



Evaluation

Good-practice guidance

October 2012

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1 Introduction

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.

HLF funds projects that make a difference – for heritage and people. In our application forms we ask applicants 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?

Structuring the application in this way makes it easier for applicants to ‘tell the story’ of a project. If that is true before the project starts, it should also be the case once the project is complete; the story told in an application can be re-visited during and after the project to see how things turned out.

This guidance provides some background information on carrying out evaluation along with advice and ideas on producing your evaluation report. It will also be useful for evaluating the outcomes that your project achieves.

Section 3 provides advice on the basic data we ask for in the evaluation questionnaire – though that data can also be fed into the evaluation report to help tell your project story. It is particularly relevant to the following outcomes:

- People will have learnt about heritage;
- People will have developed skills;
- People will have volunteered time; and
- More people and a wider range of people will have engaged with heritage.

The remaining sections are relevant to evaluating all the outcomes that we are looking for projects to achieve (with the exception of reducing environmental impacts). The table below shows which sections are particularly relevant for each outcome.

	4.3.1	4.3.2	4.3.3	4.3.4	4.3.5	4.3.6
	Questions for volunteers and project participants	Questions for trainees	Questions for visitors	Questions for visitors on economic impact	Questions for local business	Questions for local residents
Outcomes for people						
Learnt about	Y	Y	Y			Y

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	4.3.1	4.3.2	4.3.3	4.3.4	4.3.5	4.3.6
heritage						
Developed skills	Y	Y				
Changed attitudes / behaviour	Y	Y	Y			Y
Had an enjoyable experience	Y	Y	Y			Y
Volunteered time	Y					
Outcomes for communities						
more people and a wider range of people	Y	Y	Y			Y
Local economies will be boosted				Y	Y	
Local areas/communities will be a better place to live/work/visit			Y		Y	Y

The guidance was produced by Heritage Lottery Fund and the New Economics Foundation. It also draws heavily on our experience in carrying out research into the social and economic impacts of HLF projects.

2 Telling the project story

Whether looking forward as part of planning, or looking back as part of evaluation, using the term ‘story’ makes the logical connection of the “before” with the “after” in terms of how actions and activities bring about immediate or lasting change. Once this narrative of change is properly understood, it is easier to identify indicators¹ of things that are important for knowing if you are achieving your aims and objectives. And 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.

Evaluation really has two purposes – one is about proving, the other is about improving. Clearly both are important and will inevitably overlap, but it is good to keep asking how each part of an evaluation process will be contributing to one or the other:

- **Proving** means demonstrating that change is actually taking place; the resulting story can be just as important for maintaining enthusiasm and momentum of staff as for justifying funding; and
- When viewed as an **improving** exercise, evaluation is part of a continuous process of learning and development.

Useful evaluation is shaped by four 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 a project – this ‘difference’ is often referred to as the ‘outcomes’ of a 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; and
- 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.

The earlier on in your project that you are thinking about evaluation the easier it will be to collect baseline data. 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.

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.

3 Counting

The world cannot be understood without numbers

Numbers will not, on their own, tell the whole story of what a project is about, but they will provide an important starting point and foundation for an evaluation.

On HLF funded projects we collect data at application and post-completion stage on:

- the activities run as part of the funded project and the number of people attending;
- annual number of visits to an attraction that has benefited from funding (where this applies);
- the volunteers involved in the project;
- the trainees involved in the project; and
- the number of jobs created to implement a project and maintain its benefits.

3.1 Capturing data

It isn't always 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 trickier. You can 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;
- 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; and
- 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.

3.2 Digital outputs

Evaluating the digital part of a project is not that different from evaluating any other form of activity. At the planning stage of your project you will need to set measures and targets for your digital outputs and decide how to gather and record your achievements against them. Your targets and measures should be quantitative e.g. the number of downloads of a phone app, users of an online resource or contributors to a survey of habitats and species; and qualitative e.g. positive comments or suggestions received through your online feedback form or online survey.

If you are creating a website, one of the most basic quantitative measures is to collect statistics about visitors to your website; this will normally include number of visits, page views, how long users spend on your site, and which pages are most frequently viewed. One of the most useful tools to help you collect this information is Google Analytics (googleanalytics.com). This is free to use and provides an array of different statistics. It does require a small snippet of HTML code to be inserted into the pages you want to track so if you are planning a large collection you will need the technical expertise to insert this code automatically on to every page. Another simple measure is how many other websites are linking in to your website. This can easily be checked using the [Alexa.com website](http://Alexa.com). If you are using social media sites, such as Facebook, you can also capture data about followers and the number of 'likes' your site has.

3.3 Demographics

To look at the diversity and breadth of beneficiaries is important too, under the following categories:

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

On ethnicity the most appropriate classification 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; or
- 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 classes in the full system, though it is possible to have simplified five- and three-class versions as well. The full version can be time consuming and requires a skilled researcher to undertake the survey questions and carry out the classification based on individual responses. But ONS researchers have also developed a self-coded version of the NS-SEC, which is suitable for use in situations such as postal or online surveys where the collection and coding of detailed occupation information is not justified. This version uses the following five class system:

1 Managerial, administrative and professional occupations;

2 Intermediate occupations;

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3 Small employers and own account workers;

4 Lower supervisory and technical occupations; or

5 Semi-routine and routine occupations.

The method only requires you to ask four questions – though the answers to these questions will then need to be carefully analysed to derive the right class. The ONS web-site explains how to do this. See section 14 – the self-coded method.

<http://www.ons.gov.uk/ons/guide-method/classifications/current-standard-classifications/soc2010/soc2010-volume-3-ns-sec--rebased-on-soc2010--user-manual/index.html#9>

On **disability** the best practice is to ask people themselves if they consider themselves to have a disability. However, 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;
- conditions such as diabetes and epilepsy; and
- people with HIV infection, multiple sclerosis or cancer.

4 Beyond counting

..... but cannot be understood by numbers alone.

4.1 Techniques and tools for measuring the difference made for 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 a conservation plan.

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:

- the standards on care and documentation of collections as part of the accreditation scheme for museums in the UK;
- buildings removed from the Buildings at Risk Registers;
- nature reserves judged to be in 'favourable' condition, using the Joint Nature Conservation Committee's "Common Standards for Monitoring Designated Sites" approach; and
- the national Green Flag award scheme for parks and green spaces in England and Wales.

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. 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.

4.2 Techniques and tools for measuring the difference made for people and communities

Some of the evidence of the difference a project has made for people will be collected through the systems 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;

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- 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 on-going basis;
- the people that live near to your site; and
- the businesses that you used as suppliers on your project or other local businesses that may have benefited from your project.

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

	Participatory learning and action	Online survey	Telephone survey	On site / on street survey	Interviews	Focus groups
Your management board	Y					
Volunteers and other participants involved in developing the project	Y				Y	
People coming to project activities, events, temporary exhibitions	Y			Y	Y	In small numbers
Trainees	Y		Y		Y	Y
Website/online/social media users	Y	Y				
General visitors to an on-going attraction	In small numbers			Y	Y	In small numbers
People who live near to your site	In small numbers	Y	Y	Y	Y	In small numbers
Local businesses		Y	Y			
Suppliers		Y	Y			

Table 2: Ways of asking

What it is	How you do it	Benefits	Limitations
<p>Participatory Appraisal</p>	<p>Participatory Appraisal is an approach that seeks to build community knowledge and encourages grassroots action. It uses a lot of visual methods, making it especially useful for participants who find other methods of participation complicated.</p> <p>A facilitated process involving a group of beneficiaries in which members of the group interact, mainly around visual ways of expressing their opinions and thoughts.</p> <p>These can include timelines, flow charts, resource maps, problem ranking, and a variety of other methods depending upon the context and skills of participants.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • A commonly encountered problem is that as Participatory Appraisal uses very accessible tools, it is often used as an information providing exercise that does not follow through to facilitate decision-making within the community.
<p>Online tools</p>	<p>For example, an email address and a form on your website that user can use to send feedback. If you want to encourage discussion around your project then think about setting up a blog, mailing list or online community to allow users to talk about the project amongst themselves as well as with your</p>	<ul style="list-style-type: none"> • Will provide information about how your outputs are being used by your target audience as well as potential new audiences that you hadn't expected. • Gives access to a pool of people you might want to involve in further qualitative analysis • Some excellent free 	<ul style="list-style-type: none"> • Requires dedicated staff time to maintain and generate usage • Depends on people coming forward with their own views – may not be representative • Can generate a lot of data that needs to be interpreted

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What it is	How you do it	Benefits	Limitations
	project team	tools available such as the www.surveymonkey.com that you can use to conduct an online survey of your users.	
Written surveys	<p>Web-based or send by email / post</p> <p>You can create your own questions or adapt questions from Diagnostic tests or pre-made scales.⁷</p> <p>Always test first with a small ‘pilot’ group face-to-face for feedback.</p> <p>Create a database or other way to ‘code’ responses and analyse the results.</p> <p>May need to send different questionnaires to different groups depending upon what applies to their situations.</p>	<ul style="list-style-type: none"> • Cheap to administer • Provide uniform information • Data entry can be simple • Can be anonymous • Can be self-administered • Useful when the thing being measured is well understood 	<ul style="list-style-type: none"> • 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
Telephone survey	These combine some of the advantages of written surveys with the personal interaction of in-person interviews.	<ul style="list-style-type: none"> • Relatively low cost • Personal interaction • High response rate • Empathy can motivate a longer/more complete discussion • Can check meaning • Can follow leads 	<ul style="list-style-type: none"> • 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

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What it is	How you do it	Benefits	Limitations
		<ul style="list-style-type: none"> • 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 	<p>language as you do</p> <ul style="list-style-type: none"> • Respondents may not be able to have a conversation privately
<p>On site / street face-to-face survey</p>	<p>Can combine questions with standard answers to more open-ended ones.</p> <p>Best applied when the number of people to interview is relatively small or concentrated in one area.</p> <p>Personal interaction can be helpful, but can also bias the results.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Interviews</p>	<p>Interviews are generally structured with a survey so that the interviewee will give their answer to specific questions.</p> <p>Interviews can also be less structured if the</p>	<ul style="list-style-type: none"> • Personalised • In depth, free-response • Empathy can motivate a longer/more complete discussion 	<ul style="list-style-type: none"> • Expensive • Time consuming • May intimidate some individuals or groups • Open to

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What it is	How you do it	Benefits	Limitations
	<p>thing(s) you're asking about don't have recognised answers.</p>	<ul style="list-style-type: none"> • Flexible/adaptable • Can give visual cues • Can combine open questions with pre-coded ones 	<ul style="list-style-type: none"> • manipulation by the interviewer • Vulnerable to personality conflicts • Required skilled interviewers • Might be difficult to summarise findings • Interviewer travel — issues of cost or safety
<p>Focus groups</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Art works,</p>	<p>These can provide evidence of the</p>	<ul style="list-style-type: none"> • Filming may be relevant for 	<ul style="list-style-type: none"> • Expensive

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What it is	How you do it	Benefits	Limitations
video, film	achievements of a project in a compelling way.	performance based activities <ul style="list-style-type: none"> • Vivid impression • Creative and artistic • Can be motivating or fun for participants 	<ul style="list-style-type: none"> • 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”.

Text Box 1 – 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, in statistical terms that 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 just 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.

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.

Accuracy to within 5% is very good for most projects 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.

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.

Text Box 2 – 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 perhaps 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. 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 are shown below, followed by some more detail about different surveying techniques and how you can use them.

5.1 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.

5.1.1 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 a 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

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capacity to reflect. Effective learning leads to change, development and the desire to learn more.' (Resource 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. 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' 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. The table below shows the GLOs along with examples of questions that can be used to research each outcome.

6 Table 3 – Generic Learning Outcomes and research question ideas

Outcome	Detail	Example questions to use in research
Increasing knowledge and understanding [of heritage]	<ul style="list-style-type: none"> • Knowing what or about something • Learning facts or information • Making sense of something • Deepening understanding • Making links and relationships between things 	<ul style="list-style-type: none"> • 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' idea • I have learnt new things about myself and my family's history • I understand better the community I live in
Enjoyment, inspiration and creativity	<ul style="list-style-type: none"> • Having fun • Being surprised • Innovative thoughts • Exploration, experimentation and making • Being inspired / feeling creative 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Knowing how to do something • Being able to do new things • Intellectual skills • Information management skills • Social skills • Communication skills 	<ul style="list-style-type: none"> • 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

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Outcome	Detail	Example questions to use in research
	<ul style="list-style-type: none"> • Physical skills 	<ul style="list-style-type: none"> • Problem solving skills • Creative or making skills • Observation skills
Attitudes and values	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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Outcome	Detail	Example questions to use in research
		<ul style="list-style-type: none"> • 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?

You might also consider asking volunteers and project participants some of the questions described under section 4.3.6 on social capital, if you think your project has had this level of community impact.

6.1 Questions about Well-being

You may want to directly evaluate the effect your project has on people's well-being. Any activity that involves people in the planning, delivery or enjoyment of a heritage-based project will potentially have a positive impact on how those people view themselves and relate to the world around them.

Measuring well-being can be approached in a number of ways – there is no 'one size fits all' approach. Because it is quite a complex issue, it requires more than inserting a few extra questions in a participant or visitor survey. However, it is possible to design a series of complementary questions that can help gain a better understanding of how peoples' levels of well-being might have changed. Well-being measurement tends to be based on:

- individuals – individuals represent the "unit of measurement" and are asked to respond to questions about their own lives; and/or
- subjective indicators – capturing individuals' appraisal and evaluation of their feelings/experiences, not just the conditions or circumstances of their life (e.g. how people feel about their level of income, not what their level of income is).

Two main approaches have been developed to measure well-being:

- One is the subjective well-being (SWB) approach, which emphasises factors such as happiness and life satisfaction and is measured through surveys that ask questions such as, 'Taking all things together... would you say you are very happy, fairly happy or not too happy?' This seems deceptively simple, and potentially subject to a number of obvious biases, such as personality traits, ie how happy say you are depends on how happy you expect to be. But actually the results obtained through asking these questions have been extensively tested and found to be very well correlated with a whole series of other objective measures such as scans of brain activity, unemployment and physiological responses to stress; and
- The second approach is psychological well-being (PWB). This places less of an emphasis on how people feel and more on how well they 'function'. So its well-being as an active rather than passive concept – and to that extent gets over the 'personality trait' problem of SWB. The components that make-up PWB typically range around ideas like autonomy, self-acceptance, personal growth, positive relationships, having a sense of purpose in life, engagement and curiosity. Again PWB been tested against a range of objective measures, for instance, indicators of physical health such as blood pressure.

Well-being surveys have now been widely used within medicine, especially over last decade, leading to the development of a number of standard questionnaires, including one called the GHQ – the General Health Questionnaire. This is useful as it means you can use questions that have already been developed and tested, and that there is a large volume of data that you can compare your results against. For our research, we chose to use five questions taken from the GHQ – one measure of 'subjective well-being' ('happiness') and four measures of 'psychological well-being'. These were:

- ability to concentrate;
- capability to make decisions;

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- social engagement and self-worth ('playing a useful part in things'); and
- ability to enjoy normal day-to-day activities.

The Office for National Statistics is developing new measures of national well-being and since 2011 has been, including measures of 'subjective well-being' - individuals' assessment of their own well-being – in surveys of the whole UK population. These are the questions the ONS is using:

- How satisfied are you with your life nowadays?
- To what extent do you feel the things you do in your life are worthwhile?
- How happy did you feel yesterday?
- How anxious did you feel yesterday?

6.2 Questions about social capital

One way that community impacts are often described is through a change in 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.” The ONS web-site has a section on social capital surveys.

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?
- 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?

Some of these questions you could only ask of people who had participated in your project; others could be asked of local residents.

The 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.

6.3 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 as, potentially, the questions about well-being.

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, becoming more satisfied in the work they are doing?

You could also consider asking trainees some of the questions about well-being shown above.

6.4 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 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?

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- 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 your 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.

6.5 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; and
- 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; and
- 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 above could be used to guide the questions you ask of small groups of people or individuals through interviews or focus groups.

6.6 Questions to visitors 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 & drinking, travel, gifts & souvenirs;
- How long they are staying in the local area; and
- 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.

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’.

6.7 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:

Take a source of income (such as a grant to undertake a project or the on-going running costs of the site) and follow how it is:

- spent; and then
- 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 money.

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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.

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 on-going 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; and
- 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; and
- 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.

6.8 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 or by e-mail (though don't expect a high response rate) or carried out in

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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 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, 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.

7 Appendix 1 – Suggested structure for Evaluation Report

Report section	What it covers
Executive summary	
What we 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?
What actually happened	<p>How did things turn out? Sections to cover here could include:</p> <p>a) Project management:</p> <ul style="list-style-type: none"> • The report should include management issues such as planning, staffing or the timetable. <p>b) The difference made by your project:</p> <ul style="list-style-type: none"> • 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; and • The difference made for communities.
Review	<p>What do you think worked well and why?</p> <p>What didn't work and why?</p> <p>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’)</p>
Summary of lesson learnt	What might you do differently next time?

8 Appendix 2 – The Prove It! Toolkit

One approach to evaluation that helps structure this process of understanding is the *Prove it!* tool 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. 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 project officers 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 from 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 on the [Prove It! website](#).

9 Appendix 3 Sample HLF evaluation questionnaire

This is a sample of the questionnaire that we will send Heritage Grants and Our Heritage applicants within one year of the completion of their project. We've included this 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.

BUILDING USE

Q1) 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.

Select all the options that apply

Private-sector business	
Community or voluntary group	
Public sector or government	
Residential	

ACTIVITIES

Q2a) Which of the following activities listed in the table below were carried out through your project?

Q2b) For each of the activities chosen in question 11a, please say how many times they were provided throughout your project.

Q2c) For each of the activities chosen in question 11a, please state 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.

	Q2a Select all that apply	Q2b Number provided throughout the project	Q12c Total number of participants
Open days			
Festivals			

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	Q2a Select all that apply	Q2b Number provided throughout the project	Q12c Total number of participants
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			

VISITORS

Q3a) Was your project associated with a heritage attraction or a facility that receives visitors all year round?		
Select one box only	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Q3b) Do you charge visitors an entry fee?		
Select one box only	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Type in a number for each question below	
Q3c) How many visits have you had in the last 12 months?	

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Q3d) How many visits did you have in the 12 months before that?	
Q3e) How many in the 12 months before your Heritage Lottery Fund project started?	

<p>Q3f) Of the visitors in the last 12 months what percentage were aged: Type in a percentage for each age group. The percentages should add up to 100%</p>			
Five or under?	%	Six to 10?	%
11 to 16?	%	17 to 18?	%
19 to 25?	%	26 to 59?	%
60 and over?	%		
<p>Q3g) Of the visitors in the last 12 months what percentage were: Type in a percentage for each group. The percentages should add up to 100%</p>			
Male?	%	Female?	%
<p>Q3h) Of the visitors in the last 12 months, what percentage were from the following ethnic groups? Type in a percentage for each ethnic group. The percentages should add up to 100%</p>			
Asian (Bangladeshi, Indian, Pakistani, other)	%	White	%
Asian (Chinese)	%	Irish traveler (in Northern Ireland only)	%
Black (Caribbean, African, other)	%	Other	%
Mixed ethnic group	%		

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Only answer this question if your project is based in Northern Ireland	
Q3i) 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	

Q3j) Of the visitors in the last 12 months, what percentage regarded themselves as having a disability?	
Type in a percentage	%

Q3k) Of the visitors in the last 12 months, what percentage were from the following socio-economic groups? Type in a percentage for each socio-economic group. The percentages should add up to 100%			
Higher managerial and professional occupations	%	Lower managerial	%
Intermediate occupations	%	Small employers and own account workers	%
Lower supervisory and technical occupations	%	Semi-routine occupations	%
Routine occupations	%	Long-term unemployed /Never worked	%

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Q3l) How did you get the information we asked for in questions 13a to 13k? Select all the options that apply.	
Face-to-face survey	
Questionnaire	
Admission ticket	
Recording visits manually or electronically	
Other	

OPENING HOURS

Q4) How many extra hours are you open each year compared to before your Heritage Lottery Fund project started?	
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VOLUNTEERS

Type in a number for each question	
Q5a) How many volunteers worked on your project, from its start to its finish?	
Q5b) How many volunteer hours did they deliver in total?	
Q5c) How many volunteers have worked with you in the last 12 months?	

Q5d) Of the volunteers who worked on your HLF project, what percentage were aged: Type in a percentage for each age group. The percentages should add to 100%			
11 to 16?	%	26 to 59?	%

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Q5d) Of the volunteers who worked on your HLF project, what percentage were aged:

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

17 to 18?	%	19 to 25?	%
60 and over?	%		

Q5e) Of the volunteers who worked on your HLF project, what percentage were:

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

Male?	%	Female?	%
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Q5f) Of the volunteers who worked on your HLF project, what percentage were from the following ethnic backgrounds?

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

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

Only answer this question if your project is based in Northern Ireland

Q5g) Which community background were your volunteers from?

Select one box only

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Only answer this question if your project is based in Northern Ireland	
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	

Q5h) Of the volunteers who worked on your HLF project, what percentage considered themselves as having a disability? Type in a percentage	%
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Q5i) Of the volunteers who worked on your HLF project, what percentage were from the following socio-economic groups? Type in a percentage for each socio-economic group. The percentages should add up to 100%			
Higher managerial and professional occupations	%	Lower managerial	%
Intermediate occupations	%	Small employers and own account workers	%
Lower supervisory and technical occupations	%	Semi-routine occupations	%
Routine occupations	%	Long-term unemployed /Never worked	%

TRAINING

<p>Q6a) How many people have received training through your project?</p> <p>Type in a number</p>	
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<p>Q6b) Please indicate if they have been trained in any of the following skills:</p> <p>Select all that apply</p>			
Construction		Archaeology	
Conservation – land habitats and species		Delivering learning or interpretation	
Conservation – buildings, monuments and sites		Delivering participation, including participation and volunteer management	
Conservation – industrial, Maritime and Transport heritage		Managing heritage sites, including customer care and marketing	
Conservation – collections, including oral history		Media skills, including websites, films and recordings	

<p>Q6c) Of the trainees what percentage were aged:</p> <p>Type in a percentage for each age group. The percentages should add to 100%.</p>			
16 to 18?	%	19 to 25?	%
26 to 59?	%	60 and over?	%

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Q6d) Of the trainees what percentage were:

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

Male?	%	Female?	%
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Q6e) Of the trainees what percentage were from the following ethnic groups?

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

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

Only answer this question if your project is based in Northern Ireland

Q6f) Which community background were your trainees from?

Select 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	

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Q6g) Of the trainees, what percentage regarded themselves as having a disability?	
Type in a percentage	%

Q6h) Of the trainees who worked on your HLF project, what percentage were from the following socio-economic groups? Type in a percentage for each socio-economic group. The percentages should add up to 100%			
Higher managerial and professional occupations	%	Lower managerial	%
Intermediate occupations	%	Small employers and own account workers	%
Lower supervisory and technical occupations	%	Semi-routine occupations	%
Routine occupations	%	Long-term unemployed /Never worked	%

PROJECT STAFF

Q7b) How many staff were employed in delivering your project? Type in a number for each group	
Number of full-time staff:	
Number of part time staff:	
How many of these full-time posts have been retained, within your organisation, since the end of the project?:	
How many of these part-time posts have been retained, within your organisation, since the end of the project?:	