

2. Strengthening Public Life

Hints and Tips

- Set GSOs that are as specific and measurable as possible.
- Select indicators for which strong, reliable and compelling evidence can be collected. Factors such as the participants, type of activity and timescale will determine what type of evaluation is possible and appropriate.
- Refine generic questions as appropriate to suit your own audiences and activities.
- Allow for unexpected outcomes as they are sometimes the most interesting.
- Remember some GSOs may not easily apply to key areas of your work or may not be easily measurable because of the nature of contact with participants.

Key to mapping to the Generic Learning Outcomes (GLOs)

The letters following each 3rd Tier outcome indicate integration with the GLOs as follows:

K, U	Knowledge and Understanding
S	Skills
A, V	Attitudes and Values
B, P	Behaviour and Progression
E, I, C	Enjoyment, Inspiration and Creativity

2.1 Strengthening Public Life: Encouraging and supporting awareness and participation in local decision making and wider civic and political engagement

Tier 3 GSO Indicator	Possible questions to ask	Examples of evidence
2.1.1 Numbers of people involved in volunteering / other civic engagement activities / decision making activities through the museum / library / archive service. Output	Quantitative analysis of volunteering and participatory figures, audience sampling, analysis of activities involving participatory user decision making.	For example: volunteer participation in Heritage Open Days; membership of Friends Groups; community representation on planning committees / boards / trusts.
2.1.2 People say that they have a greater understanding and awareness of the local authority decision making process / wider decision making processes. K, U	Do you feel that the experience has helped you to understand how decisions affecting your community are made (for example X, Y, Z)? Do you feel that the experience has helped you to understand how the museum / library / archive makes decisions? I understand how decisions affecting my community are made. (true / false)	“Children (Y5) and young people (NEET) took part in the decision making process to recruit a Children’s Champion who will work to give children and young people a voice throughout the life of the project and beyond. Their youth worker felt the young people had really enjoyed being treated as adults and was proud in the way that they had responded to the task. They approached the recruitment panel to find out more about the project and how to get involved in it.” Mowbray Gardens Library, Our Library, Our Space, Our Community: Rotherham Library Service
2.1.3 People say that they have a greater awareness of different strategies they can use to make a difference, such as letter writing and petitioning. K, U / S	Has this project given you ideas on how you can make a difference in your own community / museum / library / archive? As a result of the project do you feel that you have a greater voice in local decision making? I am more aware of ways that I can make a difference in my community / museum / library / archive. (true / false) I feel that I make a difference in my community by: writing a letter / sending an email / petitioning as a group / etc.	

2.1 Strengthening Public Life: Encouraging and supporting awareness and participation in local decision making and wider civic and political engagement (cont.)

Tier 3 GSO Indicator	Possible questions to ask	Examples of evidence
2.1.4 People say that the museum / library / archive is a place for them, and they have a right to play a part in changes it makes. A, V	How easy is it for you to get involved in decision making at this museum / library / archive? How important is it for you to be included in decision making at this museum / library / archive? I now feel that I have a right to take part in making decisions about changes at this museum / library / archive. (true / false)	
2.1.5 People say they are more aware of volunteering opportunities and say that they are interested in, or plan to, getting involved. K, U / B, P	What do you know about volunteering opportunities at this museum / library / archive? Would you like to know more about volunteering opportunities at this museum / library / archive? I would like to be more involved in developing / supporting the museum / library / archive. (true / false)	“The two students from the steering group both felt that they would be more ‘willing to take on responsibility’ as a result of the project.” Worker, Fashion Repeats evaluation report, Museum of Hartlepool “[I am] now involved in other community projects and activities.” Volunteer, Education work with volunteers, Museums Luton
2.1.6 People say that they have developed purposeful decision making skills and knowledge. K, U / S	How have your skills in decision making improved as a result of this project? As a result of this experience (please tick): I am better at making decisions / I am better at making my own choices / I can understand and represent different points of view better / I am better at working under pressure.	“The steering group commented on how they have developed their emotional skills during the project by having to ‘work under pressure’. They’ve learnt how to recognise each others’ feelings and how to work with each other. They both felt they had developed leadership skills.” Worker, Fashion Repeats evaluation report, Museum of Hartlepool “The girls [. . .] also had the freedom to make their own choices and make their own decisions.” Worker, Berwick Youth Project: Fashion, Tyne and Wear Museums
2.1.7 The museum / library / archive works to make it’s collections inclusive and accessible. B, P	Do you feel that the museum / library / archive belongs to you? How easy is it for you to find out what’s happening at the museum / library / archive in terms of the objects? Have you been able to see objects / collections that are not part of the main exhibition? (For outreach) Has having objects / collections in your community encouraged you to visit the museum / library / archive?	

2.2 Strengthening Public Life: Building capacity of community and voluntary groups

Tier 3 GSO Indicator	Possible questions to ask	Examples of evidence
2.2.1 Community group members have increased communication, team working and decision making skills to achieve their goals. S	How well do you feel you have worked together as a group? What skills do you feel you have developed as a result of working within this group? As a result of working with this group I have developed the following skills (please tick) : communication / team working / empathy / cooperation / generating ideas	"Young people's communication skills improved from working in a team, articulating ideas in the creative process, taking part in education workshops and adapting communication skills to communicate with younger people.....Participants learnt how to cooperate in a group, to get everyone's ideas and develop patience." Fashion Repeats evaluation report, Museum of Hartlepool
2.2.2 Community groups feel empowered and supported, and their activity levels have increased. A, V / B, P	As a result of the experience has the group been involved in more similar or other activities? How does the group feel about their influence in the museum / library / archive? How well do you feel that the museum / library / archive has supported your group? Do you feel that you are made welcome at community events at the museum / library / archive?	
2.2.3 Community groups say they have become more aspirational and outward looking. A, V	What do you think the future of the group will be? What do you see the group doing differently as a result of this experience? Please list things that you would like the group to achieve in the next X years.	'Starfish has every intention of supporting these opportunities in the future – we feel it should develop through the parents –so that they can own these activities.' Activities for Aspergers children, Kings Lynn Museums
2.2.4 Community groups say that the partnership with the museum / library / archive enabled them to deliver outcomes and benefits beyond the scope of a single organisation. A, V / B, P	How has the partnership with the museum / library / archive helped your group to achieve more than it could have done on it's own? What benefits or outcomes has the partnership with the museum / library / archive helped the group to achieve? The museum / library / archive has helped us to achieve much more than we could have done on our own. (true / false)	"All project staff are likely to work with Connexions, the museum service and youth service in the future." NCCL Nottingham Galleries of Justice: Recycle project

2.2 Strengthening Public Life: Building capacity of community and voluntary groups (cont.)

Tier Three GSOS Indicator	Possible questions to ask	Examples of evidence
2.2.5 Community group membership has increased or become more diverse. Output	Analysis of group membership. What difference, if any, has there been to membership of the group as result of this experience? (Ask of new members to the group) Why did you join the group?	
2.2.6 Access that the community group has to funding, resources or information has improved. K, U / S	As a result of the experience the group has access to more (please tick): funding / resources / information about funding or resources. What funding or resources has the group had access to through the project? What plans are in place for finding funding and resources in the future? Has this changed as a result of the project?	
2.2.7 Networks and contact the group has with other useful organisations, the wider community, or groups working to similar goals have expanded. K, U / S	What new networks does the group have as a result of the experience? How have your partnership needs changed as a result of the project? We now have a wider network of contacts with other community groups. (true / false)	"All volunteers felt strongly that they had a stronger relationship with the local community as a result of their continued involvement. All volunteers felt equally strongly that they had a better understanding of how their museum could benefit the local community." Education work with volunteers, Museums Luton
2.2.8 Networks and contact that the group has with the council, elected members or other influential decision makers has expanded. K, U / S	What new networks do you have with council members or local decision makers as a result of the experience? We now have a wider network with elected members / the council etc. (true / false)	

2.3 Strengthening Public Life: Providing safe, inclusive and trusted public spaces

Tier 3 GSO Indicator	Possible questions to ask	Examples of evidence
2.3.1 The range of people from the local community using the space is diverse, with a high percentage of repeat and regular visitors. Output	Analysis of visitor data / community profile visitor data.	"Total visitor numbers during the Easter period 2005 were 7,345, an increase of 1,247 (17%) on Easter 2004. During the free admission period, 21% of visitors were new visitors, compared to 15% during the charging period." Preston Hall, as part of Northumbria for All project "As a consequence of the project Bede's World will look at setting up a "Bede's World Club" which would offer local residents a discount to encourage repeat visits." Sharon Thompson, Bede's World, Northumbria for All project
2.3.2 A range of people say they enjoy using the museum / library / archive space and feel comfortable and confident there. A, V / B, P	How would you describe the space in the museum / library / archive? How does the space at the museum / library / archive make you feel? How welcoming was the space at the museum / library / archive? How easy was it to find your way around the museum / library / archive? How confident do you feel in the museum / library / archive? The museum space made me feel (please tick): comfortable / confident / calm / happy / welcome.	"The Y8 pupils loved being in the centre. They felt welcome, not necessarily a common experience for teenagers in public buildings, particularly in the bookshop which was a big hit with all of the pupils." Worker "It's quite easy to get lost and quite hard to find your way around, which is quite good. It's quite fun to get lost, it's more exciting, and then as the day goes on you find your way around." Y6 pupil "I liked it because it was homely, it has beanbags and stuff to make it comfortable. In school you just get plastic chairs." Y8 pupil All from: Amazing Archives evaluation report, Seven Stories "Members of the Northumberland Family History Society have informal meetings at the Study Centre and are self sufficient and use it as a social opportunity." Worker, Woodhorn Our Woodhorn project
2.3.3 Previous non users say they feel confident and comfortable in the space. A, V	As above but for non users specifically.	"Before this most of them wouldn't have the confidence to even come into a museum." Worker "I could stay in here all day." Participant. "I'm going to bring my granddad here, he'd love it." Participant All from Young Ashington Parents visit to Woodhorn "When I have had a taste of something I feel that it is easier to come and do something again." Participant "As a direct result of the trip and the positive feedback, groups from Otterburn and Edmundbyers are interested in organising their own bus to come to the Egyptian exhibition at the Hancock later in the year." Outreach work, Hancock Museum and Museum of Antiquities, Northumbria for All project

2.3 Strengthening Public Life: Providing safe, inclusive and trusted public spaces (cont.)

Tier 3 GSO Indicator	Possible questions to ask	Examples of evidence
2.3.4 People feel confident and supported to talk about sensitive or personal issues (i.e. a trusted environment). A, V	Did you feel confident to talk about yourself during this experience? Would you consider the museum / library / archive as a safe, inclusive and trusted place? I feel that I can talk about sensitive issues at the museum / library / archive without worry. (true / false)	
2.3.5 The work, activities and projects of local people and communities are represented in the museum / library / archive spaces. Output	Did you connect with anything in particular / find anything of particular interest at the museum / library / archive? Why did you connect with it? What did you find at the museum / library / archive that related to you personally or your own community? How is your community or group represented at the museum / library / archive? My community / peer group is represented at this museum / library / archive. (true / false)	"I wanted to see the Museum of Antiquities because it has stuff in there from where I live," "What interested me was that so much had been found recently with metal detectors." Participants, Buried Treasures exhibition at the Hancock Museum and the Museum of Antiquities, Northumbria for All project "I liked the Museum of Antiquities, the displays were nice and the children's work among it as well. It was nice seeing the kids work." Participant, Museum of Antiquities, Northumbria for All project
2.3.6 Local people say they have been involved in the design and / or build of new spaces / the way that spaces are interpreted / have their say in how the space is used, and future developments. A, V / B, P	Consultation records for new builds. How were you involved in the design / build / development of the space X at the museum / library / archive? Do you feel that the museum / library / archive involved you in the development of ideas for the space X? I was able to influence the design / interpretation of the new space at the museum / library / archive. (true / false)	"The Mowbray Gardens Library Project is looking at ways to actively engage with local people to enable them to design, develop and manage library services. This will include decisions taken in the design of the new building and in developing new library services." Mowbray Gardens Library: Our Library, Our Space, Our Community, Rotherham Library Service

2.3 Strengthening Public Life: Providing safe, inclusive and trusted public spaces (cont.)

Tier 3 GSO Indicator	Possible questions to ask	Examples of evidence
2.3.7 People say that staff were knowledgeable and supportive during activities. A, V / Output	How important was it for staff at the museum / library / archive to have in depth knowledge about X (subject)? How supportive were staff during the experience? What attributes of the staff were most important during this experience? The staff were knowledgeable and supportive during the activities. (true / false)	"For many participants their continuing research ..has been dependent on the presence of the Family Tree Assistant for encouragement and guidance." Worker, Woodhorn Our Woodhorn project
2.3.8 People / families say they feel more confident about visiting other museums, libraries or archives together. A, V / Output	Which other museums / libraries / archives do you feel you would like to visit now? After this experience how confident do you feel about visiting other museums / libraries / archives? We are planning to visit X as a result of our visit to the museum / library / archive. (true / false)	"The children and their families continue to talk about it and now feel confident enough to independently explore other museums in their locality." Abigail Wilson, Gateshead Supporting Children "What time does the Discovery museum close? We might drive over there now; we've never been there before." A mum after watching the Discovery Museum Detectives DVD
2.3.9 People / families say they feel that the museum / library / archive provides a family friendly environment. A, V / Output	As a family how welcome did the museum / library / archive make you feel? How family friendly do you feel this museum / library / archive is? What particular things make this museum / library / archive family friendly? What would improve it? As a family we felt very welcomed at the museum / library / archive. (true / false)	"The families felt very welcome in the museum, it was a really good idea to introduce the staff on the desk, the parents were pleased the staff weren't snotty!" SureStart Worker, commenting on Sunderland museum

2.4 Strengthening Public Life: Enable community empowerment through the awareness of rights, benefits and external services

Tier 3 GSO Indicator	Possible questions to ask	Examples of evidence
2.4.1 People say that the experience allowed them to benefit from engaging with new organisations. A, V / B, P	What information and advice did the partners / organisations that we worked with (list) offer you? What new organisations did you meet through the experience? How did they help you understand what is offer within your community? I now know more about what other similar organisations offer in this region. (true / false)	"Young people from Tees Valley interested in going onto Higher Education to study fashion, art or heritage related subjects worked with students from Cleveland College of Art & Design, Middlesbrough to create an Anglo Saxon inspired fashion collection." Fashion Repeats, Museum of Hartlepool "Young people learnt about textiles and dyeing processes from working with a textile artist, archaeologists, and museum and CCAD professionals. The young people worked with an outreach, education and exhibitions officer during the project. They learnt how these aspects of a museum operate. They were amazed at how many people needed to be involved in the exhibition planning." Fashion Repeats, Museum of Hartlepool
2.4.2 People say that they understand their rights more clearly. K, U	What do you understand better now about your own rights? I understand more about my own rights. (true / false)	"73% understand their rights better, with 83% of youth leaders agreeing with this statement." NCCL Nottingham Galleries of Justice: Contemporary Mock Trials
2.4.3 People have the opportunity to talk to partners who hold authority e.g. the police. B, P	What other local authority organisations were you able to talk to through the experience? Do you feel that you were able to connect with local authority organisations such as the X (e.g. police)?	
2.4.4 People are more aware of how to access information about local community, civic and political organisations. K, U / S	How has the experience helped you to find out about information about local community and / or political organisations? I am more aware of how to find out information about local community, civic and political organisations in my area. (true / false)	

2.5 Strengthening Public Life: Improving the responsiveness of services to the needs of the local community, including other stakeholders

Tier 3 GSO Indicator	Possible questions to ask	Examples of evidence
2.5.1 The museum / library / archive works actively to engage with and consults with a wide range of members of the public, including non users. B, P	Audit of museum / library / archive plans and review of outcomes of consultation exercises.	"Belsay Hall working with ethnically diverse community groups, Dorman Museum working with young people, Bede's World working with economically disadvantaged communities in Jarrow." Northumbria for All project
2.5.2 The museum / library / archive engages with and consults key community and voluntary sector groups. B, P	As above. Evidence of exhibition stands at community events / taster sessions at partnership events.	"Health workers report that Rhyme Time has been very effective in terms of collaborating and joint working." Rhyme Time, Cowes Library, Isle of Wight
2.5.3 People say that the service reflects their needs and listens to what they say. A, V	How well does the museum / library / archive reflect your needs and interests? How did the recent changes at the museum / library / archive (e.g. free admission) influence your decision to visit? Does the museum / library / archive listen to your comments and ideas? How does this happen? Can you give an example? The museum / library / archive is responsive to suggestions made by the public. (true / false)	

2.5 Strengthening Public Life: Improving the responsiveness of services to the needs of the local community, including other stakeholders (cont.)

Tier 3 GSO Indicator	Possible questions to ask	Examples of evidence
2.5.4 Staff have a specific role to engage with the local community. B, P	Review delivery plans and staff job descriptions. (For staff) How important do you feel it is for you to engage with the local community? Within your role at the museum / library / archive how do you engage with the local community? We all (staff) have a responsibility to engage with the local community. (true / false)	
2.5.5 The museum / library / archive is developing new strategies and practices to respond more effectively to visitor feedback and the needs of the public. Output	Did staff help you to understand the museum / library / archive? For staff: How does the museum / library / archive respond to visitor feedback and the needs of the public? How do you make sure that visitor comments or evaluations are fed back to other members of staff? How is the museum / library / archive catering for the needs of all the community and other stakeholders?	"I found the debate extremely interesting and as an outreach worker I can see many possibilities from this! I hope it leads to bigger and better things! I will feed this back to my team members in the outreach department and see what we can do too! Well done on all the hard work!" Worker, Northumbria for All project "Two thirds of new visitors had been influenced by the free admission, the majority saying they had changed the timing of their visit and a smaller number saying they would never visit the museum if they had to pay." Entry fees removed over Easter at Preston Hall, Northumbria for All project "The study centre is open from 10am to 4pm Wednesdays to Sundays... Woodhorn is the only archive in the region which is open every weekend." Worker, Woodhorn Our Woodhorn project