking into account what would have happened anyway, even if your project hadn't gone ahead or your site even existed. A proportion of your visitors will have been in the local area even if they hadn't visited your attraction, and ideally you only want to measure the economic impact of the extra, or 'additional' visitors that would not have come into the local area.

There are various ways of asking this displacement question. You could use the answer given to 'what was the one main purpose of your visit to this area today' (e.g. only count as 'additional' those people who answer 'to visit your site') or you could ask: 'If (name of your site) had not been open to visit today, what would you have done?' Those people answering that they would have stayed at home, or gone on a visit outside your local area could then be regarded as 'additional'.

However – a word of warning. Even if you do collect this survey data, it can be a tricky task to turn the results into a proper economic impact assessment. If you do want to do this work you may well need to involve an external consultant. We would advise only doing this where the impacts are likely to be significant and will justify the cost of paying the consultant's fee. In our own evaluation work, for example, we only do this type of work on projects where we have awarded a grant of more than £2m.

A more basic way of measuring the economic impact of your project is to look at what happened to the money you spent on goods and services in getting it done – which business benefited, and where are they based? More on measuring these direct economic benefits is given in the section below on 'local businesses'.

Questions for local residents

Though surveys of your visitors can tell you a great deal they can only tell you about the people who have chosen to come. One idea for research, then, is to move away from your site and talk to a group of people amongst the most likely to benefit from your project – the people who live nearby.

Several of the research techniques given in tables 1 and 2 can come into use here – you could arrange meetings or focus groups with local tenants and residents groups for example. Or you could carry out interviews with individuals you think are good at representing parts of the local community.

Alternatively you could gather the views of a wider sample through a standard questionnaire sent out by post (though don't expect a high response rate) or carried out in people's homes or on the street (but you will probably need to use a market research company to do this).

Many of the questions you ask of visitors – about the appearance of the site and the quality of facilities – can be asked of residents as well. But here are some extra ideas that we have used – you can see that with some of the questions there is a strong cross-over here with the questions about perceptions of the local area that come into the idea of social capital.

- How much do you agree or disagree with the following statements?
  This is a good place to **live**.
- How has this area changed in recent years as a place to live?
- How much do you agree that (Name of your site):
  * Helps to make this a good place to live?
  * Helps to make this area look attractive?
  * Provides me with a peaceful place to relax?
  * Is a place where there is lots going on?
  * Provides me with an important connection to this area's history?
  * Is a good place to meet friends?
  * Helps me to take more exercise than I would otherwise?
  * Is easy for me to visit if I want to?
  * Is a place I feel safe visiting during the day/at night?
  * Is important in making this part of the country special?
  * Is a place I feel proud of?

These questions can give you a good idea of what people generally feel and think about your site. But if you have undertaken major changes to it through your HLF grant you might want to ask directly what difference people feel this work has made – to your heritage and to their lives. You could do this by asking people to make before/after comparisons, to directly rate the changes you have made or – best of all – you can compare results you obtained before the project started with those after it has finished.

Questions for local businesses

The New Economics Foundation has developed an evaluation tool that provides a simple and understandable way to measure local economic impact. It's called 'Local Multiplier 3' – or LM3. The tool encourages project managers to think about local money flows, and how it's possible to increase local economic impact.

The tool is designed to be quick and relatively easy. Here's how it works:

1) Take a source of income (such as a grant to undertake a project, or the ongoing running costs of the site) and follow how it is

2) spent

and then

3) re-spent within a defined geographic area (where this area is defined as the 'local economy').

These three steps are the '3' in LM3. The 'multiplier' is the idea that money entering a local economy has a multiplied effect on that economy based on the way people spend and re-spend it. Steps 1 and 2 can be done from your own project records. Step 3 involves asking your suppliers about the goods, services and labour that they buy in.

For most HLF projects this approach of measuring local economic impact is likely to be the most relevant – and simplest to do. If you are interested in the technique you can find more at **www.pluggingtheleaks.org**

LM3 is also available as a web-based tool, LM3 Online, making the data collection process relatively quick and simple. LM3 Online is free for charities and non-profit organisations and can be accessed by visiting **www.lm3online.org**

If you think your business has a bigger local impact than through the spending of your grant and/or your ongoing operational expenditure you might consider doing a fuller survey of local businesses. Through a survey like this you would ask two main sets of question:

- Details of the business.
  - Type of business.
  - Number of employees.
  - Turnover.
  - How long the business has been at its current location.
  - If it has moved recently, where did it move from?
- Importance of your site for the business.
  - As a generator of business and income.
  - Perceptions of whether the importance of your site to the business has changed in recent years.
  - Expectations of how this might change in the future.
  - Whether your site was a factor in the business deciding to locate in the area.

It is possible to carry out other types of economic research to look at even more types of economic impact that your site or the HLF project might have had – for example on local property values or business confidence in the area. But these depend on data sets stretching over many years and require specialist knowledge. They are unlikely to be the most relevant types of evaluation research that you can do.

5 More help and ideas

We hope this guidance has given you a good indication of what we mean by evaluation and what we want to see from projects we fund. We have not tried to say everything there is to say about evaluation in this guidance, since there is a lot of good advice already available. The final section of our guidance is a guide to the best of what we have found.

Association of Inland Navigation Authorities: Demonstrating the value of waterways

A guide developed for the appraisal and evaluation of waterway restoration and regeneration projects, but with wider applications to other types of heritage projects. See **www.aina.org.uk/aina_outputs**

Centre for Local Economic Strategies: Evaluating regeneration projects and programme

A guide primarily aimed at people undertaking an evaluation of a regeneration project, outlining tools and skills through a detailed step-by-step approach. Contact CLES at **www.cles.org.uk**

Charities Evaluation Service

The Charities Evaluation Service (CES) provides information and advice on quality and evaluation systems for the voluntary sector. It offers courses on monitoring and evaluation and quality assurance, and can also provide in house training tailored for a specific organisation. CES can also provide consultancy in monitoring, evaluation and quality systems for charities and funders, as well as help an organisation to develop its own self-evaluation framework, commission an external evaluation or develop a custom-made quality system. For more details visit **www.ces-vol.org.uk**

Church Urban Fund

The Church Urban Fund (CUF) is a not for profit organisation supporting social action in the most deprived areas of England. As well as financial support in the form of small grants, the organisation offers material support through a range of online resources and tools for projects to develop, plan and evaluate community-based projects. To stimulate some ideas for how to go about telling a project's story it is worth having a look at their Project Reflection and Development Tools (based on Prove It's Storyboard and Project Reflection workshops) as well as an approach they have developed for assessing the value that a church contributes to the community. These can be accessed at **www.cuf.org.uk/tools.aspx**

Community Planning Website

Developed by Nick Wates and Associates, the Royal Town Planning Institute and a host of other partners including the Department for Communities and Local Government (DCLG) and the Department for International Development (DfID) the Community Planning Website has grown out of the Community Planning Handbook that was produced in 2000. Although the book is still available, the website provides instant access to comprehensive information at: **www.communityplanning.net/index.htm**

HLF Young Roots Project Evaluation Pack

A pack which was put together to help groups funded through our Young Roots programme to evaluate their project. It contains activities to use with a group of people that are involved in a project. The activities can work on many types of project and are pick 'n' mix, so you can choose those you think will work best. See **www.hlf.org.uk/NR/rdonlyres/5958B2E4-99AE-4973-A3BA-5C0ADF94DA53/1479/youngrootsevaluation.pdf**

Institute for Volunteering Research

The *Volunteering Impact Assessment Toolkit* was developed as a self-assessment exercise for VIO organisations to gain a clearer understanding of the impact of volunteering activity on the four main stakeholder groups involved: the Volunteers; the Host Organisation; the Service Users and the Wider Community. It provides the framework and tools (including ready-made questionnaires) to explore a range of service outputs and potential impacts of their activities for example on the skills, knowledge and confidence of staff, volunteers and users and the communities in which they live and work. To find out more about the Institute visit **www.ivr.org.uk** and to obtain the toolkit, visit: **www.volunteering.org.uk/Resources/publications/volunteeringtoolkit.htm**

Forestry Commission Participation Toolbox

Designed for forest and woodland managers to support public involvement activity. Although the website has been designed for practitioners working in forestry, it provides information relevant for any project officer who is looking to involve a wide group of stakeholders in planning or evaluation activity. The toolbox helps users identify for themselves whom to involve, which tools to use, when to use the tools, and what resources will be needed. The toolbox can be accessed and downloaded for free at **www.forestry.gov.uk/toolbox**

GreenSTAT

GreenSTAT is a system that gives local residents the opportunity to comment on the quality of their open spaces and how well they feel they are being managed and maintained. Developed by GreenSpace it records users' views of their local parks and green spaces, and is used by projects funded through HLF's Parks for People programme. See **www.greenstat.org.uk**

Magenta Book

Guidance notes on policy evaluation and analysis produced by the Government Social Research Unit. The notes have been written by GSRU staff along with academic researchers and give a detailed but accessible account of statistical methods and different research techniques.
See **www.nationalschool.gov.uk/policyhub/magenta_book**

Museums, Libraries and Archives Council – Inspiring Learning for All

The Measure Learning Toolkit provides a method for using what people say about their learning experiences in museums, archives and libraries to provide evidence of impact. It uses a framework based on a range of Generic Learning Outcomes (GLOs) to create a common language for aggregating evidence of learning across services and service points. The website provides an online toolkit for assessing participants' and visitors' feedback in terms of the changes that their experiences have brought about. This can be accessed at **www.inspiringlearningforall.gov.uk/introduction/default.aspx**

Participation works!

This handbook contains 21 proven techniques from around the world for involving people in various types of community activity, including planning and evaluation. It shows how to choose between different approaches, how to use them properly and where to go for more information. Although published in 1998, it still provides a helpful overview of tried and tested methods for community participation. The booklet is available as a Word document that can be downloaded for free at
www.neweconomics.org/gen/z_sys_PublicationDetail.aspx?PID=16

People and Participation website

This is an online resource for anyone looking to enhance the quality of participation in their projects. You can register and access the information and resources available at **www.peopleandparticipation.net/display/Involve/Home**

Plugging the Leaks and LM3

nef (the new economics foundation) has developed evaluation tools that provide simple ways to understand and measure local economic impact. Plugging the Leaks provides a participative framework for mapping how a local economy works and how it could be made to work better. LM3 is a tool that allows project managers to measure the way local money flows, in order to be able to demonstrate if there has been an increase in a project's local economic impact. More details of the thinking behind the tools can be found at **www.pluggingtheleaks.org** LM3 is also available as a web-based tool, *LM3 Online*, making the data collection process relatively quick and simple. *LM3 Online* is free for charities and non-profit organisations and can be accessed by visiting **www.lm3online.org**

Prove It!

Prove It! was initially developed by **nef** in partnership with Groundwork UK and Barclays Sitesavers as an approach to measure the effects of neighbourhood renewal on local people. Subsequent developments of the approach include a lighter version that upholds the principles of measuring what matters and involving stakeholders at the heart of the process whilst keeping measurement manageable and possible for small organisations. For the original handbook see: **www.neweconomics.org/gen/z_sys_publicationdetail.aspx?pid=2**
And for a general overview of Prove It! and the subsequent developments see **www.proveandimprove.org/new/tools/proveit.php**

Proving & Improving – A quality and impact toolkit for social enterprise

This site was constructed as part of a project to support social enterprises in planning, managing and evaluating their work. As well as providing details on specific quality and impact measurement tools such as Social Accounting, PQASSO, EMAS or Eco Mapping, the site provides general guidance for measurement and evaluation for any outcomes-focussed initiative. Browse **www.proveandimprove.org** for more details.

JNCC Common Standards Monitoring for Designated Sites

The publication of 'common standards' for monitoring nature conservation was a requirement of the 1990 Environmental Protection Act. The standards were developed by the Joint Nature Conservation Committee and provide a reliable method with which to assess the conservation status of nature sites over time. See **www.jncc.gov.uk/page-2198** for more.

Research Centre, City College Norwich

The research centre has teamed up with a group of voluntary organisations in Norfolk to develop the *SOUL Project*. SOUL stands for Soft Outcomes Universal Learning and the project grew out of a need identified by the Norfolk voluntary and community sector to evidence the progression of their clients in relation to informal learning. This is learning which does not lead to a recognised qualification and takes place in a wide variety of settings. One of the partnership's objectives was the development of a system to monitor and measure progression in 'soft' outcomes. The tool is in the process of development, but to find out more visit **www.theresearchcentre.co.uk**

Social Audit Network

The Social Audit Network's (SAN) mission is "to promote and support social accounting as the preferred means whereby organisations operating in the community, social economy and public sectors report on their social, environmental and economic performance and impact". SAN distributes information regularly to a growing email network worldwide, provides training courses in social accounting and audit and manages a register of SAN approved social auditors. SAN has recently published its updated Social Accounting and Audit Manual and CD. To find out more visit **www.socialauditnetwork.org.uk**

Theory of change

Theory of change refers to the backward link from an outcome to the original actions and activities that were designed to bring it about. For an evaluation of outcomes to be meaningful, it must be framed in a way that demonstrates this link. For details on how to incorporate theory of change thinking into an evaluation, visit the Aspen Institute Roundtable on Community Change website at **www.theoryofchange.org**

Triangle Consulting

This consultancy specialises in developing outcomes measurement, and in particular the Outcomes Star, a tool for tracking distance travelled for the much harder to measure outcomes relating to an individual's personal growth and development. Specialist versions of the Outcomes Star tool have been or are being developed for use with homeless people, and for projects addressing drug and alcohol addiction, domestic violence, parenting and mental health issues. For more details see **www.triangleconsulting.co.uk**

UK Evaluation Society

The UK Evaluation Society exists to promote and improve the theory, practice, understanding and utilisation of evaluation and its contribution to public knowledge and to promote cross-sector and cross-disciplinary dialogue and debate. This website provides information about the activities of the UKES and news about other evaluation activities, jobs, contracts, events, resources in the UK and internationally. For more details see **www.evaluation.org.uk**

Wildlife Trusts – Guidance on Evaluating and Monitoring our People and Wildlife Work

This evaluation guide book was produced by the Berkshire, Buckinghamshire and Oxfordshire Wildlife Trust with funding support from HLF. It was written to provide a system for monitoring the backgrounds of people with whom the Wildlife Trusts work and a method for evaluating 'personal and social benefits'. To contact the Trust see **www.bbowt.org.uk**

Appendix A

Suggested structure for evaluation report

Report section	What it covers	Where the information could come from
1 Executive summary		
2 What you wanted to happen	The aims of the project. This section reviews why you wanted to do the project, what you planned to do and what difference you expected it to make. What was the 'story of change' behind the project?	This could be based on the discussion had as part of Evaluation step 4: Mapping the project. Typically findings from the Storyboard exercise(s) will inform this.
3 What actually happened	How did things turn out? Sections to cover here could include: a) Project management The report should include management issues such as planning, staffing or the timetable. b) The difference made by your project. Treat the following separately: • The difference made to heritage. • The difference made for people. Include data on activities, visitors, volunteers, trainees – but also the results of any survey work you do and qualitative feedback that you collect. • Environmental impacts e.g. resource-use issues, energy efficiency. • Your organisation. Has your organisation changed as a result of this project?	• Draw on data collected as part of any formal survey questionnaire process (before and after comparisons). • Visitors comments (analysed using the MLA Generic Learning Outcomes framework). • Material from a project diary. • Poster Evaluation Exercise with users and beneficiaries.
4 Review	• What do you think worked well and why? • What didn't work and why? • How much of the 'difference' would have happened anyway, even if no project had been undertaken at all (In evaluation jargon this is known as 'deadweight'.)	• Poster Evaluation Workshop with users and beneficiaries, staff and volunteers.
5 Summary of lessons learnt	• What might you do differently next time?	• Poster Evaluation Workshop amongst staff and volunteers.

Appendix B

HLF evaluation questionnaire – sample

This is a sample of the questionnaire that we will send you within one year of the completion of your project. For larger projects involving capital works we will ask for some of this information again five years after the completion of your project, and ten years after project completion.

We've included the questionnaire in the guidance so that you know, in advance, the information that we expect to receive from you once your project is over. *You should not use this sample to provide us with the information we ask for, but wait to be contacted by our research company.*

Heritage use

1 If your project led to a heritage building being used in a different way, please tell us who uses it by putting a cross in one of the boxes below. You may mark more than one box if more than one group uses it.

Mark all the boxes that apply

☐ Private-sector business

☐ Community or voluntary group

☐ Public sector or government

☐ Residential

Activities

2a Which of the following activities listed in the table below were carried out through your project?

2b For each of the activities chosen in question 2a, please say how many times they were provided throughout your project.

2c For each of the activities chosen in question 2a, please give the total number of participants.

Note: If there were three festivals held during the lifetime of the project, the total number of participants would be the total number at all three festivals.

	2a Mark all that apply	2b Number provided throughout the project	2c Total number of participants
Open days	☐		
Festivals	☐		
Temporary exhibitions and displays	☐		
Guided tours or walks	☐		
Visits from schools and colleges	☐		
Outreach sessions in schools and colleges	☐		
Other on-site activities	☐		
Other outreach or off-site activities	☐		
Publications or information technology applications	☐		

Appendix B

Visitors

Mark one box only

3a Was your project associated with a heritage attraction or facility that receives visitors all year round? ☐ Yes ☐ No

If 'No', go to question 6a. If 'Yes', go to question 3b.

Mark one box only

3b Do you charge visitors an entry fee? ☐ Yes ☐ No

Write in a number for each question

3c How many visits have you had in the last 12 months? ☐☐☐☐☐

3d How many visits did you have in the 12 months before that? ☐☐☐☐☐

3e How many visits did you have in the 12 months before your HLF project started? ☐☐☐☐☐

3f Of the visitors in the last 12 months, what percentage were aged:

Five or under?	☐☐☐ %	17 to 18?	☐☐☐ %	26 to 59?	☐☐☐ %
Six to 10?	☐☐☐ %	19 to 25?	☐☐☐ %	60 and over?	☐☐☐ %
11 to 16?	☐☐☐ %				

Write in a percentage for each age group. The percentages should add up to 100%.

3g Of the visitors in the last 12 months, what percentage were:

male? ☐☐☐ % female? ☐☐☐ %

Write in a percentage for each gender group. The percentages should add up to 100%

3h Of the visitors in the last 12 months, what percentage were from the following ethnic groups:

Asian (Bangladeshi, Indian Pakistani, other)	☐☐☐ %	White	☐☐☐ %
Asian (Chinese)	☐☐☐ %	Irish traveller (in Northern Ireland only)	☐☐☐ %
Black (Caribbean, African, other)	☐☐☐ %	Other	☐☐☐ %
Mixed ethnic group	☐☐☐ %		

Write in a percentage for each ethnic group. The percentages should add up to 100%

Appendix B

Please only answer question 3i if your project is based in Northern Ireland.

3i Which community background were your visitors from?

Mark one box only

☐ Mainly from Catholic communities

☐ Mainly from Protestant communities

☐ From communities that are Protestant and Catholic in equal number

☐ Mainly from communities that are neither Protestant nor Catholic

3j Of the visitors in the last 12 months, what percentage considered themselves as having a disability?

Write in a percentage

☐☐☐ %

3k Of the visitors in the last 12 months, what percentage were from the following socio-economic groups?

Write in a percentage for each group. The percentages should add up to 100%

Higher managerial and professional occupations	☐☐☐ %	Lower managerial and professional occupations	☐☐☐ %
Intermediate occupations	☐☐☐ %	Small employers and own account workers	☐☐☐ %
Lower supervisory and technical occupations	☐☐☐ %	Semi-routine occupations	☐☐☐ %
Routine occupations	☐☐☐ %	Long-term unemployed	☐☐☐ %

3l How did you get the information we asked for in questions 3a to 3k?

Mark all that apply

☐ Face-to-face survey

☐ Questionnaire

☐ Admission ticket

☐ Recording visits mechanically or electronically

☐ Other

Access

4 Do you think your project has made heritage accessible to more people? If so, in which of these ways?

Mark all that apply

☐ Physical ☐ Cultural ☐ Sensory

☐ Organisational ☐ Intellectual ☐ Financial

Opening hours

5 How many extra hours are you open each year compared to before your HLF project started? ☐☐☐☐☐

Appendix B

Volunteers

Write in a number for each question.

6a How many volunteers worked on your project, from its start to its finish? ☐☐☐☐☐

6b How many volunteer hours did they deliver in total? ☐☐☐☐☐

6c How many volunteers have worked with you in the last 12 months? ☐☐☐☐☐

6d Of the volunteers that worked on your HLF project, what percentage were aged:

11 to 16? ☐☐☐%

17 to 18? ☐☐☐%

19 to 25? ☐☐☐%

26 to 59? ☐☐☐%

60 and over? ☐☐☐%

Write in a percentage for each age group. The percentages should add up to 100%.

6e Of the volunteers that worked on your HLF project, what percentage were:

male? ☐☐☐% female? ☐☐☐%

Write in a percentage for each gender group. The percentages should add up to 100%.

6f Of the volunteers that worked on your HLF project, what percentage were from the following ethnic groups:

Asian (Bangladeshi, Indian Pakistani, other) ☐☐☐%

Asian (Chinese) ☐☐☐%

Black (Caribbean, African, other) ☐☐☐%

Mixed ethnic group ☐☐☐%

White ☐☐☐%

Irish traveller (in Northern Ireland only) ☐☐☐%

Other ☐☐☐%

Write in a percentage for each ethnic group. The percentages should add up to 100%

Please only answer question 6g if your project is based in Northern Ireland.

6g Which community background were your volunteers from?

Mark one box only

☐ Mainly from Catholic communities

☐ Mainly from Protestant communities

☐ From communities that are Protestant and Catholic in equal number

☐ Mainly from communities that are neither Protestant nor Catholic

6h Of the volunteers that worked on your HLF project, what percentage considered themselves as having a disability?

Write in a percentage

☐☐☐%

Appendix B

6i Of the volunteers that worked on your HLF project, what percentage were from the following socio-economic groups?

Write in a percentage for each group. The percentages should add up to 100%

Higher managerial and professional occupations	☐☐☐ %	Lower managerial and professional occupations	☐☐☐ %
Intermediate occupations	☐☐☐ %	Small employers and own account workers	☐☐☐ %
Lower supervisory and technical occupations	☐☐☐ %	Semi-routine occupations	☐☐☐ %
Routine occupations	☐☐☐ %	Long-term unemployed	☐☐☐ %

Training

Write in a number

7a How many people have received training through your project? ☐☐☐☐☐

7b What skills have they been trained in?

Mark all that apply

- ☐ Construction
- ☐ Conservation – land, habitats, species
- ☐ Conservation – buildings, monuments
- ☐ Conservation – industrial, maritime and transport heritage
- ☐ Conservation – collections including oral history
- ☐ Archaeology
- ☐ Delivering participation, including consultation and volunteer management
- ☐ Managing heritage sites, including customer care and marketing
- ☐ Media skills, including websites, films and recordings

7c What percentage of the trainees were aged:

16 to 18?	☐☐☐ %	26 to 59?	☐☐☐ %
19 to 25?	☐☐☐ %	60 and over?	☐☐☐ %

Write in a percentage for each age group. The percentages should add up to 100%.

7d What percentage of the trainees were:

male? ☐☐☐ % female? ☐☐☐ %

Write in a percentage for each gender group. The percentages should add up to 100%.

Appendix B

7e What percentage of the trainees were from the following ethnic groups:

Asian (Bangladeshi, Indian Pakistani, other) ☐☐☐%

Asian (Chinese) ☐☐☐%

Black (Caribbean, African, other) ☐☐☐%

Mixed ethnic group ☐☐☐%

White ☐☐☐%

Irish traveller (in Northern Ireland only) ☐☐☐%

Other ☐☐☐%

Write in a percentage for each ethnic group. The percentages should add up to 100%

Please only answer question 7f if your project is based in Northern Ireland.

7f Which community background were your trainees from?

Mark one box only

☐ Mainly from Catholic communities

☐ Mainly from Protestant communities

☐ From communities that are Protestant and Catholic in equal number

☐ Mainly from communities that are neither Protestant nor Catholic

7g What percentage of the trainees considered themselves as having a disability?

Write in a percentage

☐☐☐%

7h What percentage of the trainees were from the following socio-economic groups?

Write in a percentage for each group. The percentages should add up to 100%

Higher managerial and professional occupations ☐☐☐%

Intermediate occupations ☐☐☐%

Lower supervisory and technical occupations ☐☐☐%

Routine occupations ☐☐☐%

Lower managerial and professional occupations ☐☐☐%

Small employers and own account workers ☐☐☐%

Semi-routine occupations ☐☐☐%

Long-term unemployed ☐☐☐%

Project staff

8 How many staff were employed in delivering your project?

Write in a number for each group

Number of full-time staff: ☐☐☐☐☐

Number of part-time staff: ☐☐☐☐☐

Number of full-time equivalents: ☐☐☐☐☐

Appendix C

Prove It! evaluation toolkit

Storyboard and impact mapping exercise

Introduction

Prove It! is about making evaluation simpler and more manageable so that it becomes part of the culture of an organisation, not an add-on at the end of a project.

Evaluation guides and handbooks will tell you that for the evaluation of a project to be effective it needs to be planned before the project itself begins. Prove It! is no exception. This is important because in order to track the impact that your work has had, you first need to have a hypothesis, or theory about how the activities (the inputs) produce particular results (outputs) that in turn help to bring about a change (the outcomes).

For example, a common hypothesis is that activities and resources employed to build a fresh-water well (the inputs of a project) result in the provision of a clean source of water (an output of a project) which will lead to reduced incidence of water-borne diseases (an outcome). How this change comes about is what we call the 'story' of the project.

The first stage of developing any project is about understanding the 'story' about how particular activities address an identified need and lead to a particular outcome. The first part of the Prove It! Toolkit involves a simple two-part exercise for project managers to use on their own or with project workers and key people involved in the project.

Once you have completed this short exercise you will have a Project Storyboard against which the final evaluation can be compared. It will be especially useful for the retrospective Reflection Poster Session in the Toolkit that takes place at the end of the project.

Appendix C

Preparing for a Storyboard

This note provides a four-step outline for conducting a conversation about impact. Although the implication is that you will involve a whole range of stakeholders in such an exercise, it works equally well as the starting point for a one-to-one conversation between one person wanting to relate the story of their project to another.

You can use this exercise to map your impact, so that you can:

- Describe the story (hypothesis) of how the activities of a project or an organisation bring about not only the short-term outputs and outcomes but also the longer term impacts.
- Better engage with stakeholder groups so that they are involved in the process of establishing criteria for success, as well as choosing targets and indicators that are meaningful to them.
- Establish a clearer understanding of what needs to be measured in order that the story can best be told, and specific measurement tools and frameworks can be chosen that are fit for the purpose of proving it.

Step one: eight questions for a conversation

Bring together a group of stakeholders for a meeting. These might be people who affect or who could benefit from the project. Make sure that they have a good grasp of what the project is about, and then in the light of that knowledge invite them to read through the eight questions in the left hand column of the table below. Ask them to think about the answers they would give from their particular perspectives as project workers, participants or potential beneficiaries.

Divide the group into pairs or threes and ask them to use the questions as the basis for having a conversation about the project – perhaps with one person asking the questions and the others describing 'their take' on how the project might work. Together you will build a picture (showing a logical progression) of how they see the project might have an effect. The right hand column in the table provides some prompts as a guide for that conversation.

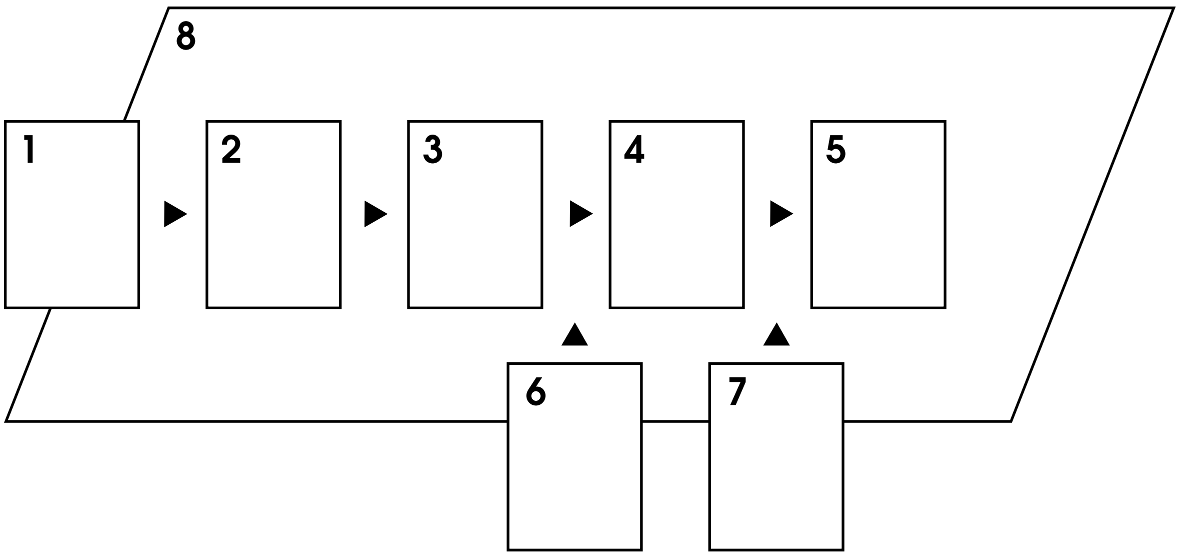
Appendix C

Questions	Prompts
1 What is the context in which you are working or living that means you can see the value in setting up this project?	You could describe the project area as it is **now**, and the **need** that you hope the project will address.
2 What are the activities and actions that are being planned as part of the project?	These could include project planning, obtaining resources and involving people in different ways as well as delivering the physical elements of a project.
3 What initial results (changes) would you expect to see once these activities and actions have begun and the project is on its way?	'Changes' could be in the attitudes and behaviour of people affected by the project, as well as more visible, physical changes to the area.
4 What **medium-term changes** do you expect to see as a result of the project? 5 What **long-term changes** do you expect to see as a result of the project?	You could define 'medium-term' as 8 to 16 months and define 'long-term' as beyond 16 months from the project's start date. However, this of course depends on the nature of the project. At this stage focus on positive changes – but make a note of potential negative effects as part of Question 8 below.
6 How do the initial results (in box number 3) lead to the medium-term changes that you identified in Question 4 above? 7 How do the medium-term changes (in box number 4) lead to the longer-term changes that you identified in Question 5 above?	Questions 6 and 7 present an opportunity to explore the assumptions that have been made that one change will automatically lead to another. To test the assumptions about those changes you need to be clear what else needs to happen or be part of the experience to make it so. For example, just achieving a qualification may not be enough to ensure people get a job – perhaps some additional intervention, such as guidance on how to prepare for a job interview is needed to make this more likely to happen. So try and describe precisely how each of the more immediate changes will lead to further changes in the future or for a wider group of people. Sometimes asking "Why is that important?" of each thing you mentioned in response to questions 3 and 4 can help with this.
8 What barriers do you foresee in implementing the actions or activities, and what might prevent the positive changes you have identified from coming about?	This question is a useful opportunity for a reality check.

Appendix C

Step two: building a storyboard

Prepare a large sheet of paper (A3 or larger depending on how many people are taking part in the exercise) by reproducing the blank flow chart diagram as in the picture below.



Having allowed the stakeholders (in pairs or groups) to discuss each of the eight questions in detail (and to do so more in the spirit of a conversation than an interview) invite them to summarise (in note form) their responses in each of the corresponding numbered boxes on the flow chat. You can fill in the boxes in any order, so by all means start with the easy ones. Feel free to add extra comments to boxes as and when ideas occur to people during the conversation.

With a large group you could give people Post-it notes, invite them to summarise their responses on those and then attach them to a large wall-sized version of the flow-chart.

If you cannot get everybody ‘in the room’ at the same time, you could take a large version of the flow chart to different venues and on separate occasions invite people to take part, attaching their contributions as and when they are able to do so. This will be much harder to manage, but at least people will see that they are contributing, literally, to a ‘bigger picture’.

Appendix C

Step three: impact mapping

Now have a look at what you have written in each box and triangle, and think about each comment in terms of whether you would describe it as an **Input,** an **Activity,** an **Output,** an **Outcome** or an **Impact.**

Clarify which is which by listing each of the comments under one of the five headings. (We recommend that you draw up a blank version of the table below onto a flipchart sheet and fill it in column by column.)

Inputs	Activities	Outputs	Outcomes	Impacts
The **resources** that you need to manage the project. *E.g. Time, money, staff, other assets (such as a building), a clear vision and shared direction etc.*	The **things** that you do to effect some sort of change in people, the community, or the environment. *E.g. Providing a service, a programme, or a good to people.*	The **direct results and beneficiaries.** Usually outputs show that certain people receive something, learn something, or take part in something as a result of what you do or how you do it. *E.g. Easily countable things, like the number of people involved, or the number of hours of training delivered etc.*	**Longer-term change.** Describe why each output is important, in terms of the implications for, and the effect it has on, a local area or a group of people. *This is the theory that you will be testing – the link between what you do and the things you care passionately about.*	When thinking about your vision, impacts are the **big picture change** you are trying to create or the changes in the wider world that the work you are doing is contributing to. *E.g. This could be in terms of your vision for change in people's lives, a community, the environment or the local economy.* Otherwise a more precise definition of impacts is '**the outcomes less what would have happened anyway**'. *E.g. If you got 10 people a job, how many would have got one anyway?*

For now, don't be afraid to put the same thing in more than one column. People often get hung up on the definitions for these words; try not get bogged down and so decide what definitions work best for you. As a guide the *working definitions* in the table above may help you decide for yourselves which is which.

Although this next bit isn't essential, you may feel it necessary to decide for each of the comments in the columns when roughly they will happen (or when they need to have happened for the project to be a success) and label them **NOW**, **SOON** or **LATER** (or N, S or L) as you think appropriate. You will need to have agreed timescales for "now, soon and later" in order to do this.

Appendix C

Step four: ways of knowing

You should now have at least two large sheets of paper on display. One is showing the completed Storyboard, and the other with five columns listing **Inputs, Activities, Outputs, Outcomes** and **Impacts.**

Inputs	▶	Activities	▶	Outputs	▶	Outcomes	▶	Impacts
How do you know?		How do you know?		How do you know?		How do you know?		How do you know?

As a first step to choosing and **developing indicators** (literally: ways of knowing that something has happened or changed) ask yourselves *how you will know* that a particular input has been delivered, *how you will know* that an activity has successfully produced a particular output, and *how you will know* that that output has successfully brought about an outcome and an impact. Do this for each of the items you have listed in each of the columns.

On a third sheet of flipchart paper, make a long list of these '**ways of knowing**'. This will be the basis for a master list of the things you need to measure in order to be able to tell your story.

Of the things on this long list:

1 Which ones are you measuring already?

2 Which ones would you like to measure in order to give you the most important bit of the story?

Appendix D

Prove It! evaluation toolkit

Evaluation poster session instructions

Introduction

This is the last part of data collection for a **Prove it!** evaluation. It is designed so that those who have been involved in the project can look back over the work and reflect on the impacts it has made and the lessons that have been learnt.

It is also the opportunity for someone who has not been directly involved with the project to come along and play the part of '**auditor**' to check that they agree with the findings as interpreted by the project managers and help explore whether the hypotheses on how the project creates impact stand up in reality. To do this you will need to look again at the *Project Storyboard* (the first document in the toolkit) that was prepared by the project manager when the evaluation of the project was initially planned.

This tool takes the form of a Poster that structures a one and a half to two and a half-hour meeting. Participants are guided through a series of stages each focusing on a different aspect of the project's outputs and outcomes. Traditional evaluation using 'before and after' indicators is usually best for catching intended outcomes; this Poster Session is designed to acknowledge these as well as to understand some of the un-intended and unexpected consequences of the project, particularly throughout the process of its delivery.

Preparation for the meeting

Who should come?

The session will be attended by up to twelve participants. These are chosen from the various groups who have been involved with or affected by the project. They will include members of the project team including managers and project participants, project partners and representatives from the wider community (from the panel of local residents). As far as possible select representatives from each of these groups to make up an attendance list.

Who runs the session and what should they do?

The Poster session requires no formal knowledge of facilitation. As part of the effort to ensure the fairness of the findings we recommend that the person chosen to run the session should be an outsider who can provide some independence to the proceedings, and give a different perspective to that of the project manager on the findings of the evaluation.

In effect this outsider performs an '**auditor**' role. They might be a retired local person, a community activist, someone form a local business or housing association or a representative from a different organisation. They need to be able to give up about a day in total, to include the Poster Session as well as reading through and commenting on a final draft of the project manager's **Prove It!** report.

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It is important that the '**auditor**' is identified early on and sent these instructions well in advance so that they have plenty of time to prepare for the meeting. Their main job on the day is to make sure that everyone gets a fair chance to have their say.

Someone will also need to be responsible for making sure the venue and refreshments are sorted out and that the participants are informed in good time when and where the meeting will take place and what they should expect.

The materials

The Poster consists of four separate sheets. It needs to be assembled so that each sheet is reproduced on an A1 (flipchart) sized piece of paper. This can be done easily by taking the electronic version of the poster to a high street printing shop who can print it out on this large format. Alternatively, print out the four sheets onto normal A4 paper and copy them by hand onto four A1 sized flipchart sheets.

In addition to the poster you will need to obtain a set of Post-it notes in five contrasting colours, and medium/broad-tipped marker pens for each participant. If different coloured Post-it notes are difficult to obtain, then make sure that you have at least five different coloured pens.

There are six stages to the workshop. These are numbered in the instructions, and denoted by the large numbers on the Poster. Once the meeting begins, the facilitator needs to make sure everyone keeps to time. Aim to complete the workshop in two and a half hours (including breaks). Not every stage will take the same amount of time, in fact the first three stages may only take a few minutes each, whereas the second three stages will take longer.

Put the poster on a firm flat surface so that everybody in the meeting can see it and can stick things on it. You could put it on a wall, on the floor or on a large table.

Arrange the seating so that everyone can see the poster and each other.

You are now ready to start.

Introductions

(expected time 5–10 minutes)

Why are we here?

Explain why you have come together and what you hope to achieve.

What will happen?

Explain what will happen: how long it will take and how you are going to fill in the poster together.

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How long will it take?

Agree the time at which you will finish. Explain roughly how long you have for each stage and ask someone in the group to keep an eye on the time.

Introduce yourselves

Introduce yourselves if needs be. If some people don't know each other very well, you can ask them to say more about themselves than who they are and where they come from. Questions they could answer include:

- where they live;
- what they like about living there;
- their involvement with the project;
- what they hope to get from the meeting.

(**Note**: Even if you know everyone in the room, they might not know each other.)

Stage 1: name of project and attendance

(expected time 5–10 minutes)

It might be that you want to discuss everything the group has done, or just one element of a specific project. Let the group decide and then write the name of the group and the name of the project (if appropriate) at the top of the first sheet of the poster (by the 'number 1').

Stage 2: signing in

(expected time 5–10 minutes)

Look at the **Key** at the top of the second sheet of the poster ('number 2'). There is a table with five rows of boxes, four of which have been left blank. Assign a different coloured Post-it note to each of the shaded boxes on the left hand side of the table. If you are not using different coloured Post-it notes, denote each shaded box with a different coloured marker pen.

Now check how many people are present at the meeting.

If there are four people or fewer at the meeting:

Ask each person to write his or her name in one of the boxes of the left-hand column entitled: **Names.** People don't have to write anything in the column **Group Name.** Don't divide into groups but give each individual a different-coloured pad of Post-it notes (or a different coloured marker pen) and continue as normal. Now go to the: 'Who is not here?' step in this stage.

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If there are more than four people at the meeting:

Ask everyone to divide themselves into no more than four groups. As a rule, people should go in the same group if they have something in common in relation to the project.

For example, you might want to divide up into groups made up of Project Managers, Project Partners, Project Participants and Local Residents from the wider community. If you are all volunteers or project workers, and you don't want to give yourselves group names, just divide yourselves into four equally-sized groups.

Once you have agreed how to divide up, ask each group to write down their group name (if they have chosen one) in one of the boxes labelled **Group Name** on the right-hand column of the **Key.** Then ask each person to write his or her name in the 'Names' box in the left-hand column. You can now go to: 'Who is not here?'

(**Note:** Don't get bogged down in this section! If there aren't obvious groups then just divide yourselves as equally as possible.)

Who is not here?

The last group of the **Key** is labelled 'Who is not here?' Ask everybody if there are groups or individuals not present at the meeting who may have a perspective different from those that are already represented. Agree on the most important groups or individuals (not more than three) and write their names in the space next to this box. If you have some way of representing their opinions at the meeting, remember to include these (this may include a written note, notes from a prior telephone conversation or someone representing the opinions of the absent party). Be careful of misrepresenting absent people and do note that they were not actually present at the meeting.

Stage 3: calibrate the timeline

(expected time 5–10 minutes)

Today's date

Enter today's date in the box labelled 'You Are Here' at the right-hand end of the timeline on the second sheet of the poster.

Starting date

Agree the start date of your project and enter that at the beginning of the timeline.

(**Note:** This might be when you first thought of the project; you first started meeting as a group; or perhaps when you started to raise funds and so on. If you are in any doubt, go back to the *Project Storyboard* and see what date was entered there as the project start date.)

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Between starting and today's date

Mark the timeline with some years and/or months so that you can record events in the right place.

Stage 4: highs and lows

(expected time 35–45 minutes)

Divide up into the groups that you have decided on. Each group must have a different coloured set of Post-it notes corresponding to the key, and a pen (or coloured pens if using same-coloured Post-it notes).

Using Post-it notes

Ask each group to discuss amongst themselves and to agree on the two highest and two lowest points of the project. They could start by noting as many highs and lows as they like, but eventually they will need to choose two of each for the poster. Ask them to give each high and low a short title that describes it (e.g. 'Planted bulbs'). Write each title on a Post-it note. Also write a very brief reason explaining why it was a high or low. So, for example, your Post-it note could read 'Planted bulbs – real sense of progress in group'.

Presenting group by group

Each group presents its Highs and Lows to everybody else in the room while attaching the Post-it notes to the poster.

Place the highs and lows (the Post-it notes) on the poster at the appropriate date along the timeline. *Highs go above the timeline and lows below. The further away from the timeline, the more extreme the high or low was.*

(**Note:** If you haven't already done so now might be a good time to take a 10–15-minute break.)

Stage 5: connections, impacts and learning

(expected time 5–15 minutes)

Connections

Now the whole group has a look at the poster and discusses the overall picture. Can you see any connections between different highs and lows, for example where a high or low point has led to subsequent highs and lows? Use a marker pen to link them up with arrows.

Now refer back to the *Project Storyboard* prepared at the start of the project. This consists of two parts:

1 A 'theories of change' template describing the original hypothesis about how the project was intended to make change.

2 A project planning timeline on which the line on the left shows the anticipated order of activities and milestones, and on the right (dotted line) the expected outcomes.

Use the spaces on the evaluation poster to write down what you as a group notice as the impacts and learning from the project. Here are some suggested questions you could use to focus this discussion.

Impacts

- How does the anticipated timetable of activities compare with the way things actually turned out?
- What difference have we made by doing this project? Have there been any spin-off effects?
- How has this project made people in the area feel? What evidence do we have?
- How has the project helped people to develop new skills and confidence? What evidence do we have?
- What evidence do you have that your anticipated outcomes have come about as expected? If they haven't come about, why is this?
- What do people in the area do differently as a result of the project? What evidence do we have?

Learning

- Have there been any surprises?
- What would we have done differently in this project if we knew at the start what we know now?

Stage 6: moving forward

(expected time 20–30 minutes)

You have thought about highs and lows, and you have highlighted some lessons. Now it is time to take a look into the future. Ask the whole group to answer the following questions and complete the table on the far right-hand side of the poster:

What do we want to achieve next?

Think about the goals that still need to be achieved. Maybe you want to change the direction of the project, or develop the next one.

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What do we need to do in order to achieve it?

Once you have clarified your goals think carefully which actions will be necessary in order to achieve them. You will probably also want to think about who could take responsibility for particular actions and deadlines.

You have now completed the poster. Well done!

Feeding back

When the meeting is over, take a few moments to transfer the information from the poster onto the **poster session recording sheet.** This will be useful for summarizing what happened in the meeting for yourself and for telling other people who were not able to attend. It can also form part of the project manager's final report on the project.

Appendix D

Prove It! project evaluation poster

Stage 1: name of project and attendance

Name of group

Name of project

Stage 2: signing in

Key

Names	Group Name
	Who is not here?

Prove It! project evaluation poster

Stage 3: calibrate the timeline

Stage 4: highs and lows

High

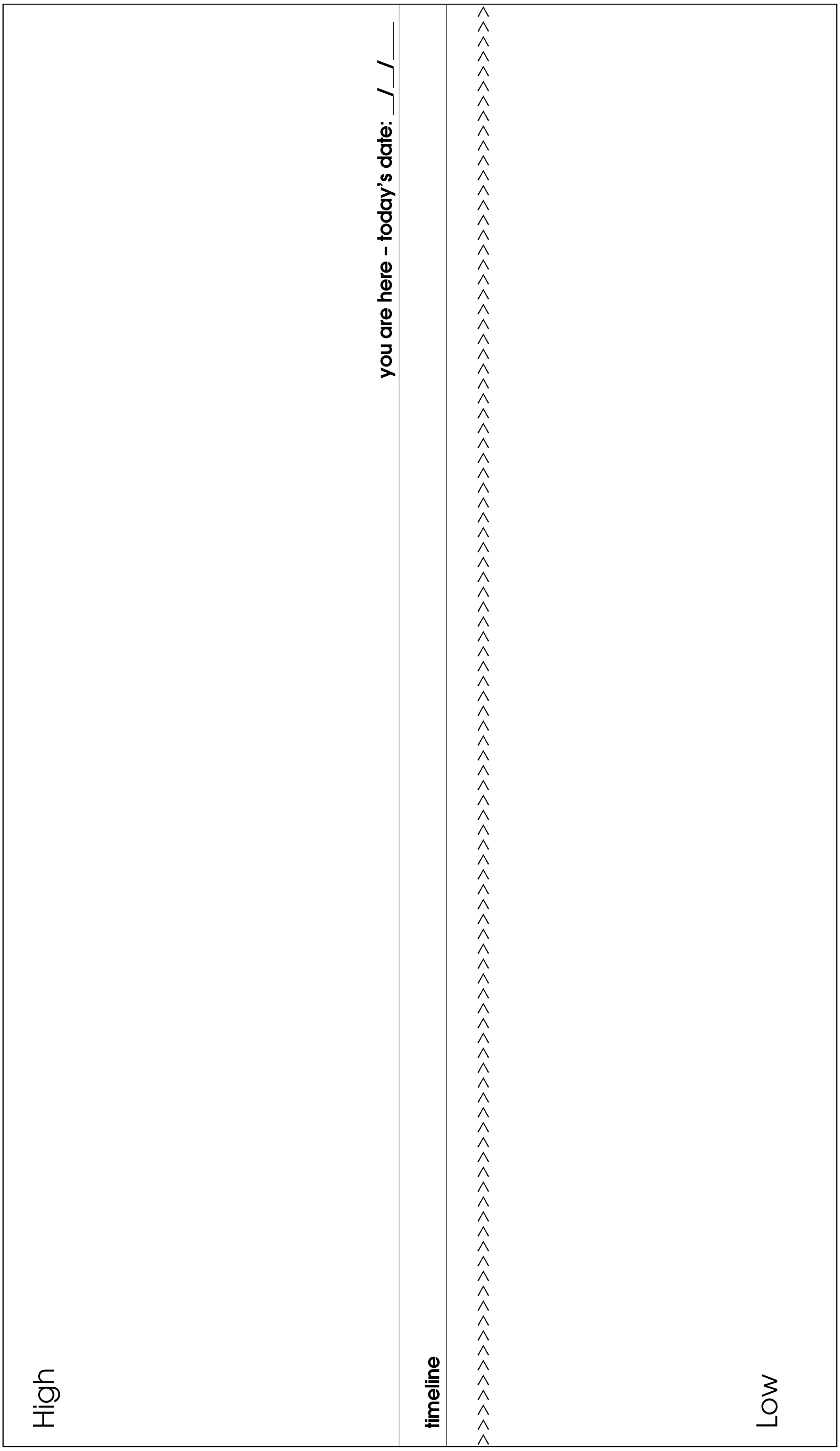
Project start date:__/__/___

timeline

Low

Appendix D

Prove It! project evaluation poster



Appendix D

Prove It! project evaluation poster

Stage 5: connections, impacts and learning

Learning

Impacts

Appendix D

Prove It! project evaluation poster

Stage 6: moving forward

What do we want to achieve next?

What do we need to achieve next?

This tool has been adapted from a poster that was developed by the New Economics Foundation in conjunction with the Shell Better Britain Campaign.

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