

Intergenerational Oral Histories Project – Year 1 Monitoring & Evaluation Plan

Outcome Area	Project Aim	Targets	Evaluation Method
Participant Engagement	<ol style="list-style-type: none"> 1. To engage 4-5 groups of 10 people over 55 2. To engage 4-5 groups of 10 young people between ages 13-19 3. To diversify the museum's audiences through outreach programming 	<ol style="list-style-type: none"> 1. Include at least 1 care setting, 1 community group from a socially deprived area and 1 group with a shared experience of another barrier (e.g. carers, people with a disability or chronic condition) 2. At least 2 schools and at least 1 group of young people with a shared experience of a barrier (e.g. young carers, NEET, LGBTQ+, socio-economic) 3. 50% (minimum) of the participant groups should be new engagers with the museum 	<ul style="list-style-type: none"> • Quantitative records of: <ul style="list-style-type: none"> - Number and nature of groups engaged - Session attendance - Demographic data • Formative evaluation survey including questions on previous engagement with museum
Wellbeing & Community	<ol style="list-style-type: none"> 1. To contribute to tackling loneliness and isolation in older people through increasing access to culture and meaningful connections between people 2. To contribute to fostering a sense of belonging, pride of place and feeling of ownership over heritage amongst young people 3. To facilitate intergenerational understanding and engagement through dialogue 4. To improve self-reported wellbeing 	<ol style="list-style-type: none"> 1. 60% of older participants indicate, after participating in the project, they feel less lonely or isolated 2. 50% of younger participants indicate, after participating in the project, they feel a stronger sense of local identity and belonging 3. 75% of all participants, after participating in the project, indicate they have a greater understanding of older/younger people 4. 50% of all participants, after participating in the project, self-report improved wellbeing (across a range of measures) 	<ul style="list-style-type: none"> • Formative evaluation surveys for older and younger participants including questions on feelings of isolation, pride of place, understanding of older/younger people etc. to establish baseline levels • Summative evaluation surveys for older and younger participants including questions to identify any change compared with formative evaluation

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			<ul style="list-style-type: none"> Recognised wellbeing assessment tool, such as the Warwick-Edinburgh Mental Wellbeing Scale, completed during formative and summative evaluation
Skills	<p>1. To provide an opportunity for young people (and older people) to gain new skills, including interpersonal skills</p>	<p>1. To increase skills and abilities in:</p> <ul style="list-style-type: none"> Speaking and listening Giving full attention to another person Valuing other perspectives Reacting to the unexpected Handling differences of opinion diplomatically Understanding the need for preparation Developing a sense of how the past and present connect – similarities and differences Understanding of chronology and causation Ability to structure a narrative (beginning, middle and end) 	<ul style="list-style-type: none"> Formative evaluation skills wheel measuring self-reported aptitude across a range of skills and abilities related to the project to establish baseline levels Summative evaluation skills wheel measuring self-reported aptitude across a range of skills and abilities related to the project to identify any change compared with formative evaluation (<i>see appendix 3 for an example of the skills wheel</i>)
Participant Set Goals	<p>1. Individual to each participant</p>	<p>1. Individual to each participant</p>	<ul style="list-style-type: none"> Goal setting (Formative) Participants review personal goals and whether they have been achieved, creating a

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			qualitative record of this (Summative)
Outputs & Co-production	<ol style="list-style-type: none"> 1. To gather oral histories exploring themes of Changing Places and Common Ground 2. To summarise and transcribe oral histories, making them more accessible and available for a wider range of uses 3. To co-produce, with young participants, a digital platform (via our website or social media) for the stories gathered 4. A celebration event inviting participants and the community to explore the stories gathered and learn more about the project 	<ol style="list-style-type: none"> 1. 20 to 25 paired oral histories collected 2. Produce a thematic summary and verbatim transcript for all 20 to 25 paired oral histories 3. To have a representative from each group of young people involved in the co-production of the digital platform 4. To have a digital presence for the project, including excerpts from the oral histories (either audio or written) and interpretation, a project overview and images 5. Project celebration event attended by 50 people 6. Project celebration event achieves majority positive feedback 	<ul style="list-style-type: none"> • Oral histories, summaries and transcripts stored on hard drives at museum. Ensure information is publicly available on how these can be accessed • Participant numbers and number of co-production sessions recorded. • Participants evaluate the co-production process against the Ladder of Participation (Summative) • Digital Presence live by Nov 2021 • Attendance numbers collected at celebration event • Attendee feedback survey for celebration event
Oral History Project Format	<ol style="list-style-type: none"> 1. To create a new method for enabling older and younger people to participate in culture and heritage in these two under-represented participant groups in the Salisbury Museum's work 	<ol style="list-style-type: none"> 1. Overall positive feedback from participant groups and settings staff regarding project format 2. To gain feedback from participating groups to further refine the thematic oral histories framework 3. Take on board constructive feedback and refine project format and thematic 	<ul style="list-style-type: none"> • Participant group and setting staff wash up meetings reviewing project format, delivery and thematic framework • Staff and volunteer observation templates

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	<ol style="list-style-type: none"> 2. To pilot and evaluate the use of a thematic oral histories framework for community use 	<p>framework wherever possible in line with suggestions and comments from participating groups and settings staff</p>	<ul style="list-style-type: none"> • End of project Year 1 internal project team reflection session
Sustainability	<ol style="list-style-type: none"> 1. Build new and lasting partnerships with local care settings, support groups, schools and youth groups 2. To facilitate the development of partnerships between organisations working with and/or supporting older or younger people 3. To train and up-skill local volunteers in transcription, intergenerational delivery and oral history collection 	<ol style="list-style-type: none"> 1. Have an established plan for reengagement or continued engagement in the project for Years 2 & 3 for each participating group 2. At least 1 pair of groups indicate they have plans to continue their relationship after their participation in the project ends 3. Recruit and train 8-10 project volunteers 4. 60% of project volunteers, at the end of Year 1, self-report their aptitude across a range of project related skills has increased 5. 50% of volunteers continue their involvement with the project into Year 2 	<ul style="list-style-type: none"> • Future plans will be recorded in a next steps document at the end of the delivery period for Year 1 (August 2021) • Summative evaluation survey including questions on plans for continuing contact between project paired groups • Volunteer numbers and hours recorded • Volunteer evaluation of skills development, continued use of skills (applications outside the project) and likelihood to continue into Year 2