



Evaluating your First World War Centenary project

If you require a copy of this guidance in an alternative format (large print, Braille or audio version), or if your first language is not English, we can provide it in the appropriate format or language if you ask us. It is also available in Welsh.

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1 Introduction

Thousands of organisations up and down the UK are exploring the heritage of the First World War during the Centenary. This is a unique moment in history, and by evaluating these projects, we want to find out what their overall impact is throughout the Centenary and beyond.

This guidance will tell you:

- what information you need to collect in order to fill in the **grant recipient survey** that we will send;
- some **simple tips** on self-evaluation and how to collect information; and
- how to take advantage of our **participants' survey**, where we will find out what your project participants gained from your project and then report the findings back to you.

Many of the projects we're funding will already be doing evaluation. This guidance covers some of the basics, but will also be useful for experienced evaluators, as it explains how the work you're doing will feed into HLF's overall evaluation framework.

HLF has commissioned the Centre for Regional, Economic and Social Research (CRESR) at Sheffield Hallam University to evaluate our First World War Centenary activity. Please contact CRESR if you have any queries about evaluation. Contact details are provided at the end of this guidance.

This guidance has been created by the Centre for Regional, Economic and Social Research at Sheffield Hallam University.

2 Benefits of Evaluation

Self-evaluation involves thinking about and understanding what has worked and why. It helps highlight your successes and identify areas for development in the future.

Self-evaluation can have a number of important benefits for your project:

- it will help you explore the reasons why things are working well, how things can be improved, and make changes so that you can achieve better outcomes in the future;
- it will enable you to gather information that will help you tell funders and others about your project's achievements;
- it will provide examples of good practice that you can use in the future and share with other similar projects around the UK; and
- it will help build a culture of reflection and analysis within your organisation that helps improve the quality of what you do.

2.1 What types of things should you evaluate?

In your application to HLF, you told us which of HLF's outcomes you thought your project would achieve. You don't need to achieve them all; your project might just be achieving one or two. You can see a list of HLF's outcomes in the application guidance for the programme you applied

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for, or on the [HLF website](#). The outcomes for the First World War: then and now are included in Appendix 1.

You can demonstrate how your project achieved these outcomes in a number of ways:

- by monitoring the number and types of people participating in events and activities;
- by developing stories and case studies that explain how different people have benefited from your project in different ways; and
- by measuring the number and proportion of participants who have benefitted from your project, and the types of outcomes they have experienced.

3 How will you be asked to report your evaluation findings to HLF?

3.1 Grant Recipient Survey for First World War Centenary projects

In order to collect data about your project, we will send you a Grant Recipient Survey once your project is completed. If your project is likely to take longer than a year, then you may be sent the survey at intervals during your project as well.

This survey will ask about the overall motivations, challenges and successes of your project, the activities undertaken and the number and types of people who participated.

You can see a copy of the [Grant Recipient Survey](#) online. Please familiarise yourself with this, and check that you are collecting the information that you will need to complete it.

If you need help recording information for the Grant Recipient Survey during your project, please contact CRESR and they will provide a spreadsheet designed to help with this.

3.2 Evaluation report

We encourage all the projects we fund to do evaluation, no matter what size they are.

If your project is funded under Our Heritage, Young Roots or Heritage Grants, you are required to produce an evaluation report at the end of your project. Evaluation reports should provide an overview of the methodology and types of data collected, the main findings, and any lessons learned. It is often helpful to produce a brief summary report that highlights your key achievements and successes. Infographics can also be produced to provide a visual representation of your main evaluation findings. Detailed guidance on evaluation is provided for larger projects at www.hlf.org.uk/evaluation-guidance

If your project is funded under First World: then and now, you may wish to produce an evaluation report, or you may wish to simply summarise your evaluation findings in the 'End of grant' monitoring form that you will need to complete when your project ends.

4 Collecting and analysing data about your project and its achievements

It is good practice to capture a mixture of quantitative and qualitative information about your project: that means capturing quotes, stories and case studies and gathering data about the number and types of people taking part and reporting positive outcomes. This section provides some advice and tips about collecting and analysing both types of data.

4.1 Quantitative data

What is quantitative data?

Quantitative data is data that can be counted and can be analysed using statistical techniques. It includes the number and proportion of people who participate in activities or events, express certain views, and experience particular benefits. A mixture of numeric or tick-box responses can be collected.

Why is it useful?

It can provide simple headline facts and figures about your project's achievements. It is most useful when you have high numbers of respondents as this allows you to explore trends and patterns within different sub-groups, and understand the relationships between different types of outcome.

Who should it be collected from?

Quantitative data can be collected from all the main stakeholders in your project. This might include: staff and volunteers involved in delivering the project, people taking part in activities provided by your project, local councillors and community representatives. It is particularly useful for groups of stakeholders where there are large numbers, participants for example, as it enables a wider range of people to be included.

What types of things should we collect?

For your First World War Centenary project you will need to ask your participants basic information about their age, gender, ethnicity etc. It will also be helpful to record when they were involved and how they took part and the activities they were involved in. You can also develop quantitative measures of their views on a range of topics. These include their motivations for taking part and their views about successes, benefits and lasting impacts.

How can it be collected?

Quantitative data is usually collected through surveys or questionnaires. These can be produced on paper and completed at events and activities hosted by your project. A number of free online survey packages are also available. It is good practice to capture data before and after people have participated in your activities as this allows changes in their understanding and views to be measured. The data should be recorded in a database or spreadsheet.

How can it be analysed?

Quantitative data should be analysed by calculating the number and proportion/percentage of people responding to a particular category or question. If data is available about sufficient numbers of participants analysis can also explore the relationship between different sub-

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groups/sub-categories and different outcomes/views to identify the factors that are most closely associated with particular outcomes/views.

4.2 Qualitative data

What is qualitative data?

Qualitative data is data that cannot be counted. It includes peoples' written and spoken accounts of what they think and how they feel about particularly subjects or experiences.

Why is it useful?

It can provide rich first person examples of how people view and benefit from your project and the reasons why. It also provides a way of uncovering unexpected outcomes and new experiences associated with your project.

Who should it be collected from?

Qualitative data should be collected from all the main stakeholders in your project. This might include: staff and volunteers involved in delivering the project, people taking part in activities provided by your project, local councillors and community representatives.

What types of things should we collect?

For your First World War Centenary project you will need to ask your stakeholders their views about a range of topics. This includes information about their motivations for taking part; their views about successes, benefits and lasting impacts; and any thoughts about challenges or barriers faced, and improvements for similar activities in the future.

How can it be collected?

Qualitative data is collected by asking people questions and making a note of their answers. You can do this in a number of ways:

- one-to-one research interviews (in person or by telephone)
- focus groups in which a small number of people are asked to discuss your questions and share a thoughts and views
- surveys/questionnaires which are completed during or following your project's activities
- participatory approaches which make use of photos, videos or storytelling

Before collecting the data you will need to plan the types of questions you need to ask and the order in which to ask them. Participant's responses should be recorded, either in the form of written notes or verbal recordings, and their consent should be obtained.

How can it be analysed?

Qualitative data can be analysed through careful reading of the information that has been collected. Key themes and links to your evaluation questions should be identified and helpful quotes highlighted. It is a good idea to use qualitative data to construct short case studies, vignettes or stories to provide an illustration of different evaluation findings.

4.3 Participants' survey

A key way of evaluating your project is to ask participants about their experiences. To do this, you can use our online Participants' Survey by simply collecting the email addresses of people involved in your project. We provide a [table for collecting email addresses of participants](#) online. This survey is for people aged 16 and over.

When you have collected email addresses, you can send this table to CRESR and they will send each participant an email inviting them to complete the survey online. If you would like to see the results, you can request these from CRESR, who will send you the 'raw' data in a spreadsheet and a data summary outlining the number and percentage of people responding to each question.

You can see the [Participants' Survey](#) online.

If you have any questions about this survey, please contact CRESR.

5 Useful links and resources

5.1 First World War Centenary partnership evaluation toolkit

Find out how you can contribute to the evaluation of the First World War Centenary partnership programme run by Imperial War Museums.

[Find out more on the First World War Centenary partnership website.](#)

5.2 Inspiring Impact

Website of a collaborative programme that aims to help organisations know what to measure and how to measure to demonstrate outcomes and impact.

[Find out more on the Inspiring Impact website.](#)

5.3 Jargon Buster

Provides simple definitions and explanations of some the main terms used in evaluation.

[Find out more on the Jargon Buster website.](#)

5.4 Charities Evaluation Service

An organisation that has produced a number of easy-to-use guides to evaluation and outcomes for small projects

[Find out more on the CES website.](#)

5.5 New Philanthropy Capital

An organisation that has developed a number of outcome frameworks, tools and measures that projects can use

[Find out more on the NPC website.](#)

5.6 HLF Evaluation Guidance

Heritage Lottery Fund
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Guidance produced by HLF for the larger projects it funds

[Find out more on the HLF website.](#)

6 Contact details

For more information about evaluation and self-evaluation more generally, please contact a member of the CRESR Evaluation Team:

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Appendix 1: HLF outcomes for First World War: then and now

Outcomes for people

As a result of HLF support:

People will have learnt about heritage

Individuals will have developed their knowledge and understanding of the First World War because you have given them opportunities to get involved with heritage in ways that meet their needs and interests.

How you will know what you have achieved:

Adults, children and young people who took part in the project, or who are engaging with your heritage in other ways e.g. through digital technology, will be able to tell you what they have learnt about the First World War.

People will have developed skills

Individuals will have gained skills relevant to ensuring heritage is better looked after, managed, understood or shared (including, among others, conservation, teaching/training, maintenance, digital and project management skills). Structured training activities could include an informal mentoring programme, on-the-job training or external short courses.

How you will know what you have achieved:

People involved in your project will be able to demonstrate competence in new skills, and where appropriate, will have gained a formal qualification.

People will have changed their attitudes and/or behaviour

Individuals will think differently about the First World War and/or its impact on your community, will have changed what they do in their everyday lives, or will have been inspired to take some form of personal action.

How you will know what you have achieved:

You will be able to show that these changes have come about as a result of their experience in your project. For example, some people may have a different perception of the contribution made by people from different communities; others may have started doing conservation work or stopped vandalising a local memorial.

People will have had an enjoyable experience

People involved in your project will have found it fun, interesting and rewarding. You will provide an enjoyable experience by having the right resources and equipment for people to get involved with heritage.

How you will know what you have achieved:

People will tell you they enjoyed the opportunities for social interaction; they liked being part of a team achieving something; they enjoyed learning about heritage; and they were able to celebrate their achievements.

People will have volunteered time

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Individuals will be contributing their time and talent and will find it a rewarding experience. They will give their time to activities at all different levels – from project leadership and management to helping at events or creating a website.

How you will know what you have achieved:

Volunteers will be able to report personal benefits whatever their experience, background and level of engagement. These might include: new skills; increased confidence; a sense of purpose; enhanced wellbeing; a feeling of making a contribution to heritage and society; or influencing the success of your project and the way it is regarded in the community.

Outcomes for heritage

As a result of HLF support:

Heritage will be in better condition

There will be improvements to the physical state of your First World War heritage. The improvements might be the result of repair, renovation or work to prevent further deterioration, such as restoring a war memorial, conserving documents in an archive or repairing a First World War artefact.

How you will know what you have achieved:

The improvements will be recognised through standards used by professional and heritage specialists, and/or by people more generally, for example in surveys of visitors or local residents.

Heritage will be better interpreted and explained

There will be clearer explanations and/or new or improved ways to help people make sense of the First World War. This might include an exhibition in a community centre; a smartphone app with information about how the First World War affected a town; talks or tours in a historic building; or archives made available online.

How you will know what you have achieved:

Members of your community and wider audiences will tell you that the interpretation and information you provide are high quality, easy-to-use and appropriate for their needs and interests, that they enhance their understanding of the First World War, and that they improve their experience of heritage.

Heritage will be identified/recorded

The First World War heritage of a place, a person or a community will have been located/uncovered and/or there will be a record of heritage available to people now and in the future. This might include identifying places or collections that are of relevance to a particular community and making information about them available; cataloguing and digitising archives; or making a record of a building or site.

How you will know what you have achieved:

First World War heritage that was previously hidden, not well known, or not accessible will now be available to the public; people will tell you that this is an important part of our heritage and that they value it.

Outcomes for communities

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As a result of HLF support:

More people and a wider range of people will have engaged with heritage

There will be more people engaging with the heritage of the First World War and this group of people will be more diverse than before your project. Changes will have come about as a direct result of your project.

How you will know what you have achieved:

You will be able to show that the group of people engaging with the heritage of the

First World War has changed; for example, it includes people from a wider range of ages, ethnicities and social backgrounds; more disabled people; or groups of people who have never engaged with this heritage before.