



Evaluation Strategy

Accentuate History of Place

During our development phase Accentuate has undertaken a range of consultation exercises which have informed our thinking around our evaluation strategy for the Accentuate History of Place programme. This includes consulting with an experienced Deaf Evaluator Sally Reynolds, who has produced a short report (found as an Appendix) with some suggested approaches. We particularly wanted to ensure we had considered how we would engage deaf people in our evaluation as this group are often precluded from fully participating in standard evaluation formats (e.g telephone interviews or complex written forms are not accessible for this group). We have therefore been advised that online surveys are a particularly accessible methodology. We have also consulted our Heritage Hub and had extensive discussions about how we should record deaf and disabled people's participation in the project. Recording the numbers of deaf and disabled people who are participants, freelancers or project leaders taking part in the project will inform an important part of our evaluation.

In discussion with Sally Reynolds and the Heritage hub we have considered:

- How can we measure changes in interest in disability history from the wider public?
- Should we measure how perceptions of disability may have changed in both the past and present?
- How should we collect information about participants and impairment types – is it enough just to ask would they define as deaf or disabled?
- How can we measure if there have been any changes in improvement to access within the heritage sector?
- How can we measure the changes of profile of disability history within heritage sector?
- How we will collect data – both qualitative and quantitative.

Measuring Projected Outcomes

We have identified the following project outcomes which will form the benchmark for evaluating the success of the project. The differences this project will make to Heritage are:

- Heritage is better interpreted and explained: We will contribute to this outcome through local exhibitions, a national touring exhibition, site specific trails and digital games, films and a multilayered website resource.

- Identified/recorded: new archive material will have been uncovered and recorded, existing archive material which is currently inaccessible will be catalogued and preserved and public access opportunities will have been developed. Oral histories and BSL filmed testimonies will have been recorded. All new material will be safely deposited with record offices or appropriate institutions, allowing sustainable access for future audiences. The website will also provide a depository for new material.

The differences the project will make to people are:

- People will have developed skills: in making heritage sites and events more accessible, recording oral histories, cataloguing archive material, producing fully accessible heritage exhibitions and engaging disabled audiences. Young people will have learnt filmmaking and digital games making skills in the context of telling a historic story.
- Learnt about Heritage: Local disabled and non-disabled people will have experienced hands-on, life long learning activities, to uncover the relatively unknown heritage of deaf and disabled people in relation to their local sites. Disabled young people will have learnt more about key disabled people throughout history, particularly in relation to their own schools. This will increase their understanding of their own context and heritage and will lead to increased sense of well being.
- Changed their attitudes and behaviour: By uncovering and disseminating more widely the unique heritage of deaf and disabled people, misconceptions about disabled people will be reduced. An important component will be that many deaf and disabled people will lead the areas of activity, again seeking to challenge opinion and raise expectations.
- Had an enjoyable experience: Participants in Accentuate History of Place will have taken part in workshops and training activities which will be inspiring for all those involved. Training of heritage professionals will encourage a greater knowledge in how to improve access for deaf and disabled visitors, ensuring deaf and disabled people feel more welcomed at heritage sites and events.
- Volunteered time: local volunteers will have volunteered time working with heritage partners to identify and record heritage materials associated with historic sites as well as help to catalogue existing material and help make this more accessible to the wider public.

The differences the project will make to communities are:

- More people and a wider range of people will have engaged with heritage: More disabled people than ever before will have engaged with disability history through hands-on activities and remotely through accessing the web resources and the touring exhibition.
- More young disabled people than ever before will have engaged with disability history through hands on learning as well as through online resources, including films and gaming apps for mobile phones.
- Non-disabled people will have a better understanding of the lives of disabled people, fostering links between non-disabled and disabled people, through visiting the touring exhibition, taking part in talks and events and accessing the website.

- Your local area/community will be a better place to live, work or visit: improvements will have been made to access provision to heritage sites and archive material, visitor experiences will have been improved and there will be a better understanding about the needs of disabled people within communities.

Process

After careful consideration we intend to use an ongoing evaluation process, so we can reflect on changes, challenges and what is working well throughout the lifetime of the project and implement this learning. Therefore we will recruit an external evaluator early on in the project delivery. They will follow the progress of the project throughout its lifetime. The final Symposium will also provide an opportunity to share the lessons learnt. At the end of the project we will disseminate the final evaluation report widely through a range of networks.

Collection and Types of Data

Two types of data will be collected: qualitative and quantitative. However, we have carefully considered the processes we will use in order to collect this data so as to ensure they are as accessible as possible.

Qualitative Data

- Collecting comments or feedback from online surveys about the website, workshops, exhibitions, games and trails
- Collecting comments or feedback as a result of user testing (by different impairment groups) for the website, games, apps and trails.
- Collecting comments or feedback from the wider public about the exhibitions.
- Collecting feedback about the difference the project has made to people taking part in training or attending creative workshops.
- Collecting comments and feedback from volunteers about their experience of being involved with the project.
- Collecting feedback about increased understanding of the lives of disabled people over time (public feedback on the website and exhibition).
- Collecting feedback from heritage professionals about the potential changes in working practices.

Quantitative Data

- Number of people attending activities including creative workshops and local activities such as talks
- Number of people visiting the exhibitions
- Number of people attending the Symposia

- Increased numbers of visitors (Museum of Liverpool, M-Shed, V&A and Chiswick House)
- Number of volunteers
- Number of people trained
- Numbers of participants, volunteers, freelance and salaried staff who define themselves as Deaf or disabled
- Numbers of downloads of apps
- Numbers of website visitors
- Number of followers on Twitter from heritage industries
- Numbers of re-tweets of heritage related tweets

Who we will ask and how

The table below outlines how we will collect qualitative data and who we will ask. We have included a variety of collection methods to increase the range of accessible formats.

	Evaluation Forms	Online Survey	Telephone Survey	On site/event survey	Filmed Interviews & BSL feedback	Focus Groups & User Testing	Case Studies
Project Delivery Team	Yes				Yes	yes	Yes
Volunteers and project participants	Yes	yes			yes	yes	Yes
Visitors attending exhibitions/events		yes		Yes	Yes		
Heritage Professionals	Yes	yes	yes	Yes			Yes
Website/online Social Media		yes					
Local people who attend events	Yes	yes		Yes			

Collecting data

We will collect data from larger numbers of people (at least 100) using online surveys as well as more focussed and detailed responses from key participants. For this more detailed evaluation we will set up focus groups and user testing groups in addition to evaluation forms. In consultation with our heritage hub it has become clear that it will be essential that we provide collection tools in a variety of formats to increase accessibility. There must be opportunities to collect information in BSL formats. Also deaf people often find online forms with multiple options more accessible if English is not their first language. We will also adopt a case study approach, where we will follow a particular activity or element of the project in more detail, interviewing those who have delivered the project, been volunteers or participated. This assessment will provide a more robust analysis of the project which will then form the basis for the key highlights and learning points to be drawn out into shorter public facing documents.

Our quantitative data will be collected by measuring the numbers of people attending the exhibitions, numbers of people booking places to attend workshops or attending talks, numbers of people booking to attend the symposia, numbers of people taking part in on-line streaming, numbers of volunteers taking part in the project and numbers of people signing up for training event. Our digital content will be measured by numbers of downloads and visitors to the website. We will measure our participant numbers against our predicted targets outlined in the table below.

Activity	Volunteers	Local People	Young People	Visitors	Heritage Professionals	Wider Public
Archive R&D Groups	73					
Oral History Training and Recording	17					
Creative Interpretation Workshops		80				
Digital Games Making			40			
Film making			50			
National Exhibitions						TBC
Local Exhibitions		2000				500
Online Exhibition Pages						30,000
Heritage Open Day Events	40				40	

Local training events	160					
Symposia					210	
Live Streaming Of Symposia						1500
Website Visits						TBC
Games Downloads						TBC
Digital Trail Downloads						TBC
Total Participants						160,710

Of all project participants we expect at least 37% to be deaf or disabled people. This figure is based on the number of people who completed our recent survey and defined themselves as deaf or disabled. We expect to have quite a high percentage of deaf and disabled applicants as the subject may be of particular interest to them, along with us endeavouring to ensure all processes are as accessible as possible.

Types of Questions

We will develop a suite of questions which aim to measure elements of the key outcomes previously outlined. We can therefore apply these questions appropriately in different situations. These questions will be standardised so as to measure responses. Deaf consultant, Sally Reynolds, advice was to keep the questions fairly simple and use a measuring system, outlining whether people agreed with or didn't agree with the statements. The questions she suggested were as follows:

- I have enjoyed the event today and found it inspiring.
- I have developed an increased interest in disability history, something I knew little about before.
- I have gained a better knowledge and understanding of deaf and disabled people's history
- The event has given me new ideas that I can use in my work.
- The event today has given me new skills.
- The information today has changed my perception of disabled and deaf people.
- I have been given the opportunity to provide suggestions and feedback.
- The project has given me sufficient information and skills to engage effectively with audiences.

We will also assess how effective we have been in involving deaf and disabled people in the design and delivery of the project. This process has already begun by assessing how much

impact the members of the Heritage Hub have felt they have had in the development phase. The evaluation responses can be found as an appendix at the end of the Activity Plan.

During the development phase we undertook a large public survey which sought to gauge the public's interest in deaf and disability history. This was completed by nearly 300 people. Part of this survey was to assess which areas of disability history people were most interested in finding out about. The top areas are:

- Working Lives: how did deaf or disabled people earn a living in the past (74%)
- How attitudes towards deafness and disability have changed over time (73%)
- Education & training: how has this changed over time (61%)
- Personal stories & experiences (60%)

Therefore we will also design some questions which aim to measure whether we have addressed these interests and if participants have learnt more about the areas.

Sharing Lessons Learnt

We are committed to sharing the lessons learnt throughout the delivery of this project. We will use an ongoing evaluation process so that we can learn as a delivery team to improve the project throughout. There will also be other tools produced for heritage professionals, volunteers and teachers to download via our website such as:

- Case Studies
- Toolkits: One which provides advice and guidance in engaging young people and another which provides information about how to make heritage exhibitions and events more accessible to Deaf and disabled visitors
- We will Live Stream the Symposia, allowing more people to access professional development opportunities within the heritage sector

We will also disseminate widely the final public facing report, which will include photographs, case studies and the toolkits. We will utilise a range of networks including: Heritage Open Days, the Heritage Alliance, Museums Association and Museum Development Officers Network amongst others, to share the learning and report. We would also like to explore with the HLF if there are possibilities for encouraging other applicants of HLF funding to take best practice guidelines from this project and implement in their project proposals.