

OH-16-04660HLF

Project Report and Evaluation



Conservation and Celebration: A Century of Serving Our Community as a Parish Hall



Supported by
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through the Heritage Lottery Fund



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Figure 1 East Worlington Parish Hall circa 1919



Figure 2 East Worlington Parish Hall 2019

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A.Executive Summary

- i. This report provides commentary and evidence that tells the story of our Heritage Project. Important to understanding our achievements is to understand the context within which sits both our community Parish Hall and the people who love and use it. Our project is located within a rural isolated environment in North Devon with a population of approximately 220 residents. Our project is focussed on the conservation of the Parish Hall, a converted tithe barn dating to the late C17th, and the heritage associated with the immediate community and environment. The Hall is of high importance to our community, it brings out both passion and commitment from the locals and supporters due its role as a vital amenity within a locality with no other community facilities.
- ii. This report aims to explain the difference the project has made to the building and to the community and to express some of the enthusiasm, engagement and commitment of our community.
- iii. A theme of the success of our project is the contribution of the many volunteers who offered time and a wide range of skills and expertise.
- iv. Within this report we provide evidence of knowledge and skills development and attitudinal change and this is illustrated with examples, data, and comments, supported with photographic evidence.
- v. The conclusion of this report highlights the strength of the project and the factors that have influenced its achievement. While there is significant evidence supporting good project practice it has also been possible to highlight learning about project management, for example balancing ambition with capacity and appreciating the challenges of working on a community project with community engagement.
- vi. The evaluation concludes that the project would not have happened without HLF support; that we are very happy that we can say that the HLF outcomes have being met; and that the project aims have been achieved.



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B.Our Setting and Context

- i. Our project aimed to achieve a number of ambitious aims driven by need, vision and opportunity. Let's set the context by focusing on the area, an isolated area between the renown moors of Exmoor to the North and Dartmoor to the South and located on the southern fringes of North Devon. The Parish Hall serves the needs of two adjacent settlements, the hamlet of East Worlington and the hamlet of West Worlington; both together forming the parish of East Worlington. At the last National Population Census 2011 there were 220 residents in East Worlington parish and in the 2015 Electoral Register 202 residents were registered. In 2011 there were 92 Dwellings in the parish, and this had risen to rising to just over 100 by 2015. The Parish Area is recorded as 2,187 hectares (5,404 acres) with a population density of 0.1 person per hectare. There are 36 Listed Buildings in the parish. The main source of employment within the parish is through farming and other countryside occupations.
- ii. We have a significant number of older people, (approx. 45% over 60) some being frail, some living on their own in isolated homes, some living with disability, and some living with illnesses. About 10% of the population are of school age and they mainly live in families in isolated locations including farms.
- iii. Our isolation and need for our Parish Hall to provide a community hub is illustrated by the fact that there are no other community buildings in the locality. There is no shop, post office, bank, public house, social venue, garage, public transport, health services, public library, cinema, theatre or indoor leisure activity facilities within the neighbourhood. Not all residents have access to the Internet and broadband speed is low within the area. There is poor or no mobile phone signal in the area. The local small primary school relies on the Parish Hall as a 'school hall' to provide curriculum and meeting activities.
- iv. In response to our community's needs we maintain our Parish Hall and actively organise and support a community programme of events that contribute to reducing isolation and improving social engagement through a range of social, recreational and learning activities.
- v. Our Parish Hall is a vital asset for the community as a Community Hub and as a significant heritage building must be conserved and maintained as a Heritage Learning Centre.

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Parish Settlement Names 1066

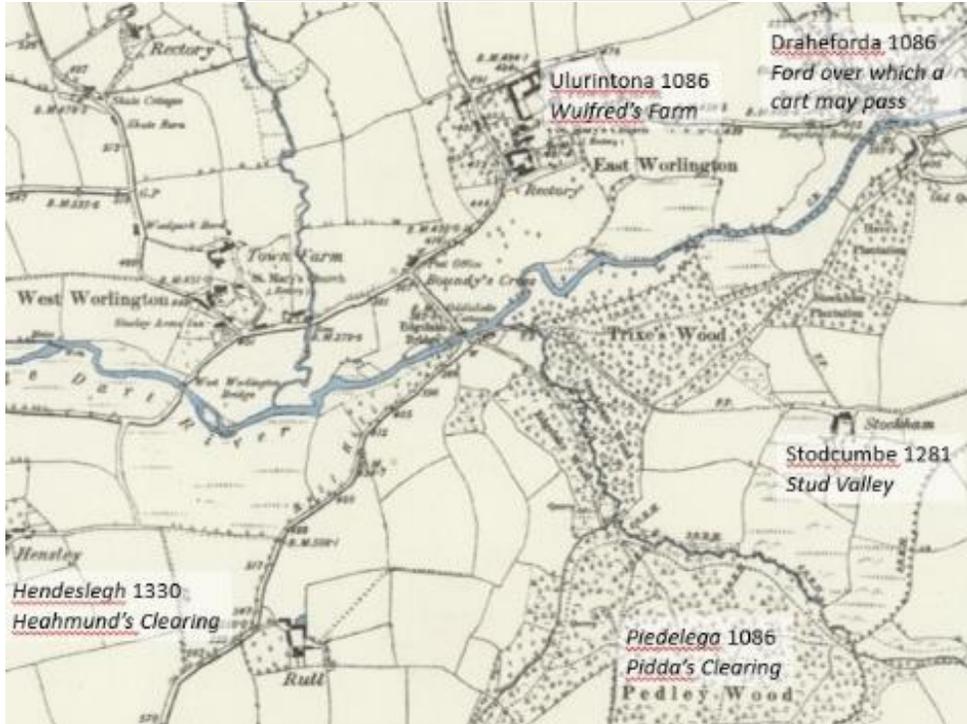


Figure 3 Parish Settlement Names

East Worlington Tithe Map



Figure 4 East Worlington Tithe Map

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C. Our Project Background

- i. Our project focussed on the kitchen area of our Parish Hall, which is a converted tithe barn from the late C17th. The building, as a barn, came into existence to play a role that fulfilled the needs associated with land ownership by the church. We believe the barn may have been used for tithe collections and corn thrashing. The main part of the barn is constructed of cob on a stone plinth, has A-frame timbered roof trusses and a thatched roof. To the north end of the barn a stone lean-to extension had been constructed as a store at some point in its history. This part of the building was converted into a kitchen area when the building was converted to be a Parish Hall. This change of use came about when there were changing circumstances in the late C19th, meant there was no longer a need for an agricultural storage barn. The clergy of the time allowed the building to be used by the community and eventually it was sold into community ownership in 1920. By early C21st the building was in desperate need of conservation to maintain and preserve its structure and heritage. It was also apparent that there was also a lack of archived historical records concerning the Hall and the community and an opportunity was created, as interest had grown amongst the community to learn more about the local heritage.
- ii. In 2011 the Trustees established a programme of conservation and improvement, starting with community consultation to identify needs and aspiration this contributed to a 10-year strategic plan to secure the Hall as a Community Hub and Heritage Learning Centre. The plan had three main phases, the first being the main hall, the second being the kitchen area and the third the foyer, toilet and storage area. With support from Heritage Lottery Fund and other funders and volunteers we achieved phase one, the main hall, completing in 2016. This project constitutes phase two, the kitchen, and has been again achieved with the important support of Heritage Lottery Fund alongside another grant funder and volunteers.

D. More Than Conservation.

- i. To achieve the ambition of Heritage Learning Centre and driven by local ambition and community volunteers there has been a focus on heritage research and learning. A significant amount of important historical information and evidence has been uncovered and this project aimed to research further and collate and archive local documents and artefacts. The core Heritage Group established as part of our phase one element of our plan have played an important role in co-ordinating and implementing this research, with some major contributions from our wider community. Sharing our learning has been important and one key resource we have developed with community expertise is our heritage website www.ewph.uk

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E. What we wanted to happen

1. Aims

- i. We establish aims for our heritage project as follows:
 - a. Conserve the area of the building, now used as a kitchen (formerly a 'lean-to' extension to the original barn used for storage), and make the necessary improvements to ensure it meets modern standards and requirements to be able to function as a viable Community Hub and Heritage Learning Centre;
 - b. Ensure the Hall has the required facilities to enable it to achieve necessary income to sustain its viability and ultimately its sustainability;
 - c. Develop further knowledge and understanding and create a documented record of the heritage associated with last 100 years of the Hall as a community building;
 - d. Celebrate through displays, events and publications (hardcopy and electronic) the 100 years as a facility supporting the community;
 - e. Motivate, stimulate and support members of the community to work and learn together on a project of common community interest;
 - f. Provide opportunities for volunteers to contribute to their community development and sustainability;
 - g. Encourage community use and social enterprise as a result of the outcomes of this project;
 - h. Maintain the building in good condition and ensure it is well managed to enable it to fulfil its role as a community hub where the recreational, social, learning, cultural and health-related needs of local resident can be met.

2. Our HLF Approved Purposes

- a) Our HLF approved purposes were as follows:
 - a. Conserve the area of East Worlington Parish Hall that is currently used as a kitchen
 - b. Improve the existing kitchen so it conforms to current catering standards
 - c. Create a 'Good Governance' guidance pack for new trustees, produce documents to share project knowledge and skills and train volunteers
 - d. Create an archive of information about East Worlington Parish Hall
 - e. Work with local schools, develop an exhibition and hold a celebration event to celebrate the Parish Hall's centenary
 - f. Develop a timeline on Worlington Heritage website and add photographs, local recipes, project research and investigations to the site
 - g. Share learning through social media and a blog

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3. Meeting HLF Outcomes

- a) Our project has contributed to a range of HLF Outcomes as illustrated below:
 - a. A wider range of people will be involved in heritage (mandatory outcome)
 - i. (Project examples: Engaging our community in the governance, management and implementation of the project has been the basis of achieving project outcomes. Worlington Heritage Group, community members with specific skills, and the wider community have contributed to the conservation, research, learning and digital output elements of the project. General interest levels have been raised within our community and beyond and learning has been disseminated using hardcopy documents, digital output methods, workshops, presentation, displays and exhibitions.)
 - b. Heritage will be in better condition
 - i. (Project examples: The conservation and improvement to the condition of the building has been achieved as a result of the project.)
 - c. Heritage will be identified and better explained
 - i. (Project examples: Research has been extensive, using a range of methods and strategies and provided a wealth of information. This has been analysed and interpreted and ongoing work is sharing learning. Information has been shared in accessible strategies including hardcopy documents, website pages, exhibitions and displays and presentations.)
 - d. People will have developed skills
 - i. (Project examples: Skills development has been a feature of the project including research, presentation, ICT and digital, conservation and archaeological skills.)
 - e. People will have learnt about heritage, leading to change in ideas and actions
 - i. (Project examples: The extent of the learning through this project has increased awareness and understanding about our heritage across the breadth of our community and beyond. The potential to value and safeguard our Parish Hall as a feature of our heritage and as a vital community facility has increased.)
 - f. People will have greater wellbeing
 - i. (Project examples: The project has contributed to a sense of community pride and an overall feel good factor. The benefit of the project in terms of the activities and services for the community contribute to community wellbeing.)
 - g. The funded organisation will be more resilient
 - i. (Project examples: The improvements to the kitchen area and its conservation securing future sustainability has increased the business potential and viability. The project has inspired, galvanised and strengthened the resolve of Trustees increasing their effectiveness and resilience.)
 - h. The local area will be a better place to live, work or visit
 - i. (Project examples: This project has contributed to the conservation and improvement of an important feature and aspect of our community and in doing so has improved the environment for the whole parish resulting in East Worlington being a better place to live and visit.)

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F. What We Achieved

1. Heritage Lottery Fund Support

- a) Our first achievement was securing the Heritage Lottery Fund (HLF) Grant and receiving notification that we had permission to proceed with our project; this arrived on 5th July 2017. This was great news for the project team, the Parish Hall Trustees and the local community. Our first actions were to issue press releases, share information on our websites and our social media accounts (Facebook and Twitter), write articles for local newsletters, arrange a community launch event and commission the conservation contractor to undertake the conservation and improvement work described in the project plan. We also produced a project information brochure which we circulated widely across our local community; a copy was also provided for each attendee at the Heritage Project Launch. To view the document visit our website. <https://ewph.uk/home2/heritage-projects/heritage-activities/heritage-project-2017-2019/>

2. Project Governance and Management

- a) The governance of this project was provided by East Worlington Parish Hall Trustees. Trustees have meetings every two months and at each meeting they received a report on the progress with the HLF project. The report included budget reports and funding was carefully monitored. The Trustees established a small sub-committee for the conservation element of the project to ensure the work was closely monitored and project strategic decisions could be made quickly. A key emphasis was placed on quality assurance and progress reports were carefully scrutinised by the Trustees. Management of the project including the co-ordination of different elements and activities was provided by the Project Lead. The Project Lead remained accountable to Trustees throughout the project. The finances were carefully and prudently managed by the Project Finance Officer who was also a Trustee. The Project Finance Officer remained accountable to Trustees throughout the project. During the project the administrator changed as a consequence of the previous administrator moving. We successfully secured a new administrator with no break in the service provided. All administration was managed effectively by the Project Management Team.



Figure 5 Outside Views of Kitchen from the North

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Heritage Project Launch

- a) We held a project launch event on 15th September 2017. To make it a community celebratory event we provided catering. In support of the project we produced an information brochure and distributed this as part of the event. <https://ewph.uk/home2/heritage-projects/heritage-project-2017-19/> The Heritage Project leader also gave a short talk to explain the project, including the role of HLF support and to highlight project outcomes and the implementation process.
- b) The photographs below provide an illustration of the event.
- c) The event helped to achieve greater awareness about our Heritage Project and the role of HLF.
- d) This event proved to be a vital part of our communication strategy and community engagement ambitions by stimulating interest and explaining how our community could support and help. It 'opened the door'.



Figure 6 Project Launch Event

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3. Conservation - Kitchen

- a) Conserving, improving and maintaining our Parish Hall is a major priority for the Trustees.
- b) Following the achievements of phase 1 of our long-term conservation and improvement plan in 2016, namely the main hall, we moved on to phase 2, the kitchen, as the main focus of this project.
- c) One vital aspect of our Heritage Project was the conservation and improvement to the part of the Hall now used as a kitchen. This part of the building was constructed and used as a store and/or animal shelter and was an extension to the original barn. It had been converted to a kitchen in the evolution of the building as a Parish Hall.
- d) Following a needs identification process (which had many constituent parts including: a condition survey of the building; an analysis of business impact on the sustainability of the hall and community; and consultation on needs and benefits) a solution to the challenges were drawn up in a plan which formed a major part of our Heritage Project. A summary of these details are documented in our Project Brochure which was produced to inform our community and others. This document can be accessed on our website. <https://ewph.uk/home2/heritage-projects/heritage-project-2017-19/>

4. Implementing the conservation plan

a) Volunteers engage and have impact

East Worlington, while a small community, has significant number of residents with a range of professional and practical skills and have a willingness to engage and support. Following the launch of the project a number of our community volunteered to contribute to project when they could and when appropriate.



Figure 7 Volunteers Working on Kitchen

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b) Conservation Contractors Achieve Planned Outcomes

- i. The conservation and improvement work on the kitchen was successfully achieved through the skilled and diligent work of our commissioned contractors.



Figure 8 Kitchen Construction: Before, During and After

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c) Telling the Story of the Conservation

- i. We recorded the conservation work in photographic form.
- ii. This was shared with the public using our weekly Newsletter which we posted on our Parish Hall on-line magazine

<http://www.eastworlingtonparishhall.btck.co.uk/NewsletterKitchenConservationProject20172018>

Examples of our Newsletter



Figure 9 East Worlington Newsletter

- iii. and our Parish Hall Blog <http://ewparishhall.blogspot.com/>



Figure 10 Examples of Blog Posts

- iv. We also used our Facebook and Twitter presence to circulate information about the project progress.

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d) Community Benefit

With the kitchen conservation and improvement work completed we immediately achieved community benefit and utilised the facility illustrated in the following examples of activities and events.

Kitchen Opening Event Brunch for the Community



Cream Teas Event



Community Christmas Lunch



Figure 11 Community Events Using New Kitchen

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Community Social Event

We 'transformed' our Parish Hall into a community pub, known as the Laughing Cockerel, for the evening. With the kitchen facility we were able to cater for the event.



Figure 12 Community Events Using New Kitchen

e) What people said

We collected some quotes from different people who saw the kitchen improvements for the first time and those who used the facility at community events.

- a. *'The kitchen is fantastic. It will certainly help promote our hall and improve the bookings. This will help keep our Hall as a viable community facility.'* (Parish Hall Booking Secretary)
- b. *'It is now a pleasure to work in the kitchen.'* (Volunteer community caterer at the Cream Teas event)
- c. *'A great result. I'm pleased that our ambitions have been achieved. This is now a facility the community needed and will be proud of. Well done and thanks to all.'* (Parish Hall Trustee)
- d. *'This is the best. I now really look forward to offering monthly Sunday Brunches for our community.'* (Our Community Volunteer 'Chef')
- e. *'The balance between conservation and improvement is impressive. Well done to all involved.'* (Member of the Community, Retired Architect)
- f. *'We will definitely enjoy using these great facilities for our fund-raising events.'* (Community Event Organiser)
- g. *'The quality of work is excellent. The contractors have taken care in the details.'* (Member of the Community, Chartered Building Surveyor)
- h. *'It was a pleasure using these facilities. They are the best facilities I have worked at when providing catering for events.'* (Outside Caterer, catering for first community Christmas lunch held in the Hall)

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G. Research

Research was a vital aspect of our learning.

a) Document Research

Worlington Heritage Group were very active using this strategy. The documents collected included minute books, financial records, legal documents, maps etc. and much time was spent studying them and drawing information from them.

b) Internet Research

We accessed a number of websites that offer pieces of information. Of particular help was the British Newspaper Archive that enabled us to learn much about the Hall and community over the C20th <https://www.britishnewspaperarchive.co.uk/> Also a 'friend' of our research was Google Search, which enabled us to trawl the internet for relevant information and was especially helpful in following 'leads' of information to build more comprehensive accounts. An example of this was the study of two rectors who in the late C19th and early C20th who played key roles in establishing and support the transfer and conversion of the building from a barn to parish rooms.

c) Community Research

A rich source of information was held within our community. We approached gathering this in a number of ways.

a. Information Appeal

General awareness raising within the community resulted in a good response for residents to volunteer information and other evidence: especially photographs. This information was offered in an adhoc way through email notification, meetings, and personal contact.

b. Interviews and Discussions

Our community, especially residents whose families had a long Worlington heritage, were themselves a major resource and provided much relevant information through interviews and discussions with members of the Worlington Heritage Group.

c. Parish Council Records

We contacted our Parish Council Clerk and asked to research the records of East Worlington Parish Council to identify information relevant to the Parish Hall.

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d. Community Monthly Question

One strategy we used to engage the community was for each month over a year to ask a monthly question for the community to respond to. The monthly success of this approach depended on the focus of the question. Overall it had the impact of increasing participation and engagement, stimulating thinking, creating opportunities for research, sharing information and evidence and increasing the overall knowledge about our community and its Parish Hall.

Examples of monthly questions and answers

Question for September 2017: What were your earliest memories of attending an event at the Parish Hall? When? What was the event? What do you remember about the event? What do you remember about the Hall?

Sample of Answers:

'My first memory of attending East Worlington Parish Hall was at playgroup. I can remember playing in a little house with Ben Crane and Judith Wall! I would have been 3 or 4 years old, so approx. 1976/7.' AW

'I have clear and fond memories going back to October 1981. Having recently arrived with my wife and three young boys to Worlington we were encouraged to attend the Harvest Supper in the Parish Hall. It turned out to be the place we would always remember as our introduction to the community and our home for the next 35 years. We were accepted and welcomed, and I always feel that is where it all began and how grateful we are.' GB

Question November 2017: The barn was sold by the Church to the community as a Parish Hall in 1920. Who was the Rector of East Worlington at the time?

Answer: *'Reverend Henry John Hodgson who became the rector in 1919.'*

Question June 2018: When was the Parish Hall listed as a Grade II building?

Answer: *'The British Listed Building website states 3rd October 1975.'*

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H.Learning

1. Skills

One of the intended learning outcomes of our project was for members of our community engaged in the different aspects of the project to develop a variety of skills. We offered a number of learning opportunities to develop different skills and support different activities.

a) Skills and Techniques of the Archaeologist

A group of community volunteers were extremely interested in learning about and developing the skills of the archaeologist. To facilitate this learning we commissioned South West Archaeology (SWARCH) and one of their Director's, Dr Bryn Davies, to run a workshop session for the group. <http://www.swarch.net/>

This workshop resulted in members of the group following up the session with their own research using the skills and some of the techniques explained as part of the workshop.

The outcomes of this can be found in a report on our website.

<https://ewph.uk/home2/heritage-projects/heritage-activities/archaeologist-skills/>



Figure 13 Archaeology Knowledge and Skills Workshop

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b) Information and Communication Skills

Digital technology underpinned our project in a number of ways, including, electronic communication, social media, use of an electronic blog, webpage development, and electronic archiving. The tutoring and support for learning about and developing these skills was provided by a skilled community volunteer whose professional work is associated with training businesses to develop digital competence. The main community benefactors were members of the Worlington Heritage Group who used these skills in contributing to the research, presentation, learning and archiving aspects of the project.

A Group of Community Volunteers in a Skills Development Workshop with Volunteer Tutors

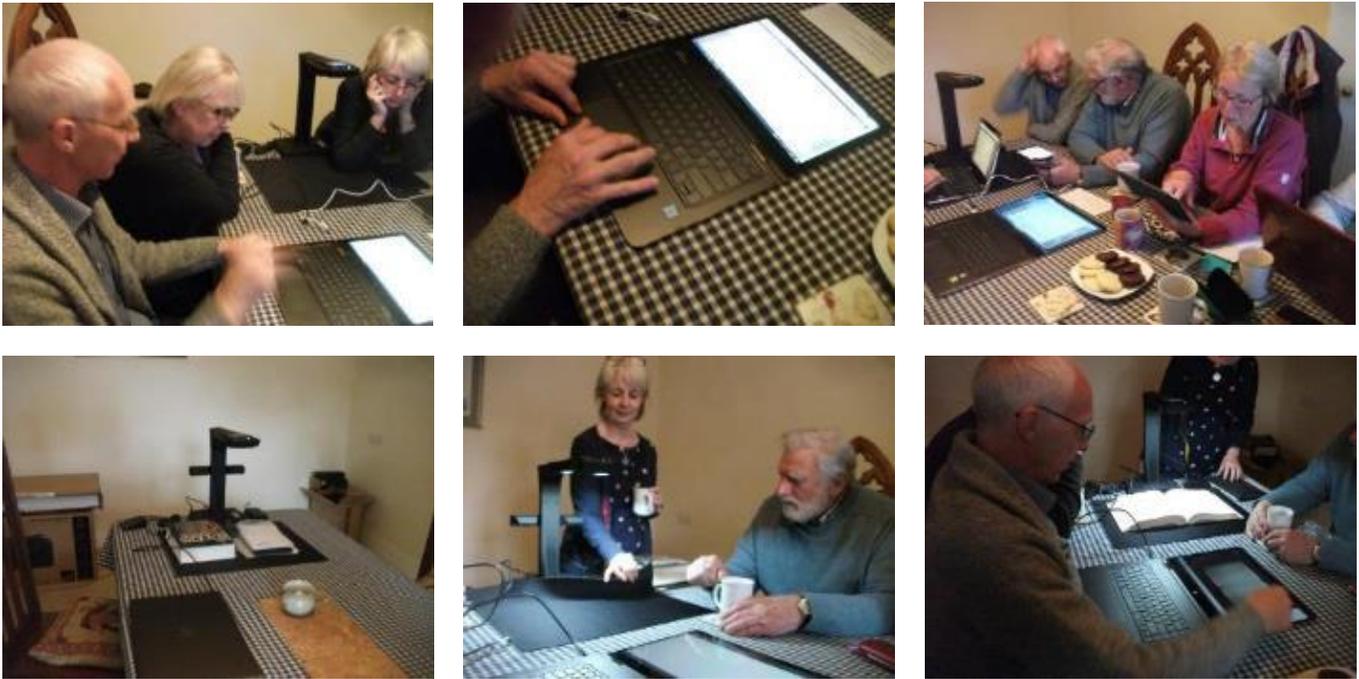


Figure 14 IT and Archiving Skills Workshop

c) Research Skills

Researching was a vital aspect of our project. Within the community project team we had two volunteers who had previously undertaken major reach projects and qualification and worked in higher education settings. These volunteers played a significant role, not only in undertaking research themselves but also in working alongside other community volunteers in the Heritage Project Group to guide and support through the processes of research. This approach certainly added to the quantity and quality of information collected and collated. Applying research skills was a vital part of the achievements of our project.

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d) Conservation Skills

These skills were linked to the conservation work on the building and in part associated with research and in part practically observing and talking with the conservation contractor who worked on the project. A number of our volunteers used their research skills, especially through internet searching, to better understand conservation principles and processes and to learn more about conservation and building techniques associated with Devon cob and stone buildings. By volunteering to engage in conservation work seven members of our community extended their learning and developed and used practical skills.



Historic England set out six high-level principles:

- The historic environment is a shared resource
- Everyone should be able to participate in sustaining the historic environment
- Understanding the significance of places is vital
- Significant places should be managed to sustain their values
- Decisions about change must be reasonable, transparent and consistent
- Documenting and learning from decisions is essential

e) Presentation Skills

We were able to utilise the skills of local community members, who as part of their professional lives had received training in appropriate communication and presentation skills, to contribute expertise in support of our project. The range of skills included display, use of technology including PowerPoint, facilitation, talks and lecturing. These skills were used in the project and shared with others who developed confidence in using them.

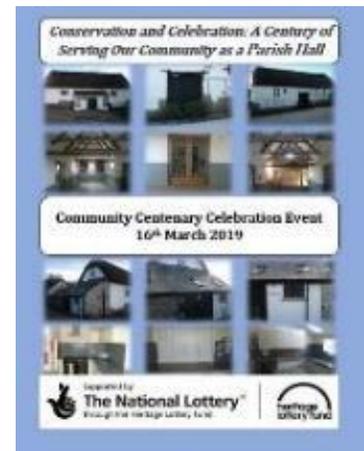


Figure 15 Different Ways of Presenting Information

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2. Knowledge and Understanding

The development of our knowledge and understanding are very intertwined with our skills development, especially the use of research skills. Knowledge on understand as an aspect of the project can be explained in two project dimensions. Firstly those actively working on the research elements which enhanced their own knowledge and understanding as a result of their engagement in developing the archive and learning materials, providing exhibitions and presentations, and website content. Secondly those who accessed the information provided through the activities and strategies used to share learning.

a) Interesting Facts

One way we shared our learning was to create interesting facts sheets. These were provided in hardcopy and uploaded to our website. The information we shared resulted as an outcome of our research. <https://ewph.uk/home2/heritage-projects/heritage-activities/interesting-facts/>

b) Working with Schools

East Worlington Primary School

Our local primary school engaged in the project through a range of events and learning activities.

I. Inheritance Recipes

As part of the Heritage Project pupils of East Worlington School collected favourite family recipes and published these in an A5 booklet. This is now available on our heritage website. <https://ewph.uk/home2/heritage-projects/heritage-activities/east-worlington-school-inheritance-recipes/>

II. Recipes in Action

As our Heritage Project supported the conservation of the kitchen part of the Parish Hall the pupils at the Primary School research different recipes and had a practical lesson producing some of their favourite recipes



Figure 16 Pupils Show Their Recipes Linked to Our Heritage

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III. Research and Learning Challenges

To support learning activities for pupils at the primary school a community volunteer and project lead initiated a learning challenge activity. This was in the form of two research and learning study questionnaires, one for Key Stage 1 pupils and one for Key Stage 2 pupils. The worksheet documents can be accessed on our heritage website.

<https://ewph.uk/home2/heritage-projects/heritage-activities/ewps-heritage-challenge/>

The Key Stage 2 research was focused on learning from the document produced by Worlington Heritage Group, known as The Worlingtons 2017. This document is on our heritage website. <https://ewph.uk/home2/heritage-projects/heritage-information/the-worlingtons-booklet/>

IV. Living History

As part of the learning about our heritage the primary school organised a living history experience. This involved learning about local heritage and celebrating by having a day in which pupils dressed in 'costumes' to represent different times in history. Parental support was vital for this as the 'costumes' were all resourced within families.



Pupils at East Worlington Primary School having a day in costume following their research into clothing worn by children 100 years ago.



Figure 17 Pupils Living Our History

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V. Heritage Project Display in Entrance to East Worlington Primary School

The school created a wall display to show their involvement in learning about our heritage.



Figure 18 East Worlington Primary School Heritage Project Wall Display

Chulmleigh Community College

I. Secondary School Local Studies

The children of secondary school age that live in East Worlington Parish mainly attend Chulmleigh Community College, which is a rural secondary school catering for students from a wide geographical area of different parishes and settlements.

Following the design of the HLF project there was a change in curriculum affecting the school and an opportunity was taken to include and embed local history within the curriculum. This provided an approach that supported well our HLF project, by advancing local research and learning as an essential element of student studies.



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To achieve first-hand learning students following the programme of study were taken on a guided tour of the village of Chulmleigh by members of the local history group, and investigated historical buildings and objects, e.g. churches, chapels, business premises, residences, war memorial, etc. A local historian added to the students' knowledge in a talk about our local heritage. This experience provided an invaluable opportunity to improve their appreciation of the importance of our heritage in a real and tangible way.



Figure 19 Students Learning from Local Historian

This was used as a stimulus for teaching about research methods, approaches and skills, including locating and examining documents, field observations, interviewing, studying factual accounts, and internet research. The skills developed by the students including increasing knowledge, evaluating, analysing and securing evidence, understanding change and continuity, investigating records, understanding and interpreting findings, interviewing and communicating with people and the use of digital technologies.

This classroom-based learning was applied as each student had to choose a building or object from their 'home' location and research it, using the skills and knowledge they had developed. This provided an opportunity for students from East Worlington to further understand the heritage associated with the community and environment. To share their learning, the students undertook presentations to their peers and school staff.

Vital resources contributing to this study was provided as a result of our community heritage project, namely the information available on our heritage website <https://ewph.uk/> and our document The Worlingtons 2017 <https://ewph.uk/home2/heritage-projects/heritage-information/the-worlingtons-booklet/>

While this approach deviated from the original plan submitted for this project it did have many advantages in that it contributed to a school decision to prioritise local history and heritage as one element of the whole history curriculum, increased the interest and learning of a wide range of students beyond those resident in East Worlington, grasped opportunity to maximise local people and local resources to support learning, developed research skills of students, enabled highly qualified and experienced teaching to engage and contribute to outcomes, provided an opportunity for those students resident in East Worlington to study and learn more about their local heritage and developed student presentation and communication skills.

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c) Exhibition

The Parish Hall provides an important venue for offering exhibition to share information about our heritage. During this period of time we have focussed on WW1 Remembrance.



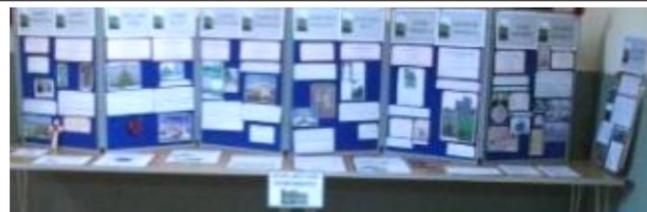
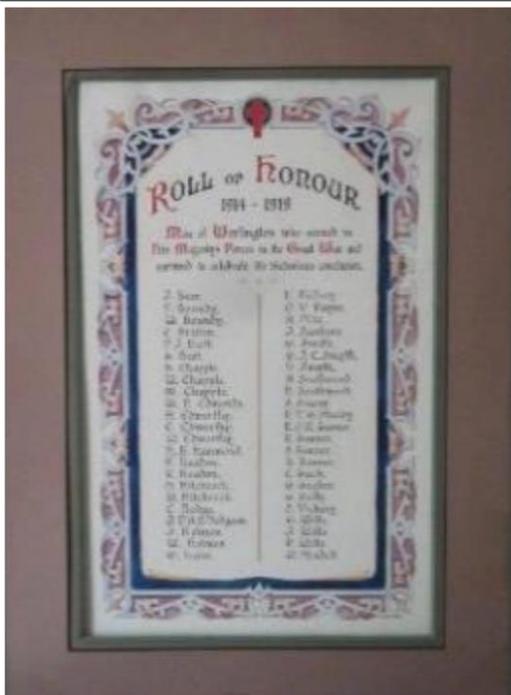
Community Visitors at our WW 1 Exhibition



Community Visitors at our WW 1 Exhibition

Roll of Honour 1914 – 1919
Men who served and survived
Displayed in our Hall

1914 -1918 Men who served and did not return
Exhibition in Hall at community event on
Remembrance Day



Heritage Display
Artefacts, Old Maps and Memorabilia



Figure 20 WW1 Exhibition

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3. Themes

When the project was planned one of our aims was to establish the extent to which the Parish Hall had made a contribution to aspects of community life. We defined seven themes that we explored and researched, so that we could secure evidence which is now located in our archive and information documents. Within the context of this report examples are shown to illustrate the range and type of activities we discovered as evidence.

a) Community Cohesion and Inclusion

While it's possible to take a 'theoretical' perspective to argue that as the only community building within the locality the possibility for members of the community to meet with others in the same community would have an impact on community cohesion and inclusion we have gathered evidence of this from anecdotes and comments from residents. We have records of this from a Community Survey we conducted in 2011 and thereafter by word of mouth we have been told from a range of residents, longstanding and new, the importance of the facility in bringing people together and welcoming new residents.

b) Community Infrastructure

Below are examples of activities and events that demonstrate the hall's role in supporting this theme:

- a. For over 100 year the Parish Hall has provided a venue in support of community affairs and community organisations this is documented in hall documents including the Parish Hall accounts and minutes of hall meetings.
- b. The Hall has provided the facilities for East Worlington Parish Council and Worlington Parochial Church Council to meet.
- c. There is evidence of numerous community meetings to address a range of community issues, some examples of this are:
 - i. 1924 Electioneering <https://ewph.uk/home2/heritage-projects/heritage-activities/interesting-facts/interesting-fact-14-electioneering/>
 - ii. Between 1941 and 1943 the hall was hired for use by the Home Guard <https://ewph.uk/home2/heritage-projects/heritage-activities/interesting-facts/interesting-fact-5-home-guard/>
 - iii. On 5th June 1975 the hall was used in the EEC Membership Referendum. <https://ewph.uk/home2/heritage-projects/heritage-activities/interesting-facts/interesting-fact-6-polling-station/>

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c) Education and Learning

Below are examples of activities and events that demonstrate the hall's role in supporting this theme:

- a. 1917 Lecture Lantern <https://ewph.uk/home2/heritage-projects/heritage-activities/interesting-facts/interesting-fact-18-lecture-lantern/>
- b. Early C20th Devon Dairy School <https://ewph.uk/home2/heritage-projects/heritage-activities/interesting-facts/interesting-fact-10-devon-dairy-school/>
- c. 1916 Cheese Making Competition <https://ewph.uk/home2/heritage-projects/heritage-activities/interesting-facts/interesting-fact-11-cheese-school/>
- d. 1931 Hall used for a lecture on poultry
- e. 1967 East Worlington Primary School contract with East Worlington Parish Hall to enable them to use the hall for various school activities. (Evidenced in the Parish Hall committee minute book) The school continue to use the Hall to the present day.
- f. 1990's Worlington Play Group used the Hall.

d) Community Social Well-being

Below are examples of activities and events that demonstrate the Hall's role in supporting this theme:

- a. 1918 East Worlington Fete. In the evening a concert was given in the Old Tythe Barn by South Molton 'Cheery O!' Company. The proceeds amounting to £20 / 7s / 1d were in aid of the District Nurse Fund.
- b. From 1922 there are records of Whist Drives being a popular activity.
- c. April 1923 the rector hired the hall for a dance at a hire charge of 10 shillings (50p).
- d. 2nd January 1924 the rector hired the hall for the Choir's Supper for a hire charge also of 10 shillings.
- e. Records show regular use of hall for dances since 1920.
- f. The Annual Harvest Supper has been held in the Hall for more than 100 years.
- g. Between 2010 and 2019 social activities and events included, Pub Nights, Community Quiz Nights, Monthly Community Brunches, Community Lunches, Games Nights, and Celebrations.

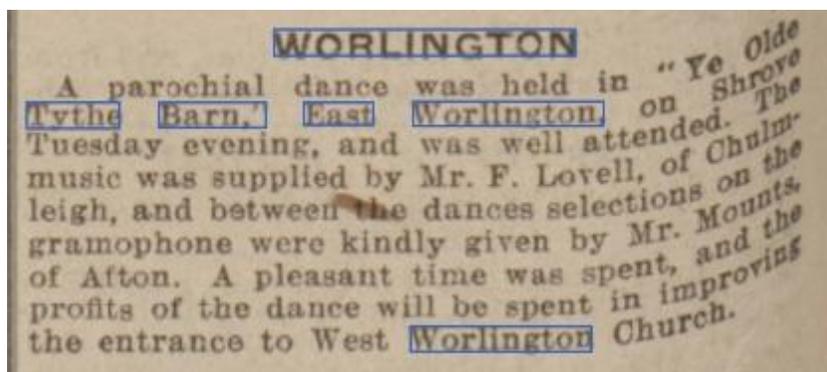


Figure 21 Newspaper Article 1928 Dance in Parish Hall

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e) Physical Well Being

Below are examples of activities and events that demonstrate the Hall's role in supporting this theme:

- a. An active Table Tennis group have used the Hall for the last 30 years.
- b. In the last 10 years Pilate has become a popular and well-attended activity.
- c. Since 1967 East Worlington Primary School has used the Hall for PE and Games.

f) Interest Groups and Organisations

Below are examples of activities and events that demonstrate the Hall's role in supporting this theme:

- a. 1920's / 1930's Rifle Club <https://ewph.uk/home2/heritage-projects/heritage-activities/interesting-facts/interesting-fact-4-rifle-club/>
- b. An active Sports Club used the Hall from 1920 (Evidence: Accounts Book and Parish Hall Committee minutes).
- c. Worlington Women's Institute held regular meetings in the Hall until they disbanded in 2017.
- d. A drama group used the Hall during the 1990s.
- e. An active photography group has used the Hall since 2000.

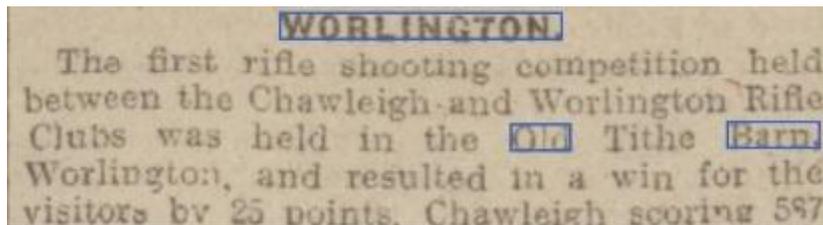


Figure 22 Newspaper Article 1925 Rifle Competition in Old Tithe Barn

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g) Culture and Arts

Below are examples of activities and events that demonstrate the Hall's role in supporting this theme:

Exhibitions



Devon Art Trek



Devon Art Trek



Devon Art Trek

Figure 23 Devon Art Trek Exhibition

Drama



Primary School Annual Play



Primary School Annual Play



Primary School Annual Play

Figure 24 East Worlington Primary School Annual Play

Musical Performances



Bashers Ukulele Band



Dartmoor Pixie Band



Local Musician Performs

Figure 25 Musical Performances at the Hall

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I. Good Governance Guidance

One of the main aims of the Parish Hall Committee is to ensure the quality of governance of our Parish Hall so that it can remain a vital facility and resource to the community. Key to this is the quality of Trustees. In support of quality standards of governance, we have produced a Good Governance Guidance document.

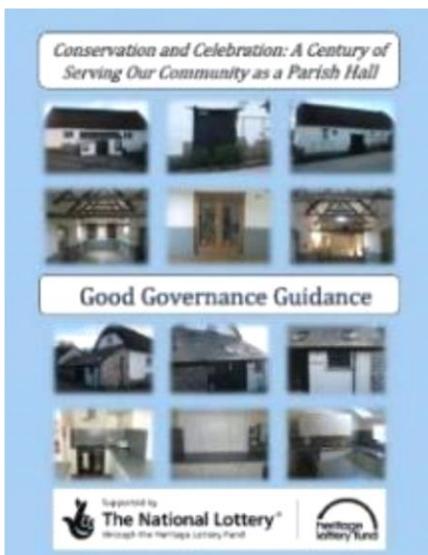
1. The Development Process

To develop the Guidance document we:

- a. Used the experience and knowledge of existing Trustees;
- b. Researched legislation and guidance from national organisations;
- c. Researched other village/parish hall available information;
- d. Researched the information available to support the governance of our Parish Hall;
- e. Developed our good practice model;
- f. Secured our vision, values, principles and mission;
- g. Ensured there was information to support our role as a Heritage Learning Centre and Community Hub;
- h. Engaged community volunteers to support the research drafting and publishing.

2. The Guidance Document

- i. As a result of the development phase of this specific project we produced a document which was quality assured and approved by the Parish Hall Trustees.
- ii. While the document exists in hardcopy, we took the decision to provide it in an electronic version to secure a more environmentally friendly solution that also opened it up to a wider audience and make it easy to access as a reference resource for existing trustees, and as part of our induction programme for new trustees.
- iii. The document can be read online or downloaded. To access the document, follow this link <https://ewph.uk/home2/heritage-projects/heritage-project-information/good-governance-guidance/>



Our Good Practice Model

In support of the Good Practice as a Trustee of East Worlington Parish Hall the following framework of five key elements has been established.

Believe	Believe in the principles of public life and the vision and values of EWPH established by its trustees
Know	Be willing to learn and research for the benefit of undertaking an effective role as a trustee
Understand	Be willing to ask questions to deepen understand about the governance and management of the Parish Hall and maintaining effectiveness as a trustee
Act	Act in the best interests of the Parish Hall and the community it serves and behave in a way that reflects our principles, vision and values
Evaluate	Review and evaluate with the purpose of learning, effective planning and achieving improvements as necessary

Figure 26 Good Governance Guidance Document

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J. Centenary Celebration

- i. One of our project's main aims was to learn about how our Parish Hall has served our community for over a century. The whole project became a celebration of our heritage and this was brought together with a Community Celebration Event.
- ii. The celebration event was well attended, with over 80 members of our community joining in.
- iii. There were several aspects of the event that added to the learning and experience of attendees.

The poster is red with white and yellow text. At the top, it says 'An Evening of Celebration' in a yellow box. Below that, 'A Century of Serving Our Community as a Parish Hall' in a white box. The date 'Saturday 16th March 2019' and time '7.00pm to 11.00pm' are in yellow boxes. A white box says 'A Community Social Event—All Welcome Part of the Parish Hall Heritage Project'. Below that are three buttons: 'Relax', 'Dress Casual', and 'Enjoy'. A large white box titled 'THE EVENING' lists details: 'No Entrance Fee', 'One Free Celebratory Drink Per Person', 'Licenced Bar', 'Buffet at Reasonable Prices', 'Information -Then to Now', 'Centenary Music Quiz', and 'Optional - We welcome those who wish to wear clothing in a style of any decade within the last 100 years but this in not compulsory'. At the bottom are logos for 'The National Lottery' and 'Heritage Lottery Fund'.

a) Community Celebration

- i. All attendees were welcomed with a celebration drink and a range of canapés which added to the buzzing congenial atmosphere. The first part of the evening was an opportunity for all to socialise and chat with other community members. The opportunity for the community to socialise illustrates the importance of the hall to our rural and isolated community. The community spirit and energy has been a driving force of the Parish Hall over the last century and this celebration evening was a superb demonstration of it in 2019.



Figure 27 Community Celebration

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b) Living History Through the Decades

- i. To add relevance and interest to this centenary event attendees were invited to dress in a style of any decade over the last 100 years.



Figure 28 Dressed in Styles of Decades Over the Last Century

c) Celebration Cake

- i. Many celebrations have a cake as a central feature. We are no different, and we had a special celebratory cake baked and iced. On the top of the icing was an image of the Hall as it was around 1919. We invited one of our residents, who has served our community for over 50 years and has made a significant contribution to our Parish Hall, to cut the cake.



Figure 28 100 Years Celebration Cake



Figure 29 Cutting the Celebration Cake

d) Sharing Learning

- i. Steve Baber, project lead, provided a short interesting talk with slides to set out the history of the hall, how it had developed as a building and how it had been used for a wide range of community purposes.

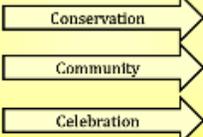
<p>A Century of Serving Our Community as a Parish Hall</p> <p style="color: red; font-size: 1.2em;">Welcome</p> 	<p style="text-align: center;">Origins</p> <p style="text-align: center;">Glebe Terriers related to East Worlington Rectory</p> <ul style="list-style-type: none"> ✓ 1605 and 1613 refers to land only ✓ 1679. 'Dairy with a chamber over it, malt house with a chamber over it, a drift (?) for drying of malt, a barn built with mud walls, a shiping (shippon) and stable.' ✓ 1727 'The outhouses are a barn consisting of five bays, a sheeping (shippon) of three bays and a stable of two bays all having mud walls and thatch covering...' 	<p style="text-align: center;">The Future</p> <p style="text-align: center;">Another Century Serving Our Community</p> <p style="text-align: center;">Driving Principles</p> <div style="text-align: center;">  </div>
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Figure 29 Examples of Slides Used in the Talk at the Celebration Event

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e) Music Quiz

- i. A music quiz was organised by a member of our community, with examples of music from the last century with some favourites that brought back memories for many.



Figure 30 Celebration Music Quiz

f) Celebrating the Past: Celebrating the Future

- i. To conclude our celebration event, we toasted the last century for the Parish Hall and looked forward with optimism to the next 100 years.



Figure 31 The Hall Past, Present and Future

The event was recorded in a report which is on our website.

<https://ewph.uk/home2/heritage-projects/heritage-activities/centenary-celebration-report/>

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K.Digital Outputs

- i. A vital element of the research, archiving and learning element of our project was the development of our heritage website www.ewph.uk This website was initially started as part on an earlier heritage project; as part of this project we developed the website structure, capacity, content and functionality. This project has enabled us to further build and enhance the website so that it provides an electronic framework and facility supporting future heritage research and learning activities.

1. Heritage Website

a) Increase in Website Structure and Pages

- i. During the project we have continued to respond to the information we need to share. With the support of a community volunteer with website building expertise and also community volunteers who have learnt to add content we have continued to improve and further develop our website. Examples of this can be viewed across our website. One example is the Interesting Facts section <https://ewph.uk/home2/heritage-projects/heritage-activities/interesting-facts/>

b) Electronic Timeline

- i. During the project we have designed and built a timeline facility on the website to store and share information and compare different phases of evolution of the hall and set this within the local and national context. The timeline facility has two main elements:
 - a. Firstly a timeline structure by century from 17th Century to 21st Century in half century pages (e.g. 1600 to 1649; 1650 to 1699) <https://ewph.uk/home2/heritage-projects/timelines/> . The headings on each page are: National Events; Local Events; Weather; Monarchy; Prime Ministers; Rectors; Parish Hall.
 - b. Secondly, we have constructed a section that illustrates the Parish Hall from 1910 to present. The structure enables information to be added by decade <https://ewph.uk/home2/heritage-projects/timelines/timeline-parish-hall/>
- ii. It is important to note that our time and expertise has been spent on constructing these aspects of the website and while content has been added it is an ongoing process using the facility with much more content to be added following the conclusion of the project.

c) Archiving Facility

- i. With the major contribution of a community volunteer an archiving section of the website has been developed. This allows for information, electronic versions of documents and photographs to be catalogued and stored. With the opportunity to purchase scanning and copying electronic equipment provided by the support of HLF the Worlington Heritage Group have initiated the process of producing an electronic archive and this is a long-term activity that will continue beyond this project.

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2. East Worlington Parish Hall Blog

- i. We have continued to add information to our Blog. <http://ewparishhall.blogspot.com/>

3. Social Media

- i. We have continued to maintain our Facebook and Twitter Accounts. The amount of use has varied depending on the activity and relevance for social media. Of particular interest was the period of time when conservation was a project focus.

4. Digital Display

- i. We were able to provide digital displays using digital photo frames technology. This provided a flexible method to 'tell the story' of the project through a photo show at specific events. The following images provide an example of the digital display in action.



Figure 32 Digital Photo Frames Display

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L. Summary of Project Changes

1. Main Changes to the Original Plan

- i. There were three main additions to the original plan, which we were able to implement with the help and approval of HLF.

a) Change 1 – Conservation of Windows

- i. During the conservation work within this project it was discovered that two historic windows within the building had hidden rot and were in poor repair. The decay was challenging the integrity of the building and if unresolved would have led to damage to the fabric of the building. A conservation joiner investigated the rot to clarify if a repair was possible or a new replica pair of windows would be needed. It was concluded that repair to the lower part of the windows could be achieved and in doing so conserve rather than replace the windows. This approach was supported by the District Conservation Officer. On raising this issue with our HLF Officer we gained approval to utilise our project contingency to enable this work to be undertaken.
- ii. The rotten timber, which was mainly the bottom rail rising up the jambs and mullions, was removed. New timber was profiled to match exactly the timber that was removed. This new timber was joined to the existing frame by using scarf joints.



Removing the rotting window



Repairs to the window jamb



New bottom rail and mullions scarfed into the window

Figure 33 Repairs to the Rotten Windows

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b) Change 2 – Enhancing the Heritage Learning Centre - Building Adaption and Facilities for Archiving and Research

- i. One of the successes of this project has been the contribution of project volunteers and the community generally who have discovered, researched and donated a multitude of documents, photographs and artefacts that contribute to the understanding of the Parish Hall and the local community. This created a challenge for the project team as archiving and storage became a challenge. The solution was to start the process of the digitalisation of documents and create more hardcopy storage space within the Parish Hall, thereby enhancing the hall’s value as a Heritage Learning Centre. As a result of some ‘head scratching’ creative thinking and discussions a plan emerged that enables parts of the Parish Hall to be adapted as a heritage archive and research area. We achieved this by adapting the balcony area in the hall and reconfiguring previous hall equipment storage space. The actual storage requirement was achieved by purchasing additional storage facility and locating this in the created space, thereby adding to the heritage value of the hall as a Heritage Learning Centre.



Figure 34 Example of Archive Storage Cabinets

c) Change 3 – Enhancing the Heritage Learning Centre – Adaption to Change 2 to improve the internal access entrance door.

- i. In support of our overall ambition to make the hall a fully functioning Heritage Learning Centre the entrance to the hall needed work to improve access. This was achieved within the overall project budget plan because of savings achieved through increased volunteer contribution, prudence and effective and efficient project management, and better use of digital technologies. The image provides an architect’s representation of the entrance door. The manifestations on the door represent our agricultural heritage with a sheaf of corn and the importance of the hall to community with abstract images representing people.



Figure 35 Architects Image of Door for Heritage Learning Centre

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2. Evolutionary changes, surprises and benefits

- a) This section summarises some of the changes, surprises and benefits that occurred during the implementation of the project.
- i. An increase in volunteers engaged in conservation elements of the project led to increased participation and financial savings.
 - ii. From the submission of the project plan to its implementation the project the Finance Officer for the project changed from the person named in the original plan due to work commitments. The post was filled by a community volunteer with extensive experience of major project management including resource and financial management. The quality and strength of financial management of our project was maintained throughout. This volunteer also became a Parish Hall Trustee.
 - iii. During the project the named Project Administrator moved house and left the area. The post was filled by community volunteer who recently moved into the area. She has extensive experience of administration and management in a national organisation and brought administrative effectiveness and efficiency to the role. The quality and strength of administration of our project was maintained throughout. This volunteer also became a Parish Hall Trustee.
 - iv. Financial savings were achieved due to the contribution of effective project management by a skilled community volunteer who provided stringent and skilled financial management There was also a best value strategy for material purchase, a supportive, skilled contractor and a plan that enabled good time management.
 - v. An increase in the information, documents, photographs and archives collected due to active engagement within the community and collection by members of Worlington Heritage Group.
 - vi. Engagement and contribution of a resident with professional ICT who volunteered to organise ICT learning sessions for community volunteers in support of the project.
 - vii. Engagement and contribution of a resident with a PhD who volunteered and provided workshop and learning support to develop the research skills of community volunteers.
 - viii. As part of the external conservation of the kitchen the removal of failing render applied in late C20th exposed original C17th stonework which was cleaned and repointed to enhance the heritage value of the building.
 - ix. The approach taken by the Secondary School varied from the original plan due to a change of staff and changes in the curriculum scheme of work. Learning was not undertaken as a separate project but was integrated into studies of the local environment as part of students' lessons. This enabled a broad group of students to study and learn about our local heritage.

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M. Contribution of Project to Change

- i. A key question is: would the conservation and improvement to the Hall have happened without this Heritage Project and HLF support? The simple answer to this is 'No'. The HLF funding enabled the project to be undertaken and the structure required by HLF supported planning and provided a framework for activity development. The expectations for the outcomes required by HLF ensured a clear focus on the activities needed to achieve our ambitions.

1. Physical Environment Change

- i. The condition of the building has significantly improved and thus contributing to it being a more conducive place for community benefit. A balance of conservation principles and methods with modern technologies, legislation and standards has been achieved ensuring the hall is now a safe, fit for purpose facility. The heritage value of the building has been maintained and potentially enhanced.

2. Community Engagement

- i. Our community has generally responded well to support activities associated with the hall. Through this project there has been a clear increase in engagement of members of the community. Especially significant is the interest and support shown by those who have not previously contributed to hall activities and the extension of engagement beyond hall activities into research and learning about our heritage.

3. Personal Learning Change

- i. We can't quantify the personal learning of the people involved in this project with statistics as we didn't undertake any baseline data or test the learning, but we can confirm the learning gains using observational and anecdotal evidence. We have observed people attending events and exhibitions and people within the community generally talking about their increase in knowledge about our heritage. Anecdotally people have stated that they now know more than they had previously.

4. Attitudinal Change

- i. Attitudinal change can be evidenced by the positive ethos within the community and articulated pride in the facility. This can be explained using examples of community members who have previously shown ambivalence towards the hall now promoting the facility as having real community value. There has been a notable increase in a willingness to contribute to research and actively engage in learning to the benefit of the community culture and interest in its heritage.

5. Business Viability Change

- i. To remain viable as a community facility and therefore sustainable we need to run the hall as a business. This will require a high level of future use and sufficient income to meet expenditure to maintain the facility in good condition. There is no doubt with the quality of the conservation and improvement work already undertaken the business potential of the hall has increased and the realisation of its viability is something we will monitor.

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N. Some statistics

i. Volunteer Contribution

We classified our volunteer contributions using the following headings:

	Category	Number of People	Number of Hours	Number of Days
Governance / Trustees	Skilled	13	24	4
Project Leadership / Co-ordination	Skilled	1	204	34
Project Finance	Skilled	1	120	20
Project Administration	Skilled	1	60	10
Conservation Project Management	Skilled	1	120	20
Conservation Labouring and Support	Unskilled	10	108	18
Digital Output Skills – Training and Support	Professional	1	55	9.5
Research Skills - Training and Support	Professional	1	6	1
Research Group Activity	Skilled	8	400	67
Community Research Contribution	Skilled / Unskilled	50 approx.		
Learning Content and Documentation – Training	Skilled	1	6	1
Learning Content and Documentation – Activity	Skilled / Unskilled	7	150	25
Developing and Providing Displays, Exhibitions and Presentation – Training and Support	Skilled	1	6	1
Developing and Providing Displays, Exhibitions and Presentation	Skilled / Unskilled	8	300	50
Producing Good Governance Guidance	Skilled	1	100	17

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ii. Learning

Type of Activity	Number of People
Project Launch Community Event (Community)	70+
Exhibitions and Displays (Community)	100+
Celebration and Presentations (Community)	80+
Primary School Pupils	50
Secondary School Students	100+
Conservation Skills	10
Archaeological Skills	12
Research Skills	8
Presentation and Display Skills	12

iii. Digital Output – Website

Data Drop 28th May 2019		
	Visitors	Visits
Last 7 Days:	121	783
Last 30 Days:	503	3,977
Last 365 Days:	6,925	42,525

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O. Conclusions

- i. The overall experience of the project was positive.
- ii. We started this project with the experience of a previous heritage project and learning which provided a basis for effective planning and implementation of this project. We grew to understand that the experience from the previous successful project was a significant factor in managing and making decisions that influenced the accomplishment of this project.
- iii. Through the project there were a several aspects to manage and balance, including: the expectations and ambitions of Trustees; the volume of heritage materials available in different existing location; the wealth of documents, photographs provided by our community; the number of volunteers willing to contribute in different aspects; and the capacity of our project team to manage, coordinate administer collect, collate and archive. We believe we achieved this as effectively and efficiently as we could with careful planning, reviewing and prioritising. We are satisfied we built a digital infrastructure and embedded research, archiving and learning processes that will enable our work to continue beyond the life of this HLF supported project.
- iv. One aspect of the project that presented a challenge was the quantity of materials that were collected and the need to have a safe and dry space to store the documents. The positive response by HLF to support an adjustment to the original project plan and allow for a financial contribution from the project budget to enable the adaption of the building for improved storage was a major factor in improving our ambitions to be a Heritage Learning Centre.
- v. While the project took place in a small community of about 220 residents the range of volunteers with professional, managerial, administrative and practical skills that engaged and contributed to this project was impressive and a significant feature of overall project achievements.
- vi. The impact of the project on the conservation, community and business benefits of the Parish Hall has made a significant contribution to the future sustainability of the building and improvements to the quality of life for local residents through its facilities.
- vii. There has been a positive community ethos and for some an attitude change towards the value of the facility.
- viii. We now have better understanding and documented evidence and archives to describe the heritage associated with our Parish Hall and community.
- ix. A wider group of people, including children and young people, have greater knowledge about our local heritage and have been stimulated to learn more.
- x. There has been a positive impact on the community by improving a facility that increases community pride and creates a better place to live.
- xi. We have increased resilience by strengthening our governance and management practices and achieved greater community interest in ensuring care for our community is paramount.
- xii. We have further advanced and secured our Parish Hall as a Heritage Learning Centre and a Community Hub.

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East Worlington Parish Hall

A Community Hub and Heritage Learning Centre

Trustees of East Worlington Parish Hall thank the following organisations and individuals for providing the vision, ambition, resources, skills and expertise, time and support that enabled the achievement of positive outcome from our Heritage Project

- The National Lottery through the Heritage Lottery Fund
- Batsworthy Wind Farm Community Fund
- Our community members who organised and supported fund-raising through events and activities
- Members of the Project Leadership and Management Team
- Richard Boxall, Chartered Building Surveyor
- Our conservation contractors
- Our community volunteers who supported the conservation of the building
- East Worlington Primary School and Chulmleigh Community College both members of Chulmleigh Academy Trust
- South West Archaeology
- Martin Bond who provided professional support for digital output elements
- Worlington Heritage Group
- Members of our community who volunteered and contributed professional support to achieve outcomes in research and in learning
- All our community who supported and contributed to our research
- All members of our community and beyond who attended our learning and celebration events and accessed our internet locations



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