



CREATIVITY | CULTURE | INNOVATION

ASSESSMENT OF THE SOCIAL IMPACT OF VOLUNTEERING IN HLF- FUNDED PROJECTS: YEAR 2



Final Report
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1 REPORT SUMMARY

In April 2009, the Heritage Lottery Fund (HLF) commissioned BOP Consulting to continue a second year of national research into the social impact of volunteering in HLF-funded projects that began in June 2008.

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

The research builds on the mixed method approach used in Year 1 and is based on a volunteer pool from an initial sample of 50 projects, selected randomly by HLF. This includes:

- Site visits to 12 projects, involving group or one-to-one interviews with almost 100 volunteers, and non-participant observation of volunteer activity
- Main survey cohort: an in-depth, self-completion survey that was administered to 37 projects and for which there were 249 responses from 25 projects. The quantitative research enables normative comparisons between the volunteers in the current sample, and other relevant cohorts (e.g. the general population, the typical volunteer population)
- Longitudinal survey cohort: this was introduced this year as a pilot to test the viability of this method with a small sample of projects (7). It consisted of a baseline survey at the start of the project, followed by a survey towards the end of the research period and/or the end of major project involvement.

This combination of subject-specific depth, comparability with other studies, and longitudinal component is, we believe, innovative for commissioned research on the social impact of culture in the UK. The results are useful to HLF to:

- demonstrate the achievement of the Fund's aims and objectives, as detailed in its current Strategic Plan 2008-2013
- report back to government and other stakeholders on the extent to which HLF is assisting in the delivery of social policy objectives
- feed key lessons into the Fund's strategic planning.

Research questions for Year 2

The first year of the current research undertaken over 2008/9 produced some striking findings.

- **Volunteer profile:** Year 1 results indicated that most HLF volunteers come to the projects as people with existing high levels of skills and education; strong social networks; and belief in the importance of, and commitment to, social and political participation. They were older (43% were 65 or over), and also report relatively high levels of well-being and social functioning.

- **Social outcomes:** while the volunteers bring a lot to the projects, Year 1 findings suggested that they also benefit further from their volunteering experience – by helping to maintain and deepen skills, knowledge and social networks; increase their sense of belonging to their local communities; and above all, by giving them a sense that they are playing a useful part in things.

However, due to a high drop-out rate of the projects, the findings in Year 1 were only based on 105 responses from 14 projects. The central aims of the study in Year 2 were therefore to investigate with a much larger sample:

- whether the main findings on the kinds of social outcomes experienced by volunteers held true; and simultaneously
- was the rather narrow and homogenous volunteer cohort in Year 1 also properly representative of the overall volunteer profile in HLF-funded projects.

A subsidiary aim of Year 2 was to address why volunteering in heritage projects appears to be distinct from other types of volunteering. Put crudely, the results in Year 1 showed that volunteers in HLF-funded projects are a ‘turbo-charged’ volunteering cohort. They come to the projects with levels of social and human capital higher even than the already high levels found across volunteers in general. Likewise, they seem to derive greater social benefits from their volunteering than other volunteers. In attempting to answer this question we (i) asked respondents in the longitudinal survey to reflect on how HLF volunteering differed from any other volunteering that they are engaged in, and (ii) focused-in through our qualitative research on a number of themes (e.g. ‘pro-am’ or health and well-being) to explore further some of the particularly striking findings from last year.

Demographics of volunteers

In order to better understand many of the subsequent research findings, it is helpful to first outline the demographics of the volunteers across the projects in the study.

The overall demographic profile of the HLF volunteers remains similar to Year 1 and, despite some changes in age and gender, they are still distinct from the ‘typical’ volunteering population.

- A much greater number of volunteers are aged 16-24 in this year’s cohort (10% as compared to 1% last year). In accordance with the change in the age profile, fewer people than in last year’s cohort are retired (44% as compared to 56%) and more people are in paid employment (38%). However, the majority continue to be relatively old: 30% are aged 65 or over and 44% aged 60 and above. Overall, the HLF volunteer pool still remains older than the ‘typical’ volunteering population.
- Most of the volunteers are white: only 2% are drawn from BAME backgrounds), and 91% are White British.
- The gender distribution in this year’s sample is now almost exactly the same as the ‘normal’ volunteering population: 43% of the volunteers are male and 57% are female.
- Only 6% of the volunteers consider themselves to have a disability, representing a significant drop from Year 1 (15%), and one percentage point lower than the general population. The shift from last year is likely to be a factor of the younger age profile across this year.

The picture is more consistent with last year in terms of social class.

- As with last year, the volunteers are exceptionally well educated: 69% of all the volunteers have level 4 qualifications and above, more than three times the proportion in the UK as a whole (20%), and a lot higher than even the typical volunteering population (55%). This year a remarkable 24% of volunteers hold a second degree.
- This year's survey introduced a new question looking at volunteers' current or (in the case of retired volunteers) past occupations. More than three quarters (78%) of the volunteers work / or have worked in the three most highly skilled occupational groupings. This compares with 45% of the current workforce whose occupations fall into these groupings.
- The volunteers live in relatively affluent areas of the country: more than half (56%) live in the 30% most affluent areas, and only one volunteer lives in an area within the 10% most deprived areas in England.

Social inclusion and access

As we concluded last year, based on the volunteer profile in the sample, it is not possible to say that the projects are widening access to a very diverse range of people nor, in the main, are they engaging people that suffer from various forms of socio-economic exclusion or are underrepresented within the heritage audience. Concomitantly, there are two main exceptions to this general pattern:

- Age: older people are often at risk of social disengagement and this can have profound implications, both for the individual – where it is linked to cognitive functioning – but also for society, which can lose the wisdom, experience and insights of older people.
- Targeted projects: a very small number of the projects have an explicit focus on diverse cultural heritage (and have therefore drawn on BAME communities for most of their volunteers), or on recruiting their core volunteers from those experiencing various forms of social exclusion. Several further projects seek to draw some of their less intensively engaged (or 'peripheral') volunteers from a number of socially excluded groups. However, this is not widespread practice: two thirds of the projects do not actively seek to recruit volunteers from underrepresented or socially excluded groups.

Impact on individuals

For brevity, the evidence used within the Report Summary refers solely to our quantitative research. Throughout the report we also illustrate the findings using quotes from the wealth of qualitative material that we have gathered through this year's research.

Motivations

As with Year 1, the most important motivational factor for volunteers is to have an existing interest in the subject area of the project (e.g. land management and conservation, World War II gliders, historic sewage works). This 'pro am' motivation was reported by 79% of the volunteers.

This year, we analysed the motivations of the volunteers involved in HLF-funded projects in the context of other research and theories related to volunteer motivation. What is striking from this comparison is that, while existing work on volunteers chimes with the

philanthropic motives that are reasonably common across the HLF volunteers (and the self help motivations that are less common), there seems to be no existing account in the literature that adequately describes the 'pro am' motivation.

This motivation seems to be rooted in volunteering to gain or deepen knowledge of a subject 'for its own sake'. Interestingly, it seems to afford many of the non-monetary rewards – rooted in challenge, achievement and control – that characterise/have characterised some of the best elements of many volunteers' working lives. This suggests that this is one of the most distinctive elements of volunteering in heritage projects rather other types of volunteering.

Volunteering and the labour market

Using volunteering as a step towards 'getting on' in the labour market is one motivation for volunteering in HLF-funded projects. But at 14%, this still remains one of the least reported motivations. It is, however, more prevalent than Year 1, and this is likely to be a factor of the younger age profile of the volunteers in Year 2, as well as the effects of the recession.

In addition to entering the labour market for the first time, our site visits also revealed how some adult volunteers in paid work use their volunteering experience as a way to test out and explore the possibilities for career change.

Nature and level of participation

There have been some changes in the roles and type of activities undertaken by volunteers in HLF-funded projects between the cohorts in Year 1 and 2.

- While the two most frequently reported activities remain research activities with existing collections (38%) and 'gathering, recording, analysing and cataloguing new material' (33%), fewer volunteers are undertaking these activities than last year (48% and 40% respectively).
- In contrast, many more volunteers are engaged in conservation activities this year (26% compared to last year 10%).
- These changes seem related to the wider breadth of projects in this year's sample, with fewer projects focusing on intangible heritage, and more projects in the land and biodiversity and industrial heritage categories.
- Although a key aspect of last year's projects was to devise and deliver dissemination activities for the wider public and schools, these are less prominent this year, particularly schools work, in which only 15% of volunteers are involved (compared with 29% last year).

While last year almost half of the volunteers spent their time working on the project mainly on their own, this has fallen to one quarter. Concomitantly, 47% in Year 2 report that they work mainly in groups and a further 29% in pairs. This more 'social' arrangement of activities is likely to be related to the wider spread of projects in Year 2 (that is more representative of the HLF programmes) - specifically the smaller number of intangible heritage projects that often encompass activities that are undertaken individually.

Skills development and maintenance

The findings are very similar to Year 1 in relation to how volunteering in HLF-funded projects develops skills: only 13% reported that they had not improved any skills.

- This year, the most frequently named area of skill improvement is ‘other interpersonal skills’ (54%).
- Compared to last year, there has been a significant drop in volunteers stating that they have improved their ‘information management skills’ (33% compared to 47%), reflecting again the reduced prominence of intangible heritage projects as fewer volunteers have been involved in these activities (e.g. research, archiving and transcribing).
- Concomitantly, the greater frequency of volunteers involved with ‘conservation activities’ means that proportionally more volunteers report having improved their skills in conservation techniques (32%).

Once again, the scale of these improvements is modest (with the exception of conservation techniques), due to most of the volunteers already possessing existing competencies in many skill areas. And approximately the same numbers of volunteers report that they are able to use the skills that they have improved in other areas of their life (50% compared with 53% in Year 1).

Health and well-being

As we outlined in the first year’s research, there are health and well-being benefits that will accrue specifically to older people, simply through the act of participating as volunteers in HLF-funded projects – maintaining motor and cognitive functioning, social connectedness – that cannot as readily be claimed for younger volunteers.

However, we also assess the well-being benefits for all the volunteers within the main cohort survey using questions from the General Health Questionnaire (GHQ). The items we use contain one measure of ‘subjective well-being’ (‘happiness’) and four measures of ‘psychological well-being’. Psychological well-being focuses on how well people function – e.g. their ability to concentrate, play a useful part in things, take decisions. It is a conception of well-being as an active process that has to be constituted and sustained through intentional activities.

This produced some striking findings in Year 1, as the volunteers in HLF-funded projects reported consistently higher levels of well-being than either the general population or other volunteers. These findings are reinforced and strengthened in Year 2 across a much larger sample.

- The difference between HLF volunteers’ higher ratings of their well-being and the comparators has widened on four out of the five items assessed. For each of the five items, the HLF volunteers report the positive option (‘Better than usual’) never less than twice as frequently as both comparator groups.
- As with Year 1, the differences are most dramatic when volunteers are asked about their ability to ‘play a useful part in things’ (a question that combines both the ability to engage socially with a measure of self worth), where the numbers reporting that they are able to play a useful part ‘More so than usual’ is 49%. Although this is down from 57% in Year 1, it is still more than five times the proportion choosing this option in the general population (9%), and almost four times the proportion reported by other volunteers (12%).

The ‘HLF effect’

Last year, the volunteers reported in general no, or very little, change in their well-being from when they started volunteering for an HLF-funded project to when they completed the survey. The notable exception was, again, with respect to their ability to ‘play a useful part in things’, in which 37% reported that they were less able to play a useful part in things before they became involved with the project. This has risen to 40% this year.

More significantly, in Year 2 the volunteers also consistently report for the other four items from the GHQ that their well-being has improved since becoming involved in the project: i.e. they felt more capable of making decisions, more happy, more able to enjoy day-to-day activities, and more able to concentrate.

While there are clearly confounding factors that could influence the ‘before and after’ relationship, the results suggest that volunteering in heritage projects is making a contribution to the high levels of reported well-being across the cohort. This also concurs with the findings from our qualitative work both this year and last.

Curiosity and flow

This year we introduced some additional questions into the longitudinal survey that look at other areas of psychological well-being: curiosity and ‘flow’.

Curiosity is seen to indicate a willingness to engage with the new and novel. Research suggests that it helps to build knowledge, skills and expertise, and that it also plays a role in developing meaning in life, building tolerance to distress and uncertainty, and contributes to satisfying and engaging social relationships. ‘Flow’ describes an experience where one is completely absorbed in what one is doing, often in challenging activities that require deeply focused concentration. If a person has the skills to meet the challenges posed by the activity in which they are deeply absorbed, this is likely to lead to a sense of personal growth and increased confidence in using these skills.

We explore these issues in the second year of the research due to the central importance of learning and knowledge within the HLF volunteer experience, and what this may reveal about the broader lives of the volunteers, and how the volunteering experience in HLF-funded projects may differ from other types of volunteering.

Questions from the Curiosity and Exploration Index (CEI) were therefore used in the longitudinal survey. Overall, the results confirm that volunteers in HLF-funded projects show a high level of curiosity and flow. But we do not as yet attach great significance to these findings as the sample for the longitudinal survey is very small.

However, the results are suggestive of the attitudes and approach of many of the volunteers in their capacity and desire to take on, learn from, and grow through, new and challenging heritage experiences. The CEI questions will be added to the main cohort survey in the third year to test out with a much larger sample.

Impact on communities

The second set of findings from the research relates to any impact that volunteering may have had on how individuals are connected to, understand, and feel about, their communities. In particular, we look at the degree to which volunteering in HLF-funded projects builds social capital, and how this is related to strengthening public life and community cohesion.

Socialising and ‘co presence’

The first set of questions in the community sections of the survey ask volunteers about ‘informal sociability’ as this is an important building block in enhancing social capital.

- Over 90% of the volunteers met new people through their participation in the project, and 38% socialise with these people outside the project. Almost 40% of the volunteers sustain these relationships by socialising with the new people they have met outside of the HLF project. This sounds strikingly simple, but in a society where loneliness and lack of social networks is increasingly seen by researchers as one of our major social problems, it is a vital support system (particularly for older people).

‘Co presence’ is a phrase used to describe scenes of face-to-face interaction which are important to generating or maintaining social networks – parents talking to other parents at the school gates, for example. There is clear evidence that volunteering in HLF-funded projects increases ‘co presence’:

- 26% of volunteers talk about the project with more general acquaintances (e.g. neighbours or people in local shops) ‘Often’, a further 66% report that they ‘Sometimes’ talk about the project with these more general acquaintances.

At its best, volunteering in HLF-funded projects can therefore result in an expansion of friendship networks across what were previously distinct and unconnected social groups.

Intergenerational outcomes

Intergenerational interaction and understanding, is a key concern of policymakers. At the most basic level, intergenerational understanding starts with contact between different age groups. The Year 1 research suggested the following dominant patterns related to establishing any intergenerational outcomes for volunteers.

- most of the new contacts that volunteers report that they have made are with their fellow volunteers
- this means that the intergenerational outcomes are, in large part, prescribed by the age cohort of the volunteers.

This year’s research reinforces this pattern. As the overall age profile of the volunteers has become slightly younger, so the increased contact that volunteers have with people in older groups has fallen accordingly and instances of volunteers meeting young people aged 16-24 has increased.

But the Year 2 results also point to the difference that specific activities undertaken by projects can make to the level of intergenerational contact that takes place *outside* of the volunteer pool, specifically as regards children.

- ‘Increasing’ or ‘significantly increasing’ contact with school age children (5-16) has fallen from 53% in Year 1 to 33% in Year 2
- This is likely to be driven by the fact that proportionally fewer volunteers in the larger Year 2 sample were engaged in dissemination activities with school age children. Only 15% were involved with delivering activities for schools in Year 2 compared with 29% in Year 1. The numbers of volunteers working with children outside of school in this year’s research was also lower (10%) that last year (16%).

As with last year's results, volunteers are much less inclined to state that they have increased their understanding of the people that they have met across the age groups, as compared to simply reporting that they have increased their contact with these groups.

- The percentage reporting that their understanding of each of the age groups considered in the survey is 'exactly the same as before' is never less than 69%, and this rises to 84% for school age children and 97% for pre-school children.
- Where volunteers' understanding has increased the most, it is in relation to older age groups: one in three of the volunteers state that their volunteering with the project has increased their understanding (either 'a lot' or 'a bit') for people aged 65+ and 31% state the same for adults aged 45-64).

In summary, Year 2 results confirm that while volunteering in HLF-funded projects does increase social contact between different age groups, the social impact of this contact is mild.

Strengthening public life

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

Even across the much larger sample in Year 2, the volunteers in the sample are extremely active members of their communities: 72% are a member of some form of community, environmental, political or conservation organisation/body, compared to an average in England of 25%. The 'HLF effect' is, however, relatively weak as 82% of respondents were already members of other groups before they got involved in the HLF-funded project, though 29% said that their involvement in the HLF-funded project had contributed to them volunteering in other local projects.

While in last year's cohort there seemed to be a strong 'pull through' to other forms of local cultural activity, this year the effect seems weaker.

- 45% stated that their involvement has contributed to them visiting local libraries, museums and heritage sites 'more often than before' – this is much lower than last year, where more than two thirds of the volunteers (68%) said their HLF-volunteering had this effect.
- A small minority of volunteers joined a library (5%) and a local history society (7%) because of their involvement with the HLF-funded project – this compares to 5% and 23% last year.

This year's figures may well be a more accurate reflection of the stimulus to other types of local cultural participation that volunteering in HLF-funded projects provide. From Year 1, we hypothesised that part of the reason that this might be lower than perhaps expected in some areas (e.g. for library membership) is that volunteers' participation in local cultural activities is already very high. We tested this through the longitudinal survey at the start of volunteers' project activity and, while caution should be expressed regarding the small sample size, the results do support our hypothesis.

Unsurprisingly – with such high levels of civic engagement – volunteers have strong perceptions of ‘collective efficacy’ – the notion that individuals acting together can affect outcomes in their community, though this is not as emphatic as in Year 1.

- 29% state that they ‘strongly agree’ that they can influence decisions that affect their neighbourhood (compared to 47% last year), but well over three quarters of our survey (87%) show overall agreement with the statement that by working together, people can influence decisions. This is more than twice the number across the general population.

What is also striking is that even more respondents than last year, almost 45%, feel that participating in the HLF projects has increased this perception of efficacy, which suggests that efficacy is not entirely determined by existing social status, but can be affected by the experience of participation.

Community focus

In addition to the subject of most HLF activities being about local areas or local assets and institutions, the social interaction that volunteers are engaged in through their projects is also locally focused: 50% of volunteers report that the new people they meet mainly come from their local area or town/city.

However, this year’s data shows a large increase in the number of people from ‘within your region or beyond’ that people met through volunteering – up from 11% last year, to 20% this year. From both the project manager survey and site visits, it was clear in this year’s research that some projects had drawn in volunteers from a relatively wide geographical area. In part, this is a testament to the appeal of HLF-funded projects. People are prepared to travel sometimes relatively long distances to get involved. Indeed, some volunteers at the site visits talked about their pride in being involved in projects of national and international importance, in addition to those projects and volunteers that are more focused on local heritage projects.

The majority of volunteers also have strong roots in their local town/city (59% have lived in their neighbourhood more than 10 years, compared with 47% of the general population), though this is not as pronounced as Year 1. Despite this, both the qualitative and quantitative research provides examples of how volunteers significantly increased their knowledge and understanding of their local area through HLF-supported projects.

Unsurprisingly, volunteers have a strong sense of belonging to their local areas: 76% feel that they belong ‘Fairly’ or ‘Very strongly’ to their immediate neighbourhood. Perhaps surprisingly, this is slightly below the level of belonging to neighbourhood reported for the general population according to the Citizenship Survey (78%), though higher than reported by the larger Place Survey (59%). Either way, both comparators are enlightening given the sometimes dire warnings from politicians and the media about our sense of connection to our neighbourhoods.

The positive influence of volunteering in HLF-funded activities on people’s sense of belonging is important as Government often sees ‘belonging’ as a key indicator of community cohesion.

Community cohesion

Community cohesion is seen as ‘living in strong communities, where people get along with each other, where no-one feels excluded and where everyone has a chance to play a full

part in local life.¹ The survey first asks about volunteers about how connected they are to others in their local community.

Local 'connectedness' is deemed important as there is an assumption that the more contact people have with other people, the more their levels of understanding, tolerance and trust will increase towards other people. This assumption of 'greater contact = greater understanding' was borne out in the specific context of volunteering in HLF projects in Year 1.

As in last year's survey, HLF volunteers are less likely to know 'most' of the people in their neighbourhood than the population as a whole. While 30% of the overall population says they know most of the people in their neighbourhood, the figure for HLF volunteers is only 10%. And while half of last year's cohort said they know 'many' people in their neighbourhood, the figure this year is 37%, with 50% saying they only know 'a few.'

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

A third of volunteers also say that their involvement with the HLF projects has increased the number of people they know in the neighbourhood, though again, this is less than last year (45%). This may reflect the less geographically localised nature of the volunteer pool within some projects compared with Year 1.

On a preferred measure for community cohesion – whether the local area is a place where people from different backgrounds get on well together – the volunteers' perceptions are less positive than for 'belonging': This reinforces the findings from last year's research.

- 67% either 'definitely agree' (14%) or 'tend to agree' (53%) that their neighbourhood 'is a place where people from different backgrounds can get on together'.
- These figures are still lower than the 'average population', whether this measured via the Citizenship Survey 2008/09 (81%) or the Place Survey (76%), though the volunteers in the HLF sample are much less likely to make a judgement on this question than across the general population (choosing instead a variety of 'Don't know', 'too few people in local area' or 'all the same background' responses instead).

Reflecting on these findings, together with earlier findings about who the new people are that volunteers meet, suggests that these new people are mainly those that would fall into a 'community of interest' (shared interest/passion/hobby), or are described more broadly as 'likeminded' people. In general they are not simply people from the most geographically proximate neighbourhood or community. There is a sense, then, that volunteering in HLF-funded activities provides a wider social network, beyond the constraints of the immediate locality, from which people can *choose* who to interact with; usually with people like themselves. We will investigate this issue in more detail in the final year of the research.

¹ DCLG (2007b) *Third Sector Strategy for Communities and Local Government*.

Conclusions

Are the demographics of volunteers established in the first year properly representative?

The overall demographic profile of the HLF volunteers remains similar, particularly with regard to social class and ethnicity. There has, however, been a noticeable change with regard to age and gender.

Although the volunteer sample in this year's research is almost 250, it will be important to further test whether these distinctive demographics hold true for a larger sample still in Year 3, as so many potential consequences flow from the kinds of people that are volunteering in the projects.

Do the volunteers report the same types and degree of positive social outcomes?

With one or two notable exceptions, the second year's study does indeed bear out the findings from Year 1. Volunteers gain many benefits through their participation in HLF-funded projects. This is most true for their participation as individuals, where if anything, the outcomes appear slightly stronger than in Year 1, particularly in relation to well-being.

The most notable changes from last year's research are in the various ways that volunteers interact with and perceive their communities. They know fewer people within their local areas than in Year 1 - fewer than across the general population - and have a reduced belief in collective efficacy when compared with last year (though still significantly higher than across the population as a whole). There is also less pull through from volunteering in HLF-funded projects into other local cultural participation than in Year 1, less intergenerational contact and understanding generated across the projects, and fewer volunteers reporting that participation has helped them to know more people in their local area. More positively, more volunteers this year than last report that the experience of participating in their HLF-funded projects has increased their sense of collective efficacy.

As in Year 1, the volunteers in this year's research have a sense of belonging to their neighbourhoods that is now only on a par with the general population, and (as with last year) are less likely to believe that their local area is a place where people from different backgrounds can get along than the general population.

There are some known factors that will account for some of these differences between the two years of research. Firstly, the greater number of young adults in this year's more representative sample means that there are fewer people that have been living in the same place for a long time. This, in turn, is likely to mean that they will know fewer people in the local area than more long-lived volunteers. Secondly, the wider geographical spread of the volunteer pool of some of the projects and the reduced incidence of community dissemination activities that volunteers are engaged with in Year 2 will also mean less engagement with local communities through the projects.

Considering the diverging trends in individual and community impacts, it would suggest that they are not co-dependent; the volunteers can be accumulating knowledge, skills and well-being while not experiencing concomitant gains in how they engage with and perceive their communities.

As to why this might be, it is difficult to fully untangle this from our research to-date, though we are minded of our observation from Year 1: most of the social benefits that arise from volunteering in HLF-funded projects are unintended. Projects are generally not

set-up to achieve specific social/community outcomes. Given the often informal arrangements for volunteer recruitment and the specialist subject matter of many of the projects, it is perhaps not surprising that the volunteer pool is more characterised by strong bonds among people who are relatively alike ('bonding social capital'), than weaker ties among people from different backgrounds ('bridging social capital'). Other research on volunteering suggests that only through conscious and continuing efforts to engage with groups that are different from the general volunteer profile, does volunteering produce real gains in trust and reciprocity across communities, rather than solely within the volunteering group itself.

Why does volunteering in heritage projects appear to be distinct from other types of volunteering?

We still know less about this, though we have some strong hypotheses. We know that the main reason for volunteering differs from other volunteering contexts. It is about volunteering as a way of deepening knowledge and learning; about dedication and absorption in often new tasks that volunteers find challenging, but also fulfilling and enjoyable.

Many people, either building on professional experience, or lifelong interest, are keen not only to 'learn more' in the general sense, but to develop their expertise at a really high level – usually for no pecuniary reward of any kind. Although, other, more altruistic, motives co-exist with this motivation, the HLF research is notable for the light it sheds on the reality, beyond the hype, of a 'learning society'. As the population ages, this may well have economic, as well as the more important quality of life benefits to offer in future. The results from both years of our research point strongly to the role that HLF volunteering can play in helping people move from work into an active and fulfilling retirement.

Aside from these hypotheses, we still know little about what is distinctive about volunteering in HLF-funded projects. Most urgently, we do not yet know if it is simply the remaining (and striking) differences in the demographics between HLF volunteers and the general volunteering population that can explain the sometimes significant differences in positive outcomes between the two groups. That is, if we could control for demographics, would this reveal that there is something unique in the type of activities and/or the social settings in which HLF-funded projects take place? And if so, what are these characteristics?

For these reasons, the final year of the research will include a control group of other volunteers, and a larger sample in the longitudinal research, to try and answer this question.

The wider volunteering policy context

Given that economic hard times are now well and truly entrenched, we might have expected to see a somewhat larger 'recession effect' in terms of volunteering than we have done, though again the older age profile of HLF volunteers may make this less likely than in other forms of volunteering. However, there has been an increase in the percentage of volunteers saying their motivation is linked to getting a job, and other volunteering organisations are also suggesting that recruitment is up.

In terms of the community outcomes, while HLF volunteering continues to promote both sociability and civic involvement, some of the indicators of 'local involvement' are lower than in Year 1 – findings that we would assume to be more representative due to the larger sample size.

Nonetheless, in a political and media climate which has featured much recent talk of 'Broken Britain,' HLF volunteers continue to run counter to the portrayal of our society as one with fragmented relationships, atomised individuals and uncaring institutions. They are highly involved and keen to remain involved, and moreover, their involvement is self-reinforcing, they believe they can make a difference.

2 INTRODUCTION

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

The current study looks exclusively at the experience of volunteers within HLF-funded projects. Volunteering is the cornerstone of HLF funding. Almost all projects work with volunteers in some capacity,² and many have volunteers that play critical roles in the management, design and leadership of projects.

The research tests the hypothesis that, as volunteers usually have some form of sustained involvement in projects, any social impacts arising from involvement in HLF-funded activities are likely to be greater for volunteers than for the much wider pool of people that experience projects through their dissemination activities. Attendance as an audience member, visitor, or workshop participant, is much more likely to be a 'one off', thereby lacking the cumulative interaction that research evidence indicates is a significant factor in the ability of cultural activities to have social impacts.³

In addition to focusing exclusively on the experience of volunteers, the research in both years uses a more quantitative methodological approach than that taken by the Applejuice research. This was a specific requirement of the brief set by HLF in seeking to deepen the knowledge and understanding of volunteering activity that was gained through previous case study-based work. Finally, wherever possible, the quantitative research provides normative comparisons between the volunteers in the current sample, and other relevant cohorts (e.g. the general population, the typical volunteer population, and so on).

The methodology was developed and successfully trialled in the first year of our research, which focused on an initial sample of 25 projects. The research produced some striking findings. The main purpose of the second year of the study was to repeat the research with a larger sample of 50 projects to see if the findings remain consistent with Year 1. With one or two notable exceptions, the second year's study does indeed bear out the findings from Year 1. Secondary aims for this year's study were to develop and pilot a longitudinal survey approach, and to examine in greater detail a number of issues or themes that emerged in the first year of the project (e.g. health and well being, volunteer recruitment, etc.).

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

- demonstrate the achievement of the Fund's aims and objectives, as detailed in its current Strategic Plan 2008-2013
- report back to government and other stakeholders on the extent to which HLF is assisting in the delivery of social policy objectives – the use of quantitative data is especially important in this regard

² The latest HLF research suggests that over 90% of HLF-funded projects engaged volunteers in some capacity.

³ BOP (2005) *New Directions in Social Policy: Developing the Evidence Base for Museums, Libraries and Archives*, report for the Museums, Libraries and Archives Council

- feed key lessons into the Fund's strategic planning

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

2.1 Programme evaluation within HLF

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

This document aims, to:

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

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

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

Heritage Grants and Your Heritage together account for 75% of total HLF funding by value and 80% by number.⁴ All projects awarded grants through these programmes are required to meet the strategic aims for learning about heritage, and must focus on at least one of the aims of conservation and participation (and can do both).

In order for HLF to assess the benefits of its funding programmes and learn from the experience of both ongoing and completed projects, they have devised a broad-based evaluation and research programme. This study is part of the fifth annual cycle of evaluation studies, which include a range of different research projects that encompasses visitor and local resident surveys; economic impact studies and social impact work.⁵

⁴ Heritage Lottery Fund (2008) *Guide to Programme Evaluation*. HLF Policy & Research Department.

⁵ The social impact work consists of three years of research by Applejuice Consultants and two years of research undertaken by BOP.

2.2 Methodology

2.2.1 Underlying principles and approach

In addition to the previous HLF research, the current study builds on a body of work built up by BOP Consulting over the last five years on the social impacts of culture. This has included extensive literature reviews and analyses of how the evidence fits with relevant government social and economic policy,⁶ as well as developing frameworks and toolkits for primary and secondary research/evaluation that helps to improve the evidence base in the sector.⁷

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

- the intrinsic benefits delivered through volunteering in heritage projects (e.g. enjoyment, participation, learning); can
- contribute to extrinsic benefits or ‘social goods’ (e.g. improved well-being, greater civic participation, community cohesion, employment opportunities)

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

- the wider effects (including health and well-being) of learning – both formal and informal
- social capital formation – establishing networks and relationships, and/or facilitating links to resources

The research therefore examines these dimensions of volunteers’ experience.

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

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

⁶ BOP (2005) *New Directions in Social Policy: Developing the Evidence Base for Museums, Libraries and Archives*, report for the Museums, Libraries and Archives Council; BOP (2006a) *Review of Museums, Library and Archives’ Activity with Children and Young People*, report for MLA North West, MLA and the North West Renaissance Hub; and BOP (2009) *Capturing the Impact of Libraries*, report for DCMS Public Library Service Modernisation Review

⁷ BOP (2006b) ‘Generic Social Outcomes (GSOs) Framework’, for the Museums, Libraries and Archives Council at http://mlac.gov.uk/policy/Communities/gso_howto; and BOP (2007) *Cultural Impacts Toolkit*, report for Manchester City Council.

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

Impact on individuals

- Social inclusion and access – the degree to which the projects, through volunteering opportunities, are widening access to heritage
- Skills development and exchange – the degree to which volunteers improve a range of skills and capacities through the projects (and how transferable these skills are), as well as the skills that volunteers ‘donate’ to the conservation, discovery and communication of heritage
- Well-being and health – exploring if and how engaging with HLF-funded projects has a measurable effect on the well-being and health of volunteers

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

Impact on communities

- Social capital formation – looking at the effect of the projects on the networks, relationships and links to resources of the volunteers; including intergenerational links
- Strengthening public life – investigating what is the relationship between volunteering in heritage projects and other forms of civic participation
- Community focus – examining a range of phenomena, such as any impact that volunteering has had on the connectivity of volunteers to others in their communities, whether volunteering in heritage projects has a ‘knock on’ effect to other forms of local participation, as well as whether it has any influence on volunteers’ belonging to their neighbourhoods
- Community cohesion – in what ways (if any) does volunteering affect the connectivity of volunteers to other people in their local areas and then, their perception of how well people from different backgrounds get on together?

Although the primary research instrument used in the study is a self-completion questionnaire, this does not mean that the research involves no qualitative research. Rather, the development of the quantitative survey was rooted in in-depth qualitative research with 12 projects in the first year. These site visits were essential in designing a questionnaire that would work across the range of HLF-funded projects in the study, but also in providing a wider reference frame by which we can interpret and understand the end results of the survey better.

2.2.2 Specific research questions for Year 2

The first year of the current research undertaken over 2008/9 produced some striking findings – related to both the kinds of people who volunteer and the social benefits that they experience from participating in HLF-funded projects. As we concluded last year:

“Overall the research indicates that most HLF volunteers come to the projects as people with high levels of skills and education; strong social networks; and belief in the importance of, and commitment to, social and political participation. To some degree as a result of these factors, they also report relatively high levels of well-being and social functioning. They thus bring a lot to the projects and to the HLF, but in return they gain a lot. Participation in HLF projects helps to maintain and deepen the skills, knowledge and social networks of volunteers, to increase their sense of belonging to their local communities, and above all it gives them a sense that they are playing a useful part in things.”

The correlate of this largely positive picture was that the people who were gaining a lot, tended to be a rather homogenous and narrow cohort, with a particular bias towards older volunteers (43% were 65 or over).

As detailed in last year’s report, there are a number of factors that could have meant that the volunteer sample in Year 1 was not representative of all the projects funded via HLF’s Heritage Grants and Your Heritage programmes.

In particular, although the research began with 25 projects, for a variety of reasons, responses to the survey were only received from 12 of the 25, producing a total sample of 105 responses. The fewer numbers of projects meant, for instance, that there was a lack of both inner-city projects and those that focus on diverse cultural heritage, as well as a potential skew in the heritage areas covered in the research. The relatively modest sample size and possible self selection bias may also have contributed to the age profile of the volunteers in the first year’s research.

Going into Year 2, then, a number of specific research questions arose in relation to the first year’s findings;

- *Are the demographics of volunteers established in the first year properly representative?* – There were a few indications already in the first year that in some cases they may not be as, for instance, the HLF’s Exit Survey of project managers suggests a younger volunteer profile. The main way we addressed this in the second year was to ensure a larger sample of responses across a wider number of projects. A secondary method was to look more closely at how volunteers are recruited for HLF-funded projects. This was to examine whether projects attempt to recruit from specific target demographic groups, as well as to look at how they recruit volunteers. Finally, we also ensured that this year’s qualitative research through site visits included projects that specifically work with younger volunteers and those from Black and Asian Minority Ethnic (BAME) backgrounds.
- *Relatedly, do the volunteers report the same types and degree of positive social outcomes?* – In addition to the relatively small sample size, we speculated that there may be two further factors that could potentially have introduced some bias.

Firstly, from findings from both the survey of project managers and site visits, we identified a characteristic dichotomy in the volunteer group for every project: a small ‘core’ of volunteers who are regularly – and sometimes intensively – involved in the

projects; and a (sometimes much) larger group of volunteers on the ‘periphery’, who tend to only be involved very occasionally. Although the questionnaires used in the survey are anonymous, it was our feeling in Year 1 that we had an understandably high (but potentially disproportionate) response from ‘core’ volunteers. Any potential self selection bias here is hard to overcome as it follows logically that those volunteers who are most involved in projects are also likely to be among the most motivated to complete a research survey. We attempted to address this through (i) having all the volunteers complete questionnaires on a few of the site visits conducted this year (instead of allowing them to complete them at their leisure), and (ii) having many more survey responses from projects that had not had a site visit previously (and were therefore less likely to be ‘warmed up’ and pre-empted in terms of the type of research areas covered).

Secondly, the main survey instrument used in both Year 1 and 2 is a retrospective self assessment. That is, respondents are asked to say what they have or have not gained from participating in HLF-funded projects, as well as rating themselves on a number of more general questions and then being asked to identify to what extent their HLF volunteering has or has not affected their responses. While this is a relatively common practice in social research, it does contain the risk that respondents ability to accurately recall events in the past may bias the results. In order to test the degree to which this is or is not a factor in Year 1’s results, we piloted a longitudinal survey method with a small cohort of projects.

- Why does volunteering in heritage projects appear to be distinct from other types of volunteering?* The demographics and positive social outcomes reported by the HLF volunteers in Year 1 are in many respects common to the general cohort of people engaged in volunteering. However, put crudely, the results in Year 1 suggests that volunteers in HLF-funded projects are a ‘turbo-charged’ volunteering cohort. They come to the projects with higher levels of social and human capital – even than the already high levels found across volunteers in general – and likewise, they report experiencing positive social outcomes beyond that found in volunteers more generally. They also spend more time volunteering in these projects than other volunteers. Assuming that the findings from Year 1 are not significantly erroneous, it raises the question as to what is distinctive about the process and activities of volunteering in heritage projects? In attempting to answer this, we (i) asked a number of respondents in the longitudinal survey to reflect on how HLF volunteering differed from any other volunteering that they are engaged in, and (ii) focused-in through our qualitative research on a number of themes (e.g. ‘pro-am’ or health and well-being) to explore further some of the particularly striking findings from last year.

The degree to which we have been successful in answering these specific research questions is detailed below in the results sections (3 and 4).

2.2.3 Sample frame

The HLF research and evaluation team carried out the initial project sample selection. The projects were taken from the HLF ‘Decision to Excel Report’, and were filtered by programme type (Your Heritage and Heritage Grants). A total of 523 projects were selected and sorted by the ‘authority to commence date’, including projects that started between 1 January and 31 December 2008. Projects that had completed (13), withdrawn (5) and stage one passes (38) were removed, leaving a total of 467 projects, out of which a stratified random sample of 50 projects (see appendices) was selected.

Figure 1. Breakdown of the sample of HLF projects included in the research, by region, programme type, heritage area, and grant size, 2010

		Total	Percentage
Region	East Midlands	6	12%
	East of England	3	6%
	London	7	14%
	North East	4	8%
	North West	4	8%
	Northern Ireland	1	2%
	Scotland	6	12%
	South East	4	8%
	South West	4	8%
	Wales	3	6%
	West Midlands	4	8%
	Yorkshire & Humber	4	8%
Programme type	Heritage Grants	13	28%
	Your Heritage	34	72%
Heritage area	Historic buildings and monuments	11	22%
	Industrial maritime and transport	3	6%
	Intangible Heritage	17	34%
	Land and biodiversity	8	16%
	Museums libraries archives and collections	11	22%
Grant Size	Over £5 million	1	2%
	£2m to £4,999,999	2	4%
	£1m to £1,999,999	1	2%
	£500,000 to £999,999	5	11%
	£250,000 to £499,999	2	4%
	£50,000 to £249,999	10	21%
	£5,000 to £49,999	26	55%

Source: *Heritage Lottery Fund (2009)*

2.2.4 Research tasks

From April 2009 to March 2010, the BOP Consulting team conducted extensive research to inform the assessment of the Social Impact of Participation in HLF Funded projects. The core methodology is consistent with the first year's research; however there have been slight revisions to some of the original tasks, as described in section 2.2.2.

The primary strands of research are described below.

1. Project Manager Interviews

All project managers were contacted by a member of the HLF team to inform them of the research, its objectives and how their involvement would be of benefit to their project. Subsequent to these initial introductions, members of the BOP team carried out in-depth telephone interviews with each project manager to gain an understanding of the stage of the project, how many volunteers were involved, and whether they had any forthcoming activity. The pro-forma from Year 1 was revised to include more detailed questions

relating to volunteer recruitment, the type of individuals that volunteer, and the type of involvement. This information is analysed and included throughout the report.

Following the project manager interview, a detailed assessment was carried out to identify projects that were suitable for the main survey, for longitudinal tracking and for thematic research. It should be noted that three projects (Lesbian identity, Italian memories of war and Wiki Wonderland) were not able to take part in the project manager interviews as they had finished, therefore we interviewed managers from only 47 of the original 50 projects. A further six projects (Intercultural Heritage, Rosslyn Chapel, Highland Deaf Culture, Chichester Cathedral, Sharing Stories and The Hawley Collection) were also identified as unsuitable to be included in the future stages of the research either because the project did not work with volunteers at all or was at such an early stage that volunteer recruitment would only start after the end of this research period.

The table below details the distribution of the 50 sampled projects.

Figure 2. Distribution of projects across research tasks and themes, 2010

Project distribution	# of projects	%
Main cohort	28	56%
Longitudinal cohort	7	14%
Thematic cohort	6	12%
Drop outs 'post' PM interviews	6	12%
Drop outs 'pre' PM interviews	3	6%
Total	50	100%

Source: BOP Consulting (2010)

2. Project visits

Twelve project visits were carried out, between July 2009 and March 2010. These included representatives of the three project cohorts: longitudinal, thematic and main. The selection was based on information identified during the project manager interviews. The visits consisted of project observation, informal volunteer meetings, follow-up discussions with the project co-ordinators and survey distribution. The findings from these visits will be presented in a case study report which is separate to this document. The table below lists the projects visited across the three cohorts, the total number of volunteers that each project works with (based on the project managers' information) and the number of volunteers who we met and interviewed during the site visits.

Figure 3. Project site visits, 2010

Strand	Project	Total # of vols	# of qual interviews
Thematic	Sildon (intergenerational)	20	5
	The Great Stink (pro-am)	50	12
	Changing Estates (YP)	30	13
	Ways of Seeing x 2 visits (Health)	-	10
	PAWS 1000 (Health)	50	8
	Indian Heritage (BAME)	24	5
Main Cohort	Conservation of Effigies	50	7
	AGT Heritage Learning Centre	30	8
	100 Years of Atherstone	12	8
Longitudinal	Fenland Heritage	130	6
	Bowles Story	20	7
	Our Heritage Coast	20	6
Total		456	95

Source: BOP Consulting (2010)

3. Thematic research

The purpose of the thematic research was to explore research areas that are not necessarily common to all projects, but are nevertheless important if HLF is to better understand (and plan for) the community/social impact of its investment. The intention was therefore not to test how widespread and representative any of these outcomes are, but to have a deeper understanding of how certain kinds of heritage practice can contribute to these outcomes.

In order to gain such an in-depth understanding, and considering the specific requirements of volunteers in some of our thematic cohort projects, we decided that the best way of exploring these themes was through qualitative research. For each of the themes we carried out at least one site visit during the course of which we both observed project activities and conducted in-person interviews with volunteers.

The areas considered in our thematic research are:

- **Engagement of young volunteers:** the results of the Year 1 research indicated a strong bias towards an older age profile of volunteers in HLF-funded projects; however, we were aware that other HLF research (e.g. the HLF's Exit Survey of project managers) suggests a younger volunteer profile. In addition to testing out these findings through a larger volunteer sample in the quantitative survey, we decided to focus on a project that works with young volunteers (from teenage years onwards). Firstly, by carrying out qualitative research with these young people we were able to capture their experience *per se* – as teenagers may find it more challenging and tend to be less motivated to complete a relatively long and complex quantitative questionnaire than older volunteers. Secondly, this approach enabled us learn more about the specific characteristics, challenges and outcomes of projects involving such young volunteers.
- **Engagement of volunteers from ethnic minorities:** in addition to the findings on age, last year's research revealed a very low participation of volunteers with an ethnic minority background. One of the explaining factors for this low participation was the lack of inner-city projects in last year's cohort. While aiming to address this issue

through the survey, we decided to focus on one project that particularly sets out to work with this target group for much the same reasons as for young volunteers, i.e. to expand our knowledge about this group through specific qualitative research – recognising the potential challenge that a quantitative questionnaire constitutes to some volunteers from BAME backgrounds (mainly due to language barriers).

- **Intergenerational work:** the Year 1 assessment indicated that many projects are engaged in schools, though the success of this engagement varies considerably. Beyond working with schools, intergenerational practice seemed relatively rare. We therefore decided that it was worth identifying a project that had an explicit intergenerational component for in-depth study, in order to track its success (or otherwise), and what any contributory success factors may be.
- **The ‘pro-am’ role in understanding places and people:** the Year 1 assessment provided several project examples of where the new knowledge generated by volunteers about places, people and their heritage is both considerable and of a high standard, but we knew little about the impact of developing these ‘pro-ams’. This is both in terms of human capital formation but also – as the knowledge generation relates particularly to heritage – about how this emerging body of knowledge is helping to shape our understanding and attachment to specific places. In addition, this also seemed to be an area that was specific to volunteering in heritage projects – and studying a case study in-depth was hoped to provide us with further insights on this question.
- **Health and well-being:** one of the most revealing findings from the survey last year was the area of health and well-being, which suggested that volunteers in HLF-funded projects rate their well-being more highly than the general population and others engaged in volunteering. While in the survey we explored well-being across the entire volunteer cohort, in the thematic research strand we focused on two particular areas that emerged from the Year 1 research. Firstly, volunteers who may be improving their general health through participating in physical activities, e.g. in HLF-funded land and biodiversity conservation projects. Secondly, we focused on a project working with a group of volunteers with sometimes severe mental health issues, including depression or traumas related to injuries.

The projects for each of the themes were chosen based on the information gathered from the project manager interviews.

Figure 3 above shows the projects that were selected in each area. However, it should be noted that in a number of cases, the in-depth onsite research did not provide as much evidence of the particular 'theme' as the project manager interview had suggested. For instance, in the case of PAWS 1000, the project manager interview seemed to suggest a strong focus of the project on health and well-being outcomes, associating it with the British Trust for Conservation Volunteers' Green Gym Scheme. While the site visit confirmed the health and well-being aspect of the project as one of the motivations and outcomes for volunteers, it was considered to be very much a 'positive side-effect' rather than a central element of the project.

Such issues are discussed in more details in the individual case studies; however, the insights from the thematic research have also been integrated throughout the report.

In addition to exploring the themes through qualitative field research, the report also provides a detailed theoretical discussion of some themes (in particular the issue of health and well-being, see section 4.5).

4. Longitudinal survey research

A longitudinal research strand was introduced as a pilot this year with a small sample of projects. In addition to a few project visits, the longitudinal research strand focused on a baseline survey at the start of the project, followed by a survey towards the end of the research period and/or the end of major project involvement.

Given a number of practical considerations (small sample, likely drop outs of participants, confidentiality issues, available resources) it was decided that a trend study would be the most appropriate type of longitudinal research. That is, unlike a panel survey, individuals were not purposefully tracked over the course of the project. Rather, different samples from the same population (i.e. the same set of projects) were taken at two points: the start and six months later. This method is able to provide information on net changes at an aggregate level (e.g. the average level of skills, the average feeling of belonging, at the start of projects and six months in) rather than changes at individual level. The trend survey was also based on the expectation that there would be a large degree of overlap between the 'pre' and 'post' cohorts and that the two different samples would be similar in key characteristics (e.g. demographics).

The content of this survey covered much the same issues as the quantitative survey used for the 'main' survey cohort, but the question format was adapted as it was not administered 'retrospectively'. The questions used in the longitudinal questionnaire can be divided into:

- benchmarking questions that assess distance of travel – these questions were asked both in the pre and post questionnaires
- questions that are included in both pre and post questionnaires to give an indication as to whether the cohorts are different or very similar (e.g. the demographics)
- questions that we feel are only relevant to either the pre or the post survey.

There are two principle differences to the 'main' cohort survey:

- A new 'Other volunteering' section was added to the 'post' questionnaire – a set of open questions designed to try and yield some insight about what is particular and unique about volunteering in heritage projects, rather than volunteering in other contexts
- A new set of questions within the 'Health and Well-being' section – these explore the issue of curiosity, and the volunteers' willingness to stretch their own capabilities and to accumulate new skills and experiences, and to embrace novel and uncertain situations (see section 4.5)

Based on the information provided by the project managers during the initial phone interviews, seven projects were chosen for the longitudinal research strand. This project sample was selected based on the following criteria:

- Projects having recently started, and
- Projects working with volunteers who have been involved for a short time period only

Figure 4 below shows the projects included in the longitudinal research strand.

Figure 4: Projects included in the longitudinal research cohort, 2010

No	Project
1	Melton Carnegie Museum Community Development Project
2	Our Heritage Coast, Countryside and Communities Project
3	Restoring our Fenland Heritage
4	Sir John Barrow Monument – Access, Development and Restoration
5	The Bowles Story
6	Volunteer Outreach Project
7	Tides of Change

Source: BOP Consulting (2010)

All projects were contacted to discuss the details of administering the questionnaire. At this stage, we became aware that the Tides of Change project was unable to progress with their activities as planned, due to a number of issues that were out of the project managers’ control. Therefore, it was decided to exclude this project from the longitudinal cohort and move it into the main cohort sample instead.

The ‘pre’ questionnaire was sent out to the remaining six projects and a total of 42 responses were received.

Figure 5. Responses to longitudinal ‘pre’ questionnaire by project, 2010

Project	Responses	Percent
Melton Carnegie Museum Community Development Project	4	9.5
Our Heritage Coast, Countryside and Communities Project	8	19.0
Restoring our Fenland Heritage	6	14.3
Sir John Barrow Monument - Access, Development & Restoration	8	19.0
The Bowles Story	7	16.7
Volunteer Outreach Project	9	21.4
Total	42	100.0

Source: BOP Consulting (2010)

The ‘post’ questionnaire was sent out to five projects six months later. The Sir John Barrow Monument had dropped out as no project activity had happened since the distribution of the ‘pre’ questionnaire. In total, 29 responses were received from four projects. The results of both these surveys were analysed, however the team decided not present all the results from the longitudinal research in this report.

Figure 6: Responses to longitudinal ‘post’ questionnaire by project, 2010

Project	Responses	Percent
Our Heritage, our coast, our communities	6	20.7
Restoring our Fenland Heritage	12	41.4
The Bowles Story at Myddelton House	5	17.2
Volunteer Outreach Project	6	20.7
Total	29	100.0

Source: BOP Consulting (2010)

In part, the small sample size raises issues of reliability. But in addition, there were particular concerns about the data provided in the ‘post’ survey by the volunteers of the Restoring our Fenland Heritage project (which accounts for over 40% of the responses). This project had both volunteers who have been involved with the project for a long time, and some volunteers who had joined the project more recently. In the first survey wave, the questionnaire was only distributed to those who had joined recently. However, in the second wave, the project manager accidentally distributed the longitudinal survey to all volunteers of the project. This means that a significant number of the volunteers completed the ‘post’ survey, who did not complete the ‘pre’ survey. Thus, the basic assumption of a trend survey, that the two samples are similar, did not hold true. Also many of the responding volunteers had been involved for many years instead of a number of months, and the results would have been skewed.

Rather than completely excluding the longitudinal pilot from the report, however the results are included in the report in two ways:

- A significant number of questions used in the longitudinal ‘post’ survey are identical to those used in the ‘main’ cohort survey. Therefore, it was decided that the responses to these questions from the ‘post’ questionnaire would be added to the main cohort sample. By ‘boosting’ the main cohort sample in this way, results become more reliable as the sample size increases for these questions.
- A few questions that were only asked in the longitudinal survey (with regards to ‘other volunteering’ and ‘curiosity’) have been included to highlight interesting issues that can be explored across a bigger sample in future research.

5. Main cohort survey research

Following a small number of revisions to the first year’s ‘retrospective’ survey, the same survey was disseminated to 37 projects as a self-completion questionnaire, both electronically and in paper form, by the project managers to approximately 2,169 volunteers⁸. The survey asks volunteers to reflect and assess any progress that they may have made in relation to a range of variables.

As shown in Figure 7 below, in terms of the volunteers, there was a response rate of approximately 11%, with 249 useable questionnaire returns from 25 projects.⁹ There were 14 projects for which we did not receive any survey responses, either because surveys were not distributed or volunteers did not respond.

⁸ This figure for the total number of volunteers per project has been provided by the project managers during the initial project manager interviews, and in many cases these are only approximate estimates.

⁹ It should be noted that there was no way of assessing whether or not the project managers had actually distributed the survey, therefore it may be the case that some volunteers from the 90% non-response never received the questionnaire.



Unlike Year 1, there was not a large overlap between volunteers who had been involved in the qualitative visits and those that completed the survey: only 11% of survey returns came from projects that had been visited as part of the qualitative research. The table below demonstrates the responses received on a project basis.

Figure 7. Volunteers responses in the main cohort survey, by project, 2010

Project	Total # of volunteers	# survey returns	% of final survey sample
Watts Gallery Hope	150	43	17%
Camden Road	150	29	12%
Unfolding the Quilts	70	23	9%
From Auschwitz to Ambleside	40	17	7%
Winall Moors	75	16	6%
Thomas Paine	170	15	6%
Fordhall Farm	100	13	5%
Fenland Heritage	130	12	5%
Hartwiths Industrial Heritage	60	11	4%
Assault Glider Trust Learning Centre	30	10	4%
100 Years of Atherstone	12	8	3%
HMS Invincible	25	7	3%
Apollo Pavilion Reborn	20	6	2%
Volunteer Outreach Project	19	6	2%
Shildon Intergenerational	20	5	2%
Spinning down the Derwent	200	4	2%
Conservation of Effigies	50	3	1%
Museum Extension Project	19	3	1%
Elemore woods	3	-	1%
Happy Birthday Big Ben	12	1	0.4%
Indian Heritage	24	1	0.4%
PAWS 1000	60	1	0.4%
Changing Face of Walsall	30	1	0.4%
Age Concern Doncaster	14	0	0
Hopton Castle	15	0	0
My Mendip Hills	20	0	0
Tides of Change	15	0	0
Wild Plant Life Heritage	400	0	0
Changing Estates	30	0	0
Battle of Prestonpans	0	0	0
Restoration of Eden Bridge Garden	30	0	0
Digitise the Archives of Weaverham	30	0	0
The Great Stink	50	0	0
Herbert Stead & Old Aged Pensioners	40	0	0
Battle of Plessey	12	0	0
At home with the Hogarth's	10	0	0
East Meets West	52	0	0
Total	2,169	249	-

Source: BOP Consulting (2010)

It should be noted that more than a quarter of the responses were received from only two projects which could potentially bias the results. However, both of them can be considered to be quite 'typical' HLF-funded projects in their respective heritage areas. The project

Watts Gallery Hope focuses, like many other projects in the Museums, Libraries and Archives category, on the restoration of the museum building and the conservation of collections, while simultaneously developing a new education and outreach programme. The Camden Road project can also be considered as a 'typical' Intangible Heritage project, involving research into the social history of a local area and its inhabitants, as well as a set of dissemination activities to share the findings of the research (in this case a play).

Unsurprisingly, the high share of response of these two projects is notable when looking at the response rate by heritage area. Most responses were received from volunteers working in Museums, Libraries and Archives projects (35%), followed by Intangible Heritage (30%), and Land and Biodiversity projects (18%). Historic Buildings and Monuments and Industrial Maritime and Transport accounted for 8% of the responses each. While this constitutes a change from last year's distribution (where half of the responses were received by volunteers engaged in Intangible Heritage projects), it is actually a more representative of the spread of projects that HLF funds across the different heritage areas.

Geographically, almost four out of ten responses received were from projects based in the South East (38%), followed by Yorkshire and The Humber (25%). London (2%), Scotland (3%) and East Midlands (3%) and Northern Ireland (0.4%), account for relatively few responses. No responses were received from projects based in the South West or Wales. This is notably different from last years, when, most responses were received from projects based in the South West (41%), followed by the North East (19%) and Wales (15%).

In terms of the amount of funding given to the projects by the HLF, more than half of the responses were received from projects in the smallest grant size band £5,000 to £49,999 (53%). The second largest share of responses came from very large projects in the grant size band £2,000,000 to £4,999,999 (17%), followed by £50,000 to £249,000 (11%). Again, this split is more representative of HLF's funding portfolio across the two grant programmes.

Figure 8 Breakdown of the survey responses, by region, heritage area and grant size, 2010

		Total	Percent
Region	East Midlands	7	3%
	East of England	15	6%
	London	6	2%
	North East	20	8%
	North West	17	7%
	Northern Ireland	1	4%
	Scotland	7	3%
	South East	95	38%
	South West	4	8%
	Wales	3	6%
	West Midlands	19	8%
	Yorkshire & Humber	62	25%
Programme type	Heritage Grants	13	28%
	Your Heritage	34	72%
Heritage area	Historic buildings and monuments	21	8%
	Industrial maritime and transport	21	8%
	Intangible Heritage	75	30%

	Land and biodiversity	44	18%
	Museums, libraries, archives & collections	88	35%
Grant Size	Over £5 million	12	5%
	£2m to £4,999,999	43	17%
	£1m to £1,999,999	0	0%
	£500,000 to £999,999	16	6%
	£250,000 to £499,999	17	7%
	£50,000 to £249,999	28	11%
	£5,000 to £49,999	133	53%

Source: BOP Consulting (2010)

3 VOLUNTEER DEMOGRAPHICS

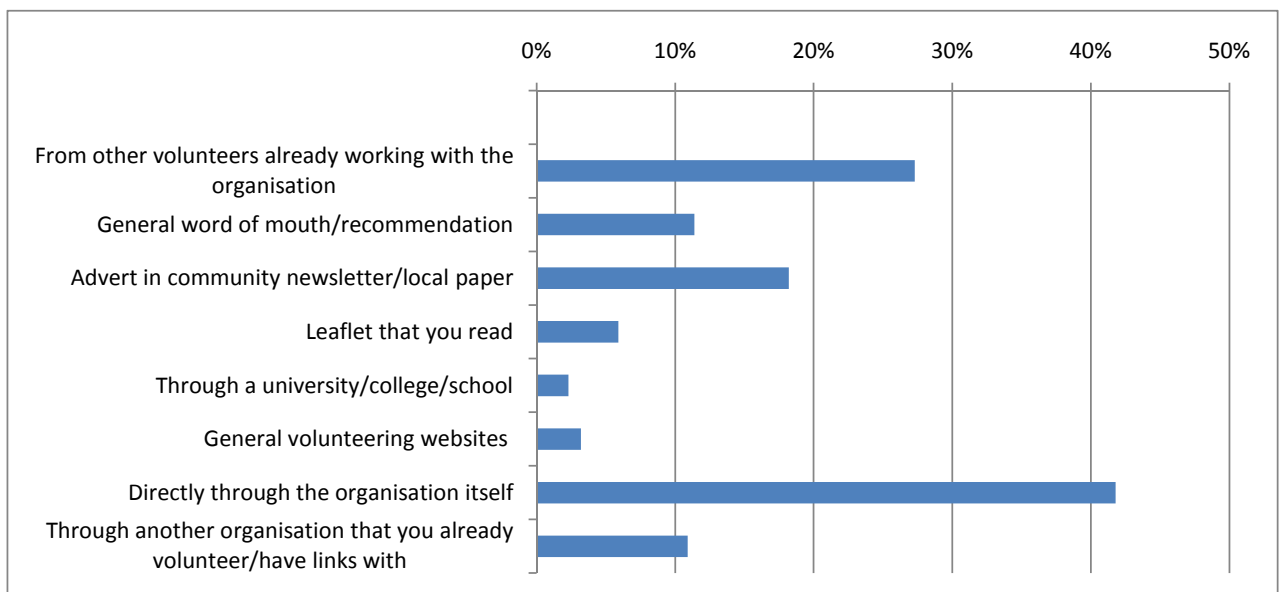
Before turning to the evidence on impact, we want to examine the demographics of the volunteers. This year for the first time, we also looked at how the volunteers are recruited for the projects, as this is likely to have a bearing on the types of people that volunteer.

3.1 Volunteer recruitment

Based on last year's research, our hypothesis was that many of those who volunteer for heritage projects, come to it through existing social networks, and this indeed is borne out by this year's research. As Figure 9 below demonstrates, most volunteers get to know about the volunteering opportunity through the organisation itself (42%) or from other volunteers already working with the project (27%). More formal means of recruitment, such as advertisements in local papers or community newsletters, also seem to work well with 18% learning about the opportunity through this route.

As we discuss later in the report, gaining work experience is a more important motivation for volunteering in this year's research. But despite this, university/colleges/schools (2%) and volunteering websites (3%) are the least frequent ways of recruitment.

Figure 9. Ways in which volunteers find out about volunteering opportunities with HLF-funded projects, 2010



Source: BOP Consulting (2010)

We also looked at the issue of recruitment from the project manager's perspective. Three methods of recruitment were regularly mentioned: 36% of the project managers placed adverts in local papers, 34% approached a local community group or organisation to provide volunteers, and 28% stated they were already engaged with the individuals/groups as they had worked with them before. The extent to which the volunteers engaged in HLF projects are not recruited anew, but are instead part of an existing set of volunteering relationships, is also borne out by the fact that 64% of the 47 project managers had worked with some of the volunteers prior to the particular HLF-funded project. This corroborates the main survey findings in both years of research and once

again points to the fact that the social impacts experienced by volunteers are not all attributable specifically to the HLF-funding, but rather arise from a longer involvement in heritage volunteering.

Lastly, we were interested in exploring the extent to which projects and project managers do, or do not, make conscious efforts to try and recruit volunteers from particular demographic groups that are underrepresented in the traditional heritage audience. A majority of the projects (66%) report that they have no specific remit for targeting particular demographic groups. Only (4%) of projects reported they had a specific remit to work with any ethnic minority groups, and even less (2%) seek to work with people with mental health problems, or disabilities (2%). However, 13% of projects did report 'other' groups that they were looking to specifically target, including: NEETs (Not in Education, Employment or Training), young people, and rural communities.

While the overall demographic profile of the HLF volunteers remains similar to last year, there have been changes with regards to their age profile and disability which move the sample closer to the general population, and in the case of gender, to the 'typical' volunteering population. The site visits confirmed this overall trend; although this year we specifically visited several 'targeted' projects (including those working with 'young' volunteers, people with mental health needs and volunteers from a BAME background). Unfortunately, with one exception, from the project focusing on diverse cultural heritage, these volunteers either did not complete the survey, or it was deemed inappropriate by the project manager and ourselves to distribute the questionnaire to them (the projects Ways of Seeing – mental health – and Changing Estates – children and young people). From the project visits we also gained the impression that the 'core' volunteers – who dedicate the most amount of time to the project – tend to be older than those volunteers in the 'periphery', and are more likely to complete the survey. But it is important to be aware of the existence of these 'peripherally' engaged volunteers, as the analysis of the project manager survey shows that almost two thirds of volunteers (64%) involved in the projects would fall into this category, with only approximately one third of volunteers (36%) considered to be in the 'core'.

3.2 Age

There has been a significant shift in the age profile of the volunteers, compared to last year. The age profile is now comparable to other data that HLF collects on their volunteers. In particular, a much greater number of volunteers are aged 16-24 in this year's cohort (10% as compared to 1% last year). However, the majority of the volunteers continue to be relatively old: 30% are aged 65 or over (as compared to 43% last year). 44% of the volunteers are aged 60 and above, a figure closely matching the results from the HLF Exit Survey, according to which 43% of volunteers are aged 60 and above.

According to the HLF Exit Survey, 17% of volunteers are aged 11-25 years which compares to 11% in this year's sample. There are two likely explanations for the disparity. First, the lower end of this age group is unlikely to be able to complete the survey used in our research. Second, and potentially more important, is the possibility of differences in understanding the nature of a 'volunteer' rather than a 'participant'. The HLF Exit survey is undertaken through interviews with project managers, not directly with volunteers themselves. From our interviews with almost 75 projects over the two years, project managers have a tendency to describe children and young people who participate effectively as the audience or end users of projects as 'volunteers'.

However, the boundaries between the two are not always easy to identify, as our thematic research around young people indicates. For example, the 'Changing Estates' project involved three groups of young people of differing age groups, from differing localities conducting research into social housing in rural areas in Sussex. The oldest group (aged 17-18) developed and conducted most of the research on their own, and can certainly be categorised as 'volunteers' managed by an older project manager. In contrast, the youngest age group (aged 10-11 years) were not involved in these 'deliberative' activities, as they carried out activities that were designed and prepared for them by the project manager.

The Battle of Plassey, another project that was specifically aiming to engage young people, illustrates another challenge of working with young volunteers. Unlike in the case of Changing Estates – which offered a relatively formal project activity structure and recruited its volunteers through schools, the project required young volunteers to work independently to research and write a chapter for a book on the history of Bengal and the Battle of Plassey. While volunteers (aged 18-25) were successfully recruited initially, the project struggled to keep them engaged and active over a relatively long time period of more than one year. Due to other commitments at school or university, many of the young people dropped out or did not advance as quickly with their work as planned. Competing commitments are likely to play a big part in many projects attempting to work with young volunteers, especially where they provide little structure and entrust young people with greater freedom and independence – which is in some ways a key characteristic of volunteering.

Overall, and despite the younger age profile this year, the HLF volunteer pool remains older than the 'typical' volunteering population. The National Survey of Volunteering 2006/07 revealed that 17% of volunteers in England were aged 65 and over (compared to 30%) in this year's HLF cohort.

3.3 Ethnicity

The large majority of volunteers (91%) stated that they are 'White British'. While this percentage is down from 96% last year, the shift has not been to those from BAME backgrounds, but to those from 'other White' backgrounds (6% compared to 3%), with 1% being Irish and 5% from 'any other white background'.

It therefore remains the case that only a small number of volunteers from non-white ethnic backgrounds are involved in HLF projects (2%). The proportion of people from these communities remains well below the general UK population (7%); however, this is to be expected given that the volunteer profile is older than the general population, and the proportion of people from BAME backgrounds is lower among older people.

As this year's random sample of projects was much larger than Year 1, it did contain two projects that had a specific 'BAME' focus: Indian Heritage in Northern Ireland and The Battle of Plassey – based in East London and working with young people, many of them from BAME communities. However, again, apart from one exception we did not receive any survey responses from these volunteers.

Nevertheless, these two projects illustrate that engagement *per se* of volunteers from BAME communities is likely to be more successful if the project sets out to target these groups and if the subject area of the project is relevant to them. In the case of Indian Heritage in Northern Ireland, many volunteers working on the project had existing links with the Indian Community Centre in Belfast. The oral history project, which aims to

research and collect experiences and stories of members of the Indian community when they first arrived in Northern Ireland, was relevant to the volunteers either as they had personal connections to this subject (e.g. relatives), or because they had a more general research interest in issues relating to the Indian community. Involving them in the HLF-funded project was therefore a relatively small step. Similarly, The Battle of Plassey engaged a number of young volunteers who had either personal links to the subject (e.g. family members still living in Bengal) or because they considered it to be part of their community heritage and they wanted to deepen their knowledge in this area.

3.4 Disability

A relatively small number, 6% of the volunteers, consider themselves to have a disability, representing a significant drop from Year 1 (15%). However, last year's research suggested that the high proportion of volunteers with disabilities was a factor of the age profile, so the decrease in disabilities is likely to relate to the overall younger HLF volunteer cohort this year.

As noted above, one of the projects in the sample focused on volunteers with mental health needs and learning disabilities, but it was not possible to include these volunteers within the survey research. As this is likely to be an abiding weakness with survey research of this nature, it is fair to say that the actual numbers of volunteers with disabilities in the HLF volunteering pool will always exceed the reported numbers. We do, however, report on the experience of the Ways of Seeing volunteers in the case study reports.

3.5 Education

People volunteering in HLF-funded projects are extremely highly educated (as measured by formal qualifications). 69% of volunteers have a tertiary level qualification (level 4 and above). This compares to 20% of the UK population aged 16-74, and 55% of the typical volunteering population.

Indeed, there are even more volunteers (24%) with a second degree from a university or college than last year (16%). This figure is also markedly higher than for the typical volunteering population (15%).

One of the hypotheses from last year was that the high proportion of degree-holders may have been skewed by the small sample and the particular types of projects in the sample, as volunteers were heavily engaged in research-based tasks. However, the much larger sample of volunteers in this year's study is engaged in proportionally fewer of these activities (see section 3.4.2 below). This suggests that the relationship between the types of activities undertaken in HLF-funded projects, and the skills possessed by the volunteers is weaker than the Year 1 research suggested.

3.6 Occupation

This year's survey introduced a new question looking at volunteers' current or (in the case of retired volunteers) past occupations. The analysis of these occupations using the Office for National Statistics' Standard Occupational Classification mirrors the findings on the education level of volunteers. As Figure 10 shows below, more than three quarters (78%) of the volunteers work / or have worked in the three most highly skilled occupational groupings. This also corroborates the findings from the qualitative research in Year 1.

When looked at in context, only 45% of the working population in Great Britain belong to these three most highly skilled groups, as measured by the most recent figures from the ONS Annual Population Survey.¹⁰

Figure 10: Volunteers' professional occupation analysed by Standard Occupational Classifications, 2010

ONS SOC 2000	Group Title	Freq- uency	Percent	GB Work- Force
1	Managers and Senior Officials	18	12%	16%
11	Corporate Managers	14	9%	
12	Managers and Proprietors in Agriculture and Services	4	3%	
2	Professional Occupations	55	34%	13%
21	Science and Technology Professionals	14	9%	
22	Health Professionals	2	1%	
23	Teaching and Research Professionals	26	16%	
24	Business and Public Service Professionals	13	8%	
3	Associate Professional and Technical Occupations	50	32%	15%
31	Science and Technology Associate Professionals	6	4%	
32	Health and Welfare Associate Professionals	14	9%	
33	Protective Service Occupations	5	3%	
34	Culture, Media and Sports Occupations	12	8%	
35	Business and Public Service Associate Professionals	13	8%	
4	Administrative and Secretarial Occupations	20	11%	11%
41	Administrative Occupations	12	6%	
42	Secretarial and Related Occupations	8	5%	
5	Skilled Trades Occupations	3	2%	10%
52	Skilled Metal and Electrical Trades	2	1%	
54	Textiles, Printing and Other Skilled Trades	1	1%	
6	Personal Service Occupations	6	4%	9%
61	Caring Personal Service Occupations	6	4%	
7	Sales and Customer Service Occupations	2	1%	8%
71	Sales Occupations	2	1%	
8	Process, Plant and Machine Operatives	3	2%	7%
81	Process, Plant and Machine Operatives	3	2%	
9	Elementary Occupations	3	2%	11%
91	Elementary Trades, Plant and Storage Related Occupations	1	1%	
92	Elementary Administration and Service Occupations	2	1%	

Source: BOP Consulting/ONS (2010)

A third of the HLF volunteers (34%) belong to 'Professional Occupations', including scientists, engineers, teachers, university staff and architects. Another 32% are engaged in 'Associate Professional and Technical Occupations', including social workers, nurses, artists, journalists, marketing officers and business analysts. It is these two groups where the volunteers are most 'over represented' when compared with the general workforce.

¹⁰ Figures for the survey relate to the period October 2008 to September 2009.

12% belong to 'Managers and Senior Officials', predominantly corporate managers, slightly below the proportion in the labour force as a whole. Correspondingly, it is the 'blue collar' occupations which are under represented in the HLF volunteer pool.

3.7 Employment status

In accordance with the change in the age profile, fewer people than in last year's cohort are retired (44% as compared to 56%) and more people are in paid employment (38%). The proportion of students remains almost unchanged (6%).

This year's cohort showed a very small, but slightly higher proportion of volunteers than last year stating that they were unemployed (3%), and more people reporting that they were housewives/husbands (5%).¹¹

Of those in retirement, more than half (57%) retired because they had reached legal retirement age and a further 37% took voluntary retirement. Only a small number of volunteers retired because they were made redundant (3%) or through ill health (4%).

3.8 Geography

The volunteers live in relatively affluent areas of the country. Only one of the volunteers lives in an area ranked within the 10% most deprived areas in England according to the 2007 Index of Multiple Deprivation ranking. In contrast, more than half (56%) live in the 30% most affluent areas. This overall pattern is entirely consistent with the results from Year 1.

As Figure 11 below shows, in most of the projects volunteers are drawn from areas with a similar level of affluence; in other words there is not a great degree of social mixing within projects as measured by this indicator.

¹¹ The latter is partly due to housewife/husband having been introduced as a separate category in this year's survey.

Figure 11. Geographical distribution of volunteers in HLF-funded projects, by local authority indices of multiple deprivation score, 2010

Name of project	Most deprived deciles (Index of Multiple Deprivation Score England 2007, 1=most deprived)										Frequency
	1	2	3	4	5	6	7	8	9	10	
100 Years of Atherstone			25%		13%		38%	25%			8
AGT Heritage Centre			11%		22%	11%	33%	22%			9
Apollo Pavillion	17%		17%		17%		17%			33%	6
Archiving HMS Invincible			20%	20%	20%	20%		20%			5
Camden Road				6%		6%		56%	22%	11%	18
Conservation of effigies									100%		3
Elemore Woods Extension						33%	33%			33%	3
Fordhall Farm Trail			13%	13%		13%	25%		25%	13%	8
From Auschwitz to Ambleside		13%			7%	20%	13%	47%			15
Happy Birthday Big Ben		100%									1
Hartwith's Industrial Heritage								75%	13%	13%	8
Our Heritage, our coast, our communities			17%			67%			17%		6
Restoring our Feland Heritage						18%	18%	18%	9%	36%	11
Shildon Intergenerational		25%		25%			50%				4
Spinning Down the Derwent				25%	50%					25%	4
The Bowles Story at Middleton House			25%						25%	50%	4
Thomas Paine 200					9%	9%	18%	45%	18%		11
Trues Yard Museum Extension Project								33%	33%	33%	3
Unfolding the Quilts				8%	8%	38%	8%	16%		23%	13
Watts Gallery Hope Project						6%	3%	42%	16%	32%	31
Winnall Moors					10%		10%	20%	30%	30%	10

Name of project	Most deprived deciles (IMD Score Wales 2008, 1=most deprived)										Frequency
	1	2	3	4	5	6	7	8	9	10	
Unfolding the Quilts								100%			1

Name of project	Most deprived deciles (IMD Score Scotland 2009, 1=most deprived)										Frequency
	1	2	3	4	5	6	7	8	9	10	
PAWS 1000								100%			1
Volunteer Outreach Project										100%	4

Name of project	Most deprived deciles (IMD Score Northern Ireland 2010, 1=most deprived)										Frequency
	1	2	3	4	5	6	7	8	9	10	
Indian Heritage in Northern Ireland		100%									1

Source: BOP Consulting (2010)

3.9 Gender

The gender distribution in this year's sample is closer to the 'normal' volunteering population than last year. 43% of the volunteers are male and 57% are female. This compares almost exactly with the results of the National Volunteering Survey 2006/07, in which 44% of volunteers were male and 56% female.

3.10 Social inclusion and access

As with last year, this study only considers social inclusion and access from the perspective of volunteering, and ignores the degree to which the projects in the research may be supporting social inclusion and access through their audience engagement and dissemination activities, as this was extensively reviewed in the previous social impact research carried out by Applejuice Consultants for HLF. By this narrower measure, this year's findings confirm the Year 1 conclusion that it is not possible to say that the projects are widening access to a very diverse range of people nor, in the main, are they engaging people that suffer from various forms of socio-economic exclusion.

The main exception to this general pattern, which is common across almost all the projects, is their ability to engage volunteers from older age groups, particularly those aged 65 and over. Older people are at particular risk of social isolation and disengagement and this has negative impacts on their health and well-being. This is one of the reasons why 'healthy life expectancy' – expected years of remaining life in good or fairly good general health – while increasing, has not increased as quickly as overall life expectancy in the UK.¹² As the findings from both years of the research demonstrate, volunteers consistently report well-being benefits from their volunteering in heritage projects. These issues are explored in more detail in section 3.7 below.

Only a few of projects have a specific remit to involve volunteers from groups that have traditionally not been well represented in the heritage audience and/or experience various forms of social exclusion. This year, two of the projects had a focus on diverse cultural heritage, which meant that most of their volunteers were drawn from the relevant communities:

- Indian Cultural Heritage – documenting the history of the Indian community in Northern Ireland, that drew most of the volunteers from the Indian Community Centre in Belfast
- Battle of Plassey – working with a small group of young people mainly from South Asian backgrounds.

One project, Ways of Seeing, has an explicit focus to work with a core group of volunteers/participants over 18 months who have mental health needs. Beyond this, there are a number of projects whose 'peripheral' group of volunteers (i.e. those that spend less time engaged in the projects) includes those at risk of various forms of social exclusion.

- Tides of Change – working with a range of young people to look at the coastal heritage of Devonport, and an intention that one group will be consist of those that are Not in Employment, Education or Training (NEETs)

¹² Local Government Association (2010) 'Demographic change and the health and well-being of older people', background paper for the conference *Future of the Third Age: Making the most of an older population*, held in London on 29th January 2010.

- 100 Years of Atherstone – part of the work of the volunteer coordinator post that HLF part-funds is to place unemployed people into volunteer opportunities, including with the 100 Years of Atherstone project
- The Bowles Story – some of the volunteers in the project have mental health needs and were referred to the project via the MENCAP rehabilitation scheme
- Winnal Moors – habitat restoration project working with a youth volunteering group (among others) that has a specific remit to work with young people excluded from school and those with health problems.

Summaries of sites visits to two of these projects, Indian Cultural Heritage and Ways of Seeing, are contained in the accompanying case study report.

But these projects remain the exception rather than the norm. As section 3.1 above shows, two thirds of the projects do not actively seek to recruit volunteers from under represented groups.

Further, some of the main ways in which volunteers were recruited are likely to mean that it is ‘insiders’ within local communities who are more likely to find out about volunteering opportunities. That is, although only 10% report finding out about the project through general ‘word of mouth’, more than a quarter report that they found out about the project from ‘existing volunteers working on the project’. In social capital terms, this combination of connections represents ‘weak ties’ – broader bonds of more distant relationships, termed in the literature ‘bridging’ social networks/social capital. It is precisely this form of social capital that is most unevenly distributed across populations and allows some groups to identify and take advantage of opportunities rather than others.¹³

However, it should be remembered that even though many of the volunteers are broadly alike in terms of the demographic classifiers used by social researchers, this does inevitably mask the diversity of individual volunteer experience. As with last year, through the qualitative research we met a few individuals for whom volunteering was connected in differing ways to traumatic life events and bereavements, even though most of these individuals would otherwise outwardly appear as ‘typical’ highly capable, well educated HLF volunteers.

For example, one of the volunteers at the Great Fen project had lost her husband and had found it very difficult to cope with the grief and loss. She did not feel that she wanted to go back to the stress of work, and so volunteering was her way back into social interaction but also one that allowed her to keep the skills she had learned in teaching (*“I don’t know what I would have done without the volunteering”*). One of the volunteers with the Assault Glider Trust (AGT) had had to abandon a PhD in Engineering due to a chronic period of ill health, which has had lasting effects in terms of long term limiting mental and physical ill health. Volunteering one day a week on the AGT project is one of the few occasions where he feels able to get out of the house alone and re-connect with his passion for engineering.

Finally, it should be noted that the sample of projects only includes those funded through Heritage Grants and Your Heritage. It does not include volunteers that are involved through HLF’s programme that is specifically designed to engage young people in heritage, Young Roots.

¹³ Khan and Muir (2006) *Sticking together: Social Capital and Local Government*. London: IPPR.

4 IMPACT ON INDIVIDUALS

4.1 Motivations for participating

Last year's research identified a key facet of volunteering in HLF-funded projects: that the most important motivational factor for volunteers is to have an existing interest in the subject area of the project (e.g. land management and conservation, World War II gliders, historic sewage works). Having first observed and researched this through the site visits, we described this motivation within a broader thesis related to the volunteers: that many of them fall into a category that has recently been called 'pro ams' – meaning 'innovative, committed and networked amateurs, working to professional standards'.¹⁴

In Year 1's sample, there were a number of volunteers who were not only working at a professional standard, but who had developed *external* material at a professional standard e.g. Great Ayton's book on Roseberry Topping and Sailing Barge Cambria's course in Shipwrighting skills. In this year's sample, there were fewer such examples although some are planned, as described in Box 1 below.

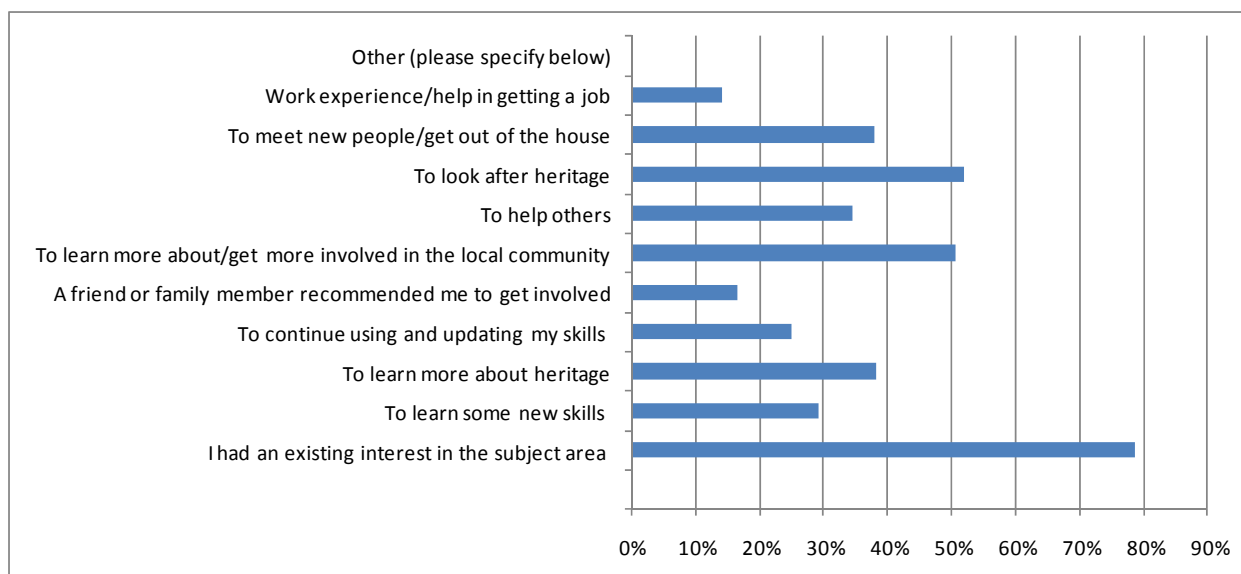
Box1. Potential 'Pro Am' outcomes through HLF-funded projects

- The volunteers at the Assault Glider Trust bring a specific set of professionalised expertises to the project; they have reconditioned planes which will eventually go on display in another museum. The volunteers will also work with younger members of the airforce at RAF Shawbury to pass on their engineering skills. However, they are currently focused on completing the tasks in hand first.
- The project manager at the Great Stink has ambitions to devise a course in steam engine restoration, as well as eventually gaining Museum Accreditation for the site. However, once again, neither of these are priorities at present given the large number of existing tasks to undertake on site.
- One project that has already codified and transferred some of their knowledge into an external output is The Bowles Story at Myddelton House, who have developed a Gardening Apprenticeship scheme.

As with last year, the 'pro-am' motivation of an 'existing interest in the subject area' (79%), is the most frequently reported motivation for getting involved, by a large degree, and an almost identical response to Year 1 (78%). This year, we also looked for corroboration from the 47 project managers and 82% of them stated that at least some of the volunteers involved in their project had an existing interest in the subject, and fully half of them reported that *all* their volunteers had such an interest.

Related to this, a further 52% of volunteers reported that they wanted to 'look after heritage' and 38% wanted to 'learn more about heritage' – even more than last year, where 45% stated that they were keen to 'look after heritage' and 34% that they were hoping to learn more about it.

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

Figure 12: Motivations for volunteering in HLF-funded projects, 2010

Source: BOP Consulting (2010)

Despite the great level of existing interest before the volunteers' involvement, their participation in HLF-funded projects allows them to deepen and increase their knowledge and understanding of the subject area. Only 4% of the volunteers report that they have made 'no gain' or 'almost no gain' in the 'knowledge and understanding of the specific subject area', while 44% state they have made 'some gain', and two thirds report a 'large gain' (45%) or 'very large gain' (21%).

In thinking about how heritage volunteering may differ from other types of volunteering, it is interesting to reflect on other studies that look at the motivations for volunteering. Traditionally volunteering has been identified with altruism, whether philanthropic (giving to others) or mutual aid (giving to one's own).¹⁵ In their recent ESRC-sponsored qualitative work on volunteering across four community projects in a deprived East Midlands community, Irene Hardill and Sue Baines extend this dichotomy to encompass two more 'self interested' motives:

- i. "Give to each other' (mutual aid) – people volunteered to help those within their own community; they wanted to put something back.
- ii. 'Give alms' (Philanthropy) – people from outside the community volunteer out of a sense of altruism. They felt fortunate and wanted to make a difference.
- iii. 'Get by' – people volunteered in reaction to a personal need or as a result of an individual life event like retirement or bereavement. This is volunteering as a form of self-help.
- iv. 'Get on' – people who volunteer as a way of developing new skills and experiences that are valued in the labour market to help them get a job or change career. This is volunteering for career development."¹⁶

Hardill and Baines found that the first three motivations were reported much more frequently than the fourth. Comparing these findings with the HLF volunteers:

¹⁵ C.f. Davis Smith, Rochester, and Hedley, Eds. (1995) *An Introduction to the Voluntary Sector*. London: Routledge.

¹⁶ Hardill and Baines (2008) 'Volunteering in a deprived community', paper presented at the ESRC and Northern Ireland Council for Voluntary Action seminar series on *Active Citizenship and Community Relations in Northern Ireland*.

- the ‘mutual aid’ motivation chimes with the 50% of all volunteers in HLF projects that report that they want to ‘learn more about/get more involved in the community’. Further, some of the motives expressed around ‘looking after heritage’ are also relevant here, as a number of volunteers in the survey state that this is about preserving heritage and ‘passing it on to others’ – principally intergenerational equity transfers.
- a further 34% exhibit philanthropic motives (‘to help others’)
- the ‘self help’ motivation is a rough correlate of the 38% of HLF volunteers that wanted to ‘meet new people/get out of the house’, and perfectly describes the individual motives of a few individuals that we met on the site visits
- only 14% of volunteers report ‘get on’ motivations (‘work experience/help in getting a job’).

But what is strikingly different among the HLF volunteer cohort is the ‘pro am’ motivation, which has no easy fit with even Hardill and Baines’ expanded four-fold schema of volunteer motivations. While the pro am motivation would appear more individualistic and self interested than the ‘care’-based, collective roots of philanthropy and mutual aid, it is not (in the main) pursued so that individuals can ‘get on’ in the labour market. Rather, it is closer to the spirit of ‘knowledge for knowledge’s sake’ that has animated independent scholars down the generations¹⁷, and is pursued as an active *process* in and of itself, rather than a means to an end. In addition, when made public, as it generally is, such research represents a substantial contribution to our collective knowledge and understanding. Beyond individual learning, there is also the sense in which collective efforts can produce ‘professional’ outcomes, over and above the expertise of the individuals involved. This is notable in areas like archaeology, where the sheer numbers involved in excavation can speed up the process; astronomy and ornithology, where organisations like the British Trust for Ornithology draws on the systematic efforts of thousands of amateurs, deriving its reputation in part from the robustness of the data it has collectively built over time.

As the activity generates few instrumental rewards, it seems more allied with notions of internalised personal development and self actualisation.¹⁸ Interestingly, it also seems to afford many of the non-monetary rewards – rooted in challenge, achievement and control – that characterise/have characterised some of the best elements of many volunteers’ working lives (see the Well-being and Health section below for more discussion on this subject).

4.2 The nature and level of participation

4.2.5 Activities and roles undertaken by volunteers

As mentioned above, there have been some changes in the roles and type of activities undertaken by volunteers in HLF-funded projects.

The two most frequently reported activities are research activities with existing collections (38%) and ‘gathering, recording, analysing and cataloguing new material’ (33%). However, there are fewer volunteers undertaking these activities than last year, when 48% and 40%

¹⁷ See, Finnegan (ed) *Participating in the Knowledge Society: Researchers beyond University Walls* (Palgrave Macmillan, 2005), which features historical accounts of amateur astronomy, botany, ornithology and genealogy and well as projects such as Mass Observation.

¹⁸ Maslow (1943) ‘A theory of human motivation’, *Psychological Review* 50(4):370-96.

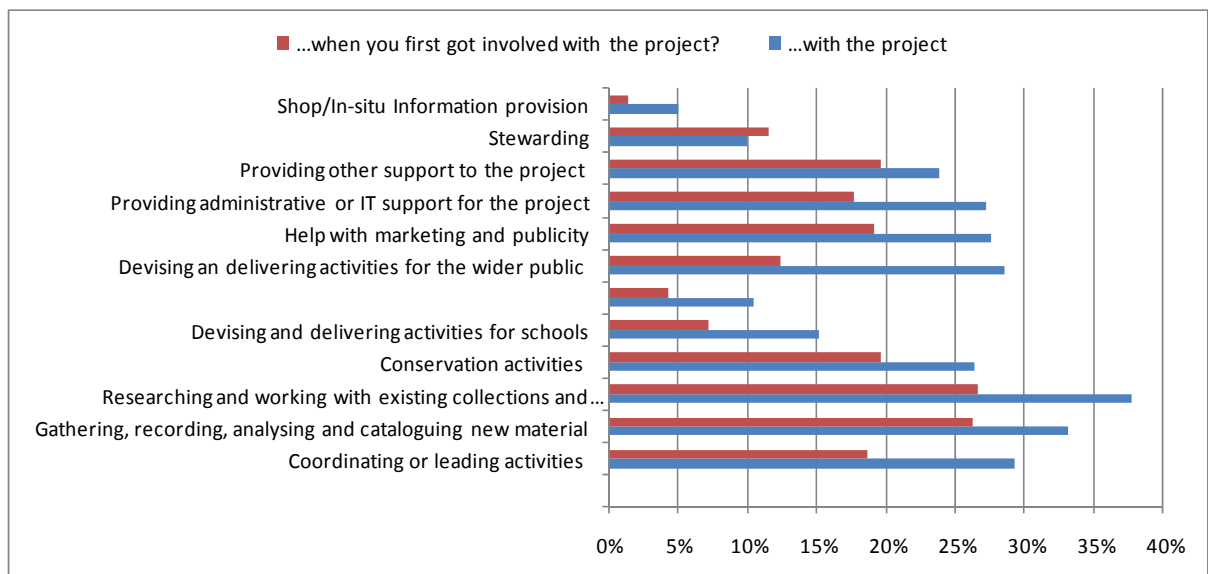
of volunteers were engaged in these activities. In contrast, there are many more volunteers engaging in conservation activities this year (26% compared to last year 10%). These changes are likely to be related to the wider breadth of projects in this year's sample, with fewer projects focusing on intangible heritage this year, and more projects in the land and biodiversity and industrial heritage categories.

When looking at the kind of activities that volunteers undertook when they first got involved with the project, a similar picture emerges (see Figure 13). Most volunteers were involved in research with existing collections and archives (27%) and gathering/recording new materials (26%). Conservation activities were undertaken by 20% of the volunteers.

Another significant activity is 'stewarding' especially in a museum context, which is undertaken by 12% of the volunteers when they first get involved and by 10% at a later stage. In contrast, while a key aspect of last year's projects was to devise and deliver dissemination activities for the wider public (31%) and schools (29%), fewer volunteers were involved in these activities this year: 29% state that they were involved in activities for the wider public and 15% delivered activities for schools.

While the types of activities carried out by volunteers do not seem to change much over the course of the project, the figures suggest that volunteers get involved in more and different activities over time, as and when needed. This is entirely in keeping with the generally small size and capacity constraints that exist for the organisations responsible for the HLF-funded projects.

Figure 13: Volunteers' activities undertaken with HLF-funded projects, at the beginning and now with the project, 2010



Source: BOP Consulting (2010)

4.2.6 Mode of interaction between volunteers

Compared to last year, this year's projects reflect a more 'social' arrangement of tasks. A much greater proportion of volunteers spend their time volunteering socially, with almost half of the volunteers stating that they mainly work on the project in groups (47%) and 29% in pairs. Only one quarter of the volunteers work mainly on their own. This represents a break with last year's findings where 46% of the volunteers spent their time working on the project mainly on their own.

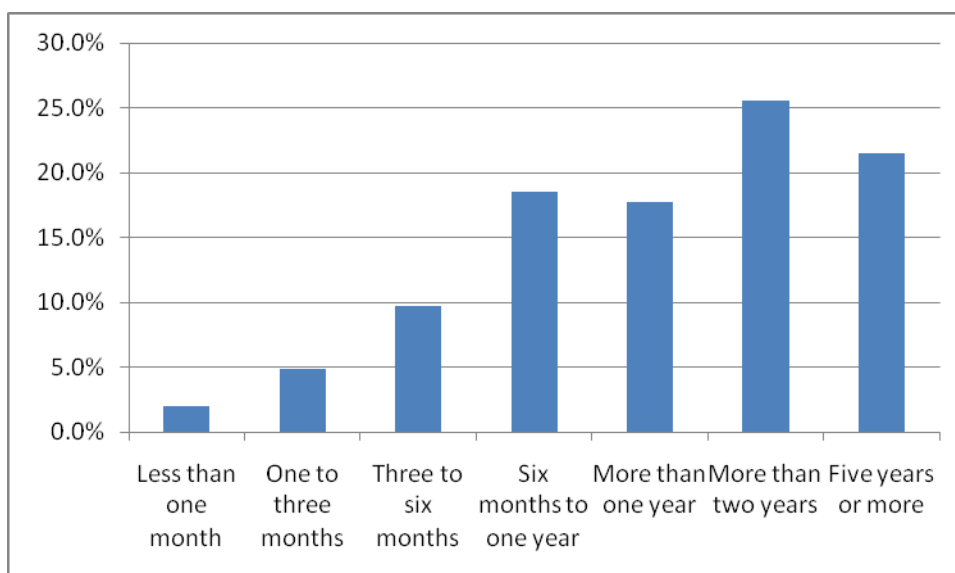
The shift in emphasis may be explained by the wider spread of projects, as this changes the balance of activities undertaken by volunteers, which in turn has implications for the social setting of volunteers' activities. Last year featured many intangible heritage projects in oral and social history projects, where research activities, for instance in local public record offices or conducting and transcribing interviews are often carried out individually. In contrast, the outdoor conservation activities, which are better represented this year within the survey sample, are all carried out by volunteers working in groups.

4.2.7 Intensity, duration and frequency of participation

The overall pattern of participation in terms of intensity, duration and frequency of participation is commensurate with the findings from Year 1. Volunteers have been involved with their organisation for slightly less time, while spending a little more time over an average of 4 weeks working on the project, but the differences are small.

Though more volunteers than last year have been involved with the organisation for less than one year (35% as compared to 19%), it is clear that most volunteers are still not recruited anew to help deliver specific HLF projects. Rather, they often have a history of involvement with the organisations that stretches back over a number of years. The analysis of the project manager interviews confirms this: there are at least nine of the 47 projects in this year's sample where a component of the volunteers has been involved for more than 10 years. In three projects, a significant proportion of volunteers have even been involved for more than 30 years. While this clearly does not suggest that all volunteers in these projects have been involved for such a long time, it does reinforce the observation from Year 1 that a component of the social impact experienced by volunteers cannot be attributable to the specific HLF project, but to the wider heritage context of the organisations in which volunteers choose to engage.¹⁹

Figure 14: Length of time that volunteers have been involved with the organisations running HLF-funded projects, 2010



Source: BOP Consulting (2010)

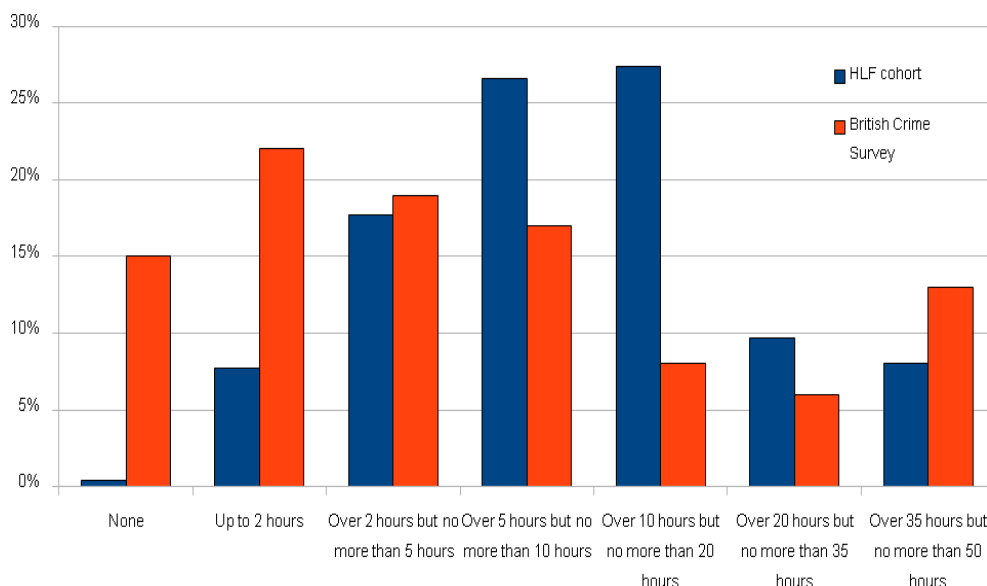
¹⁹ In evaluation terms, this component – what would have happened in any case without the specific HLF-funding – is termed the 'deadweight'.

As shown in Figure 14 the survey results show that 22% of volunteers have been involved for five years or more, and another quarter for more than two years. In comparison, last year there were more volunteers having been involved for five years or more (30%) and less with an engagement of 2 to 5 years (16%).

In terms of the time that volunteers spend working on the project over an average of four weeks, 45% of the volunteers spend more than 10 hours over that time period. A further 27% volunteer for between 5 and 10 hours. This time profile for Year 2's larger and more representative sample of projects, suggests that volunteers spend slightly more time on the project compared with the findings reported in the Year 1 research.

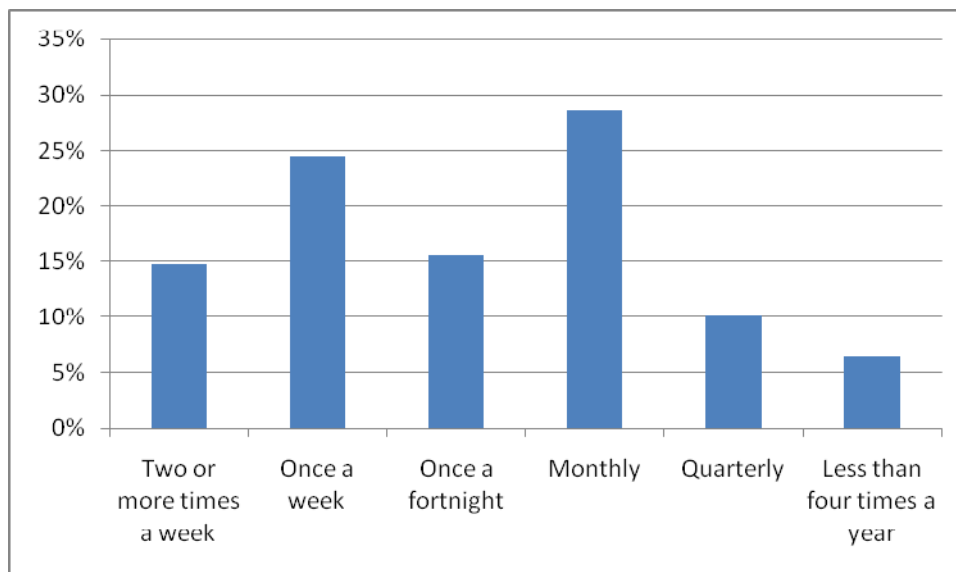
What is more interesting is that this trend reinforces the findings from last year comparing time spent on HLF-funded projects with other types of volunteering. Figure 15 below shows how the results of this year's HLF volunteers compare to the volunteering undertaken across the general UK population, as measured by The British Crime Survey (2000). Overall, volunteers participating in HLF-funded projects this year spend significantly more time volunteering than the general population, as only slightly more than one quarter (27%) volunteers for more than 10 hours in a four week period (compared with 45% of HLF volunteers). The disparity between the figures is actually greater than this suggests as the British Crime Survey asks respondents to state their involvement across *all* the organisations/activities in which they are engaged in volunteering for. Volunteers in HLF-funded projects therefore have a more intensive volunteering experience than is generally the case in the UK.

Figure 15: Time devoted to volunteering on HLF-funded projects over an average four weeks, compared to respondents of the British Crime Survey, 2010



Source: BOP Consulting (2010)

Unsurprisingly, the intensity of the HLF-volunteering experience is reflected in the frequency of volunteer meetings. More than half of the volunteers (54%) meet each other on a fortnightly or more regular basis (40% meet once a week or more, compared with 16% who meet once a fortnight).

Figure 16: Frequency of volunteers meeting their peers working on the project, 2010

Source: BOP Consulting (2010)

4.3 Volunteering and the labour market

Last year's research looked at how HLF volunteering may act as a bridge both into, and out of, the formal labour market (depending on whether volunteers are young and seeking to start work or older and having moved into recent retirement). It is interesting to re-visit this issue this year given the differing age cohort of the volunteers in the current sample, and the wider context of the recession (which is now more firmly entrenched than a year ago).

From the survey results, approximately the same numbers of volunteers report that there is some relationship in their volunteering to current or previous forms of employment (35%). This might take the form of:

- i. similar activities in a different setting (e.g. some of the woodworkers at the AGT project used to work in furniture manufacturing, or more commonly, the ex-teachers and lectures now working with schools through their HLF volunteering)
- ii. a similar setting but different activities (e.g. from the same AGT project, some of the volunteers had a forces/RAF background but had not been employed as an engineer or mechanic before now)
- iii. a combination of the two in a few instances (e.g. a former County environment education officer volunteering with the Great Fen project and mainly undertaking work with families and children regarding the Fenland environment).

The relationships above have been arranged in descending order of frequency, with 'similar activities different setting' the most common (19%), followed by the last two that were reported by 11% and 4% of the volunteers respectively. Again, these results are almost identical to last year.

4.3.1 New entrants/return to work

While hoping to use volunteering as a step towards 'getting on' in the labour market has been identified as a motivation for volunteering in general – at 14%, this remains one of the least reported motivations for volunteering in HLF-funded projects (see section 3.3 above). It is, however, more prevalent this year than last, and this is likely to be a factor of the younger age profile of the volunteers in Year 2, as well as the effects of the recession. The interviews suggest that in some cases, this can be a successful strategy, *"I have used my new skills to help me find a full-time job."*

The hypothesis that more people are volunteering in order to develop skills, is in line with the experience of other organisations. Volunteer Centres in the UK reported a 30 per cent year-on-year increase between 2007/8 and 2008/9 and groups such as CSV and YouthNet, have also noted increased applications for volunteering from young people²⁰.

While most volunteers are not actively seeking to enter the labour market, a small number of volunteers end-up carrying out some paid work in relation to the HLF-funded project (10% in both years). Site visits and conversations with project coordinators and other volunteers also suggests that those volunteers who are looking to improve skills (and hence chances of employment) are less intensively involved with projects – and correspondingly less likely to have completed a survey return.

The PAWS 1000 landscape conservation project, for example, has a small group of Air Cadets working separately from the adult volunteers. Rather than clearing the landscape of non-indigenous trees (as with the adults), the Cadets are involved in chopping up the subsequently removed trees and branches. Through this task, they are working towards gaining an accreditation in chainsaw use. More directly, the volunteer coordinator at the Great Fen conservation project reported that her daughter was currently volunteering with the project while looking for a job, and she also stated that a few of the other volunteers do it *"to upskill, to get something on their CV"*.

In addition to entering the labour market for the first time, some adult volunteers in paid work use their volunteering experience as a way to test out and explore the possibilities for some form of career change: *"I used to own my own business, i suffered from mental health issues which meant i had to give it up, I've been unemployed for a while and am now unsure of what skills i have, this project is helping me to think about what it is i can do in the future"* [100 Years of Atherstone].

We met several of these instances of this on our site visit to the PAWS 1000 project (see Box 2 below).

²⁰ See <http://www.volunteering.org.uk/WhatWeDo/Policy/whatwearesaying/2010/Volunteering+in+the+recession>

Box 2. Career change/re-alignment among adult HLF volunteers

The following examples from the PAWS 1000 landscape and wildlife conservation project illustrate a range of ways in which adults in paid work see their volunteering as helping them to explore different career paths or progress/complement their existing employment routes.

- A volunteer in his early 30s was using his volunteering experience to try to get back into employment in the area where he had achieved his original qualification (wildlife management). Upon qualifying, he could not find a job and so had embarked on a career as a chef instead for the last 14 years.
- Similarly, another volunteer who used to work in the oil industry and now drives buses, is seeking to get into a paid conservation role. He sees volunteering with PAWS 1000 as a good opportunity to make contacts and gain experience.
- One of the older volunteers was hoping that the volunteering would help to bring about a more subtle change of direction in his career. He has been working as a gardener for more than 10 years and is currently studying at college for the National Certificate in Conservation Management. Volunteering with the PAWS 1000 project provides a useful and more practical complement to his current study.
- Complementing theoretical knowledge with practical experience of issues around bio-diversity and landscape management was also a motivating factor for one of the female volunteers, who is currently completing a PhD in plant-based Biogenetics.

4.3.2 Retirees

The results from Year 1 of our research pointed strongly to the role that HLF volunteering can play in helping people move from work into an active and fulfilling retirement. This is not a finding that is specific to heritage volunteering, but one that has been reported on across a number of advanced economies in relation to volunteering in general.²¹

Although there are proportionally fewer retired volunteers in the sample this year, it was still a significant feature of the interviews we conducted with volunteers: *“I have just retired and am looking to do a lot of voluntary work when i move to Scotland in a couple of months... this project has been a perfect opportunity for me to do so”*, [Shildon Intergenerational]; *“to get involved in an interesting and worthwhile activity as I began my retirement from a full-time, often stressful job”* [Watts Gallery Hope]; *“I now have a lot of spare time and want to keep busy rather than staying at home all day.”* [Watts Gallery Hope]

Similarly, one of the volunteers in their early 50s working with the PAWS 1000 project recently took early retirement from working for many years as an environmental health inspector (*“I just couldn’t bear it anymore”*). Although in theory he could look for another job, he has chosen instead to volunteer regularly with three different projects *“as a substitute for work”* (all the projects are in a similar conservation or wildlife area).

²¹ See, for instance, Davis Smith and Gay (2005) *Active Ageing in Active Communities: Volunteering and the Transition to Retirement (Transitions After 50)*. London: Policy Press, and Narushima (2005) ‘“Payback time”: community volunteering among older adults as a transformative mechanism’, *Ageing and Society*, 25:4, 567-584.

Few make such as conscious a decision as this, but there is no doubt that for many of the retired people we have spoken with over the two years of the project to-date, volunteering in HLF projects helps to either fill a gap left by work, or liberate them from its more Gradgrindian qualities.

The key here appears to be providing activities that the newly-retired find enjoyable yet challenging, often allowing the volunteers to continue using skills built up over a career; to develop new skills; or expand what may only have been an area of minor interest into a burgeoning hobby and subsequent area of specialist knowledge.

Finally, a few of the projects – particularly the industrial heritage and maritime projects such as the AGT project in this year’s study – also seem to be able to provide a feeling of camaraderie that echoes that of the workplace, and that volunteers describe as being ‘hard to replace’ once they have stopped working: *“I really enjoy the comradeship – it’s just like being back in the forces, although we’re all a lot older now!”* [Assault Glider Trust].

4.4 Skills development and maintenance

4.4.1 Skills improved

A number of volunteers are initially motivated to get involved with projects in order to learn new skills (29%), or to deepen and maintain existing skills (25%): *“I was keen to use my skills again after so many years, without this project there would be a gap in my life”* [Assault Glider Trust]. These expectations of how volunteering will effect their skills seem to be being met.

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

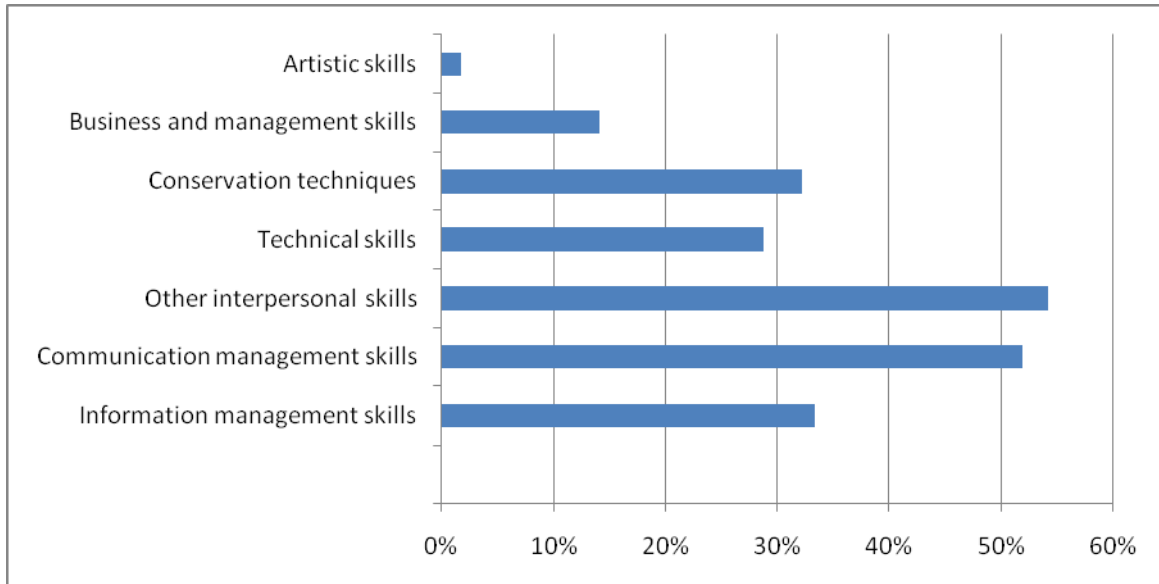
- Information management skills (e.g. research, archiving, transcribing)
- Communication skills (e.g. speaking, writing, presenting)
- Other interpersonal skills (e.g. leadership, team working, developing confidence in social situations)
- Business and management skills (e.g. marketing, fundraising, project management)
- Technical skills (e.g. computers and ICT, geo-physical archaeology)
- Conservation techniques.

The survey findings again illustrate that skill development is indeed a major outcome of volunteering. This year, the most frequently named area of skill improvement is ‘other interpersonal skills’ (54%) *“I have improved my management of interpersonal relationships at work”* [Winnall Moors], followed by communication management skills (52%).

Compared to last year, there has been a significant drop in volunteers stating that they have improved their ‘information management skills’ (33% compared to 47%). This is likely to again be a factor of the more even weighting of different types of heritage projects across the sample. In other words, information management skills (which include the areas of research, archiving and transcribing) have been developed to a lesser extent than last year, as fewer volunteers have been involved in these activities (see section 3.4.6 above). Concomitantly, the greater frequency of volunteers involved with ‘conservation activities’ means that proportionally more volunteers report having improved their skills in conservation techniques (32%).

Figure 17 below shows the skill areas in which volunteers report they have improved. Only 9% of the volunteers (even less than last year) state that they have not improved any skills through their participation in HLF-funded activity and this may be because of relatively short involvement: *“not yet, but I expect to when I do further voluntary work in the future”* [Fordhall Farm Trail] and *“not yet, but I am sure I will”*. [Shildon Intergenerational Project]

Figure 17. Volunteers’ skills improved through participating in HLF-funded projects, 2010

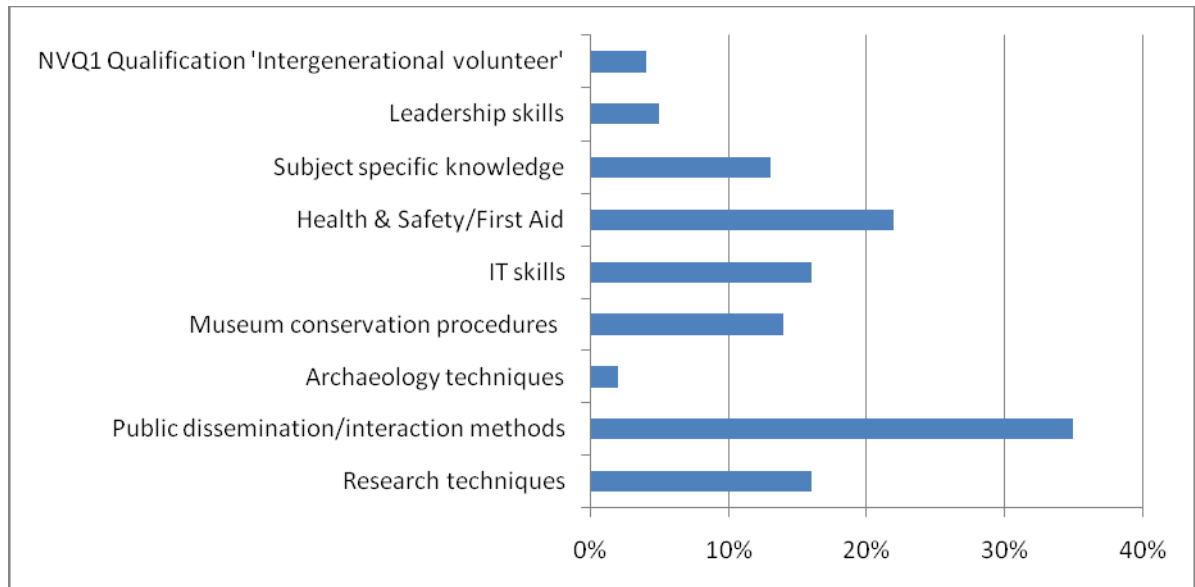


Source: BOP Consulting (2010)

For approximately one third of the volunteers (34%), the skill development is at least partially achieved by receiving formal training through the HLF-funded project. *“I don’t learn as quickly as I used to however I’ve enjoyed going on the IT training on how to use databases. It’s enabled me to keep up with technology”* [100 Years of Atherstone]. This is less than in Year 1, however, where almost half of the volunteers stated that they had received formal training (45%).

An open question about training suggested a wide range in intensity and degree of formality, from an introduction into how to use a computer-based cash register, a series of lectures on an artist, to an NVQ1 Qualification to become an ‘intergenerational volunteer’. The types of formal training undertaken by volunteers have been backcoded and grouped into nine categories in Figure 18 below.

Figure 18: Areas of formal training undertaken by volunteers in HLF-funded projects, 2010



Source: BOP Consulting (2010)

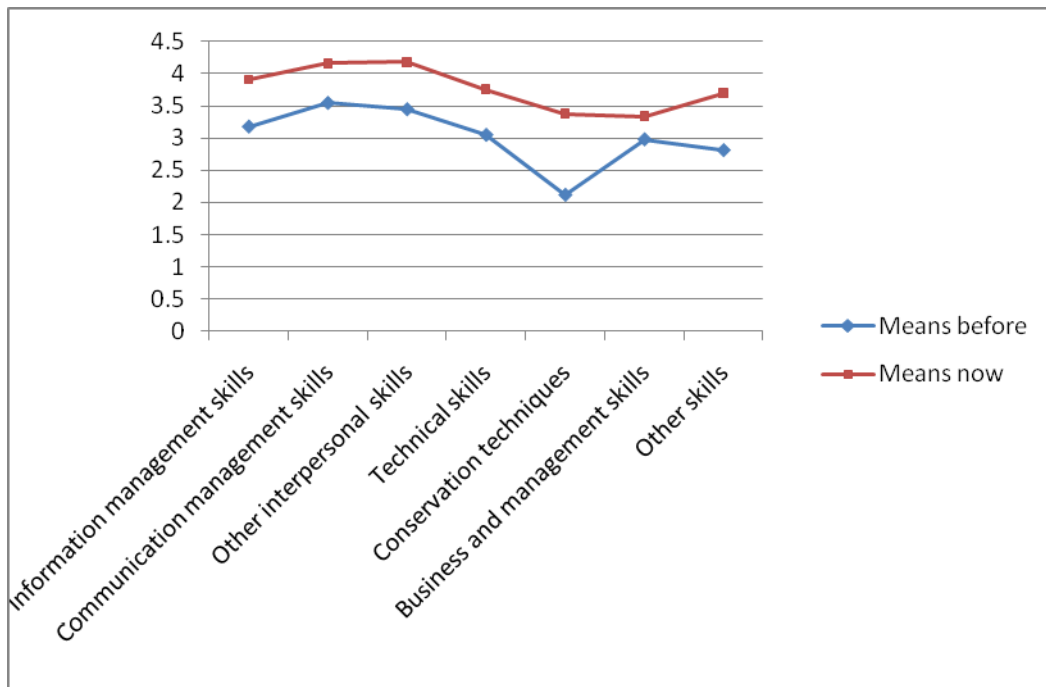
While they broadly fall into similar categories as last year, fewer volunteers report training in the area of research techniques. In contrast, many more volunteers have been involved in basic Health and Safety and/or First Aid training, and more volunteers have received training in the area of public dissemination/interaction than last year. The latter includes some informal training on how to communicate with visitors at a venue or during events, as well as some more formal customer services training, such as the training course 'Welcome to Excellence' provided by England's Regional Tourist Board. These two areas seem particularly relevant this year, as there is a significant number of volunteers who have been involved in stewarding roles or as provider of *in-situ* information at sites.

4.4.2 Progression

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

Respondents were asked to rate their skill levels on a scale of 1-5, where 1 = 'None existent', 2 = 'Basic', 3 = 'Satisfactory', 4 = 'Good' and 5 = 'Excellent'. Figure 19 shows the volunteers' progression in the different skill areas by comparing the mean average of responses.

Figure 19: Progression of skill areas for volunteers in HLF-funded projects, 2010



Source: BOP Consulting (2010)

The overall findings remain consistent with last year.

- Most volunteers rate themselves as having relatively high skill levels (at least 'satisfactory' or 'good') in most of the skill areas – with the exception of conservation techniques. This high rating is not surprising given (i) the high levels of human capital across the HLF volunteer cohort (indicated both by high levels of formal qualifications and highly skilled occupational groupings) and (ii) the length of time that many volunteers have been involved with organisations before starting the HLF-funded activities.
- While the average skill levels increase in all areas, the positive changes to skill levels are small. The only exception is conservation techniques, where the results show a marked increase (the mean of skill level increases by more than '1' from the 'before' to the 'now' rating). Compared to last year, there are not only more volunteers improving their conservation skills, but also the progression of skills in this area is greater.

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

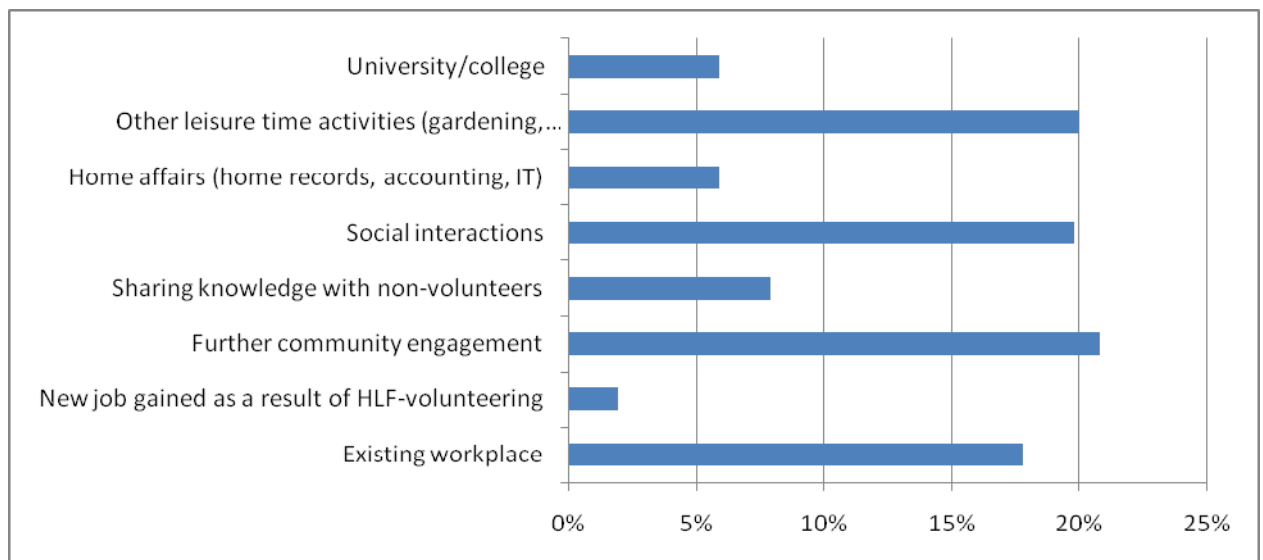
4.4.3 Transferability

The final skills issue that we investigate in the survey is the degree to which any skills that volunteers enhance through their participation in HLF-funded projects have a wider impact, by being transferable to any other areas of their life.

Similarly to last year, 50% of the volunteers report that they have used these skills outside of the HLF-funded project (53% in Year 1). Figure 20 below shows in what ways these skills have been utilised (after backcoding). The pattern is similar to last year with three of the four most regularly reported areas also being the most frequently reported last year:

- 21% of the volunteers have used their skills to increase or improve their existing engagement in the community (e.g. in other projects where they volunteer). For example one volunteer commented: *"I have learnt how to set up a website offering sales of tickets and payments through Paypal, I've now been asked to do a similar page for another organisation that I'm involved in"* [Thomas Paine 200].
- a further 20% have used them in other leisure time activities, for example one volunteer commented: *"I used conservation techniques to restore a steam locomotive"* [AGT Heritage Centre].
- 18% have been able to use their skills in their existing workplace, a couple made the following remarks: *"I have honed the research experience gained with the project in my profession as a journalist"* [From Auschwitz to Ambleside] similarly, *"The experience I gained on the project saved a disaster in the work related film."*²² [Spinning Down the Derwent]

Figure 20: How volunteers use the skills improved through participating in HLF-funded projects in other areas of their life, 2010



Source: BOP Consulting (2010)

The principal difference this year is that a much greater number of volunteers who state that the skills improved through their participation in the HLF-funded project has enhanced their social interactions, whether with friends, family or more general acquaintances (e.g.

²² All the quotes used in this section related to the transferability of skills improved through volunteering activities come from the open text survey responses when respondents were asked to provide evidence of how they had used their improved skills.

“My improved interpersonal skills help in social situations and helps with confidence in a networking situation” [Fordhall Farm Trail]). Finally, reflecting the younger age cohort this year, a small number of volunteers (6%) also reported this year that they had been able to make use of their skills within the context of their ongoing university or college courses.

4.5 Health and well-being

One of the more sensitive yet revealing areas of the survey research focuses on the health and well-being of volunteers in HLF-funded projects. Last year’s report was accompanied by a short discussion of the relevance of the rationale for examining these issues within the current research. The following section provides a résumé of the issues.

Health policy in advanced economies is moving away from being defined simply as the absence of ill health, to a ‘complete state of physical, mental and social well-being’.²³ This shift is being driven by an acceptance that, in the context of the aging populations of the Western world, prevention is a more cost effective option than cure.²⁴ However, this shift to promoting holistic physical, mental and social well-being cannot be achieved by the principal institutions of the existing health and social care systems. Rather, it requires a diversity of approaches in health practices, and in the partnerships that the medical establishment needs to enter into, including with the cultural sector.²⁵ Culture and leisure activities are important for two reasons.

- Health: there is an increasing body of medical research on the positive effects that participation in culture and leisure activities can have in addressing objective medical conditions and outcomes. Moreover, these effects are particularly pronounced for older people and/or conditions that are more prevalent among older people. The beneficial effects of engaging in culture and leisure activities include a lower risk of dementia,²⁶ enhanced life expectancy (particularly for men),²⁷ and improved cognition in middle age through participation in cognitively complex or social leisure activities.²⁸
- Well-being: participation in culture and leisure activities is also thought to be important to supporting all round ‘well-being’. Latterly even economists have become interested in well-being and the related concept of happiness.²⁹ This is because longitudinal measurements of these factors across different countries consistently point to what economists consider to be a paradox: ‘people in richer countries are much happier than in poorer ones... yet within wealthy countries, such as the USA and the UK, decades of economic growth have led to little or no increases in happiness [ergo] money does make you happier, but not much.’³⁰ The Easterlin paradox (as it is known) is considered paradoxical as many economists view traditional economic indicators, particularly GDP, as the best basis for making social welfare judgements – therefore consistent GDP growth ought to equal greater well-being. But Easterlin discovered that

²³ WHO (2004) *Holistic Health*.

²⁴ Wanless, D. (2002) *Securing Our Future Health: Taking A Long-Term View*. London: TSO.; and Wanless, D. (2004) *Securing Good Health for the Whole Population: Final Report*, London: TSO.

²⁵ DH (1999) *Saving lives: Our healthier nation*; and DH (2006) *Our health, our care, our say: A new direction for community services*.

²⁶ Verghese *et al* (2003) ‘Leisure activities and the risk of dementia in the elderly’ in *New England Journal of Medicine* 348 (25)

²⁷ Hyypä *et al* (2005) ‘Leisure participation predicts survival: a population based study in Finland’, in *Health Promotion International*, 21(1).

²⁸ Singh-Manoux *et al* (2003) ‘Leisure activities and cognitive function in middle age: evidence from the Whitehall II study’, in *Journal of Epidemiology and Community Health*, 57:907-913

²⁹ Along with nef (the New Economics Foundation), Richard (Lord) Layard’s 2006 book *Happiness: Lessons from a New Science*, has been particularly influential in moving the concept of ‘happiness’ up the policy agenda in the UK.

³⁰ Halpern (2010) *The Hidden Wealth of Nations*. London: Polity Press, p.19.

this link becomes undermined once a certain level of economic security has been reached, as after this point, people become habituated to increasing levels of material goods and increased incomes (unlike social relationships whose effects are sustained and long lasting).

Although the health and well-being benefits of participation in culture and leisure activities for older people are increasingly well known, it is still the case that increasing older people's participation in these activities is difficult. In fact, 'in general and independently from retirement, [cultural] activities outside the home and those requiring physical activity decrease with age'.³¹ There are therefore health and well-being benefits that will accrue specifically to older people, simply through the act of participating as volunteers in HLF-funded projects – maintaining motor and cognitive functioning, social connectedness – that cannot as readily be claimed for younger people.

Independently of cultural activities, the well-being agenda is also relevant to volunteering, as volunteering *per se* has been found to boost well-being, provided the volunteers do not start to feel 'used'.³²

It is within this dual context of 'culture + volunteering' that the health and well-being impact of the heritage activities funded by HLF needs to be assessed.

4.5.1 Measuring well-being

As almost all commentators and researchers who have looked at the issue observe, measuring well-being is not a simple undertaking. Two main schools have developed in tackling these issues.

'Subjective' well-being

The 'hedonic' or subjective well-being (SWB) approach emphasises factors such as happiness, life satisfaction, positive affect and low negative affect. Subjective well-being is therefore, "an umbrella term for the different valuations people make regarding their lives, the events happening to them, their bodies and minds, and the circumstances in which they live".³³ It is measured principally through large scale surveys that ask questions such as, 'Taking all things together... would you say you are very happy, fairly happy or not too happy?' Although the approach seems deceptively simple, and potentially subject to a number of obvious biases, as the recent Treasury Working Paper on the Economics of Well-being notes, the reliability of self-reported measures has been tested extensively and is correlated with a whole series of other measures of well-being, including objective measures such as scans of prefrontal brain activity, unemployment and physiological responses to stress.³⁴

Given the ease with which it can be measured, SWB is the approach that has become most prevalent within the recent economics literature on well-being. Indeed, looking at possible correlations between participation in culture and measures of SWB is at the heart

³¹ Scherger, S (2008) 'Cultural practices, age and the life course', CRESC Working Paper No. 55, Centre for Research on Socio-Cultural Change (CRESC), University of Manchester.

³² Halpern (2010) *op cit*, p.108.

³³ Psychologist Ed Diener, quoted in Lepper and McAndrew (2008) *Developments in the economics of well-being*. Treasury Economic Working Paper No.4.

³⁴ Lepper and McAndrew (2008), *ibid*.

of the ongoing DCMS/CASE national research project on the value of cultural participation.³⁵

‘Psychological’ well-being

Despite the apparent ease and ubiquity of measures of subjective well-being, there is a second approach to measuring well-being. This seeks to address a central problem of SWB measures, a problem that is well described by the University of Cambridge’s Well-being Institute in their background paper on the development of the well-being module in the European Social Survey:

Satisfaction [or happiness] indicates the extent to which one’s experiences match one’s expectations, so a high level of satisfaction will be reported by people who have very positive experiences, and by people who have less positive experiences but low expectations.³⁶

The alternative approach, referred to as ‘eudaimonic’ or psychological well-being (PWB), places less of an emphasis on how people feel (affect and satisfaction), and more of an emphasis on how well they function. This is a conception of well-being as an active process that has to be constituted and sustained through intentional activities – rather than a more passive process rooted in people’s feelings. Different psychologists stress slightly different components that make-up PWB, but they typically range around the concepts outlined in Carol Ryff’s six component model: autonomy, self acceptance, environmental mastery, personal growth, positive relationships, and purpose in life.³⁷ Other concepts explored by psychologists, such as engagement, interestingness and curiosity, place a similar emphasis on intentional activities rather than feelings.³⁸

Measuring PWB is typically undertaken through multi-item scales on questionnaires that focus on respondents’ self assessment of various aspects of their psychological functioning. As with SWB, eudaimonic or PWB has also been tested against a range of objective measures, for instance, against indicators of physical health such as blood pressure and cholesterol, and neural analyses of brain activity.³⁹

Despite the two conceptually distinct approaches to defining and measuring well-being, recent empirical findings suggest that both approaches may well be addressing largely overlapping constructs. This is the conclusion of Nave *et al*’s 2008 study, that uses acquaintance ratings, clinical judgements and directly observed social behaviours and correlates them with the familiar hedonic conception of ‘happiness’, as well as a widely used PWB scale.⁴⁰ The findings demonstrate ‘remarkable consistency’ in the pattern of correlates of the two well-being measures with the ‘objective measures’ (acquaintance

³⁵ The large scale project is due to deliver its major findings imminently. An outline of the approach taken by Matrix Consulting and EPPI Centre to estimating the value of participation is provided by an earlier Working Paper, Matrix and EPPI Centre (2009) Working paper 8: Understanding and measuring the value of engaging in sport and culture, prepared as part of the DCMS/CASE programme on ‘Understanding the drivers of, and value and benefits afforded by, engagement in culture and sport’. The centrality of SWB to the study is perhaps not surprising given that Matrix’s Chief Scientist is Paul Dolan, a leading health economist who has done much to further the economics of subjective well-being.

³⁶ Huppert *et al* (2006) ‘Personal and social well-being module for the European Social Survey, Round 3’, NC8 Paper 3b.

³⁷ Ryff (1989) ‘Happiness is everything, or is it? Explorations on the meaning of psychological well-being’. *Journal of Personality and Social Psychology*, 57, 1069-1081.

³⁸ For instance, Kashdan, T.B., Rose, P. & Fincham, FD. (2004) ‘Curiosity and exploration: Facilitating positive subjective experience and personal growth opportunities’. *Journal of Personality Assessment*, 82, 291-305.

³⁹ E.g. Urry HL, Nitschke JB, Dolski I, Jackson DC, Dalton KM, Mueller CJ, Rosenkranz MA, Ryff CD, Singer BH, Davidson RJ. (2004) ‘Making a life worth living: neural correlates of well-being’. *Psychological Science*. 2004 Jun;15(6):367-72.

⁴⁰ Christopher S., Ryne A. Sherman and David C. Funder (2008) ‘Beyond self-report in the study of hedonic and eudaimonic well-being: Correlations with acquaintance reports, clinician judgments and directly observed social behaviour’, *Journal of Research in Personality*, Volume 42, Issue 3, June 2008, Pages 643-659.

ratings, clinician judgments, and directly observed social behaviours). By either method of measurement, the study showed that people high in well-being enjoy positive social reputations, are rated as well-adjusted by clinicians (e.g., consistent, resilient), and were observed to exhibit adaptive social behaviours (e.g. social skill, expressiveness). Similarly, in 2005 a meta analysis of 225 studies found that well being, measured both by SWB and PWB approaches, were correlated with positive outcomes in life, social relationships, health, pro-social behaviour, and physical well-being among others.⁴¹

Lastly, it is important to note that the differences in well-being measurements between and within populations (over time), cannot be explained by genes nor linguistic differences.⁴² Rather, they appear to be shaped by the social, political, cultural and economic context in which people live their lives.

Well-being questions in the HLF research

The main well-being questions used in the main survey cohort research for the two years of the current study are drawn from the short version of the General Health Questionnaire (GHQ12). This is a standard questionnaire used within a variety of practitioner-based mental health settings, as well as within large scale surveys of the general population. It combines measure of both SWB and PWB.

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

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

For each of these five questions, respondents are then asked a follow-up question that asks them to state what their level of happiness or ability to concentrate etc. was before they became involved in the project. In this way, we attempt to identify what the 'heritage volunteering effect' is (if any) on the volunteers' well-being.

In this year's research we also chose to look at additional well-being issues through the longitudinal survey. Specifically, we chose to look at issues of curiosity and absorption in activities. Further explanation of these issues is provided below in section 3.7.3.

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

⁴¹ Lyubomirsky, S., King, L. A., & Diener, E. (2005). 'The benefits of frequent positive affect: Does happiness lead to success?' *Psychological Bulletin*, 131, 803-855.

⁴² Halpern (2010), *op cit*.

4.5.2 Main cohort findings on well-being

Figure 21 below shows the combined results of the five items used in the survey from the GHQ12. It compares the results from the HLF volunteers with those of the general UK population, as well as a comparator volunteering cohort, via responses given to the same questions in the 2006 General Health Survey.

The main findings from the survey are entirely consistent with Year 1's findings: the HLF volunteers consistently rate their well-being higher than both the general population and others engaged in volunteering. Further, this year's findings across a larger sample are even more striking:

1. the difference between HLF volunteers' higher ratings and the comparators has widened on four out of the five items
2. volunteers are more likely to report a positive change from before they were involved with the project – suggesting that volunteering in HLF-funded projects makes some contribution to the high levels of well-being enjoyed by the volunteers.

Looking firstly at how volunteers in HLF-funded activities rate their current well-being, the differences between this cohort and the general population and other volunteers is now pronounced (whereas last year it was modest). For each of the five items, the HLF volunteers report the positive option ('Better than usual') never less than twice as frequently as both comparator groups.⁴³ It should still be noted, however, that for all but one item, the dominant pattern of responses within the HLF cohort matches that of the other two comparator groups, i.e. to opt for the status quo ('the same as usual').

The exception to this pattern is what is uniquely different in the responses given by the HLF volunteers across both years of the study. When asked about their ability to 'play a useful part in things' (a question that combines both the ability to engage socially with a measure of self worth), the absolute most frequently reported option by HLF volunteers is 'More so than usual' (49% this year). Although this is down from 57% in Year 1, this is still more than five times the numbers reporting 'More so than usual' in the general population (9%), and almost four times the proportion reported by other volunteers (12%).

⁴³ Of course, there is a possibility that this finding is undermined by more HLF volunteers having opted for the negative responses to the questions ('Less so/Much less so than usual') when compared with the comparator cohorts. However, after analysing the 'balances' of the responses (subtracting the negative responses from the positive responses), this is not the case and can, indeed, be worked out by more detailed reading of the data in Figure 15.

Figure 21: The well-being of volunteers in HLF-funded projects, compared with the general population and other volunteers, 2010

Health and well being		HLF projects	General Health Survey 2006	
			Total population	Active in "charity, voluntary or community group"
Have you recently been able to concentrate on whatever you're doing?	Better than usual	14.9%	3.7%	2.6%
	Same as usual	85.6%	84.8%	85.1%
	Less so than usual	21.0%	10.1%	11.3%
	Much less than usual	0.4%	1.3%	1.0%
Have you recently felt capable of making decisions about things?	Better than usual	14.5%	7.2%	7.2%
	Same as usual	83.8%	86.7%	85.5%
	Less so than usual	17.0%	5.4%	6.7%
	Much less than usual	0.0%	0.7%	0.5%
Have you recently felt that you are playing a useful part in things?	Better than usual	49.4%	8.5%	11.9%
	Same as usual	48.5%	82.2%	79.8%
	Less so than usual	1.7%	7.2%	7.0%
	Much less than usual	0.4%	2.1%	1.2%
Have you recently been able to enjoy your day-to-day activities?	Better than usual	15.7%	6.1%	5.6%
	Same as usual	85.5%	80.1%	87.7%
	Less so than usual	1.3%	11.3%	13.5%
	Much less than usual	0.4%	2.5%	2.2%
Have you recently been feeling happy, all things considered?	Better than usual	21.4%	11.3%	12.2%
	Same as usual	76.9%	79.2%	78.2%
	Less so than usual	0.9%	8.1%	8.8%
	Much less than usual	0.9%	1.4%	0.8%

Source: BOP Consulting (2010)

In terms of why the HLF volunteers report such comparatively high levels of well-being, there are two demographic factors that are likely to play some part.

- The volunteers are on average of an older age than the general population. Studies of subjective well-being show that it typically follows a 'u-shape': it is relatively high as a young person and gradually declines through early adulthood reaching a low around middle age and then rising once more: "if you are a healthy and just retired 65 year-old, statistically this is as happy as you'll get."⁴⁴ While their age profile means that it is perhaps to be expected that the HLF volunteers report higher levels of well-being than the general population, this is

⁴⁴ Halpern (2010) *op cit*, p.17.

less likely to account for differences when compared with other volunteers (as the HLF volunteers are only slightly older than the general volunteering population).

- The most regularly reported current and previous occupations of the HLF volunteers are among those that score highest in studies of job satisfaction. Jobs that afford people a significant degree of control, involve a high degree of meaningful social interaction, and entail challenging and new tasks (that people are able to meet), score highly in terms of job satisfaction. In a study across 81 occupational groups in the UK, half of the ten occupations ranked highest in terms of job satisfaction have a strong managerial component, with 'Corporate managers and senior officials' coming out top.⁴⁵ What Bernice Martin first termed the 'caring professions' (teaching, social care and health), were also ranked highly (between teachers at 11th through to health professionals at 20th). Both of these occupational types are well represented within the HLF volunteering cohort (see section 3.2 above). Again, while likely to account for some of the differences with the UK population, without a more detailed comparator for the general volunteering population, it is hard to know if the HLF cohort are particularly distinct as regards to their occupational profile.

Another significant demographic factor in terms of its influence on well-being is relationship status (with people in stable relationships regularly reporting higher levels of well-being than single people). However, we do not assess this within the survey as there is little reason to expect *a priori* that this factor should vary significantly between the HLF cohort and either the general population or other volunteers.

The 'HLF effect'

As noted above, for each of the five questions on well-being, respondents are asked a follow-up question which asks them to effectively benchmark their well-being retrospectively for before they started their volunteering with the HLF-funded project. Last year, the volunteers reported in general no, or very little, change between when they started and when they completed the survey. The one exception to this was 'playing a useful part in things', and this tallied with the other findings as this was the one well-being dimension that volunteers had rated themselves much higher than the general population and other volunteers. Year 2's results reinforce these findings regarding 'play a useful part in things'. Fully 40% started that before they became involved with the project, they felt less able to play a useful part in things than now (37% last year).

What is more surprising in Year 2 is that, across the board, the volunteers consistently report that their well-being has improved since becoming involved in the project. Figure 22 below presents the balance of volunteers' responses to each of the five well-being questions. The balance is the numbers of volunteers that responded in the positive (i.e. they felt that before they started the project they were 'More able' / 'More happy' etc.) minus those that responded in the negative (i.e. answering 'Less than usual/Much less than usual' / 'Less happier than now/Much less happier than now'). As the figures show, there is a trend across all the well-being questions for volunteers to have responded in the negative, i.e. that they felt less capable of making decisions, less happy, less able to enjoy day-to-day activities and so on, before they started their volunteering.

⁴⁵ Rose (2007) Profile of Information Technology Professionals, Economic and Social Research Council (ESRC) Award RES-341-25-0015, discussed in Halpern (2010) *ibid*, p.28-29.

Figure 22. Balance of volunteers' well-being before starting their volunteering with the HLF-funded project, 2010

Well-being item	Percent
Ability to concentrate	-8.4
Capability of decision-making	-7.4
Ability to play a useful part in things	-34.7
Ability to enjoy day-today activities	-8.7
Happiness	-21.2

Source: BOP Consulting (2010)

While there are clearly confounding factors that could influence the 'before and after' relationship, the results are suggestive that volunteering in heritage projects is making some contribution to the high levels of reported well-being across the cohort. This also concurs with the findings from our qualitative work and some of the volunteers also spontaneously offer well-being benefits as 'the single best thing' that they had gained from the project: *"Have become a bit less reticent and withdrawn. Have increased my self-confidence and motivation"* [From Auschwitz to Ambleside]; *"I was becoming house-bound and reticent; I have got a bit of my sparkle back"* [100 Years of Atherstone]; *"help[ed] me find a focus at a difficult time in my personal life"* [Camden Road].

Finally, it is important to be reminded of the fact that one of the key outcomes for volunteers, that is likely to make a significant contribution to any well-being benefits that volunteers' experience is enjoyment.

This is confirmed by the survey results when we asked volunteers to rate how enjoyable participating in the projects is:

- 97% stated that their volunteering in the projects was either 'very enjoyable' (54%) or 'enjoyable' (43%) *"Great memories that I shall treasure forever: happy times!"* [Spinning Down the Derwent] – the overall trend is the same as last year, though the numbers stating 'very enjoyable' are ten percentage points higher than in Year 1
- For the first time in the research, two volunteers reported that their involvement in the project had been dull.

When asked what was the single best thing that volunteers had gained from participating in the HLF-funded projects, respondents gave a wide range of responses (see box below). When analysed further, there are a relatively common set of things that volunteers feel that they have gained as shown in Figure 17 below. Interestingly, outcomes related to the acquisition of experience, knowledge and skills feature prominently – echoing both the findings on curiosity below, and the learning/pro am motivation behind most volunteering in HLF-funded projects (see Box 3 below for specific examples).

Box 3. Single best thing that participants gain from participating in HLF projects

The aggregated responses that are presented above in Figure 23 are made-up from a rich and varied set of 194 responses. As with last year, many of these responses echo the kinds of impacts discussed throughout this section on the Impact on Individuals. A small selection of these responses is included below, and we have chosen to group them according to the Generic Learning Outcomes (GLOs) that they best illustrate. It should also be noted that volunteers report a lot of ‘single best things’ that relate to the kinds of community impact discussed in the next chapter. As these impacts tend to be about social relationships and interaction (e.g. making friends, meeting different people from the local community, working together as a group to achieve change), they fit less well within the GLOs model and are therefore used instead to illustrate the survey findings in Chapter 4.

Knowledge & Understanding

The ‘pro am’ outcomes are very strong in the volunteers’ responses – both in terms of engaging with a subject, but also increasing their knowledge and understanding.

- *“[Gaining] A great deal of knowledge about how proper archaeologists go about their work”* [Archiving HMS Invincible]
- *“An absorbing interest in Victorian Art and Design together with some knowledge of the techniques used”* [Watts Gallery Hope]
- *“Understanding the history of our mill and the surrounding infrastructure and water management systems”* [Hartwith’s Industrial Heritage]
- *“Expanded my knowledge about a subject which interest me (quilts and textiles in general)”* [Apollo Pavillion]

Enjoyment, Inspiration, Creativity

- *“Brilliant memories of participating in something I always wanted to do which is completely different to my ‘normal’ life”* [Spining Down the Derwent]
- *“Enjoyment in being involved in helping in this historical event in my area which was received very well by the audiences that attended the performances of the show.”* [Camden Road]

Skills

During our site visits, a number of volunteers spoke of how they had improved their social and emotional skills: *“I can speak to people with more confidence now”* (100 Years of Atherstone). The following examples from the survey concentrate on more cognitive skills.

- *“I have been able to use my skills, both previous, as a businessman and now as an artist for the enrichment of the local community and beyond.”* [From Auschwitz to Ambleside]
- *“Development of IT skills”* [Hartwith’s Industrial Heritage]
- *“Practical skills that I did not have before”* [Fordhall Farm Trail]

Attitudes & Values

Volunteers regularly state that they make gains in their own self confidence and self esteem through the project activities:

- *“I’ve found a new confidence in myself knowing I could do something really well”* [Camden Road]
- *“My confidence in interpersonal communication and use of IT have improved”*

[Archiving HMS Invincible]

- *“I have much more confidence in myself and my own abilities”* [Unfolding the Quilts]

But they also report developing greater awareness, tolerance, and empathy for, as well as changing their opinions about, others:

- *“Through this project I’ve been able to see there are so many people worse off than me, and I’ve even lived through the war”* [Shildon Intergenerational]
- *“I have got much better insights about growing up after a traumatic childhood and how it affects you for the rest of your life! – The tenacity and the strength of the human psyche to recover from trauma.”* [From Auschwitz to Ambleside]
- *“Sense of hope that things can change for the better and that lots of people care”* [Fordhall Farm Trail]
- *“Young people aren’t like the media portrays”* [Shildon Intergenerational]

Activity, Behaviour & Progression

Volunteers also report a variety of outcomes that arise subsequent to their involvement in the specific project activities:

- *“I found the visit [to Charleston House] really interesting, when I got home I went on the internet to find out more about the family”* [Ways of Seeing]
- *“Might start a new drama society”* [Thomas Paine 200]
- *“I successfully applied for EU funding on behalf of a group involved in the project”* [Thomas Paine 200]

Outcomes that are to do with feeling useful and achieving change are also prominent: *“Feeling [I’m] making a contribution to the natural heritage of the area”* [PAWS 1000]; *“Feeling of making a useful contribution to wildlife conservation”* [Winnall Moors]; *“By actively getting involved I feel that I am making a very worth while contribution and that I can make a difference to my community”* [AGT Heritage Centre]; *“Feeling part of a team that has a clear and worthwhile goal and is making visible progress”* [Winnall Moors]; *“Feeling useful”* [AGT Heritage Centre]. The numbers reporting these outcomes as the ‘single best thing’ that volunteers’ gain from their engagement in HLF-funded projects, clearly corroborates the survey findings about ‘playing a useful part in things’.

Figure 23: Single best thing that volunteers gain from involvement in HLF-funded projects, 2010

Teaching/dissemination of knowledge	2%
Meeting like-minded people	11%
Meeting new/different people	11%
Connecting with community	10%
Engaging in subject area	13%
Feeling useful/achieving change	22%
Experience, skills and knowledge gained	23%
Confidence gained	4%
Change from normal life	3%

Source: BOP Consulting (2010)

4.5.3 Curiosity and ‘flow’

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

Curiosity, the way that people ‘regulate and direct their attention in the presence of novel or valued stimuli’, is specifically seen to indicate a willingness to engage with the new and novel, ‘to learn, explore, and immerse oneself in the activity that initially stimulated the deployment of attentional resources’.⁴⁶ The idea of immersion or absorption in particular activities has also been famously explored via the concept of ‘flow’ by the psychologist Mihály Csíkszentmihályi. Interestingly both curiosity and flow are seen as evolutionary features of humans.

The idea is that humans are constructed, because of their large brains and reliance on knowledge for survival, so that interest (versus boredom) is a very compelling motivation. Interesting activities are those in which there is a balance between challenge and skill... Such activities are pleasant because they combine an optimal level of new information that is novel, yet not overwhelming.⁴⁷

From this perspective ‘flow’ – describing an experience where one is completely absorbed in what one is doing, often in challenging activities that require deeply focused concentration – can be seen simply as a more extreme version of curiosity.

Research suggests that curiosity helps to build knowledge, skills and expertise, and that it also plays a role in developing meaning in life, building tolerance to distress and uncertainty, and contributes to satisfying and engaging social relationships.⁴⁸ As with flow, curiosity is thus a key component of well-being. Clearly, however, the faculty of curiosity is unevenly distributed across populations, and may lead in the extreme to the kinds of intolerance of uncertainty that can be a factor of anxiety disorders.

While allusions to flow are often made in a casual way to the experience of participating in certain cultural and sporting activities (“*getting in the groove*”; “*being in the zone*”), most of the academic research on curiosity has focused on the development process and impact of curiosity on college students (in the US). Based on this very specific population, a few years ago the State University of New York developed a ‘Curiosity and Exploration Index (CEI)’. Although the questions have not been used in any large scale surveys yet (hence, we are unable to compare the results to a more ‘general population’), some of the questions included in the CEI could potentially provide interesting insights into the mechanisms through which volunteering in HLF-funded projects contributes to skills development and enhanced well-being.

⁴⁶ Kashdan *et al* (2009) ‘The curiosity and exploration inventory-II: Development, factor structure, and psychometrics’. *Journal of Research in Personality* 43, 987–998, p987 and 988.

⁴⁷ Diner E; Suh E; Oishi S (1997) ‘Recent findings on subjective well-being’. *Indian Journal of Clinical Psychology*. Mar; 24(1): 25-41.

⁴⁸ See, for instance, the summary of previous research findings in Kashdan *et al* (2009), *op cit*.

While this issue constitutes new research territory, we had some specific indication from our qualitative research in Year 1 that it would be worth exploring this subject further. Four examples, from open text responses in this year's survey show that curiosity and an interest in exploring new experiences do play a role in HLF-funded projects: on reasons for volunteering, *"A desire to know more about the artist and his art"*; *"I took part in a play on the life of Tom Paine... this was the first time in my life that I had been on stage as an actor, not bad at nearly 80 years of age"* (from question on formal training undertaken, Thomas Paine 200); and on 'single best thing' gained from the project: *"I am much more comfortable trying new things and placing myself in new situations because of the support that I was given at the Quilt Museum and Gallery"*; and *"The opening up of a part of the new life that I am trying to create for myself"* [both Unfolding the Quilts].

Due to the constraint of limited space available in the main questionnaire, together with the exploratory nature of the subject matter, it was felt that the longitudinal pilot research was the most appropriate context to utilise some of the questions from the CEI in the HLF research.

The CEI focuses on two areas, each of which are explored through a set of sub-questions: 'stretching' and 'embracement'. Stretching interrogates individuals' willingness to stretch their own capabilities, to reach out further and delve into subjects more deeply. This willingness 'to go that extra mile' and to accumulate new skills and experiences is seen to be the first step to actually developing new skills. Embracement focuses on the degree to which individuals are prepared to engage in (as opposed to fear) novel and uncertain situations, new ideas and people – again, an issue particularly interesting given the relatively old age profile of volunteers in HLF-funded projects.⁴⁹

For the purpose of the longitudinal questionnaire we chose four questions from the CEI to test the degree to which volunteers' participation in HLF-funded projects affects the areas of absorption and embracement. The first two questions relate to volunteers' willingness to 'actively seek out information in new situations' and to 'challenge themselves'. The third question tests whether volunteers are prepared to embrace novel and uncertain situations. The final question refers to flow. If a person has the skills to meet the challenges posed by the activity in which they are deeply absorbed (as we assume is the case in many HLF-funded activities), this is likely to lead to a sense of personal growth and increased confidence in using these skills.⁵⁰

Given the small sample size and the issues regarding the reliability of the longitudinal research data, the results for these questions must be interpreted with some caution. Nevertheless, it is interesting to present some of the findings from these curiosity questions.

Overall, the results confirm the expectation that volunteers in HLF-funded projects show a high level of curiosity. Indeed, for all of the questions asked, the large majority of volunteers 'agree' or 'strongly agree' with the statements testing their willingness to stretch themselves and to embrace. 90% of the volunteers in the pre-survey report that they 'actively seek as much information as they can in new situations' (including 35% who 'strongly agree'), and 86% do so in the 'post' survey (with an even higher proportion of volunteers who strongly agree: 43%). 78% state agreement with the statement 'When I am actively interested in something it takes a great deal to interrupt me' – the 'flow' question - in the pre survey, and 79% in the second survey (with 30% and 24% agreeing

⁴⁹ As Scherger (2008) has shown in relation to culture and leisure, engaging in new activities falls off dramatically in later life.

⁵⁰ We slightly adapted the flow question from the CEI as the wording made it unnecessarily difficult to understand (and we felt it was less important to keep the precise wording given that there is no normative data available).

strongly respectively). For these two questions, none of the volunteers say that they 'disagree' or 'strongly disagree' with the statements.

Levels of agreement are slightly lower for the remaining two questions, but overall it remains high. Almost two thirds of the volunteers agree with the statement 'I frequently seek out opportunities to challenge myself and grow as a person' (including 13% who 'strongly agree') in the 'pre' questionnaire. This compares to 68% in the 'post' survey (including 32% who 'strongly agree'). 3% in both samples state that they 'disagree' with the statement. Finally, 65% report their agreement with the statement 'I am the kind of person who embraces unfamiliar people, events and places (including 13% who 'strongly agree'), compared to 57% in the second survey (with 14% 'strongly agreeing'). 5% and 7% respectively indicate that they 'disagree' with the statement, with the remaining volunteers saying that they 'neither agree nor disagree'.

We do not dwell on these findings given the small sample size. However, they are suggestive of the attitudes and approach of many of the volunteers in their capacity and desire to take on, learn from, and grow through, new and challenging experiences. A key question then becomes: are these attitudes and capabilities distinct from those of other volunteers and relatedly, do other kinds of volunteering activities present such a varied and potentially challenging range of activities with which to engage?

5 IMPACT ON COMMUNITIES

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

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

In policymakers’ eyes, all forms of social capital are not equally good. The strong ties which characterise ‘bonding social capital,’ and are present in family or kinship relationships or in tight ideological groupings, can be used to exclude others. What is called ‘bridging’ social capital, the weaker but broader bonds of more distant relationships between different groups and individuals, or ‘linking’ social capital, links between individuals and groups to others with different levels of power or social status, are the focus of public policy.

Both bridging and linking social capital describe the ties between people who describe themselves as coming from different groups, backgrounds or age groups. It is because of this, that these types of social capital are seen as key to improving social cohesion, levels of trust and feelings of belonging, all of which can contribute to *both* individual and community wellbeing.

As some older sources of social capital formation in society, from trade unions, to the Scouts, have been in relatively long-term decline, and the sort of bonding social capital that can result from faith groups or ethnic identity can be seen as ‘exclusionary,’ volunteering as a source of social capital formation, has enhanced its profile.

To understand how this happens, we are interested in the degree to which volunteering strengthens overall public life. This happens in several ways. Firstly, by simply helping people to meet other people in their neighbourhood or community of interest. This sounds strikingly simple, but in a society where loneliness and lack of social networks is increasingly seen as one of our major social problems,⁵¹ it is a vital support system. A particular source of loneliness is the degree to which people are cut off from people of other generations and while this is acute for the elderly, and often isolated, it is also important for younger people.

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

⁵¹ Young Foundation (2009) *Sinking and Swimming. Understanding Britain’s Unmet Needs*.

Civil life can also be strengthened by the sense of community and belonging that people feel about their neighbourhoods. Last year's survey suggested that this sense is developed by the experience of volunteering on heritage projects; we were keen to find out if this year's survey supported the initial findings. We also wanted to see if this increased interaction and participation has the potential to build a more cohesive society – one where people from different background can agree on a common purpose.

The next sections present the data from this year's survey, compares it where relevant to other volunteering data, and considers the potential outcomes on communities.

5.1 Socialising and 'co-presence'

The first set of questions in the community sections of the survey ask volunteers about 'informal sociability', as this is an important building block in enhancing social capital. Again, individual and community benefits may be linked. Data from the British Household Panel Survey highlights a strong link between personal well-being and talking to neighbours; but there are wider community benefits as well⁵². The phrase used by social capital researchers to describe scenes of face-to-face interaction which generate or maintain social networks – parents talking to other parents at the school gates, for example, is 'co-presence'.

Last year's survey suggested that almost everyone who took part in as an HLF volunteer succeeded in meeting new people through the projects. This is once again confirmed this year with over 90% of volunteers reporting that they have met new people through the projects. Perhaps more importantly, almost 40% of the volunteers sustain these relationships by socialising with the new people they have met outside of the HLF project.

For some people this can help integrate them into a new environment, *"as a newcomer to the city, I have had increased opportunities to meet a wide range of people both as volunteers and visitors"* [Unfolding the Quilts]. While even for those who have lived in an area for a long time, it can open up new social opportunities, *"Through this project, I have got to know a real mixture of people from the local area – we didn't know each other before, despite a majority of us having lived in the community for 20 years plus"* [100 Years of Atherstone].

As in last year's research, during our site visits, we observed different levels of sociability between volunteers – socialising and camaraderie seemed to be more in evidence in some projects than others. The nature of HLF projects means that they tend to create 'communities of interest', particularly given the importance of pro am motivations as described above.

This comes through quite strongly from an analysis of the 'single best thing' gained from volunteering in HLF-funded projects: *"Meeting new people with a shared interest"* [Unfolding the Quilts]; *"Meeting people with similar interests"* [Assault Glider Trust]; *"The pleasure of working with people who share an interest with me"* [Watts Gallery Hope]; *"The opportunity to talk to other quilters from other regions and countries"* [Unfolding the Quilts]. But even though many people are initially brought together by a shared interest in, say, Victorian industrial heritage, or WW2 gliders, this sometimes develops into real friendships, as the following quotes from the same section of the survey illustrates: *"Met new friends"* [Fordhall Farm trail]; *"[Met] So many new acquaintances and friends with a common passion"* [Camden Road]; *"Taking part in an interesting and enjoyable project led*

⁵² British Household Panel Survey, 1997-2001 and 2002-2003.

by a forward-looking and sensitive person who has become a good friend [From Auschwitz to Ambleside]; and in one extreme case: “[Met] A husband!” [Fordhall Farm Trail]⁵³

New-found or re-established enthusiasms mean that people find themselves talking about the projects to friends and family. The percentage of people who ‘often’ find themselves doing so is slightly higher than Year 1 at 56% (51% last year). Sometimes this includes important inter-generational contacts: *“I enjoy telling my grandchildren about the project, it’s great when they have the opportunity to come down to the open days.”* [Assault Glider Trust]

Looking beyond friendship and kin networks, the HLF-funded projects can also become part of the currency of conversation within a local community, which boosts instances of ‘co-presence’ among more distantly connected people (representing bridging social capital). We asked the volunteers to state how often they found themselves talking about their projects with more general acquaintances, such as neighbours or people in the local shop. Two thirds of the volunteers report that they ‘sometimes’ talk with more distantly connected people, and just over a quarter (26%) report that they do so ‘often’.

At its best, volunteering in HLF-funded projects can therefore result in an expansion of friendship networks across what were previously distinct and unconnected social groups (as beloved of policymakers and social capital researchers): *“I work in the local post office and love seeing the faces of people who were involved in the project. I now have acquaintances from all walks of life, vicars, OAPs, Children, council members etc.”* [Thomas Paine 200]

5.2 Intergenerational outcomes

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

5.2.4 Contact

At the most basic level, intergenerational understanding starts with contact between different age groups. In particular, public attitudes towards young people can be strongly influenced by whether adults know the young people in their area or not.⁵⁴

The Year 1 research suggested the following dominant patterns related to establishing any intergenerational outcomes for volunteers:

1. most of the new contacts that volunteers report that they have made are with their fellow volunteers
2. this means that the intergenerational outcomes are, in large part, prescribed by the age cohort of the volunteers.

⁵³ Unless otherwise stated, all quotes in the Impact on Communities chapter come from the question in the survey that asks volunteers what the ‘single best thing’ is about their volunteering.

⁵⁴ Anderson *et al* (2005) ‘Public attitudes towards young people and youth crime in Scotland’, part of the 2004 Scottish Social Attitudes survey. However, it should be noted that this research is clear that levels of deprivation is the most powerful predictor of attitudes to young people, with more deprived areas likely to see more negative attitudes of adults towards young people.

As the volunteering cohort was not very diverse in Year 1, this meant that the predominant pattern of age-related interaction was not *intergenerational*, but *generational* (i.e. peer-based: people from one age group – in this case, older people – meeting more of their peers). This was not to say that the projects in Year 1 did not have *any* intergenerational dimensions. Indeed, 53% of volunteers reported that they had ‘increased’ or ‘significantly increased’ their contact with school age children – just that these contacts were less frequent than those reported for the age groups that accounted for most of the volunteers themselves (e.g. 76% and 72% had ‘increased’ or ‘significantly increased’ their contact with people aged 45-64 and 65 and above respectively).

This year’s research again demonstrates that the main driver of increasing contact in projects is principally through contacts made with other volunteers. But it does also point to the difference that specific activities undertaken by projects can make to the level of intergenerational contact that takes place outside of the volunteer pool, specifically as regards children.

So, as the overall age profile of the volunteers has become slightly younger, so the increased contact that volunteers have with people in older groups has shifted accordingly. Thus:

- Fewer volunteers (68%) this year have increased or significantly increased contact with older people (65+), as opposed to 72% in Year 1.
- Fewer volunteers (73%) have also increased or significantly increased contact with older adults (45-64), as opposed to 76%.
- The comparison evens out for younger adults, with almost identical numbers in each cohort having increased or significantly increased contact with those aged 25-44.
- The trend then reverses for young people (16-24), with more volunteers (41%) in Year 2 having increased or significantly contact with young people than last year (37%) – reflecting the higher number of younger volunteers in this year’s sample.

For further evidence that in the main, it is other volunteers that people are making new contacts with when they volunteer in HLF-funded projects, there are statistically significant correlations between those reporting increasing contact with older people, adults aged 45-64, and young people, and those reporting that they mainly work in groups in their HLF volunteering activities.

Looking beyond the small age shifts in the peer effects, a decrease in the proportion of volunteers reporting that they have been involved in dissemination activities with children and young people, seems to have diminished the contacts that volunteers have had with these groups. Only 15% of volunteers were involved in devising and delivering activities for schools this year – almost half the total in Year 1 (29%). Similarly, only 10% of volunteers were involved in devising and delivering activities for children and young people outside school this year – again down from Year 1 (16%). ‘Increasing’ or ‘significantly increasing’ contact with school age children (5-16) has fallen accordingly: from 53% in Year 1 to 33% in Year 2, as can be seen in Figure 24 below.

5.2.5 Understanding

More important than simply making contact, however, is whether contact develops better understanding between different age groups. We thus asked volunteers about this

‘stronger’ measure of social impact – whether their volunteering had any effect on their ability to ‘get on with’ the range of age groups.

Some of the volunteers report through the survey that the ‘single best thing’ about the project is an intergenerational experience: “*Confidence to be around other people of different ages*” [100 Years of Atherstone]; “*Seeing how well generations can interact together*” [Shildon Intergenerational Heritage Project], and “*Great enjoyment in being part of a project that included people of all ages and finding them welcoming*” [Thomas Paine 200]. One of our project visits focused on a dedicated intergenerational project run by Age Concern. The project clearly shows how heritage activities can successfully foster intergenerational learning and understanding (see Box 4 below).

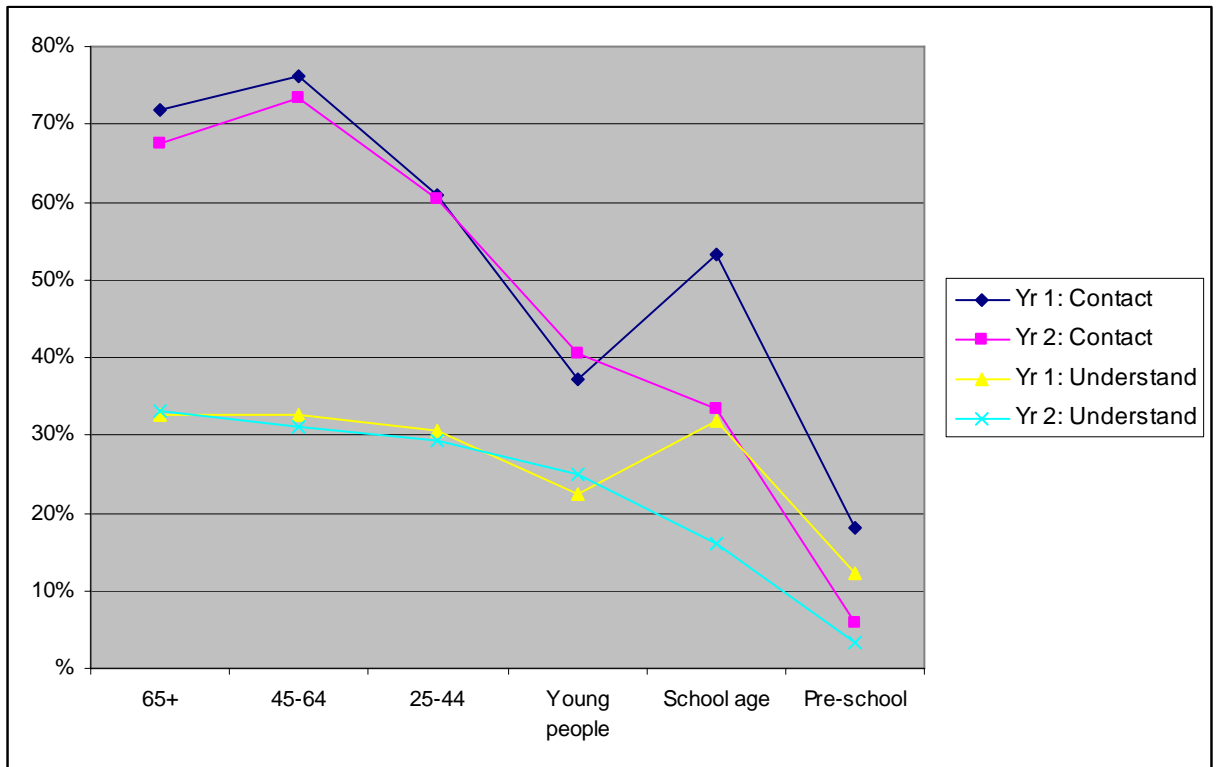
But despite these examples, as with last year’s results, volunteers are in general less inclined to state that they have increased their understanding of the people that they have met across the age groups, as compared to simply reporting that they have increased their contact with these groups.

- The percentage reporting that their understanding of each of the age groups considered in the survey is ‘exactly the same as before’ is never less than 69%, and this rises to 84% for school age children and 97% for pre-school children.
- Where volunteers’ understanding has increased the most, it is in relation to older age groups: one in three of the volunteers state that their volunteering with the project has increased their understanding (either ‘a lot’ or ‘a bit’) for people aged 65+ and 31% state the same for adults aged 45-64).

The difference between greater contact and greater understanding is most pronounced for the older age groups (see Figure 24 below). However, this disparity – i.e. large numbers of volunteers reporting a greater increase in contact but much smaller numbers reporting an increase in understanding – may well arise as volunteers’ understanding of the older age cohorts is likely to be relatively good to start with as these are the demographic groups to which most of the volunteers belong. When looking at the younger age groups – i.e. the ones that involve the most intergenerational contact from the volunteers’ perspective – the relationship between contact and understanding becomes tighter, though there is still a fall-off between the two variables.

The survey results again suggest that, as with Year 1, volunteering in HLF-funded projects increases social contact between different age groups, but the social impact of this contact is mild.

Figure 24. Increased intergenerational contact and understanding among volunteers in HLF-funded projects, 2009 and 2010



Source: BOP Consulting (2010)

Box 4. Intergenerational outcomes through HLF-funded projects

This year one of our thematic projects, Shildon Intergenerational Heritage Project, led by Age Concern Durham, had a particular focus on intergenerational work. The aims of the project were to bring together children and young people with older people; to explore, share and celebrate the town's social history (e.g. traditional toys and games, family traditions, school experiences, town appearance, town carnival, etc.); and to involve the local community through a display case of memorabilia.

Prior to designing the project, the project manager carried out a number of consultations with local organisations, including: the Locomotion Museum, Durham County Council, secondary schools, primary schools and local community groups. The consultation showed that there was a real demand for the project. The research also helped shape the different project activities, as well as raising awareness and stimulating interest before it began.

A range of activities were carried out, many of them aiming to facilitate intergenerational interactions. This included term-time sessions with children from one of the local primary schools and older people, who would share their memories and knowledge of local history with the younger generation. These sessions either took place in the local schools or in old-people's residences. The project also included joint events for young and older people, e.g. older volunteers taking children to a museum visit and exchanging knowledge and experiences through this joint activity. In addition, a training course to obtain an NVQ Level 1 qualification as an 'intergenerational volunteer' was developed and three volunteers in the project have completed the training course to-date.

Our qualitative research during one of the project activities at Shildon Locomotion Museum suggested a number of impacts on the project participants, some of which can be described as 'intergenerational outcomes'. In particular, younger people reported:

- Increased mutual respect - improved understanding of old people
- Increased knowledge of local history
- Improved communication and empathy skills with older people
- Increased appreciation and respect of older people
- Enjoyment of subjects that were initially perceived as 'dull'

Whereas for older people, the key benefits were the following:

- The social aspects of getting out of the house/meeting other people
- Building mutual respect – old people understanding that '*children are children*' but also that they have a lot to offer to a local community, both now and in future
- An opportunity to work with children – one older volunteer had lost their family in a house fire and the project is able, to a certain extent, to '*replace the vibrancy that the grandchildren used to bring*'
- Feelings of self-worth and of being a valued member of the community – one older volunteer commented: '*I'm surprised at how interested children are in me! It's lovely to feel worthwhile!*'

In addition, one volunteer of the project stated in the survey "*Learning about the immense benefits to intergenerational work, especially for older people, was the single best thing about this project. I was surprised how much difference this has made to the older people. Also I was interested to see how many grandparents care for their grandchildren and spend time giving them culture/history/sense of belonging by using the local environment.*"

5.3 Strengthening public life

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

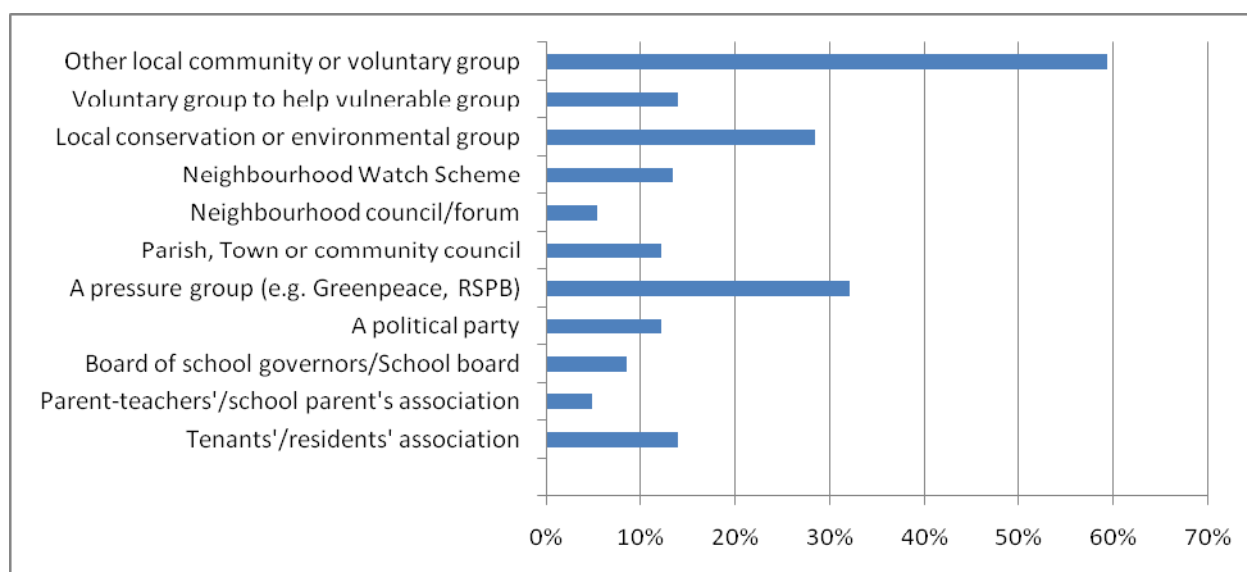
Civic engagement

The economist Bruno Frey suggests that political systems with more direct democracy have been shown to improve the well-being of citizens.⁵⁵ Even for countries with less opportunity for formal democratic participation, 'everyday democracy' – such as participation in parent-teachers associations, citizens' juries, or community forums – can help improve people's sense of well-being and commitment.

As with last year's cohort, a large majority of the HLF volunteers are also members of other organisations including pressure groups, political parties, local conservation or environmental groups. They represent a minority, activist community within the overall population.

This year, the overall percentage of those who are members of other groups is slightly down (just over 72%, from 78% in Year 1), though to put this in perspective, this compares to 25% in England.⁵⁶ Of those who volunteer in other organisations, almost 6 out of 10 are engaged in local community or volunteering groups (59%), 32% are involved in a pressure group and 29% in a local conservation or environment group – the same three types of organisations that volunteers in last year's cohort were most frequently engaged with. Around one third take part in more formal democratic institutions, such as a political party (12%), a parish or town council (12%), or neighbourhood forums (6%).

Figure 25: Other organisations and bodies that volunteers in HLF-funded projects are members of, 2010



⁵⁵ Frey and Stutzer (2000) 'Happiness, Economy, and Institutions'. *The Economic Journal*, 110 (466, October), pp. 918-938.

⁵⁶ ONS (2003) British Social Attitudes Survey 2000.

Source: BOP Consulting (2010)

Although volunteering seems to engender more volunteering, the 'HLF effect' is relatively weak – indeed it could be argued that HLF-funded projects benefit from the already well-developed 'volunteer personality' of its participants. 82% of respondents were already members of other groups before they got involved in the HLF-funded project (which is even higher than last year's 78%).

However, at least 18% stated that they joined other forms of membership organisations since commencing their volunteering on HLF-funded projects, and 29% said that their involvement in the HLF-funded project had contributed to them volunteering in other local projects. One example of this was provided by a respondent in the survey who explained that through volunteering in HLF-funded projects, she had "*gained confidence in myself and this has led me to pursue other volunteering opportunities*". [Unfolding the Quilts]

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

- 45% stated that their involvement has contributed to them visiting local libraries, museums and heritage sites 'more often than before' – this is much lower than last year, where more than two thirds of the volunteers (68%) said their HLF-volunteering had this effect
- A small minority of volunteers joined a library (5%) and a local history society (7%) because of their involvement with the HLF-funded project – this compares to 5% and 23% last year

While in last year's cohort there seemed to be a strong 'pull through' to other forms of local, cultural activity, this year the effect seems weaker. This may partly be related to the slight change in the geographical scope of some of the projects in this year's sample (i.e. more people travelling from slightly greater distances to participate) as discussed in section 4.4.6 below. The other important factor is again the high levels of engagement that volunteers have before they become involved with HLF-funded projects.

Our longitudinal research this year provides an indication of this: 78% of the volunteers were a member of a library at the beginning of their involvement in the HLF-funded project, and 30% were already involved in a local history society. When comparing the HLF volunteers in the small longitudinal sample (at the beginning of their involvement with the project) with the general population (as measured by the DCMS Taking Part Survey (2006/07), this becomes even more evident:

- 95% of volunteers in HLF-funded project have visited a library at least once over the past 12 months. This compares to 46% of adults in the general population who have used a public library service at least once.
- 65% of the volunteers had attended an archive over the past 12 months, as compared to 5% of the general population.
- All volunteers in HLF-funded projects (100%) had visited a museum or gallery over the past 12 months, whereas 42% of the general population had done so.
- 97% had visited a historic environment site at least once in the past 12 months. This compares to 69% of the general adult population.

These figures clearly demonstrate that the participation in cultural heritage of volunteers in HLF-funded projects is much higher than for the general population. This shows that volunteers not only tend to have high levels of civil engagement through volunteering in a variety of organisations, but they are also highly engaged in cultural activities – and they are so before they get involved in the HLF-funded projects. The degree to which participation in HLF-funded projects is hence able to make a marked difference to the volunteers' life (or at least can be seen as the only factor for change) is inevitably affected by this. This is confirmed by our findings from the qualitative research, as one volunteer explained after completing the survey: *'My answers won't uniquely be affected by this project as I'm so involved in other activities. However, if you asked me, whether volunteering per se made a change to my life and made me happier, I would definitely answer yes.'* [The Bowles Story]

In attempting to answer the research question whether there is anything distinct about volunteering in heritage projects, as compared to other types of volunteering, we introduced three open text questions into the longitudinal 'post' questionnaire. These questions were asking volunteers to reflect on differences between the HLF-funded projects and other volunteering that they are engaged in with regards to:

- their motivations for getting involved
- the activities carried out
- what they gain from their participation.

The answers to these questions do not provide any conclusive evidence due to the extremely small sample size; only 12-15 responses were received for each question. A couple of volunteers stated that they did not consider HLF volunteering to be distinct; however, some of the answers that report differences seem to confirm our initial hypothesis, i.e. that volunteering in HLF-funded project distinguishes itself through its stronger emphasis on deepening knowledge and learning in a specific area of interest; and dedication and absorption in tasks that volunteers find challenging, but also fulfilling and enjoyable.

Asked for the differences in their reasons for volunteering, several stated that they generally have altruistic motives for volunteering (wanting to help people, to play their part in the community, a feeling of responsibility, etc.). While these motivations still play a role in their decision to volunteer in a HLF-funded project, it also met a specific interest of theirs – whether that was pre-existing professional expertise or a previous leisure-time pursuit in this particular subject area, or a personal connection to the project. In the case of activities, volunteers named two types of activities that were different from their other engagements: research tasks and – more frequently mentioned – conservation activities with a physical and outdoors element. Finally, with regards to the impacts of their volunteering, a number of volunteers report the deep satisfaction of being involved in an intellectually challenging project and being able to contribute to this on the basis of their existing interest and expertise. A few also mention the benefits of engaging in physical activities.

It is important to emphasise that these answers, at best, provide an indication, rather than firm findings, but extending the longitudinal survey to a bigger sample in the next year of research will provide an opportunity to test their validity.

Collective efficacy

Another important factor in involvement is the idea of 'collective efficacy', the notion that individuals acting together can affect outcomes in their community. This can range from the informal regulation of codes of conduct, stopping an adult hitting a child for example, or a young person from vandalising, to more formal outcomes.⁵⁷ Public policy can play a role here; research suggest that residents from National Neighbourhood Management Pathfinder areas, for example, are more satisfied with their communities and more likely to feel that their concerns on crime and the environment are being resolved, compared to those living in areas without such schemes.⁵⁸

Although the last decade has seen a steady fall in most types of crimes, the proportion of people who believe that rates of crime have increased has actually grown.⁵⁹ And this fear of crime can have its own deleterious effects both on personal and community well-being. People who fear crime, however unreasonably, are less willing to go out, less willing to socialise in their neighbourhood and less willing to talk to strangers. This personal isolation contributes to declining level of social capital within neighbourhoods. Yet communities with higher levels of social capital and collective efficacy, can not only moderate the level of actual crime, but can also contribute to a reduced fear of crime. There is even some suggestion that higher levels of collective efficacy are associated with lower levels of violence,⁶⁰ not least because people may be more willing to intervene when a violent or criminal act is taking place.

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

This year there was some drop in the degree to which people in our survey felt that they can be effective at the neighbourhood level, at least at the stronger end of that statement (29% state that they 'strongly agree' as compared to 47% last year). However, well over three quarters of our survey (87%) still show overall agreement with the statement that by working together, people can influence decisions. This figure is considerably higher than the view held by the general population (as measured through the Citizenship Survey 2008/09).

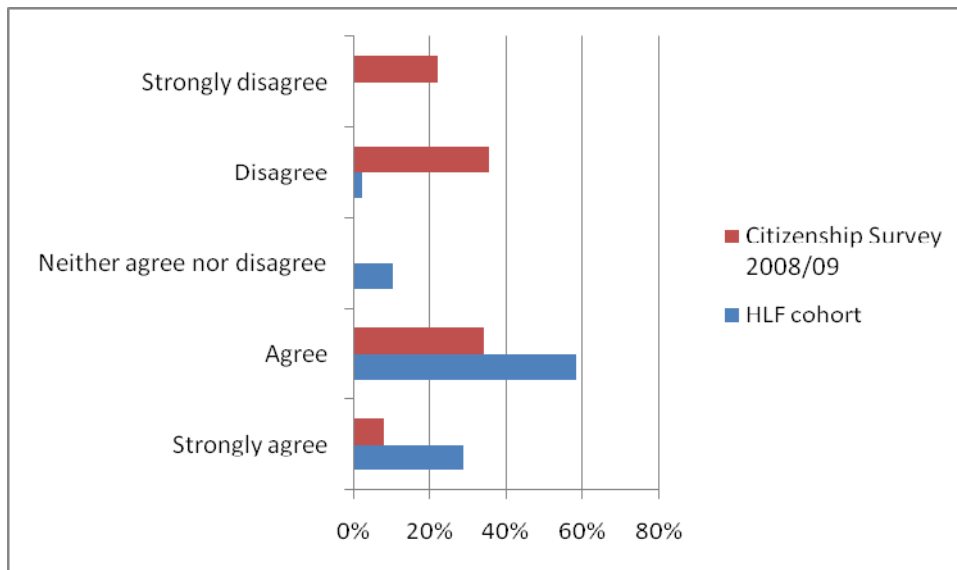
⁵⁷ See Bacon *et al* (2010) *The State of happiness: Can public policy shape people's wellbeing and resilience?* Young Foundation.

⁵⁸ DCLG (2007a) *Neighbourhood Management: empowering communities, shaping places.*

⁵⁹ Walker *et al*, (2009) *Crime in England and Wales*, Vol 1, Home Office.

⁶⁰ Sampson, Raudenbush and Earles, (2007) *Neighbourhoods and Violent crime: A Multilevel Study of Collective Efficacy*, Science, Vol 277.

Figure 26 shows that only 8% 'strongly agree' and 34% 'agree' that they can influence decisions in their neighbourhood by working together. While the Place Survey has a much bigger sample than the Citizenship Survey, and can hence be considered to be more representative of the UK population, detailed results have not been released yet. However, the headline findings from 2008/09 show that only 29% of respondents felt that they could influence decisions in their local area.

Figure 26: Volunteers' belief in their ability to influence local decision-making, 2010

Source: BOP Consulting (2010)

Again the profile of people who take part in heritage volunteering – generally well-educated and middle-class – perhaps makes it unsurprising that such people believe that they can be influential in public life, and have experience of being so. But the degree to which this differs from the population as a whole is nonetheless remarkable. What is also striking is that even more respondents than last year, almost 45 per cent, feel that participating in the HLF projects has increased this perception of efficacy, which suggests that efficacy is not entirely determined by existing social status, but can be affected by the experience of participation. An example from our qualitative research describes this experience:

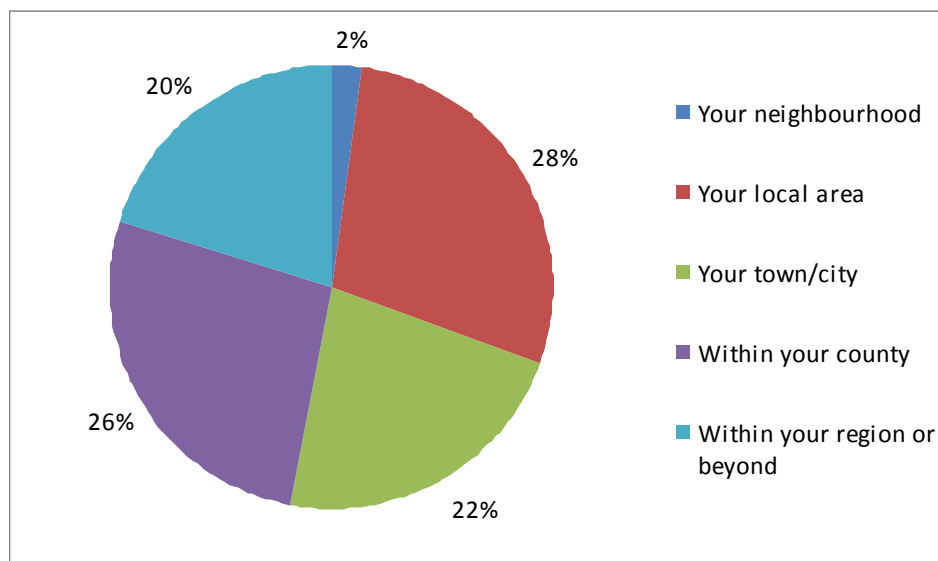
“[The best thing of the project was] the experience of having played a part in bringing together nearly 200 people from a diverse rural area with very poor public transport who have -despite widely varying social backgrounds and levels of confidence, competence and expertise- collectively produced a community play of high quality and enduring value and who have derived enormous satisfaction from having been part of Something in Common, often in ways they would never previously imagined to be within their capabilities.” [Camden Road]

5.4 Community focus

5.4.6 Interaction between HLF volunteering and place

The next sections look at the geographical ‘embeddedness’ of volunteers, that is, where they live and how engaged they are within their communities through the HLF-funded projects and whether this – combined with the actual subject area of HLF-funded projects – has any effects in terms of their sense of belonging.

Figure 27: Geographical locations of new people met by volunteers through participating in HLF-funded projects, 2010



Source: BOP Consulting (2010)

This year's data shows a big increase in the number of people from 'within your region or beyond' that people met through volunteering – up from 11% last year, to 20% this year. Concomitantly, fewer people met others in their own neighbourhood (2% this year compared to 7% last year). The larger selection of projects should mean that this less localised volunteering pool is, in fact, more representative of HLF-funded projects than last year's. From both the project manager survey and site visits, it was clear in this year's research that some projects, such as From Auschwitz to Ambleside and The Bowles Story, had drawn in volunteers from a relatively wide geographical area. In part, this is a testament to the appeal of HLF-funded projects in that people are prepared to travel sometimes relatively long distances to get involved. Indeed, some volunteers at the site visits sometimes talk about their pride in being involved in projects of national and international importance, in addition to those projects and volunteers that are more focused on local heritage projects.

Going beyond the relationships between volunteers *within* projects, the survey also explores the ways in which volunteers are involved in the wider community through the projects. This year, the overall percentage of those working on formal dissemination activities was lower than last year in relation to children and young people:

- 15% of the volunteers were involved in devising and delivering activities for schools, compared to almost double this number last year (29%)
- similarly only 10% of the volunteers devised and delivered activities for children and young people outside of school (e.g. in youth groups), while 16% did so in Year 1
- and roughly the same for activities involving the wider public, such as talks and small exhibitions, (29% compared with 31% last year).

However, as with last year's survey - and despite the larger geography of the volunteer pool - the large majority of volunteers state that they have made gains in their knowledge and understanding of the local area, its heritage and people (96%) with 35% having made 'some gain', 42% a 'large gain' and 18% a 'very large gain'. Again, better local knowledge of the area is often mentioned in the survey as the 'single best thing' gained by volunteers:

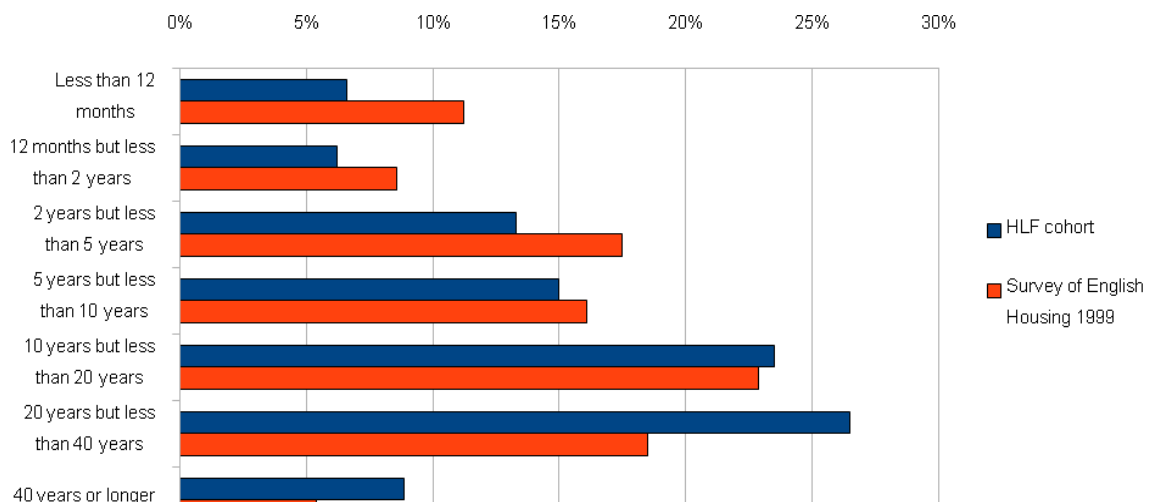
“I now have a better understanding of the social history of the area”, said one respondent [Camden Road], while others, *“have a greater understanding of the importance of my local heritage”* [From Auschwitz to Ambleside].

5.4.7 Roots in local areas

In exploring attachment and belonging to place – and how volunteering in HLF-funded activities might influence these – it is important to know how long the volunteers have been resident in their local areas. There are some cases of volunteers who were new to the area and see a major benefit of involvement in HLF-funded projects as being to help them integrate, but this is the exception rather than the rule.

Rather, the volunteers in the sample are very strongly rooted in their communities through the length of time they have been resident. More than half (59%) have lived in their neighbourhood more than 10 years, with around a third (35%) for more than 20 years. While this figure remains higher than the UK average, as Figure 28 shows, (with 47% of the general population having lived in their locality for more than 10 years), it is considerably lower than last year where almost three quarters (72%) of the volunteers had lived in their town/city for more than 10 years. The trend is also reflected at the other extreme of the scale, with significantly more volunteers in Year 2 having lived in their locality for less than 12 months (7% compared to 2% last year) or between 1 and 2 years (6% compared to 3% last year). These differences are likely to be related to the changed age profile of this year’s volunteer cohort, with more young volunteers (aged up to 24) in the sample – an age group that tends to move around frequently during their education and training – and overall slightly fewer people in the older age groups.

Figure 28: Length of time volunteers in HLF-funded projects have been resident in their town/city, 2010



Source: BOP Consulting (2010)

5.5 Sense of belonging

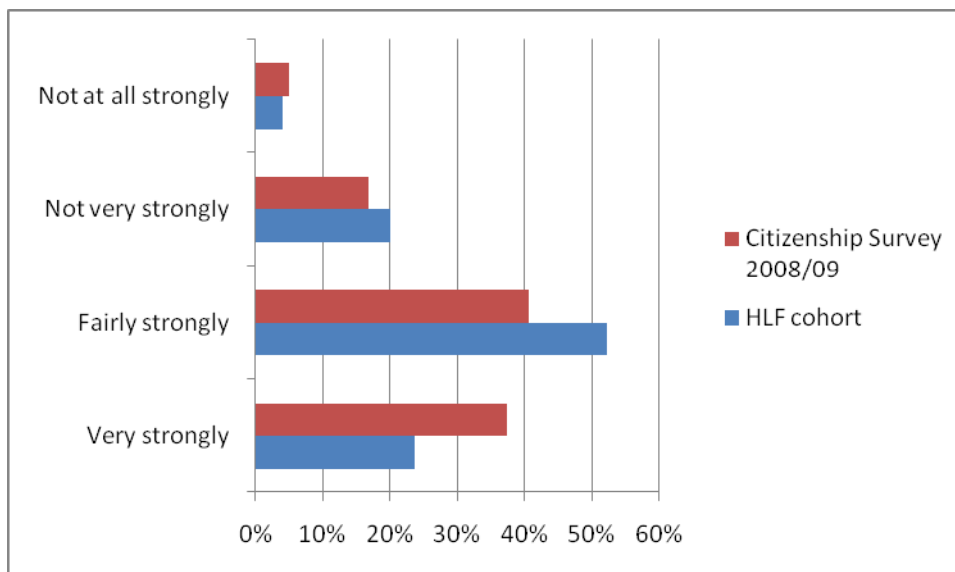
Sense of belonging to a locality is seen by policymakers as a key indicator of community cohesiveness. In other words, the more people who feel a sense of belonging within a community, the more likely the community is to act cohesively. Unlike other forms of

belonging such as an ethnic group, sense of belonging to place is unlikely to exclude others.

Given the fact that many of our respondents are older and have lived in their neighbourhood for some time, we would expect a strong sense of belonging, and indeed more than three quarters believe that they belong to their neighbourhood 'very strongly' (24%) or fairly strongly (52%). This trend is the same as last year, where 77% said that they belong to the neighbourhood, though there was a higher proportion last year who said that they felt a 'very strong' belonging (36%) than this year. Given the high sense of belonging, it was unlikely that volunteering with HLF would increase that already strong sense of connectedness. While this was true for the majority of the volunteers, there were still 27% who stated that their participation in the HLF-funded project had made them 'more likely to agree with the previous statement about [their] feeling of belonging'.

As with last year's survey, HLF volunteers do feel more connected to their neighbourhood than the general population. But despite the sometimes dire warnings from politicians and the media, sense of connection to neighbourhood is not particularly low in Britain. Figure 29 shows that 41% of the respondents of the Citizenship Survey 2008/09 feel 'fairly strongly' that they belong to their immediate neighbourhood (compared to 52% of HLF volunteers) and over 37% feel it 'very strongly' (compared to 24% of HLF volunteers). The headline findings from Place Survey 2008/09 show that 59% of respondents feel they belong to their immediate neighbourhood – a figure which is significantly lower than for HLF volunteers and the sample of the Citizenship Survey.

Figure 29: Volunteers' feeling of belonging to their immediate neighbourhood, 2010



Source: BOP Consulting (2010)

5.6 Community cohesion

As well as a sense of belonging, community cohesion is seen as 'living in strong communities, where people get along with each other, where no-one feels excluded and where everyone has a chance to play a full part in local life.'⁶¹ As we saw above, HLF volunteers feel they do have the opportunity to play a part in local life. The questions

⁶¹ DCLG (2007b) *Third Sector Strategy for Communities and Local Government*.

below refer to how well they know other people in their communities, and whether volunteering has had any impacts on the number of people they know.

As in last year's survey, HLF volunteers are less likely to know 'most' of the people in their neighbourhood than the population as a whole. While 30% of the overall population says they know most of the people in their neighbourhood, the figure for HLF volunteers is only 10%. And while half of last year's cohort said they know 'many' people in their neighbourhood, the figure this year is 37%, with 50% saying they only know 'a few.'

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

However, over a third of volunteers say that their involvement with the HLF projects has increased the number of people they know in the neighbourhood. There were also several instances in the qualitative research where volunteers testified to this, for example a number of volunteers who replied to the question about what they felt was the 'single best thing' of participating in the HLF-funded project: *"Communication with more people in my nearby area"*; *"Getting to meet a wide variety of people across the age range from the local community"*; *"Meeting a broader group of people in my local community"* or *"Meeting people and having an enhanced sense of community"* [all volunteers from Camden Road Project].

Nevertheless, the numbers of volunteers saying that the HLF project has helped increase the number of people they know in the neighbourhood is eight percentage points lower this year (38%) than in Year 1 (46%). Again, this may reflect the less 'localised' nature of this year's volunteer profile. In line with this, slightly more people (66% as opposed to 64%) think it has increased the number of people they know within *other* neighbourhoods in the town.

Figure 30: Number of people that volunteers in HLF-funded projects know in their neighbourhood, 2010

Connectivity	HLF volunteers	UK ⁶²
Most of the people in your neighbourhood	10.1	30.3
Many of the people in your neighbourhood	36.7	16.3
A few of the people in your neighbourhood	50.6	47.4
None of the people in your neighbourhood	2.5	6.0

Source: BOP Consulting (2010)

HLF volunteers tend to have a reasonably positive view of the cohesion of their neighbourhood, in line with their general profile, and sense of belonging. Two thirds of our cohort either 'definitely agree' (14%) or 'tend to agree' (53%) with the statement that their neighbourhood 'is a place where people from different backgrounds can get on together'. While last year there were slightly more people who 'definitely agreed' (19%) that their area is one where people get on, the overall trend remains the same. Nevertheless, these figures are still lower than the 'average population': 20% of respondents to the Citizenship

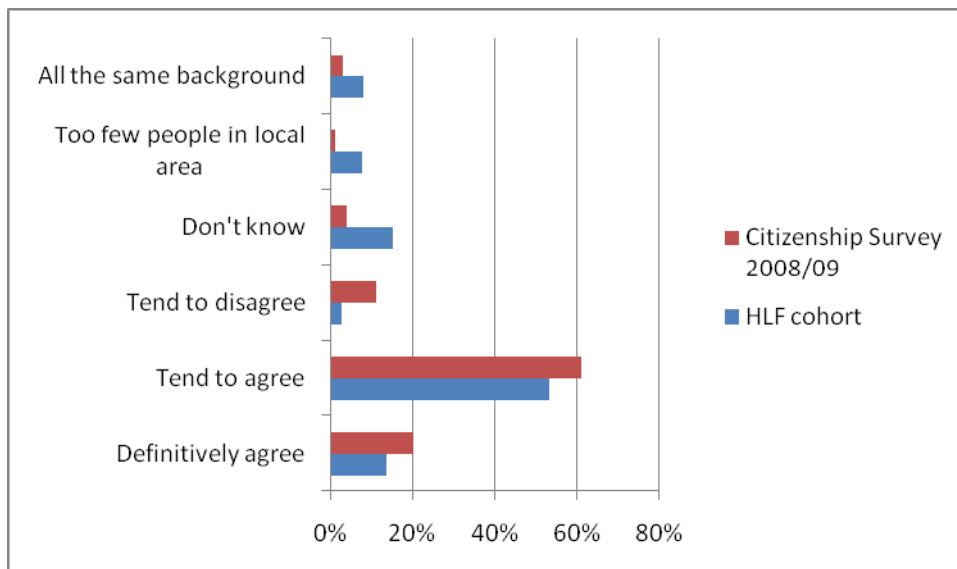
⁶² The data is taken from the General Household Survey 2000/01.

Survey 2008/09 stated that they ‘definitely agree’ and 61% said they ‘tend to agree’. The headline findings of the Place Survey 2008/09 report that 76% felt that people from different backgrounds got on well together in their local area. However, it should be noted that almost one third of this year’s volunteers were reluctant to make a judgement on this question, and instead chose one of the other options, with 15% stating they ‘don’t know’, 8% saying there are ‘too few people in the local area’ and 8% reporting that people in the local area are ‘all the same background’. In the case of the Citizenship Survey, a total of only 8% of the respondents chose one of these options.

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

That is, while volunteers regularly report meeting lots of new people through their heritage activities, many of these are those that fall within a ‘community of interest’ (shared interest/passion/hobby), or are described more broadly as ‘likeminded’ people (see section 5.1 above); in general these are not simply people from the most geographically proximate neighbourhood or community. There is a sense, then, that volunteering in HLF-funded activities provides a wider social network, beyond the constraints of the immediate locality, from which people can *choose* who to interact with. We did find one example from the survey responses that is suggestive of the possible downsides for community cohesion of this social sifting process. When commenting on the ‘single best thing’ about participating, one volunteer reported it was “*The company of decent, intelligent people, unlike most of the dross around here.*”

Figure 31: Volunteers’ perception of their local area as a place where people from different backgrounds get on well together, 2010



Source: BOP Consulting (2010)

But this is definitely a minority view and, more positively, when looking at the ‘HLF effect’ (i.e. the extent to which involvement in HLF-funded projects has strengthened this belief) it is stronger than last year. Almost a quarter of volunteers this year (23%) say that their participation in the project has made them ‘more likely to agree’ about their local area

being a place where people from different backgrounds can get along (compared to 15% in Year 1).

One question that arises from this is whether volunteering can help to improve cohesion in places where it is low, or even, in popular parlance, 'broken.' Research from Northern Ireland suggests the effects of volunteering in these cases are positive, but mild.⁶³ While volunteering can help people develop different attitudes to those they 'would not normally meet',⁶⁴ in order to do so, it must actively (and continuously) promote bridging or linking social capital, rather than just strengthen existing bonds, and this cannot always be guaranteed. Volunteering may be a 'nursery for citizenship', but it is likely that much else within the society in which it takes place needs to be working well, in order to develop citizens beyond the nursery. It is clear that, with the obvious exception of a handful of specific individual projects, such as the Shildon Intergenerational Project, HLF-funded projects are not typically deliberately attempting to develop bridging and linking social capital. As noted in last year's report, where this does occur, it is – as with many of the positive social impacts reported by volunteers – an unintended consequence of the volunteer experience.

⁶³ Howlett (2008) 'Volunteering and its unintended consequences'. Centre for the Study of Voluntary and Community Activity, Roehampton University.

⁶⁴ Kinds *et al* (2000) *Volunteering into participation: a strategy for social inclusion*. Amsterdam: Community Partnerships Consultants.

6 CONCLUSIONS

This report details the findings from the second year of BOP Consulting's research into the social impact of volunteering in HLF-funded projects. Together with the previous work on the social impacts of HLF-funded projects, undertaken by Applejuice Consultants, we are developing a major evidence base that can help inform funders, policymakers and researchers in future.

This brief conclusions section reviews the extent to which the main research questions have been answered by this year's research, and those that still remain.

Are the demographics of volunteers established in the first year properly representative?

Across a sample of volunteers that is more than twice the size of the Year 1 research, the overall demographic profile of the HLF volunteers remains similar, particularly with regard to social class and ethnicity. The additional question in Year 2 on occupations has further demonstrated how, in general, volunteers come to the projects with already high levels of human and social capital.

There has, however, been a noticeable change with regard to age and gender, which has brought the profile closer to the 'typical' volunteering population. The younger age profile has also meant that the number of volunteers with disabilities is broadly commensurate with the population as a whole.

Although the volunteer sample in this year's research is almost 250, it will be important to further test whether these distinctive demographics hold true for a larger sample still in Year 3, as so many potential consequences flow from the kinds of people that are volunteering in the projects.

Do the volunteers report the same types and degree of positive social outcomes?

With one or two notable exceptions, the second year's study does indeed bear out the findings from Year 1. Volunteers gain many benefits through their participation in HLF-funded projects. This is most true for their participation as individuals, where if anything, the outcomes appear slightly stronger than in Year 1, particularly in relation to well-being.

The most notable changes from last year's research are in the various ways that volunteers interact with and perceive their communities. They know fewer people within their local areas than in Year 1 - fewer than across the general population - and have a reduced belief in collective efficacy when compared with last year (though still significantly higher than across the population as a whole). There is also less pull through from volunteering in HLF-funded projects into other local cultural participation than in Year 1, less intergenerational contact and understanding generated across the projects, and fewer volunteers reporting that participation has helped them to know more people in their local area. More positively, more volunteers this year than last report that the experience of participating in their HLF-funded projects has increased their sense of collective efficacy.

As in Year 1, the volunteers in this year's research have a sense of belonging to their neighbourhoods that is only now on a par with the general population, and (as with last year) are less likely to believe that their local area is a place where people from different backgrounds can get along than the general population.

There are some known factors that will account for some of these differences between the two years of research. Firstly, the greater number of young adults in this year's more representative sample means that there are fewer people that have been living in the same place for a long time. This, in turn, is likely to mean that they will know fewer people in the local area than more long-lived volunteers. Secondly, the wider geographical spread of the volunteer pool of some of the projects and the reduced incidence of community dissemination activities that volunteers are engaged with in Year 2 will also mean less engagement with local communities through the projects.

Considering the diverging trends in individual and community impacts, it would suggest that they are not co-dependent; the volunteers can be accumulating knowledge, skills and well-being while not experiencing concomitant gains in how they engage with and perceive their communities.

As to why this might be, it is difficult to fully untangle from our research to-date, though we are minded of our observation from Year 1: most of the social benefits that arise from volunteering in HLF-funded projects are unintended. Projects are generally not set-up to achieve specific social/community outcomes. Given the often informal arrangements for volunteer recruitment and the specialist subject matter of many of the projects, it is perhaps not surprising that the volunteer pool is more characterised by strong bonds among people who are relatively alike ('bonding social capital'), than weaker ties among people from different backgrounds ('bridging social capital'). Other research on volunteering suggests that it is only through conscious and continuing efforts to engage with groups that are different from the general volunteer profile, does volunteering produce real gains in trust and reciprocity across communities, rather than solely within the volunteering group itself.⁶⁵

However, based on our qualitative research, it is difficult to say whether those HLF-funded projects who do set out to achieve specific social inclusion or community outcomes, are indeed more successful in achieving them. Where projects in this year's sample specifically set out to work with volunteers from harder to reach groups, they usually succeeded better than those projects which were open to, but did not make any specific efforts to recruit volunteers from these groups. In most cases these projects worked within a formal structure, recruiting volunteers through specialised organisations (e.g. Mencap, Connexions, Age Concern). In the few cases where projects did work with volunteers from different ethnic groups in a more informal structure, it seems that these volunteers were attracted by the relevance of the project subject to their own circumstances. However, over and above the achievement of participation from these groups, the research does not provide enough evidence to conclude whether intention does indeed lead to better social outcomes or whether obliquity can achieve equal results.

Why does volunteering in heritage projects appear to be distinct from other types of volunteering?

We still know less about what is distinctive about volunteering in heritage projects as to other types of volunteering, though we have some strong hypotheses. We know, for instance, that the main reason for volunteering differs from other volunteering contexts. It is about volunteering as a way of deepening knowledge and learning; about dedication and absorption in often new tasks that volunteers find challenging, but also fulfilling and enjoyable. Although we have used Charles Leadbeater's phrase 'pro am' to describe this

⁶⁵ Howlett, S. (2008) 'Volunteering and its unintended consequences'. Centre for the Study of Voluntary and Community Activity, Roehampton University. Paper prepared for the the ESRC and Northern Ireland Council for Voluntary Action seminar series on *Active Citizenship and Community Relations in Northern Ireland*

motivation, it is also arguably akin to Richard Sennett's idea of 'craftsmanship' as "an enduring, basic human impulse, the desire to do a job well for its own sake."⁶⁶

Many people, either building on professional experience, or lifelong interest, are keen not only to 'learn more' in the general sense, but to develop their expertise at a really high level – usually for no pecuniary reward of any kind. This was evident in many of the project visits, where groups of highly knowledgeable people are developing democratic bodies of expertise, often at a level concomitant with museums, universities and research centres, and in a variety of fields.

Although, other, more altruistic, motives co-exist with this motivation, the HLF research is notable for the light it sheds on the reality, beyond the hype, of a 'learning society'. As the population ages, this may well have economic, as well as the more important quality of life benefits to offer in future. The results from both years of our research point strongly to the role that HLF volunteering can play in helping people move from work into an active and fulfilling retirement.

But aside from these hypotheses, we still know less about what is distinctive about volunteering in HLF-funded projects. Most urgently, we do not yet know if it is simply the remaining (and striking) differences in the demographics between HLF volunteers and the general volunteering population that can explain the sometimes significant differences in positive outcomes between the two groups. That is, if we could control for demographics, would this reveal that there is something unique in the type of activities and/or the social settings in which HLF-funded projects take place? And if so, what are these characteristics?

For these reasons, the final year of the research will include a control group of other volunteers, and a larger sample in the longitudinal research, to try and answer this question.

The wider volunteering policy context

Given that economic hard times are now well and truly entrenched, we might have expected to see a somewhat larger 'recession effect' in terms of volunteering than we have done, though again the older age profile of HLF volunteers may make this less likely than in other forms of volunteering. However, there has been an increase in the percentage of volunteers saying their motivation is linked to getting a job, and other volunteering organisations are also suggesting that recruitment is up.

In terms of the community outcomes, while HLF volunteering continues to promote both sociability and civic involvement, some of the indicators of 'local involvement' are lower than in Year 1 – findings that we would assume to be more representative due to the larger sample size.

Nonetheless, in a political and media climate which has featured much recent talk of 'Broken Britain,' HLF volunteers continue to run counter to the portrayal of our society as one with fragmented relationships, atomised individuals and uncaring institutions. They are highly involved and keen to remain involved, and moreover, their involvement is self-reinforcing, they believe they can make a difference.

⁶⁶ Sennett (2008) *The Craftsman*. London: Allen Lane.

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8 APPENDIX 1: SURVEY QUESTIONNAIRES

8.1 Main cohort questionnaire



Volunteer questionnaire

BOP Consulting has been commissioned by the Heritage Lottery Fund (HLF) to undertake some social research on the volunteers that are involved in the projects they fund. This questionnaire asks you about any volunteering that you have been doing with projects that are receiving money from the HLF (the name of your project and organisation has already been entered below).

We are interested in the kinds of people who volunteer, the types of activities that you are involved with, what you get out of participating in the project, and how this relates to other areas of your life. The questionnaire should take approximately 15 to 20 minutes to complete. Please answer honestly – this is not an assessment or examination of your project or you! Your individual answers are anonymous and will not be shared with HLF or the projects that you are working with.

Name of the project:

Name of the organisation:

Are these details correct? Yes No

If not, please write the correct organisation name below

A. What you do

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

- | | |
|--|---|
| Less than one month..... <input type="checkbox"/> | One to two years..... <input type="checkbox"/> |
| One to three months..... <input type="checkbox"/> | Two years or more..... <input type="checkbox"/> |
| Three to six months..... <input type="checkbox"/> | Five years or more..... <input type="checkbox"/> |
| Six months to one year..... <input type="checkbox"/> | Don't know/can't remember..... <input type="checkbox"/> |
-

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

- From other volunteers already working with the organisation.....
- General word of mouth/recommendation.....
- Advert in community newsletter/local paper.....
- Leaflet that you read.....
- Through a university/college/school.....
- General volunteering websites (e.g. Timebank, Vinspired, Do It, Volunteering England, VSB).....
- Directly through the organisation itself (e.g. at an event, approaching them in person, via website, already volunteering with the organisation).....
- Through another organisation that you already volunteer with/are a member of/have links with.....
- Other (please specify below).....
-

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

- | | |
|---|---|
| None..... <input type="checkbox"/> | Over 20 hours but no more than 35 hours..... <input type="checkbox"/> |
| Up to 2 hours..... <input type="checkbox"/> | Over 35 hours but no more than 50 hours..... <input type="checkbox"/> |
| Over 2 hours but no more than 5 hours..... <input type="checkbox"/> | Over 50 hours..... <input type="checkbox"/> |
| Over 5 hours but no more than 10 hours..... <input type="checkbox"/> | Don't know..... <input type="checkbox"/> |
| Over 10 hours but no more than 20 hours..... <input type="checkbox"/> | |
-

A4. Roughly how often do you meet other volunteers working on the same project?Two or more times a week.....Monthly.....Once a week.....Quarterly.....Once a fortnight.....Less than four times a year.....**A5. For the following options, please tick only one option. In terms of the other volunteers in your project, do you *mainly* spend your time working:**On your own.....In pairs.....In a group.....**A6. What activities have you undertaken with the project? Please tick all that apply**Coordinating or leading activities (e.g. as a member of a committee/management group).....Gathering, recording, analysing and cataloguing new material.....Researching and working with existing collections and archives.....Conservation activities (e.g. on natural landscapes, or industrial heritage).....Devising and delivering activities for schools.....Devising and delivering activities for children and young people outside of school (e.g. in youth groups).....Devising and delivering activities for the wider public (e.g. talks and small exhibitions).....Helping with marketing and publicity.....Providing administrative or IT support for the project.....Providing other support to the project (e.g. catering, cleaning).....Other (please specify below).....

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

- Coordinating or leading activities (e.g. as a member of a committee/management group).....
- Gathering, recording, analysing and cataloguing new material.....
- Researching and working with existing collections and archives.....
- Conservation activities (e.g. on natural landscapes, or industrial heritage).....
- Devising and delivering activities for schools.....
- Devising and delivering activities for children and young people outside of school (e.g. in youth groups).....
- Devising and delivering activities for the wider public (e.g. talks and small exhibitions).....
- Helping with marketing and publicity.....
- Providing administrative or IT support for the project.....
- Providing other support to the project (e.g. catering, cleaning).....
- Other (please specify below).....
-

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

- Not applicable – do not have/have not had any previous paid work.....
- “It has no real relationship to my current or past employment”.....
- “It is similar” – the setting is similar (e.g. historic building, museum, local history, transport heritage, parks or countryside management) but the kinds of things that I do are *different* (e.g. education work, research, IT support, conservation work).....
- “It is similar” – the setting is *different* but the kinds of things that I do are similar.....
- “It is very close” – both the setting and the kinds of things that I do with the project are similar.....
-

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

- I had an existing interest in the subject area (e.g. archaeology, local history).....
- To learn some new skills (e.g. computing, research, transcribing).....
- To learn more about heritage.....
- To continue utilising and updating my existing skills (e.g. teaching /presenting, business and management skills, IT skills).....
- A friend or family member recommended me to get involved.....
- To learn more about/get more involved in the local community
- To help others.....
- To help look after heritage.....
- To meet new people/get out of the house.....
- Work experience/help in getting a job.....
- Other (please specify below).....
-

B. Skills

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

	No gain	Almost no gain	Some gain	Large gain	Very large gain
The <i>specific</i> subject matter of the project (e.g. boat building, conservation of wildlife habitats, Roman archaeology, British 20 th century visual art)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The local area, its heritage and people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Information management skills (e.g. research, archiving, transcribing).....
- Communications skills (e.g. speaking, writing, presenting).....
- Other interpersonal skills (e.g. leadership, team working, developing confidence in social situations).....
- Technical skills (e.g. computers and ICT, geo-physical archaeology).....
- Conservation techniques.....
- Business and management skills (e.g. marketing, fund raising, project management).....
- Other (please specify below).....
-
- Not applicable – have not improved any skills.....
-

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

	Before					Now				
	1	2	3	4	5	1	2	3	4	5
Information management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conservation Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business & management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (as listed by you above in B2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable (N/A) – no skills improved										<input type="checkbox"/>

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

Yes..... No..... N/A – no skills improved.....

B5. If yes, please explain in what way you have used these skills:

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

- Taken/started a course
- Joined a library
- Visited local libraries, museums and heritage sites more often than before
- Joined a local history society
- Volunteered in other local projects



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

- Yes – directly with the HLF-funded organisation that runs the project.....
- Yes – with another organisation in a related area to the activities that I have been undertaking with the project.....
- Yes – but in an unrelated area to the activities that I have been undertaking with the project.....
- No – none at all.....

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

Mode		Status	
Part-time	Full-time	Temporary	Permanent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Yes..... No..... Don't know/not sure.....

B10. If yes, please explain what training you received:

C. You and the community

Some of the following questions relate to your neighbourhood and local area. For the purpose of this survey, these are defined as:

- Neighbourhood: the immediate streets around your home (about 5 minutes walking distance)
- Local area: the area within 15-20 minutes walking distance from your home

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

Yes..... No..... Don't know/not sure.....

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

Yes..... No..... Don't know/not sure.....

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

Your neighbourhood..... <input type="checkbox"/>	Within your count..... <input type="checkbox"/>
Your local area..... <input type="checkbox"/>	Within your region or beyond..... <input type="checkbox"/>
Your town/city..... <input type="checkbox"/>	N/A – Haven't met any new people..... <input type="checkbox"/>

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

	Never	Sometimes	Often
Friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More general acquaintances (e.g. neighbours, people in local shops)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C5. Would you say that you know...

Most of the people in your neighbourhood <input type="checkbox"/>	A few of the people in your neighbourhood <input type="checkbox"/>
Many of the people in your neighbourhood <input type="checkbox"/>	None of the people in your neighbourhood..... <input type="checkbox"/>

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

	Increased the number	Made no difference	Decreased the number
In your neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From other neighbourhoods in your town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Significantly decreased contact	Decreased contact	Made no change	Increased contact	Significantly increased contact
Pre-school children (Under 5 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School children (5-16 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young People (16-24 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (25-44 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (45-64 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (65 years or older)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	A lot worse	A bit worse	Exactly the same as before	A bit better	A lot better
Pre-school children (Under 5 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School children (5-16 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young People (16-24 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (25-44 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (45-64 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (65 years or older)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

"By working together, people in my neighbourhood can influence decisions that affect the neighbourhood"

Strongly agree.....

Disagree.....

Agree.....

Strongly disagree.....

Neither agree nor disagree.....

Don't have an opinion.....

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

Made you *more* likely to agree with the previous statement (in question C9) about working together to influence local decisions.....

Made no difference to the extent to which you agree or disagree.....

Made you *less* likely to agree with the previous statement.....

Don't know.....

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

Tenants'/residents' association.....

Neighbourhood council/forum.....

Parent-teachers'/school parent's association.....

Neighbourhood Watch Scheme.....

Board of school governors/School Board.....

Local conservation or environmental group

A political party.....

Voluntary group to help sick/children/other vulnerable group.....

A pressure group (e.g. Greenpeace, RSPB).....

Other local community or voluntary group

Parish, Town or community council.....

None of the above.....

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

Yes.....

No.....

Don't know/can't remember.....

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

Definitively agree.....

Don't know.....

Tend to agree.....

Too few people in local area.....

Tend to disagree.....

All the same background.....

Definitively disagree.....

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

Made you *more* likely to agree with your previous statement in C13 about your local area being a place where people from different backgrounds can get along.....

Made no difference to the extent to which you agree or disagree.....

Made you *less* likely to agree with your previous statement.....

Don't know.....

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

Very strongly.....

Not at all strongly.....

Fairly strongly.....

Don't know.....

Not very strongly.....

C15. Would you say that your volunteering on the project has ...

Made you *more* likely to agree with your previous statement in C15 about your feelings of belonging to the local area.....

Made no difference to the extent to which you agree or disagree.....

Made you *less* likely to agree with your previous statement.....

Don't know.....

D. How you feel

This section concentrates on how you have been feeling recently. There is some evidence that volunteering may have an effect on people's general sense of well being. So we would like to ask you a few questions to explore this issue as it will help us to find out more about what you got out of participating in the project on a personal level. Please remember that we will treat all your answers confidentially and that they will not be shared with HLF or the projects that you are working with.

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

Better than usual.....

Less than usual.....

Same as usual.....

Much less than usual.....

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

As well as now.....

Don't know/can't remember.....

I felt more able to concentrate than now...

Would prefer not to answer.....

I felt less able to concentrate than now.....

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

More so than usual.....

Less so than usual.....

Same as usual.....

Much less capable.....

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

As capable as now.....

Don't know/can't remember.....

I felt more capable than now.....

Would prefer not to answer.....

I felt less capable than now.....

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

More so than usual.....

Less so than usual.....

Same as usual.....

Much less useful.....

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

As useful as now.....

Don't know/can't remember.....

I felt more useful than now.....

Would prefer not to answer.....

I felt less useful than now.....

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

More so than usual.....

Less so than usual.....

Same as usual.....

Much less than usual.....

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

As much as now.....

Don't know/can't remember.....

More able to enjoy activities.....

Would prefer not to answer.....

Less able to enjoy activities.....

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

More so than usual.....

Less so than usual.....

About the same as usual.....

Much less than usual.....

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

As happy as now.....

Don't know/can't remember.....

I felt happier than now.....

Would prefer not to answer.....

I felt less happy than now.....

D11. Please rate how enjoyable participating in the project is...

Very dull.....

Enjoyable.....

Dull.....

Very enjoyable.....

Neither dull nor enjoyable.....

D12. What is the single best thing that you've gained from participating in the project?

E. About you

E1. Which of the following options best describes your current employment status?

- | | | | |
|--|--------------------------|-----------------------------|--------------------------|
| In paid employment (full-time or part-time, temporary or permanent, inc. self-employed)..... | <input type="checkbox"/> | Unemployed..... | <input type="checkbox"/> |
| Studying..... | <input type="checkbox"/> | Housewife/Househusband..... | <input type="checkbox"/> |
| Retired..... | <input type="checkbox"/> | Full-time carer..... | <input type="checkbox"/> |
| Other (please specify below)..... | <input type="checkbox"/> | | |
-

E2. If you are retired, was this through:

- | | | | |
|------------------------------------|--------------------------|----------------------------------|--------------------------|
| Reaching legal retirement age..... | <input type="checkbox"/> | Being made redundant..... | <input type="checkbox"/> |
| Taking voluntary retirement..... | <input type="checkbox"/> | Retiring through ill health..... | <input type="checkbox"/> |
-

E3. What is/was your main professional occupation?

E4. What was your age at your last birthday?

E5. Are you...

- | | | | |
|-----------|--------------------------|-------------|--------------------------|
| Male..... | <input type="checkbox"/> | Female..... | <input type="checkbox"/> |
|-----------|--------------------------|-------------|--------------------------|
-

E6. What is the highest academic qualification that you have?

- | | |
|--|--------------------------|
| A second degree from a university/college (e.g. MA, MSc, MPhil, PhD)..... | <input type="checkbox"/> |
| A first degree or qualification from a university/college (e.g. BA, BSc, BEd, HND, HNC)..... | <input type="checkbox"/> |
| 'A' levels or equivalents (e.g. Scottish Highers, BTEC, Baccalaureate)..... | <input type="checkbox"/> |
| GCSEs/'O' levels or equivalents (e.g. Scottish Standard Grade, City and Guilds)..... | <input type="checkbox"/> |
| No formal academic qualifications..... | <input type="checkbox"/> |

8.2 Longitudinal survey

8.2.1 'Pre' survey



Volunteer questionnaire

BOP Consulting has been commissioned by the Heritage Lottery Fund (HLF) to undertake some social research on the volunteers that are involved in the projects they fund. This questionnaire asks you about any volunteering that you are doing with projects that are receiving money from the HLF (the name of your project and organisation has already been entered below).

We are interested in the kinds of people who volunteer, the types of activities that you are involved with, and how this relates to other areas of your life. We would also like to find out more about what you get out of participating in the project. In order to do so, we would request you to complete this questionnaire once now, at the beginning of the project, and again in several months time, towards the end of the project. Each time, the questionnaire should take approximately 15 minutes to complete. Please answer honestly – this is not an assessment or examination of your project or you! Your individual answers are anonymous and will not be shared with HLF or the projects that you are working with.

Name of the project:

Name of the organisation:

Are these details correct? Yes No

If not, please write the correct organisation name below

A. What you do

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

- | | |
|--|---|
| Less than one month..... <input type="checkbox"/> | More than one year..... <input type="checkbox"/> |
| One to three months..... <input type="checkbox"/> | Two years or more..... <input type="checkbox"/> |
| Three to six months..... <input type="checkbox"/> | Five years or more..... <input type="checkbox"/> |
| Six months to one year..... <input type="checkbox"/> | Don't know/can't remember..... <input type="checkbox"/> |
-

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

- From other volunteers already working with the organisation.....
- General word of mouth/recommendation.....
- Advert in community newsletter/local paper.....
- Leaflet that you read.....
- Through a university/college/school.....
- General volunteering websites (e.g. Timebank, Vinspired, Do It, Volunteering England, VSB).....
- Directly through the organisation itself (e.g. at an event, approaching them in person, via website, already volunteering with the organisation).....
- Through another organisation that you already volunteer with/are a member of/have links with.....
- Other (please specify below).....
-

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

- | | |
|---|---|
| None..... <input type="checkbox"/> | Over 20 hours but no more than 35 hours..... <input type="checkbox"/> |
| Up to 2 hours..... <input type="checkbox"/> | Over 35 hours but no more than 50 hours..... <input type="checkbox"/> |
| Over 2 hours but no more than 5 hours..... <input type="checkbox"/> | Over 50 hours..... <input type="checkbox"/> |
| Over 5 hours but no more than 10 hours..... <input type="checkbox"/> | Don't know..... <input type="checkbox"/> |
| Over 10 hours but no more than 20 hours..... <input type="checkbox"/> | |
-

A4. Roughly how often do you meet other volunteers working on the same project?Two or more times a week.....Monthly.....Once a week.....Quarterly.....Once a fortnight.....**A5. For the following options, please tick only one option. In terms of the other volunteers in your project, do you *mainly* spend your time working:**On your own.....In pairs.....In a group.....**A6. What activities have you undertaken with the project? Please tick all that apply**Coordinating or leading activities (e.g. as a member of a committee/management group).....Gathering, recording, analysing and cataloguing new material.....Researching and working with existing collections and archives.....Conservation activities (e.g. on natural landscapes, or industrial heritage).....Devising and delivering activities for schools.....Devising and delivering activities for children & young people outside of school (e.g. in youth groups).....Devising and delivering activities for the wider public (e.g. talks and small exhibitions).....Helping with marketing and publicity.....Providing administrative or IT support for the project.....Providing other support to the project (e.g. catering, cleaning).....Other (please specify below).....

A7. To what degree does your volunteering on the project have a relationship to any current or previous kinds of paid work that you have done?

Not applicable – do not have/have not had any previous paid work.....

“It has no real relationship to my current or past employment”.....

“It is similar” – the setting is similar (e.g. historic building, museum, local history, transport heritage, parks or countryside management) but the kinds of things that I do are *different* (e.g. education work, research, IT support, conservation work).....

“It is similar” – the setting is *different* but the kinds of things that I do are similar.....

“It is very close” – both the setting and the kinds of things that I do with the project are similar.....

A8. Why did you become involved with the project? Please tick all that apply

I had an existing interest in the subject area (e.g. archaeology, local history).....

To learn some new skills (e.g. computing, research, transcribing).....

To learn more about heritage.....

To continue utilising and updating my existing skills (e.g. teaching /presenting, business and management skills, IT skills).....

A friend or family member recommended me to get involved.....

To learn more about/get more involved in the local community.....

To help others.....

To help look after heritage.....

To meet new people/get out of the house.....

Work experience/help in getting a job.....

Other (please specify below).....

B. Skills

B1. How would you rate your knowledge and understanding of the following?

	None existent	Basic	Satisfactory	Good	Very good
The <i>specific</i> subject matter of the project (e.g. boat building, conservation of wildlife habitats, Roman archaeology, British 20 th century visual art)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The local area, its heritage and people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2. How would you rate your level of skill in the following areas?

	None existent	Basic	Satisfactory	Good	Very good
Information management skills (e.g. research, archiving, transcribing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications skills (e.g. speaking, writing, presenting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other interpersonal skills (e.g. leadership, team working, confidence in social situations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical skills (e.g. computers and ICT, geo-physical archaeology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conservation Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business & management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3. Are you currently doing any of the following activities? Please tick all that apply

Enrolled in a course	<input type="checkbox"/>
Member of a library	<input type="checkbox"/>
Member of a local history society	<input type="checkbox"/>

B4. Over the past 12 months, how often have you visited the following places?

	Never	1-2 times a year	At least 3-4 times a year	At least once a month	At least once a week
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Archive or record office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Museum or gallery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heritage site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B5. Are you carrying out any form of paid work in relation to the HLF-funded project? Please include any part-time and temporary work, and tick all that apply

- Yes – directly with the HLF-funded organisation that runs the project.....
- Yes – with another organisation in a related area to the activities that I am undertaking with the project...
- No – none at all.....

B6. If you have any paid work related to the HLF-funded project, is this:

Mode		Status	
Part time	Full time	Temporary	Permanent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. You and the community

Some of the following questions relate to your neighbourhood and local area. For the purpose of this survey, these are defined as:

- Neighbourhood: the immediate streets around your home (about 5 minutes walking distance)
- Local area: the area within 15-20 minutes walking distance from your home

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

Yes..... No..... Don't know/not sure.....

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

Yes..... No..... Don't know/not sure.....

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

Your neighbourhood..... <input type="checkbox"/>	Within your county..... <input type="checkbox"/>
Your local area..... <input type="checkbox"/>	Within your region or beyond..... <input type="checkbox"/>
Your town/city..... <input type="checkbox"/>	N/A – Haven't met any new people..... <input type="checkbox"/>

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

	Never	Sometimes	Often
Friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More general acquaintances (e.g. neighbours, people in local shops)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C5. Would you say that you know...

Most of the people in your neighbourhood..... A few of the people in your neighbourhood
 Many of the people in your neighbourhood..... None of the people in your neighbourhood

C6. For any of the following age groups, please indicate how much contact you currently have with them?

	None at all	Very little	A little	A lot	A great deal
Pre-school children (Under 5 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School children (5-16 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young People (16-24 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (25-44 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (45-64 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (65 years or older)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7. For any of the following age groups, please indicate how well you get on with them?

	Very badly	Badly	Neither badly nor well	Well	Very well
Pre-school children (Under 5 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School children (5-16 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young People (16-24 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (25-44 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (45-64 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (65 years or older)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C8. To what extent do you agree or disagree with the following statement?

“By working together, people in my neighbourhood can influence decisions that affect the neighbourhood”

Strongly agree.....

Disagree.....

Agree.....

Strongly disagree.....

Neither agree nor disagree.....

Don't have an opinion.....

C9. Other than this HLF project, are you currently a member of any of these? Please tick all that apply

Tenants'/residents' association.....

Neighbourhood council/forum.....

Parent-teachers'/school parent's association.....

Neighbourhood Watch Scheme.....

Board of school governors/School Board.....

Local conservation or environmental group.....

A political party.....

Voluntary group to help sick/children/other vulnerable group.....

A pressure group (e.g. Greenpeace, RSPB).....

Other local community or voluntary group.....

Parish, Town or community council.....

None of the above.....

C10. If you are a member of any of the above groups, were you a member before you started volunteering with this HLF-funded project?

Yes.....

No.....

Don't know/can't remember.....

C11. To what extent do you agree or disagree that your local area is a place where people from different backgrounds (e.g. ethnicity, religion, nationality) get on well together? Please tick ONLY one

Definitively agree.....

Don't know.....

Tend to agree.....

Too few people in local area.....

Tend to disagree.....

All the same background.....

Definitively disagree.....

C12. How strongly do you feel you belong to your immediate neighbourhood?Very strongly.....Not at all strongly.....Fairly strongly.....Don't know.....Not very strongly.....

D. How you feel

This section concentrates on how you have been feeling recently. There is some evidence that volunteering may have an effect on people's general sense of well being. So we would like to ask you a few questions now and in a few months to explore this issue as it will help us to find out more about what you got out of participating in the project on a personal level. Please remember that we will treat all your answers confidentially and that they will not be shared with HLF or the projects that you are working with.

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

Better than usual.....

Less than usual.....

Same as usual.....

Much less than usual.....

D2. Have you recently felt capable of making decisions about things?

More so than usual.....

Less so than usual.....

Same as usual.....

Much less capable.....

D3. Have you recently felt that you are playing a useful part in things?

More so than usual.....

Less so than usual.....

Same as usual.....

Much less useful.....

D4. Have you recently been able to enjoy your normal day-to-day activities?

More so than usual.....

Less so than usual.....

Same as usual.....

Much less than usual.....

D5. Have you recently been feeling reasonably happy, all things considered?

More so than usual.....

Less so than usual.....

About the same as usual.....

Much less than usual.....

D6. Please rate how enjoyable participating in the project is...Very dull.....Enjoyable.....Dull.....Very enjoyable.....Neither dull nor enjoyable.....**D7. To what extent do you agree or disagree with the following statements?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I actively seek as much information as I can in new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I frequently seek out opportunities to challenge myself and grow as a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am the kind of person who embraces unfamiliar people, events, and places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am actively interested in something, it takes a great deal to interrupt me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. About you

E1. Which of the following options best describes your current employment status?

- | | | | |
|--|--------------------------|-----------------------------|--------------------------|
| In paid employment (full-time or part-time, temporary or permanent, inc. self-employed)..... | <input type="checkbox"/> | Unemployed..... | <input type="checkbox"/> |
| Studying..... | <input type="checkbox"/> | Housewife/Househusband..... | <input type="checkbox"/> |
| Retired..... | <input type="checkbox"/> | Full time carer..... | <input type="checkbox"/> |
| Other (please specify below)..... | <input type="checkbox"/> | | |
-

E2. If you are retired, was this through:

- | | | | |
|------------------------------------|--------------------------|----------------------------------|--------------------------|
| Reaching legal retirement age..... | <input type="checkbox"/> | Being made redundant..... | <input type="checkbox"/> |
| Taking voluntary retirement..... | <input type="checkbox"/> | Retiring through ill health..... | <input type="checkbox"/> |
-

E3. What is/was your main professional occupation?

E4. What was your age at your last birthday?

E5. Are you...

- | | | | |
|-----------|--------------------------|-------------|--------------------------|
| Male..... | <input type="checkbox"/> | Female..... | <input type="checkbox"/> |
|-----------|--------------------------|-------------|--------------------------|
-

E6. What is the highest academic qualification that you have?

- | | |
|--|--------------------------|
| A second degree from a university/college (e.g. MA, MSc, MPhil, PhD)..... | <input type="checkbox"/> |
| A first degree or qualification from a university/college (e.g. BA, BSc, BEd, HND, HNC)..... | <input type="checkbox"/> |
| 'A' levels or equivalents (e.g. Scottish Highers, BTEC, Baccalaureate)..... | <input type="checkbox"/> |
| GCSEs/'O' levels or equivalents (e.g. Scottish Standard Grade, City and Guilds)..... | <input type="checkbox"/> |
| No formal academic qualifications..... | <input type="checkbox"/> |
-

E7. What is the postcode where you live currently?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

E8. How long have you lived in this town/city?

Less than 12 months..... <input type="checkbox"/>	10 years but less than 20 years..... <input type="checkbox"/>
12 months but less than 2 years..... <input type="checkbox"/>	20 years but less than 40 years..... <input type="checkbox"/>
2 years but less than 5 years..... <input type="checkbox"/>	40 years or longer..... <input type="checkbox"/>
5 years but less than 10 years..... <input type="checkbox"/>	

E9. Which ethnic group do you belong to?**White**

British.....

Irish.....

Any other white background.....

Mixed

White and Black Caribbean.....

White and Black African.....

White and Asian.....

Any other mixed background.....

Other

Chinese.....

Any other ethnic group.....

Asian or British Asian

Asian – Indian.....

Asian – Pakistani.....

Asian – Bangladeshi.....

Any other Asian background.....

Black or Black British

Black – Caribbean.....

Black – African.....

Any other Black background.....

Would prefer not to say.....

E9. Do you consider yourself to have a disability?

Yes..... No.....

Thank you very much for your time

8.2.2 'Post' survey



Volunteer questionnaire

BOP Consulting has been commissioned by the Heritage Lottery Fund (HLF) to undertake some social research on the volunteers that are involved in the projects they fund. This questionnaire asks you about the volunteering that you have been doing with projects that are receiving money from the HLF (the name of your project and organisation has already been entered below). We are interested in the kinds of people who volunteer, the types of activities that you are involved with, and how this relates to other areas of your life.

You may have filled in a similar survey several months ago, so some of the questions will be familiar, but this is a new round of the survey so please do continue and complete the questionnaire. If you have not completed the previous survey, do not worry as it is equally important for us to have your responses too.

The questionnaire should take approximately 15 minutes to complete. Please answer honestly – this is not an assessment or examination of your project or you! Your individual answers are anonymous and will not be shared with HLF or the projects that you are working with.

Name of the project:

Name of the organisation:

Are these details correct? Yes No

If not, please write the correct organisation name below

A. What you do

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

- | | |
|--|---|
| Less than one month..... <input type="checkbox"/> | More than one year..... <input type="checkbox"/> |
| One to three months..... <input type="checkbox"/> | Two years or more..... <input type="checkbox"/> |
| Three to six months..... <input type="checkbox"/> | Five years or more..... <input type="checkbox"/> |
| Six months to one year..... <input type="checkbox"/> | Don't know/can't remember..... <input type="checkbox"/> |
-

A2. How much time do you spend working on the project over an average four weeks? Please include all activities, e.g. time spent at meetings as well as time spent on your own on project activities?

- | | |
|---|--|
| None..... <input type="checkbox"/> | Over 20 hours but no more than 35 hours <input type="checkbox"/> |
| Up to 2 hours..... <input type="checkbox"/> | Over 35 hours but no more than 50 hours <input type="checkbox"/> |
| Over 2 hours but no more than 5 hours... <input type="checkbox"/> | Over 50 hours..... <input type="checkbox"/> |
| Over 5 hours but no more than 10 hours.. <input type="checkbox"/> | Don't know..... <input type="checkbox"/> |
| Over 10 hours but no more than 20 hours <input type="checkbox"/> | |
-

A3. Roughly how often do you meet other volunteers working on the same project?

- | | |
|--|---|
| Two or more times a week..... <input type="checkbox"/> | Monthly..... <input type="checkbox"/> |
| Once a week..... <input type="checkbox"/> | Quarterly..... <input type="checkbox"/> |
| Once a fortnight..... <input type="checkbox"/> | Less than four times a year..... <input type="checkbox"/> |
-

A4. For the following options, please tick only one option. In terms of the other volunteers in your project, do you *mainly* spend your time working:

- | | | |
|---|--|--|
| On your own..... <input type="checkbox"/> | In pairs..... <input type="checkbox"/> | In a group..... <input type="checkbox"/> |
|---|--|--|
-

A5. What activities have you undertaken with the project? Please tick all that apply

- Coordinating or leading activities (e.g. as a member of a committee/management group).....
- Gathering, recording, analysing and cataloguing new material.....
- Researching and working with existing collections and archives.....
- Conservation activities (e.g. on natural landscapes, or industrial heritage).....
- Devising and delivering activities for schools.....
- Devising and delivering activities for children & young people outside of school (e.g. in youth groups).....
- Devising and delivering activities for the wider public (e.g. talks and small exhibitions).....
- Helping with marketing and publicity.....
- Providing administrative or IT support for the project.....
- Providing other support to the project (e.g. catering, cleaning).....
- Other (please specify below).....
-

A6. To what degree does your volunteering on the project have a relationship to any current or previous kinds of paid work that you have done?

- Not applicable – do not have/have not had any previous paid work.....
- “It has no real relationship to my current or past employment”.....
- “It is similar” – the setting is similar (e.g. historic building, museum, local history, transport heritage, parks or countryside management) but the kinds of things that I do are *different* (e.g. education work, research, IT support, conservation work).....
- “It is similar” – the setting is *different* but the kinds of things that I do are similar.....
- “It is very close” – both the setting and the kinds of things that I do with the project are similar.....
-

B. Skills

B1. How would you rate your knowledge and understanding of the following?

	None existent	Basic	Satisfactory	Good	Very good
The <i>specific</i> subject matter of the project (e.g. boat building, conservation of wildlife habitats, Roman archaeology, British 20 th century visual art)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The local area, its heritage and people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2. How would you rate your level of skill in the following areas?

	None existent	Basic	Satisfactory	Good	Very good
Information management skills (e.g. research, archiving, transcribing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications skills (e.g. speaking, writing, presenting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other interpersonal skills (e.g. leadership, team working, developing confidence in social situations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical skills (e.g. computers and ICT, geo-physical archaeology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conservation Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business & management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3. Are you currently doing any of the following activities? Please tick all that apply

Enrolled in a course	<input type="checkbox"/>
Member of a library	<input type="checkbox"/>
Member of a local history society	<input type="checkbox"/>

B4. Over the past 12 months, how often have you visited the following places?

	Never	1-2 times a year	At least 3-4 times a year	At least once a month	At least once a week
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Archive or record office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Museum or gallery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heritage site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B5. Are you carrying out any form of paid work in relation to the HLF-funded project? Please include any part-time and temporary work, and tick all that apply

- Yes – directly with the HLF-funded organisation that runs the project.....
- Yes – with another organisation in a related area to the activities that I am undertaking with the project...
- No – none at all.....

B6. If you have any paid work related to the HLF-funded project, is this:

Mode		Status	
Part time	Full time	Temporary	Permanent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B7. As of now, have you received any formal training through the project?

- Yes..... No..... Don't know/not sure.....

B10. If yes, please explain what training you received:



C. You and the community

Some of the following questions relate to your neighbourhood and local area. For the purpose of this survey, these are defined as:

- Neighbourhood: the immediate streets around your home (about 5 minutes walking distance)
- Local area: the area within 15-20 minutes walking distance from your home

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

Yes.....

No.....

Don't know/not sure.....

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

Yes.....

No.....

Don't know/not sure.....

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

Your neighbourhood.....

Within your county.....

Your local area.....

Within your region or beyond

Your town/city.....

N/A – Haven't met any new people.....

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

	Never	Sometimes	Often
Friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More general acquaintances (e.g. neighbours, people in local shops)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C5. Would you say that you know...

Most of the people in your neighbourhood A few of the people in your neighbourhood.....
 Many of the people in your neighbourhood None of the people in your neighbourhood.....

C6. For any of the following age groups, please indicate how much contact you currently have with them?

	None at all	Very little	A little	A lot	A great deal
Pre-school children (Under 5 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School children (5-16 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young People (16-24 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (25-44 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (45-64 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (65 years or older)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7. For any of the following age groups, please indicate how well you get on with them?

	Very badly	Badly	Neither badly nor well	Well	Very well
Pre-school children (Under 5 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School children (5-16 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young People (16-24 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (25-44 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (45-64 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (65 years or older)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C8. To what extent do you agree or disagree with the following statement?

“By working together, people in my neighbourhood can influence decisions that affect the neighbourhood”

Strongly agree.....

Disagree.....

Agree.....

Strongly disagree.....

Neither agree nor disagree.....

Don't have an opinion.....

C9. To what extent do you agree or disagree that your local area is a place where people from different backgrounds (e.g. ethnicity, religion, nationality) get on well together? Please tick ONLY one

Definitively agree.....

Don't know.....

Tend to agree.....

Too few people in local are.....

Tend to disagree.....

All the same background.....

Definitively disagree.....

C10. How strongly do you feel you belong to your immediate neighbourhood?

Very strongly.....

Not at all strongly.....

Fairly strongly.....

Don't know.....

Not very strongly.....

D. How you feel

This section concentrates on how you have been feeling recently. There is some evidence that volunteering may have an effect on people's general sense of well being. So we would like to ask you a few questions to explore this issue as it will help us to find out more about what you got out of participating in the project on a personal level. Please remember that we will treat all your answers confidentially and that they will not be shared with HLF or the projects that you are working with.

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

Better than usual.....

Less than usual.....

Same as usual.....

Much less than usual.....

D2. Have you recently felt capable of making decisions about things?

More so than usual.....

Less so than usual.....

Same as usual.....

Much less capable.....

D3. Have you recently felt that you are playing a useful part in things?

More so than usual.....

Less so than usual.....

Same as usual.....

Much less useful.....

D4. Have you recently been able to enjoy your normal day-to-day activities?

More so than usual.....

Less so than usual.....

Same as usual.....

Much less than usual.....

D5. Have you recently been feeling reasonably happy, all things considered?

More so than usual.....

Less so than usual.....

About the same as usual.....

Much less than usual.....

D6. Please rate how enjoyable participating in the project is...

Very dull.....

Enjoyable.....

Dull.....

Very enjoyable.....

Neither dull nor enjoyable.....

D7. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I actively seek as much information as I can in new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I frequently seek out opportunities to challenge myself and grow as a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am the kind of person who embraces unfamiliar people, events, and places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am actively interested in something, it takes a great deal to interrupt me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Other volunteering

E1. Other than this HLF project, are you currently a member of any of these? Please tick all that apply

- | | |
|--|--|
| Tenants'/residents' association..... <input type="checkbox"/> | Neighbourhood council/forum..... <input type="checkbox"/> |
| Parent-teachers'/school parent's association..... <input type="checkbox"/> | Neighbourhood Watch Scheme..... <input type="checkbox"/> |
| Board of school governors/School Board..... <input type="checkbox"/> | Local conservation or environmental group <input type="checkbox"/> |
| A political party..... <input type="checkbox"/> | Voluntary group to help sick/children/other vulnerable group..... <input type="checkbox"/> |
| A pressure group (e.g. Greenpeace, RSPB)..... <input type="checkbox"/> | Other local community or voluntary group <input type="checkbox"/> |
| Parish, Town or community council..... <input type="checkbox"/> | None of the above (please go to section F). <input type="checkbox"/> |

E2. If you are a member of any of the above groups, were you a member before you started volunteering with this HLF-funded project?

- Yes..... No..... Don't know/can't remember.....

E3. Are there any differences in the reasons why you volunteer with other organisations, compared with your reasons for volunteering with the HLF-funded project?

E4. Are there any differences in the kinds of activities that you undertake with the project, compared with the other volunteering that you do?

E5. Do you feel that you have gained anything from volunteering with the HLF-funded project that you do not gain from other volunteering that you do?

F. About you

F1. Which of the following options best describes your current employment status?

- | | | | |
|--|--------------------------|-----------------------------|--------------------------|
| In paid employment (full-time or part-time, temporary or permanent, inc. self-employed)..... | <input type="checkbox"/> | Unemployed..... | <input type="checkbox"/> |
| Studying..... | <input type="checkbox"/> | Housewife/Househusband..... | <input type="checkbox"/> |
| Retired..... | <input type="checkbox"/> | Full time carer..... | <input type="checkbox"/> |
| Other (please specify below)..... | <input type="checkbox"/> | | |
-

F2. If you are retired, was this through:

- | | | | |
|------------------------------------|--------------------------|----------------------------------|--------------------------|
| Reaching legal retirement age..... | <input type="checkbox"/> | Being made redundant..... | <input type="checkbox"/> |
| Taking voluntary retirement..... | <input type="checkbox"/> | Retiring through ill health..... | <input type="checkbox"/> |
-

F3. What is/was your main professional occupation?

F4. What was your age at your last birthday?

F5. Are you...

- | | | | |
|-----------|--------------------------|-------------|--------------------------|
| Male..... | <input type="checkbox"/> | Female..... | <input type="checkbox"/> |
|-----------|--------------------------|-------------|--------------------------|
-

F6. What is the highest academic qualification that you have?

- | | |
|--|--------------------------|
| A second degree from a university/college (e.g. MA, MSc, MPhil, PhD)..... | <input type="checkbox"/> |
| A first degree or qualification from a university/college (e.g. BA, BSc, BEd, HND, HNC)..... | <input type="checkbox"/> |
| 'A' levels or equivalents (e.g. Scottish Highers, BTEC, Baccalaureate)..... | <input type="checkbox"/> |
| GCSEs/'O' levels or equivalents (e.g. Scottish Standard Grade, City and Guilds)..... | <input type="checkbox"/> |
| No formal academic qualifications..... | <input type="checkbox"/> |

9 APPENDIX 2: SURVEY RESPONSES – MAIN COHORT

A. What you do

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

A1. Roughly how long have you been involved with the organisation as a volunteer?	Frequency	Percent
Less than one month	5	2.0
One to three months	12	4.9
Three to six months	24	9.7
Six months to one year	46	18.6
More than one year	44	17.8
More than two years	63	25.5
Five years or more	53	21.5
Total	247	100.0

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

A2.1 How did you find out about the opportunity to volunteer with this project?	Responses		Percent of Cases
	N	Percent	
From other volunteers already working with the organisation	60	22.6%	27.3%
General word of mouth/recommendation	25	9.4%	11.4%
Advert in community newsletter/local paper	40	15.0%	18.2%
Leaflet that you read	13	4.9%	5.9%
Through a university/college/school	5	1.9%	2.3%
General volunteering websites (e.g. Timebank, Vinspired, Do It, Volunteering England, VSB)	7	2.6%	3.2%
Directly through the organisation itself (e.g. at an event, approaching them in person, via website, already volunteering with the organisation)	92	34.6%	41.8%
Through another organisation that you already volunteer with/are a member of/have links with	24	9.0%	10.9%
Other (please specify below)	0	.0%	.0%
Total	266	100.0%	121.0%

A2.1 How did you find out about the opportunity to volunteer with this project? Other (please specify below)

No answer
At a Gallery Open Day
From Lucy Mantella

From the project leader
 Hartwith cum Winsley Parish Council
 HWTMA having a stand at the NAS conference
 I am the secretary of the Friends of Atherstone heritage
 I attended an open day held at the gallery in the summer of 2007 and signed up!
 I live locally and have known the Gallery for approx. 30 years
 I was instrumental in setting up the Group
 Instigated project
 Jobcentreplus
 Local radio Shropshire
 NADFAS
 National press/media coverage
 On a visit to the Quilt Museum
 postcard in local newsagents window on camden Road
 Sothebys invited my husband and me to a wine tasting at the gallery and I was so taken with it I asked how I could help preserve it
 The Radio Four Farming programme
 They surveyed our house (former mill)
 Through a friend
 Through the Trust's web site
 Was asked by a membr of the Committee if I would help
 Word of mouth - One of the founding members

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

A3. How much time do you spend working on the project over an average four weeks? Please include all activities, e.g. time spent at meetings as well as time spent on your own project activities?	Frequency	Percent
None	1	.4
Up to 2 hours	19	7.7
Over 2 hours but no more than 5 hours	44	17.7
Over 5 hours but no more than 10 hours	66	26.6
Over 10 hours but no more than 20 hours	68	27.4
Over 20 hours but no more than 35 hours	24	9.7
Over 35 hours but no more than 50 hours	8	3.2
Over 50 hours	12	4.8
Don't know	6	2.4
Total	248	100.0

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

A4. Roughly how often do you meet other volunteers working on the same project?	Frequency	Percent
Two or more times a week	36	14.7
Once a week	60	24.5
Once a fortnight	38	15.5
Monthly	70	28.6
Quarterly	25	10.2
Less than four times a year	16	6.5
Total	245	100.0

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

A5. For the following options, please tick only one option. In terms of the other volunteers in your project, do you mainly spend your time on the project working:	Frequency	Percent
On your own	60	24.9
In pairs	69	28.6
In a group	112	46.5
Total	241	100.0

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

A6.1 What activities have you undertaken with the project?	Responses		Percent of Cases
	N	Percent	
Coordinating or leading activities (e.g. as a member of a committee/management group)	70	10.7%	29.3%
Gathering, recording, analysing and cataloguing new material	79	12.1%	33.1%
Researching and working with existing collections and archives	90	13.7%	37.7%
Conservation activities (e.g. on natural landscapes, or industrial heritage)	63	9.6%	26.4%
Devising and delivering activities for schools	36	5.5%	15.1%
Devising and delivering activities for children and young people outside of school (e.g. in youth groups)	25	3.8%	10.5%
Devising and delivering activities for the wider public (e.g. talks and small exhibitions)	68	10.4%	28.5%
Help with marketing and publicity	66	10.1%	27.6%
Providing administrative or IT support for the project	65	9.9%	27.2%
Providing other support to the project (e.g. catering, cleaning)	57	8.7%	23.8%
Shop/In-situ Information provision	12	1.8%	5.0%
Stewarding	24	3.7%	10.0%

A6.1 What activities have you undertaken with the project? Other (please specify)

acting (allegedly) in a community play
 Acting and taking part in re enactment
 Acting, Rehearsal Assistant
 As a donor
 As an ex airforce veteran I also undertake giving talks to members of the public visiting the project on my own wartime activities in wartime forces
 As Hanger Manager I oversee the volunteers and also work on the project myself
 Assisting with making a film including acting and set dressing and other duties
 assist with exhibition changeover/ also gallery steward
 assisting with preview nights
 being in a central place for people to drop in and chat about the project
 Butterfly transect
 Camera Assistant for he project
 Cataloguing books for storing while restoration work is carried out on Gallery, Stewarding of St Pauls Cathedral while exhibition on tour
 Collecting and editing sound recordings
 Committee Work
 Construction activity
 costume making and helping in Box Office+ stewarding at the performances.
 digitising photographs
 Dressmaking, alterations.
 editing sound files and photographs for website use
 Exhibitions, attending events which relate to the Pavilion around the country
 Gallery assistant
 General maintainance of museum
 General work on farm
 Hands on woodworking on project
 Help with advertising and finding volunteers and voluntary organisations to help with the event.
 Historical Conservation
 I am the Stewards Co-ordinator
 informal photography
 Interpreting/Translating, driving, liaison, photographing
 Labouring
 Leading/supporting work party leaders
 leaflet dropping
 legal advice and support
 Library Support and Room Stewarding
 MAINTENANCE
 Making lanterns/props.
 Making props
 making props for and stewarding at a community musical
 Manning the information point, serving in the shop, looking after the exhibition of Watts painting in the crypt of St Pauls Cathedral
 Manning the Information Point/Shop
 Manning the shop

Meeting people at the information centre
 Metal fabrication and welding
 minder in art gallery, helper at information point, salesperson
 Performance based as part of a cast
 Performing
 Photograph Editing
 Physical work - digging, painting, etc
 Planting Trees
 Planting trees and helping to raise funds
 Practicing for the play.
 providing engineering input
 Proect photography
 provided surplus fleeces for homeless wkg group
 Providing Stage Props
 Recruitment advise. Helping create displays in various venues. I will be helping with adult art workshops. Physical work as required i.e Moving, measuring, lifting, carrying etc/etc
 Renovating a barn used for storing tools etc
 room steward
 room steward, welcoming visitors and ensuring health and safety of visitors, safeguard exhibition content
 Room steward/ helping change over of exhibtions
 room stewarding
 Room stewarding, and helping with educational projects
 Running the Patrons Scheme
 Secretarial Work with the EAB Society
 Setting up and preparing objects exhibition wriitng introduction and captions for labels
 setting up exhibitions
 Shildon Community Bus - carers group
 some filming and interviewing
 Steward
 Steward Duty
 steward in the gallery when open, at present in shop
 Stewarding
 Stewarding
 Stewarding (safeguarding collection and interpreting collection to public informally, in conversation rather than formal talks), running museum library, making replica item for educational use and talking to the public about it while working

 Stewarding and small office duties
 Stewarding at Gallery and now in the Information Centre
 Stewarding exhibitions and assisting with children's workshops.
 Stewarding in Gallery, work in Information Centre
STEWARDSHIP IN THE GALLERY
 Stewarding in the museum gallery
 Stewarding, and shop.
 stewarding, prepping craft projects (internally)
 Support at walks and talks e.g. give info to visitors
 Supporting visiting groups

technical and practical advice digitising photographs
 Tour Guide
 Treasurer
 Treasurer
 Wardening
 Welcoming, and selling Watts Gallery items eg. books, prints, C.D.'s, pottery, postcards etc. Giving information on Restoration progress
 Welly Wanging!
 Working on the information point/ sjop

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

A6.1 What activities did you undertake when you first got involved with the project?	Responses		Percent of Cases
	N	Percent	
Coordinating or leading activities (e.g. as a member of a committee/management group)	39	10.1%	18.7%
Gathering, recording, analysing and cataloguing new material	55	14.2%	26.3%
Researching and working with existing collections and archives	56	14.5%	26.8%
Conservation activities (e.g. on natural lanscapes, or industrial heritage)	41	10.6%	19.6%
Devising and delivering activities for schools	15	3.9%	7.2%
Devising and delivering activities for children and young people outside of school (e.g. in youth groups)	9	2.3%	4.3%
Devising an delivering activities for the wider public (e.g. talks and small exhibitions)	26	6.7%	12.4%
Help with marketing and publicity	40	10.4%	19.1%
Providing administrative or IT support for the project	37	9.6%	17.7%
Providing other support to the project (e.g. catering, cleaning)	41	10.6%	19.6%
Stewarding	24	6.2%	11.5%
Shop/In-situ Information provision	3	.8%	1.4%

A7.1 What activities did you undertake when you first got involved with the project? Other (please specify)

30 years ago we simply supported the Gallery, visited often, talked to visitors. There was no formal structure for volunteering.

Acting

Assisting with catering at various public events

attending rehearsals

Butterfly transect

Camera Assistant

Collecting and editing sound recordings

Construction activity

digitising photographs

Dressmaking, alterations
 editing sound files and photographs for website use
 engineering input
 Exhibitions, attending events which relate to the Pavilion around the country
 Fund raising
 Gallery Assistan
 gallery steward
 Gallery Steward
 gallery steward / exhibition changeovers
 Gardening
 General maintainance of museum
 guiding in the gallery
 Hands on woodworking on project
 has remained the same but would like more involvement on the educational projects
 Helping at the reception area of the gallery, taking entry fees and serivng in the shop
 Historical Conservation
 I began as a volunteer Steward
 I helped welcome visitors to the gallery and sold post cards and so forth to those wishing to purchase them
 Imputing data into database
 Induction of new volunteers
 Interpreting/Translating, driving, liaison, photographing
 Labouring
 Leaflet dropping and book launch
 legal advice and support
 Library
 Library Support
 Making lanterns for lantern parade
 Making props
 Making wicker lanterns for a lantern parade.
 Meeting people at the information centre
 Metal fabrication and welding
 Networking with volunteers and voluntary organisations
 Physical work - digging, painting, etc
 Planting Trees
 Planting Trees, helping to raise funds
 Practicing for the play.
 Project development
 Recruitment advise. Helping create displays in various venues. I will be helping with adult art workshops. Physical work as required i.e Moving,measuring, lifting, carrying etc/etc
 rehearsing play and enactment
 Room steward
 room stewarding
 Room stewarding
 Running the Patrons Scheme
 same as above
 security in art gallery

setting up exhibitions
 some filming and interviewing
 Steward
 Steward in the Gallery
 Stewarding
 STEWARDING
 Stewarding and small office duties
 Stewarding at Gallery
 Stewarding at the Gallery
 STEWARDING AT THE GALLERY
 Stewarding exhibitions and assisting with children's workshops.
 stewarding, prepping craft projects (internally)
 Supporting visiting groups
 talks on health and safety and protocols for working in the museum and gallery
 technical and practical advice digitising photographs
 Typing, filing and general
 volunteer steward
 Volunteer steward.
 Welcoming Public to the Gallery and explaining history of building, Victorian art etc.
 Welcoming visitors to the gallery, manning the ticket desk and shop
 Work on the project

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

A7. To what degree does your volunteering on the project have a relationship to any current or previous kinds of paid work that you have done?	Frequency	Percent
Not applicable - do not have/have not had any previous work	31	13.1
It has no real relationship to my current or past employment	124	52.3
It is similar - the setting is similar (e.g. historic building, museum, local history, transport heritage, parks or countryside management) but the kinds of things that I do are different (e.g. education work, research, IT support, conservation work)	26	11.0
It is similar - the setting is different but the kinds of things that I do are similar	46	19.4
It is very close - both setting and the kinds of things that I do with the project are similar	10	4.2
Total	237	100.0

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

A8.1 Why did you become involved with the project?	Responses		Percent of Cases
	N	Percent	
I had an existing interest in the subject area (e.g. archaeology, local history)	174		78.8%
To learn some new skills (e.g. computing, research, transcribing)	62		29.2%
To learn more about heritage	81		38.2%
To continue using and updating my skills (e.g. teaching/presenting, business and management skills, IT skills)	55		25.0%
A friend or family member recommended me to get involved	36		16.5%
To learn more about/get more involved in the local community	112		50.7%
To help others	73		34.4%
To look after heritage	111		51.9%
To meet new people/get out of the house	84		38.0%
Work experience/help in getting a job	30		14.2%
Other (please specify below)	0		.0%
Total	818		376.9%

A8.1 Why did you become involved with the project? Other (please specify below)

A desire to know more about the artists and his art

As an airforce veteran this project is part of my life interest, past and present, to build and maintain our wartime aviation heritage, in order to present to future generations this heritage.

At first the project needed some positive support to gather the momentum it deserves. To prove that people can make a difference to the wider community through positive action.

Considered it part of my role as honorary curator for costume and textiles

Family and personal interest in acting and other aspects of film making
family history

For an interest after retirement

good for physical fitness and stress-busting!

I think I should have been a librarian!

Interest specifically in Watts Gallery

It was local to where I live. I now have a lot of spare time and want to keep busy rather than staying at home all day.

My Great Uncle William Jackson built the gallery and the chapel, I have known the gallery since 1939 when I lived in Compton. When my Great Grandmother died Mrs Watts sent a wreath! My Grandmother knew Lilian, the Watts' adopted daughter

Strong desire to promote community

To build better networks with voluntary organisations in the area

To contribute to transforming/enhancing Winnall Moors

To get involved in an interesting and worthwhile activity as I began my retirement from a full time, often stressful job

To have fun.

To help me find a focus at a difficult time in my personal life
 To make community space for village
 To support the production of community ownership and local/organic food
 to use my technical skills to assist in an interesting project
 TV programme Regeneration drew my attention to it
 Was asked by the project leader; it seemed very interesting

B. Skills

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

B1. How would you rate the gains you made in knowledge and understanding of the following through your volunteering with the project?	No gain	Almost no gain	Some gain	Large gain	Very large gain	Total
The specific subject matter of the project	6	2	61	90	43	202
	3.0%	1.0%	30.2%	44.6%	21.3%	100.0%
The local area, its heritage and people	7	3	68	82	35	195
	3.6%	1.5%	34.9%	42.1%	17.9%	100.0%

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

B2. Would you say that you have improved your skills in any of the following areas through your involvement in the project?	Responses	Percent of Cases
	N	
Information management skills	59	33.3%
Communication management skills	82	52.0%
Other interpersonal skills	96	54.2%
Technical skills	51	28.8%
Conservation techniques	57	32.2%
Business and management skills	25	14.1%
Artistic skills	3	1.7%
Total	373	216.3%

B2. Would you say that you have improved your skills in any of the following areas through your involvement in the project? Other (please specify)

Boat Building
 developed new diving skill
 Discovering i still had a talent which could be appreciated by others
 Film making, lots of different aspects
 Filming
 general increase in knowledge of charity and the local area
 I can work a modern till

i have learned more about the history of quilt making

I have learnt new sewing skills

Labouring

Learned how to use till. Did 'welcome host' one-day course

offering catering help at fundraising events

operating the till, commitment to helping through stewarding

Physical work involved in construction of Farm Trail

Planting Trees

sewing skills - quikting techniques

Singing

So far everything I have been asked to is well within my skills base. I have not learnt anything new. I have provided some advise from my knowledge to help with there recruitment.

Technical: Learned how to do fencing

Working with children

Working with school/youth organisations

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

B3. For any area in which you think your skills have improved, please indicate roughly what level of skill you had before getting involved with the project	None existent	Basic	Satisfactory	Good	Excellent	Total
Information management skills	3 3.7%	18 22.0%	28 34.1%	27 32.9%	6 7.3%	82 100.0%
Communication management skills	1 1.0%	9 8.7%	36 35.0%	46 44.7%	11 10.7%	103 100.0%
Other interpersonal skills	0 .0%	10 10.8%	37 39.8%	40 43.0%	6 6.5%	93 100.0%
Technical skills	4 5.3%	16 21.3%	30 40.0%	22 29.3%	3 4.0%	75 100.0%
Conservation techniques	27 32.1%	29 34.5%	21 25.0%	6 7.1%	1 1.2%	84 100.0%
Business and management skills	5 8.6%	15 25.9%	17 29.3%	18 31.0%	3 5.2%	58 100.0%
Other skills	3 14.3%	6 28.6%	5 23.8%	6 28.6%	1 4.8%	21 100.0%

B3. For any area in which you think your skills have improved, please indicate roughly what level of skill you have now	None existent	Basic	Satisfactory	Good	Excellent	Total
Information management skills	0 .0%	4 5.1%	16 20.3%	42 53.2%	17 21.5%	79 100.0%
Communication management skills	0 .0%	1 1.0%	10 9.6%	64 61.5%	29 27.9%	104 100.0%
Other interpersonal skills	0 .0%	1 1.1%	6 6.7%	59 65.6%	24 26.7%	90 100.0%
Technical skills	0 .0%	2 2.8%	23 31.9%	37 51.4%	10 13.9%	72 100.0%
Conservation techniques	4 4.9%	12 14.8%	22 27.2%	35 43.2%	8 9.9%	81 100.0%
Business and management skills	6 12.0%	5 10.0%	11 22.0%	22 44.0%	6 12.0%	50 100.0%
Other skills	0 .0%	1 5.0%	5 25.0%	12 60.0%	2 10.0%	20 100.0%

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

B4. Have you been able to use any skills that you improved through your involvement in the project in other areas of your life?	Frequency	Percent
Yes	103	49.8
No	73	35.3
N/A - no skills improved	31	12.4
Total	207	100.0

B5. If yes, please explain in what way you have used these skills:

B5. If yes, please explain in what way you have used these skills:
<p>All of the skills gained in this project have been of use to me in my paid employment, as well as having given me a new interest in my local heritage and history</p> <p>Applied experience of aspects of making films to taking lead role in making a work related film - The experience I gained on the project saved a disaster in the work related film!</p> <p>applied skills learned through volunteering to working and personal life</p> <p>At university in my class and working with other people</p> <p>At work</p> <p>College course, other conservation sites.</p> <p>College work, university applications,</p> <p>Communication</p> <p>Communication Knowledge of an artist</p> <p>confidence generally - ongoing research expected</p>

Conservation work on other nature reserves

Creating databases and engaging with a wide range of stakeholders at work

diy skills better

Database management utilised at work

explaining the artefacts to young people

Found a new confidence in myself knowing i could do something well and was openly praised by people in different walks of my life that had seen me perform in the play.

Gardening at home and conservation work at college.

General communication

general outdoor work involving hedges/trees etc

general use of computers

Generally associating with and socialising with others and being more confident

generally more confident

Greatly improved my DIY skills at home and at work and prepared to take on new challenges

Has improved my engagement with the families that were involved with the project and with other local residents etc which is relevant to my work in supporting families.

Have applied new knowledge and skills about gardening and permaculture principles in my work and home life.

Have become a bit less reticent and withdrawn. Have increased my self-confidence and motivation.

Help me in a conservation group I chair to understand other aspects of land management

I am an artist and I have derived a lot of inspiration and stimulus working with the project and used these in my art and writing.

I am now an MA student at Southampton and was able to use the project in my application and some of the skills in my course.

I can speak to people with more confidence now

I have a bigger network and more knowledge about local heritage and the community

I have become the lead Coordinator of the Stewards

I have decided to try and design a small quilt

I have used my improved communication and management skills to help with a community Heritage Open Day tour of the Quilt Museum and Gallery. I was involved with a team of 4 other volunteers who researched, wrote and delivered a series of tours about the history of the museum building. I have also gained confidence in myself and this has led me to pursue other volunteering opportunities, one in DIG! in York that has just ended and another very recent role with the Flintshire Mental Health Advoca

I have used the improved experience and skills I have gained to get job interviews and a conservation trainee placement.

I have used these skills in my other volunteer role as documentation assistant at York Castle Museum.

I now sit on a management board and I am happy using a specialist museum database.

I was becoming house-bound and reticent, I have got a bit of my sparkle back.

I've honed the research experience gained with the project in the profession as journalist

Improved management of interpersonal relationships at work. Managing some habitat areas in my back garden!

improved my photographic skills

improved personal confidence

In 'spreading the word' of what is happening at the watts Gallery and getting others interested.

In establishing and running arts group.

In making presents for friends and family. I am also now able to talk about a wider range of textiles history than before, which is nice considering a lot of people I know are interested in that.

In my job

in other projects

in public speaking at Parish Council evens

In speaking publicly, in helping disseminate knowledge about Watts' art and sculpture

In the work/ job I have now gone to

Interconnection with other conservation projects

It has helped in presenting our group finds in Open Days for the public to view the making of our Archive and encourage them to add to it.

Knowledge of art and artists - G.F. Watts and Mary Watts and their associates, to devise visitors with information

Knowledge of grant applications useful for taking forward own projects.

Knowledge of organisation and area helps in social interaction

Learnt how to set up a website offering sales of tickets with payments through PayPal. Have now been asked to do a similar webpage for another organisation.

My confidence in interpersonal communications and use of IT has improved.

my improved interpersonal skills help in social situations and helps with confidence in a networking situation.

my interest in the project has stimulated me to do research into the heritage of quilting

my own personal research family history skills

My skills are in photography which I utilise outside the project as well

Not being nervous of meeting strangers and talking with them

not yet

Not yet, but expect to when do further voluntary work in the future

not yet, but I am sure I will

Object handling skills at a work placement

On my university course, archaeology.

on other conservation volunteering

Other computer work in research, databases

Other nature reserve tasks

other website work

Own garden/other wildlife sites

Personal interests

Presenting to corporate clients.

Promoting restoration of the gallery, talking with a wide selection of people

Relating in general to people and keeping in contact with the new friends I've met.

Research techniques and conservation of objects

Running 2 poetry evenings in Thetford

Running a similar festival.

Scanning

sewing and clothing design

skills transferred to other conservation activities

The social skills I have gained improved my interaction with other people.

The use of tools in woodwork activities

They have assisted with my finding a full time job.

To further develop public communication and presentation techniques.

Understanding people and their environment

upgrade home computer

Use of video and audio recording, and some specialist software for my own purposes

Used conservation techniques to restore steam locomotive

Using skills and knowledge in research for a book (commissioned by publisher)

Using them in coppicing group I belong to - more efficient sawing of larger stools

Vastly increased knowledge

Visiting other museums and galleries - much more aware of the work involved and maybe more appreciative.

VOLUNTEERING AT SCHOOL

Widening interested, gain more knowledge

Work on Art skills

Working better with work colleagues and having a better appreciation of others contribution

Working with students of all ages especially those new to craft work.

Working with wood

Writing a book

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

B6. Has your involvement with the project contributed to you doing any of the following activities?	Frequency	Percent
Taken/started a course	28	14.1
Joined a library	10	5.1
Visited local libraries, museums and heritage sites more often than before	89	44.9
Joined a local history society	14	7.1
Volunteered in other local projects	58	29.3

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

B5.1 Has your involvement with the project contributed towards you getting any form of paid work? Please include any part-time and temporary work, and tick all that apply	Frequency	Percent
Yes - directly with the HLF-funded organisation that runs the project	6	2.9
Yes - with another organisation in a related area to the activities that I am undertaking with the project	5	2.4
Yes - but in an unrelated area to the activities that I have been undertaking with the project	11	5.3
No - none at all	186	89.4
Total	208	83.5

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

B6.1 If you have any paid work related to the HLF-funded project, is this:	Frequency	Percent
Part-time	22	59.5
Full-time	15	40.5

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

B6.2 If you have any paid work related to the HLF-funded project, is this:	Frequency	Percent
Temporary	16	48.5
Permanent	17	51.5

B10. If yes, please explain what training you received:

B8. If yes, please explain what training you received:
<p>1. Steward training 2. seminars on Victorian Art esp. GA Watts</p> <p>1)On site appreciation of the project. 2)Course on leading walks on the Great Fen acting skills</p> <p>Ad Lib Museum course. I am enroled on a first aid course thourgh Watts Gallery, also a disability awareness course</p> <p>Age concern volunteer training, Intergenerational training NVQ1 although answer no some courses have been available.</p> <p>as stewards we have been made aware of the care and displaying techniques necessary for the quilts in our exhibition hall</p> <p>at County & other Archives on how to use their resources</p> <p>Basic use of camera/photography</p> <p>Computer skills, Map reading, Recording.</p> <p>Conferance for Watch leaders</p> <p>Conservation methods, ADLIB Database</p> <p>Conservation of artefacts, how to do displays</p> <p>conservation practice for archived items in museum, general principals in handling storage & presentation</p> <p>Courses have been made available, relevant to the Gallery, such as lectures on G.F.Watts, Front desk skills, Dealing with the public, etc, etc.</p> <p>Curatorial training, Room steward training, traditional quilting techniques</p> <p>Curatorial Assistant training</p> <p>Customer Relations course, organised by Gallery through commercial training company. One day's course. customer service</p> <p>Digitizing photograph archive material, organizing archive material.</p> <p>First Aid course, Customer Service course</p> <p>Food safety and hygiene Level 2</p> <p>Guidance on how to receive visitors and engage them in our project. Basic retail training, operation of till and selling products related to our project.</p> <p>have attended various seminars on Victorian Art and G F Watts First Aid Courses Advanced Training for Volunteers Till Training etc</p> <p>Health & Safety re room stewarding. Use of the library. Conservation of archived items. Specific skills in patchworking to enable me to carry out demonstrations for visiting public.</p> <p>Health and Safety</p> <p>Health and Safety Training</p> <p>Health and Saftey Curatorial Training Education Forum Volunteer Forum</p> <p>HOW TO OPERATE THE TILL</p> <p>How to use a till</p> <p>I am now a Board member - so received training in 'what it means to be a trustee' and 'team building'.</p>

I have attended a training day on archival work with Jewish Refugees and also had a couple of sessions on techniques of listening and recording.

I took part in a play on the life of Tom Paine, this involved tuition on acting, this was the first time in my life that I had been on stage as an actor, not bad at nearly 80 years of age.

In-house Curatorial Training, Shop Training and Room Stewards Masterclass.

Intergenerational volunteering - OCN accredited Training Course

Interpretation course

Interpretation training by John Veverka at Ramsey Heights Countryside Classroom in January 2010.

Introductory lecture on roles of volunteers in the museum and gallery and specifically as a room steward. How to close down the gallery safely at the end of the day. Health and safety talk and discussion. Further mandatory meeting reinforcing all the above and updating volunteers on their duties.

Lattern workshop

Leadership course

Level one intergenerational training

On a new database system

Oral History interviewing and transcription techniques

oral history interviewing training

Oral history training.

Preservation of artefacts

Preview talks/access to written information

Regular lectures on the subject, training days

Since joining as a volunteer to the 'friends' I have been trained up to conserve the artifacts in their collections. How to preserve and catalogue their hats.

Small group training for new till. Local area training from tourism department: Welcome Host

So far, I've attended the following: Basic induction training, in which I learnt how to properly cover the exhibits at the end of the day. This also covered health and safety, and basic information about the collections. Curatorial Assistant Training - this covered how to properly handle the objects in the collection, the proper methods of storing them, and the ways in which the curator monitors environmental conditions (and the difficulties of doing this in a historic building). We also

Some training in the subject - GF Watts Further training to come - H&S, First Aid, Awareness of needs of disadvantaged etc

Stewarding the Chapel

Subject training

The staff at the museum give all volunteers instruction on health and safety and information about the exhibition.

The Stewards have all received training for safety, security and knowledge of the Artist and his times

Through the course of my involvement with the project I have received valuable training in the use of IT packages such as Microsoft Access and Photoshop, and the use of digital scanning equipment. I have naturally also received training and instruction in various aspects of archaeological work and especially in the field of maritime archaeology.

To use computer based till

Tours Guides did have a talk on presentation methods. The curator is endlessly helpful with providing information about Watts, his techniques and his place in the Victorian art World

Training as a Oral Historian

training for primary schools archaeological workshops

training in Conservation and the stewarding role.

training in gallery stewarding curatorial training - in condition checking of quilts/ storage/ handling etc/ and environmental monitoring re. storage etc/ checking for pests - moths etc.

Training in local history by Dr. Paul Richards

Training in order to become a volunteer, being made aware of health and safety issues, being made aware of issues and helpful agencies

Training in using databases, scanners and about different artefacts.

Training on the present exhibition, health and safety, room stewarding and covering exhibits when the gallery closes

Training sessions in stewarding, working in the shop, and conservation. Also training sessions dealing with particular quilts in an exhibition

Training to use a touch-screen till system in the Gallery shop. Training to act as a guide to take visitors around the Watts Mortuary Chapel

Use of an up to date till and creditcard machine, How to welcome visitors

Use of Museum database and cataloguing and conserving artefacts. In addition I have attended various courses on related matters such as "Events on a Shoestring" and "Involving local people in museums" which I was made aware of through my contact with the county Museum Development Officer who has supported our project.

Use of the specific computer system; Health & Safety training

Use of touch till in information centre, attending volunteer meetings, dealing with visitors to the gallery

using Archives

volunteer meetings and briefing letters

Water safety training Odonata recognition and analysis skills Otter & Water Vole surveying

We have received effective on the job training from the task leader - I'm not sure what you mean by "formal training".

Website design, two days working with a specialist. Vernacular building surveys Interpretation of both old and newer maps Research of old documents at local Archive offices Developing technical drawing skills

Welcome Host (Welcome to Excellence, England's Regional Tourist Board's quality customer service training for the tourism industry)

Website training, posting things, downloading, navigating, using etc.

Work Group Leader training, animal husbandry, otter surveying techniques

Work party leader training.

Workshops in writing for Interpretation & Presentation

C. You and the community

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

C1. Have you met new people through your involvement with the project?	Frequency	Percent
Yes	221	92.5
No	17	7.1
Don't know/not sure	1	.4
Total	239	100.0

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

C2. If you have met new people through the project, do you socialise with these people outside of the project?	Frequency	Percent
Yes	89	39.2
No	131	57.3
Don't know/not sure	8	3.5
Total	227	100.0

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

C3. If you have met new people through the project, are they mainly from... Please tick only one	Frequency	Percent
Your neighbourhood	5	2.2
Your local area	63	27.6
Your town/city	50	21.9
Within your country	59	25.9
Within your region or beyond	45	19.7
N/A - Haven't met any new people	6	2.6
Total	228	100.0

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

C4.1 Friends and family	Frequency	Percent
Never	3	1.3
Sometimes	100	42.4
Often	133	56.4
Total	236	100.0

C4.2 More general acquaintances (e.g. neighbours, people in local shops)	Frequency	Percent
Never	18	8.0
Sometimes	149	66.2
Often	58	25.8
Total	225	100.0

C5. Would you say that you know...

C5. Would you say that you know...	Frequency	Percent
Most of the people in your neighbourhood	24	10.1
Many of the people in your neighbourhood	87	36.7
A few of the people in your neighbourhood	120	50.6
None of the people in your neighbourhood	6	2.5
Total	237	100.0

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

C6.1 Would you say that your volunteering on the project has made a difference to the number of people you know in your neighbourhood?	Frequency	Percent
Increased the number	73	37.8
Made no difference	120	62.2
Decreased the number	0	.0
Total	193	100.0

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

C6.1 Has your involvement with the project had any effect on the contact you would normally have with any of the following age groups?	Significantly decreased contact	Decreased contact	Made no change	Increased contact	Significantly increased contact	Total
Pre-school children (Under 5 years)	0 .0%	0 .0%	146 94.2%	8 5.2%	1 .6%	155 100.0%
School children (5-16 years)	1 .6%	0 .0%	115 66.1%	54 31.0%	4 2.3%	174 100.0%
Young people (16-24 years)	0 .0%	0 .0%	103 59.5%	69 39.9%	1 .6%	173 100.0%
Adults (25-44 years)	0 .0%	0 .0%	70 39.5%	96 54.2%	11 6.2%	177 100.0%
Adults (45-64 years)	0 .0%	0 .0%	51 26.7%	121 63.4%	19 9.9%	191 100.0%
Older people (65+)	0 .0%	0 .0%	62 32.5%	104 54.5%	25 13.1%	191 100.0%

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

C8.3 Do you feel that through your volunteering with the project, you now get on better with the following age groups?	A lot worse	A bit worse	Exactly the same as before	A bit better	A lot better	Total
Pre-school children (Under 5 years)	0 .0%	0 .0%	147 96.7%	3 2.0%	2 1.3%	152 100.0%
School children (5-16 years)	0 .0%	0 .0%	141 83.9%	15 8.9%	12 7.1%	168 100.0%
Young people (16-24 years)	0 .0%	0 .0%	129 75.0%	34 19.8%	9 5.2%	172 100.0%
Adults (25-44 years)	0 .0%	0 .0%	126 70.8%	38 21.3%	14 7.9%	178 100.0%

Adults (45-64 years)	0	0	131	39	20	190
	.0%	.0%	68.9%	20.5%	10.5%	100.0%
Older people (65+)	0	0	127	40	23	190
	.0%	.0%	66.8%	21.1%	12.1%	100.0%

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

C9. To what extent do you agree or disagree with the following statement? "By working together, people in my neighbourhood can influence decisions that affect the neighbourhood"	Frequency	Percent
	Strongly agree	67
Agree	135	58.2
Neither agree nor disagree	24	10.3
Disagree	5	2.2
Strongly disagree	1	.4
Total	232	100.0

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

C10. Would you say that your volunteering on the project has...	Frequency	Percent
Made you more likely to agree with the previous statement (in question C9.) about working together to influence local decisions	88	44.7
Made no difference to the extent to which you agree or disagree	109	55.3
Total	197	100.0

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

C9. Other than this HLF project, are you currently a member of any of these? Please tick all that apply	Responses		Percent of Cases
	N	Percent	
Tenants'/residents' association	23	6.8%	13.9%
Parent-teachers'/school parent's association	8	2.4%	4.8%
Board of school governors/School board	14	4.2%	8.5%
A political party	20	5.9%	12.1%
A pressure group (e.g. Greenpeace, RSPB)	53	15.7%	32.1%
Parish, Town or community council	20	5.9%	12.1%
Neighbourhood council/forum	9	2.7%	5.5%

Neighbourhood Watch Scheme	22	6.5%	13.3%
Local conservation or environmental group	47	13.9%	28.5%
Voluntary group to help sick/children/other vulnerable group	23	6.8%	13.9%
Other local community or voluntary group	98	29.1%	59.4%
Total	337	100.0%	204.2%

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

C11.12 Other than this HLF project, are you currently a member of any of these? None of the above	Frequency	Percent
Yes	65	27.7
No	170	72.3
Total	235	100.0

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

C13. To what extent do you agree or disagree that your local area is a place where people from different backgrounds (e.g. ethnicity, religion, nationality) get on well together? Please tick only one	Frequency	Percent
Definitively agree	9	13.5
Tend to agree	13	53.2
Tend to disagree	2	2.5
Don't know	1	15.2
Too few people in local area	8	7.6
All the same background	4	8.0
Total	3	100.0

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

C14. Would you say that your volunteering on the project has...	Frequency	Percent
Made you more likely to agree with the previous statement (in question C13.)	45	23.3
Made no difference to the extent to which you agree or disagree	148	76.7
Total	193	100.0

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

C15. How strongly do you feel you belong to your immediate neighbourhood?	Frequency	Percent
Very strongly	53	23.7
Fairly strongly	117	52.2
Not very strongly	45	20.1
Not at all strongly	9	4.0
Total	224	100.0

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

C16. Would you say that your volunteering on the project has...	Frequency	Percent
Made you more likely to agree with the previous statement (C15) about your feelings of belonging to the local area	53	27.3
Made no difference to the extent to which you agree or disagree	139	71.6
Made you less likely to agree with the previous statement	2	1.0
Total	194	100.0

D. How you feel

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

D1. Have you recently been able to concentrate on whatever you're doing?	Frequency	Percent
Better than usual	35	14.9
Same as usual	194	82.6
Less than usual	5	2.1
Much less than usual	1	.4
Total	235	100.0

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

D2. Before you got involved with the project, how well were you able to concentrate on whatever you were doing?	Frequency	Percent
As well as now	166	82.6
I felt more able to concentrate than now	9	4.5
I felt less able to concentrate than now	26	12.9
Total	201	100.0

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

D3. Have you recently felt capable of making decisions about things?	Frequency	Percent
More so than usual	34	14.5
Same as usual	196	83.8
Less than usual	4	1.7
Much less than usual	0	.0
Total	234	100.0

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

D4. Before you got involved with the project, how capable did you feel of making decisions about things?	Frequency	Percent
As capable as now	172	85.6
I felt more capable than now	7	3.5
I felt less capable than now	22	10.9
Total	201	100.0

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

D5. Have you recently felt that you are playing a useful part in things?	Frequency	Percent
More so than usual	114	49.4
Same as usual	112	48.5
Less than usual	4	1.7
Much less than usual	1	.4
Total	231	100.0

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

D6. Before you got involved with the project, how much did you feel that you were playing a useful part in things?	Frequency	Percent
As useful as now	104	53.9
I felt more useful than now	11	5.7
I felt less useful than now	78	40.4
Total	193	100.0

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

D7. Have you recently been able to enjoy your normal day-to-day activities?	Frequency	Percent
More so than usual	36	15.7
Same as usual	189	82.5
Less than usual	3	1.3
Much less than usual	1	.4
Total	229	100.0

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

D8. Before you got involved with the project, how much had you been able to enjoy your normal day-to-day activities?	Frequency	Percent
As much as now	168	85.3
More able to enjoy activities	6	3.0
Less able to enjoy activities	23	11.7
Total	197	100.0

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

D9. Have you recently been feeling happy, all things considered?	Frequency	Percent
More so than usual	49	21.4
Same as usual	176	76.9
Less than usual	2	.9
Much less than usual	2	.9
Total	229	100.0

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

D10. Before you got involved with the project, how happy did you feel, all things considered?	Frequency	Percent
As happy as now	148	74.7
I felt happier than now	4	2.0
I felt less happy than now	46	23.2
Total	198	100.0

D11. Please rate how enjoyable participating in the project is...

D6. Please rate how enjoyable participating in the project is...	Frequency	Percent
Very dull	1	.4
Dull	1	.4
Neither dull nore enjoyable	6	2.6
Enjoyable	99	42.7
Very enjoyable	125	53.9
Total	232	100.0

D12. What is the single best thing that you've gained from participating in the project

D12. What is the single best things that you've gained from participating in the project?

A beter understanding of the social history of the area

A broader understanding of our social history

A detailed knowledge of the artist and his contemporaries and their social context.

A feeling of belonging and taking part in a worthwhile project

A feeling of helping an important part of my local community.

A great deal of knowledge about how proper archaeologists go about their work.

a greater understanding of the importance of local heritage

A husband!

A knowledge of how a museum functions and what goes into making it sucessful.

A self belief and a belief in the capacity of people from different backgrounds and age groups to achieve together

A sense that I am helping doing somethng worthwhile - transforming this part of the Itchen Valley to make it better for wildlife, enhancing the landscape, making a difference for the city, helping people explore this wonderful place which gives pleasure to so many people

A sense that people's attitudes towards twentieth century buildings and post-war architecture is changing - these structures are becoming more appreciated now which is great.

A very worthy cause

Ability to help out

Access to a very special habitat locally

Adding variety to my week instead of staying at home every day. It's makes a change, doing something different one day a week , even though I'm not learning anything or using any of my skills. The gallery is easy for me to get to and the working environment and people are all very pleasant. Although the work is consists of very basic administrative tasks, everything I have done has been received with gratitude.

An absorbing interest in Victorian Art and Design together with some knowledge of the techniques used.

An appreciation of the hands on work involved in the construction of a house glider and the renovation of a tiger moth aeroplane

An interest in ceramics.

an understandin of a largely unknown piece of local history

An understanding of the current diversity and history of the area I work in

An understanding of Tom Paine and local heritage. A great opportunity to network and good partnerships between voluntary and public sectors were establish and hopefully will lead to further joint events.

As a newcomer to the city I have had increased opportunities to meet a wide range of people both as volunteers and visitors and to work with staff who have specialist knowledge in different fields from mine. I have been able to learn from those who are far more familiar with the subject matter than I am and this has encouraged me to learn more and try different skills.

Being able to build up and present the object of the project for future generations

Being able to meet people and have information discussions with them.

being able to promote the wellbeing of The Watts Gallery

being aware of the international interest in quilt making and the history of it

Being part of a team which is working hard to preserve part of our cultural heritage.

Being part of the community, meeting new people and making new friends. I have also joined a local group called Unite through meeting new friends at the play. (I know thats more than one but all of them are important)!

Belonging to something new and special in York -the quilt gallery is a really good addition to the city, and the use of the building is an excellent one (I was very sad to see it empty before the quilt museum moved in)

Better appreciation for the (historical, social & contemporary) subject matter in question.

Better local historical knowledge

better understanding of the area I grew up in & more aware of its heritage

Brilliant memories of participating in something I always wanted to do which is completely different to mt 'normal' life

Broadened my mind in the art scene, given me an appetite to visit other Art Galleries, opportunity to meet other people, Enjoyment in attending courses arranged by Watts allery whichh was in a poor state of repair

busy and happy

By actively getting invloved I feel that I am making a very worth while contribution and that I can make as difference to my community - I have greatly improved my confidence and am proud of the quality of work made by my colleagues and myself

Celebrating heritage.

Communication with more people in my near by area, and I have learnt a lot more about my neighbourhood and loctal area than before.

community participation

Confidence

confidence in my technical abilities as a photographer

Confidence to be around other people of different ages

Contact with historic and modern textiles

Contributing to helping towards the Restoration and Public Awareness of Watts Gallery project

Detailed knowledge about a famous artist and a unique gallery

discovering that people are really interested in getting involved and in making a difference

Doing something useful in the community, and learning something new.

Doing what I want to do

Drive to get a full time paid conservation job.

Enjoy watching the changes from footpath when walking dogs - there is certainly a greater feeling of involvement and understanding of the changes taking place and there is some sense of ownership of these changes + responsibility to them - even though my role/ time allocated by me is extremely small.

Enjoyment in being involved in helping in this historical event in my area which was received very well by the audiences that attended the performances of the show.

Expanded my knowledge about a subject which interest me (quilts and textiles in general)

Experiencing a great variety of quilting techniques

exposure to inspiring people in an inspiring environment packed with creativity, positivity

Feeling making a contribution to the natural heritage of the area

feeling of being part of a wothwhile project

Feeling of making a useful contribution to wildlife conservation

Feeling part of a dynamic enthusiastic group whose participants fall into a wide age range and knowing that our work is supporting an immensely important enterprise

Feeling part of a team that has a clear and worthwhile goal and is making visible progress

Feeling useful

Fond memories!

For the second time I have been rewarded with the feeling that I have helped unite some of the Community in the part I played during this project

Gained a great deal of knowledge of local heritage, met and made friends with a wide network of people

Gained my usual satisfaction from completing a museum display even though the subject matter was not my choice

Gaining knowledge about an eminent Victorian artist and his life and times, and sharing this interest with other volunteers.

Gaining self confidence and social skill

Getting more interested in Victorian art

Getting to know a team of really nice people.

Getting to know fellow group members and working together to create an historical archive that can be enjoyed by many, for years to come

Getting to know more about the artist and his paintings

Getting to know other people in the village

Getting to know some of the survivors of the Holocaust, meeting with them and learning of their experiences.

getting to know the nature reserve better

Getting to meet a wide variety of people across the age range from the local community

Going up to London to look after the Watts pictures in the crypt at St Pauls

Good local relations. I work in the local post office and love seeing the faces of people who were involved in the project. I now have acquaintances from all walks of life. Vicars, Oap's, Children, council members etc etc.

Got (slightly) more involved in decisions which affect the neighbourhood

Great enjoyment in being part of a project that included people of all ages and finding them welcoming. There was a wonderful team spirit and sense of achievement. It seemed so worth while and our performance was well received (the play) It was a pity the media did not publicise it, even so we had good audiences. I was glad to find that after many years I could still act and glad of the opportunity! The enactment in the town was well organised and there was again much interest from a wide crowd

Great memories to treasure forever - happy times

Greatly improved my knowledge about the gallery, Watts and his influence on his age and playing a very minor role in a really worthwhile project

Having the new experience of being part of a stage presentation, and meeting people.

Having the opportunity to learn the local history of the area through "oral history" I really enjoy listening to the "friends" talking about the collection, people and the area also the local industry

Helping the community

Helping to keep the project going

Helping youngsters understand and enjoy their local history

Highly in-depth and enthusiastic discussions with other people who share my interest in architectural history and the history of fashion and textiles. This helps keep my enthusiasm up for my own academic work. I've recently completed a PhD and am currently working up my thesis into articles to publish them, but my day job has no relevance to my research interests, so I had been quite depressed about not working somewhere relevant to my skills and expertise.

Having an outlet where my experience is

How to decide what photographs are about and display of artefacts and documents

I am giving something to the artistic heritage of the country.

I am much more confident in myself and my own abilities. I am much more comfortable trying new things and placing myself in new situations because of the encouragement and support that I was given at the Quilt Museum and Gallery. I was very nervous when I began thinking about volunteering and especially when I began volunteering and they were so supportive and welcoming of me that my confidence grew immeasurably.

I ENJOY THE FELLOWSHIP AND ADMIRE THE COMMITMENT OF OUR PROFESSIONAL TEAM AND AM VERY GLAD TO BE INVOLVED IN SUCH AN EXCITING PROJECT WHICH WILL HAVE GREAT INFLUENCE ON THE WHOLE NEIGHBOURHOOD AND BEYOND.

I felt a great sense of achievement in helping a historically difficult, controversial building become a very positive project in the community and beyond. In helping send a positive message and change opinions of people from outside the region of the people in Peterlee and how they can execute a sophisticated cultural programme. I have to say that I was greatly surprised in the strength and depth of positive response, knowledge and opinion that I found within the greater community when I carried

I have been able to use my skills, both previous, as a businessman and now as an artist for the enrichment of the local community and beyond. Also it has brought me into contact with people in the greater region which I have enjoyed very much indeed.

I have got much better insights about growing up after a traumatic childhood and how it affects you for the rest of your life! The tenacity and the strength of the human psyche to recover from trauma.

I have helped to improve the area for my children and grandchildren

I have learnt a lot about G.T.Watts and his paintings, also a lot about Watts wife Mary, also an artist. I have learnt a lot about art in general

I have met some lovely friendly people who are prepared to give of their time to support the restoration. We all know that our help is appreciated

I successfully applied for EU funding on behalf of a group involved in the project. I had to work closely with the town council which I believe raised my profile in the town, and it has given me the confidence to apply again if a similar opportunity arose.

Improving on my interest and knowledge of art

Increased confidence talking to people

Increased my personal knowledge in the subject

Increasing my own knowledge of local history, and being able to share that with others.

Investment in Local area

It has allowed me to build on my existing skills at the same time as making me feel good that I can devote those same abilities to something so worthwhile. I've also learned so much.

Knowledge

Knowledge about an important historical event and minority group.

Knowledge of Camden Road and its history along with getting to know several Camden Road area residents. (We live about a mile away in a different community)

Knowledge of George and Mary Watts, their paintings, sculptures and pottery, the Gallery and its structural problems.

Knowledge of the area both historically and in the present day. Getting to know more local people.

Knowledge of Watts and the gallery

Learning about foggage and other environmentally friendly ways to improve one's life.

Learning about the immense benefits to Intergenerational work, especially for older people. I was surprised how much a difference this has made to the older people. Also I was interested to see how many grandparents care for their grandchildren and spend time giving them culture/ history/ sense of belonging by using the local environment (always been at work until July 2009!) Now I'm retired I see what is going on in the volunteering world, outside of work!

Local knowledge

Making new friends and being part of the community

Meeting a broader group of people in my local community

Meeting and working with new and old friends. Good team work and all working towards producing an archive for the Parish which will be enjoyed and treasured for many years to come.

Meeting like minded new people

Meeting like minded people and friends

meeting many new people with similar interests.

Meeting new people

meeting new people and re-aquainting with others

Meeting new people and understanding and knowing more about the area I live in, its inhabitants, their history and current situation

Meeting new people with a shared interest.

Meeting new people with whom I share a common interest - quilting and patchwork.
 meeting other members of the community and getting involved locally

Meeting people

Meeting people & having an enhanced sense of community.

Meeting people with similar interests using pre-existing skills after retirement sense of achievement in seeing the project develop

Meeting primary school children

Meeting wonderful, supportive, and friendly fellow volunteers.

met new friends, learnt a lot more about the process and importance of organic farming.

Might start a new drama society

Mixing with a wide range of people from different age groups, classes and backgrounds.

more confidence in myself

More knowledge of computers

More knowledge of the area in respect of heritage and historic aspects.

New Friends

new friends and experiences

New friends.

New knowledge of the organisation and it's history and of the local area.

new skills

new understanding of local & national heritage development of IT skills

Only been in village 3 years, this gave me the opportunity to lead and be involved in a local project.

Opportunity to spend time in an historic building.

Participating in a project where I can see that there have been very beneficial improvements to the local habitat and very quickly seen an increase in the number and diversity of wildlife in the project area.

Participation in an activity in our immediate area

Planting trees, some of which hopefully will go to producing a mature woodland long after I have gone.

Positive references for job applications.

Practical skills that I did not have before, a sense of belonging to a project, a sense of pride because of my contribution and the fact that it will be there for many years to come.

Pride in what I have done for the trust

Protecting the heritage of an unique insitution for the benefit of the wider public and future generations.

Providing enjoyment for other people.

Recognition (both as an individual in the neighbourhood, and as a source of information)

Satisfaction

Satisfaction from helping a community owned project that puts quality of life, food, wildlife and reconnection of people with the land and animals higher than profit.

Satisfaction in seeing the project progress.

seeing how complicated running Watts Gallery can be and the difficulties permanent staff have in undertaking extensive restoration of an "old" building

Seeing how well generations can interact together

Seeing my earlier research work developed and put to good use

Sense of being part of a team.

Sense of hope that things can change for the better and that lots of people care.

Sense of schievement that I've seen a long drawn out project through to a successfu outcome

Sense of well being from helping others

So many new acquaintances and friends with a common passion which is the continuation of the good work we have started through a two year project guided by Claque Theatre. We are now powered by strong belief that we have found what we were all looking for in the project, a real sense of community with all its different activities that are intellectual, creative, socially helpful, entertaining, to say just a few of the benefits

some practical skills

Taking part in an interesting and enjoyable project led by a forward-looking and sensitive person who has become a good friend.

Talking and dealing with young children

The company of decent, intelligent people, unlike most of the dross around here.

the experience of having played a part in bringing together nearly 200 people from a diverse rural area with very poor public transport who have, despite widely varying social backgrounds and levels of confidence, competence and expertise, collectively produced a community play of high quality and enduring value and who have derived enormous satisfaction from having been part of Something in Common, often in ways they would never previously imagined to be within their capabilities.

The feeling of being helpful to the environment and the community

The feeling of participating in an effort for the promotion and protection of cultural heritage, the sense of helping others -not only the immediate surrounding of the people involved in the project, but also the general public through contributing to the completion of the project.

The feeling that people from the same community, though of all kinds of different backgrounds were coming together to take part in a large-scale project, and together achieving something wonderful

The knowledge that more woodland will be available for future generations to enjoy

The knowledge that one can work effectively with a group of people from different backgrounds, united in a common objective..

the opening up of a part of the new life I am trying to create for myself, it has given me a focus in a new city and has provided a forum for developing existing skills whilst giving back to the community at large.

the opportunity to meet people from different backgrounds and contribute to the project

The opportunity to talk to other quilters from other regions and countries

The opportunity to try new things

The pleasure of working with people who share an interest with me.

The project has reinvigorated my interest in and enthusiasm for history and archaeology.

The satisfaction of facilitating a group of youngsters in a useful, enjoyable, educational fun activity, as evidenced by the feedback from the participants at the end of my involvement in the project.

This project has allowed our charity to achieve something we have been meaning to do for many years. It has also revitalised the existing volunteers and recruited some new ones - in particular some younger volunteers.

To gain knowledge, skills and friendships that have helped me gain further work. They've all worked together to put me in the position I am now.

To know that I have been involved in saving a truly unique building and spreading the word about the influence of G.F. Watts not only in his own time, but for generations to come.

To realise the amount of work and effort some people put into preserving our heritage

Understanding the history of our mill and the surrounding infrastructure and water management systems.

using my technical abilities to support the project

using my technical skills to help improve the quality of photographic images so that others might enjoy them better

utilising the technical skills I have as part of an interesting project

Working with a dedicated team on a most interesting project

Working with a group of people, and the enjoyable moments when the research comes up with new and positive results

Working with my children in the community play

Working with the wonderfully talented staff at the Guy Fox History Project

E. About you

E1. Which of the following options best describes your current employment status?

E1.1 Which of the following options best describes your current employment status?	Frequency	Percent
In paid employment (full-time or part-time, temporary or permanent, inc. self-employed)	87	37.5
Studying	13	5.6
Retired	101	43.5
Unemployed	8	3.4
Housewife/-husband	11	4.7
Full-time carer	3	1.3
Other (please specify)	9	3.9
Total	232	100.0

E2. If you are retired, was this through:

E2. If you are retired, was this through:	Frequency	Percent
Reaching legal retirement age	58	56.9
Taking voluntary retirement	37	36.3
Being made redundant	3	2.9
Retiring through ill health	4	3.9
Total	102	100.0

E3. What is/was your main professional occupation?

E3. What is/was your main professional occupation?
1. RGN 2.Ceramic designer
Academic
Accountant
Activity Coordinator
Actor
administration in the NHS
administrative
Administrative Assistant
Administrator
Administrator for a charity and Graduate Teaching Assistant at a university
Analyst
archaeologist
Architect
Architect
Army
Army officer, then School Bursar
Artist
artist/crafter

Artist/Designer
 Arts and Business Manager at Tonbridge School
 Audit Manager
 Auditor
 Aviation
 Banking
 Banking Secretary
 Biomedical Equipment Technician
 bookkeeper
 British Airways/Civil Aviation: mostly dealing with airline reservations, calculating fares and itineraries in the days before the intensive use of calculators and computers.
 Business
 Business Equipment Sales
 cabinet maker
 Carer
 Charity Administration Manager
 Chartered Accountant
 Chartered Engineer/technology transfer consultant
 Chartered Surveyor
 Civil servant
 Cleaner
 Clinical psychologist
 college lecturer
 College lecturer
 College Lecturer
 Commodity Research
 Consulta
 consultant and trainer
 Consulting structural engineer
 Dance Teacher
 DENTAL RECEPTION
 doctor of medicine
 Editor for publisher
 Education
 Education Professional
 educational consultant
 Electrician
 Engineer
 Engineering
 Extended Schools Coordinator
 factory worker
 Film Edi
 finance admin
 Finance manager in industry
 Fundraising
 Golf Course Architect

HEAD OF SCHOOL,
 Head teacher
 headteacher
 Headteacher
 Headteacher of a primary school
 Health manager
 Health Visitor
 Horseman
 Horticultural scientist
 Housewife
 Human Resources and Recruitment Advisor
 I was a teacher
 Industrial Chemist
 Interpreter/Translator
 IT
 IT Programme Manager in Mobile Telecomms
 IT project engineer
 Journalist
 Land surveyor
 LANGUAGE TUTOR AND SUPPLY TEACHER
 Lecturer
 Legal Secretary
 Livestock Consultant
 local government
 Local government open spaces/conservation management
 Machinis
 Manager
 Managerial & Standards Consultant in Health
 Managing director of software house
 Maritime Arbitrator, Mediator and Legal Consultant
 Marketin
 Marketing
 Marketing
 Medical researcher, then artist.
 Mother
 museum education
 Museum Manager
 n/a - studying at the moment in archaeology
 NHS Manager
 Nurse
 Nurse
 Nurse Manager
 Nursing.
 Occupational therapist
 Occupational Therapist

Office Assistant
 PA
 Paediatric Nurse - I have SRN--RSCN nursing qualifications
 Planner
 Playwork
 Podiatrist
 Post office counter clerk
 Post Office worker
 Principal of an adult education institute.
 Project Management (IT)
 Project Manager
 Public service
 Publisher
 Quantity Surveyor
 R
 Regenera
 Research
 Research Director
 research scientist
 Research Technician
 Retail Supervisor
 Royal Air Force Officer
 Royal Main Executive
 Royal Navy, then Industry and Business
 S.E.Nurse
 School A
 Scientis
 Sculptor/teacher
 Secondary school science teacher
 Secretary
 Secretary/P.A.
 Senior Architectural Technician
 senior management construction and green technologies
 service industry
 Social W
 Social Worker
 Software Engineer
 speech & language therapist
 Student
 Student
 Studied ICT Diploma
 Sub-Postmistress/Newsagent (own business)
 Surveyor
 Teacher
 Teacher of English as a Foreign Language to adults

Teaching
 Teaching
 teaching assistant
 Teaching Assistant
 Teaching textiles and related crafts.
 Technici
 Test Technician
 Tester
 town planner
 University administrator
 Volunteer Organiser
 War Servant
 Web designer
 Welder
 Writer/publicist
 Yoga Teacher/formerly Accounts Clerk
 Youth Volunteering Development Manager

E4. What was your age at your last birthday?

E4. What was your age at your last birthday?	Frequency	Percent
16-24	21	9.9
25-44	33	15.6
45-64	94	44.3
65 and above	64	30.2
Total	212	100.0

E5. Are you...

F5. Are you...	Frequency	Percent
Male	97	42.9
Female	129	57.1
Total	226	100.0

E6. What is the highest academic qualification that you have?

E6. What is the highest academic qualification that you have?	Frequency	Percent
A second degree from a university/college (e.g. MA, MSc, MPhil, PhD)	55	23.8
A first degree or qualification from a university/college (e.g. BA, BSc, BEd, HND, HNC)	103	44.6
'A' levels or equivalents (e.g. Scottish Highers, BTEC, Baccalaureate)	35	15.2
GCSEs/'O' levels or equivalents (e.g. Scottish Standard Grade, City and Guilds)	31	13.4
No formal academic qualifications	7	3.0
Total	231	100.0

E8. How long have you lived in this town/city?

E8. How long have you lived in this town/city?	Frequency	Percent
Less than 12 months	15	6.6
12 months but less than 2 years	14	6.2
2 years but less than 5 years	30	13.3
5 years but less than 10 years	34	15.0
10 years but less than 20 years	53	23.5
20 years but less than 40 years	60	26.5
40 years or longer	20	8.8
Total	226	100.0

E9. Which ethnic group do you belong to?

E9. Which ethnic group do you belong to?	Frequency	Percent
White - British	205	90.7
White - Irish	2	.9
Any other white background	11	4.9
Asian - Indian	2	.9
Asian - Pakistani	1	.4
Asian - Bangladeshi	1	.4
Chinese	1	.4
Would prefer not to say	3	1.3
Total	226	100.0

E10. Do you consider yourself to have a disability?

E10. Do you consider yourself to have a disability?	Frequency	Percent
Yes	14	6.2
No	213	93.8
Total	227	100.0