

Workers Underground  
anonymous 1914-1920  
Europeana 1914-1918  
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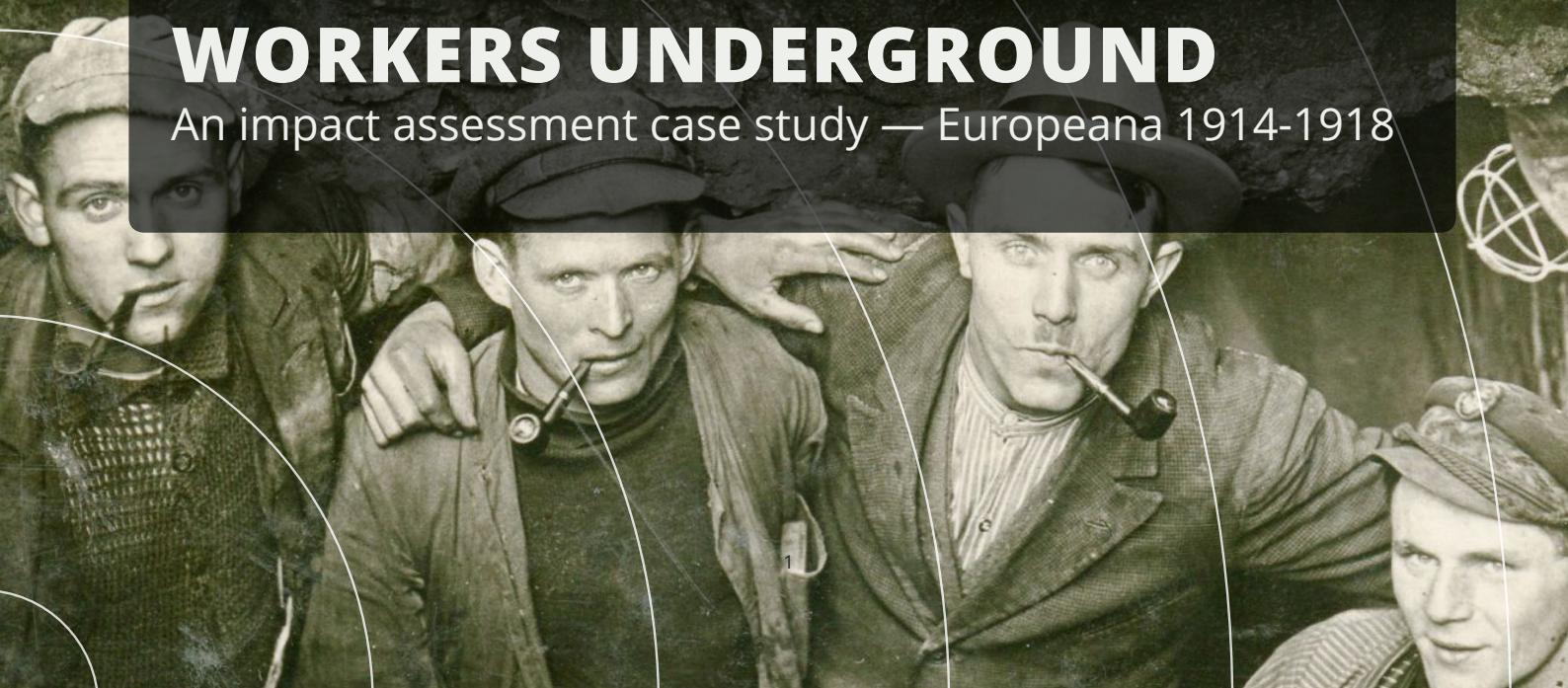
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# europeana

## WORKERS UNDERGROUND

An impact assessment case study — Europeana 1914-1918



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#### Credits

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# Executive summary

The primary objective of this study was to conduct the first application of the Europeana Impact Assessment Framework, exploring the social and cultural impact of a well-established service: Europeana 1914-1918. Did we have an impact in this area? And, if so, how can we make that more tangible for our stakeholders? Our secondary objective was to understand the process of impact assessment better, and use our findings to build a better understanding of this process in our Network<sup>1</sup>.

## What did we do?

At the heart of this Impact Framework are five 'lenses'; perspectives on impact that we have shaped and refined. We have used these to collect, review and analyse data collected directly from contributors, users and non-users of the service. The film<sup>2</sup> 'Workers Underground — a visual impact assessment journey of Europeana 1914-1918' is the result of experimenting with narrating the results of the impact assessment by using visual storytelling techniques. The film's content is supported by this case study and the underlying data<sup>3</sup>.

## What did we learn about Europeana 1914-1918?

We feel confident that the film we share with you demonstrates that the service provided by Europeana 1914-1918 has achieved social and cultural impact. Some of the lenses we used to make these points show a very clear positive impact in the areas of community and legacy, while others indicate that there is still much to gain by improving areas of the service, in learning in particular. This process has revealed a lot more about the service, and its impact, than we expected.

## What did we learn about the Impact Framework?

We know that we cannot draw just one conclusion from this process. It is clear to us that to be an

effective organizational tool, impact assessment needs to be embedded as a continuous cycle of testing, developing, learning, and applying. We also learnt that impact assessment is a complex and labour-intensive task. Although we have taken steps to clarify and standardise our methodology, it requires more work before we can expect our sector to adopt it as a widely used standard.

## What will you learn if you read on?

You will read about why and how we have developed this case study. We describe the methodology we used for how we gathered, analysed and interpreted the data — first presenting each of the five lenses in detail, followed by describing the practical elements to collecting the data and delivering the film. Finally, we have written a report card analysing what went well (or not), what we learnt and how we will apply this to our next assessment. We hope this study supports others in our Network who struggle with the same issues related to impact and impact assessment. We welcome your feedback, and invite you to join us as we continue to build our understanding of this complex subject.

## What can you do?

Watch our film: '[Workers Underground — a visual impact assessment journey of Europeana 1914-1918](#)'.



Fig. 1. Film: 'Workers Underground - a visual impact assessment journey of Europeana 1914-1918'

# The Europeana Impact Framework

## What do we mean by impact?

*"Impact is a heightened form of evaluation that seeks to measure beyond performance or success indicators to demonstrate the measurable outcomes that can demonstrate a significant change for people affected by the existence of Europeana and its activities. These changes would mainly be beneficial and wide reaching."<sup>4</sup>*

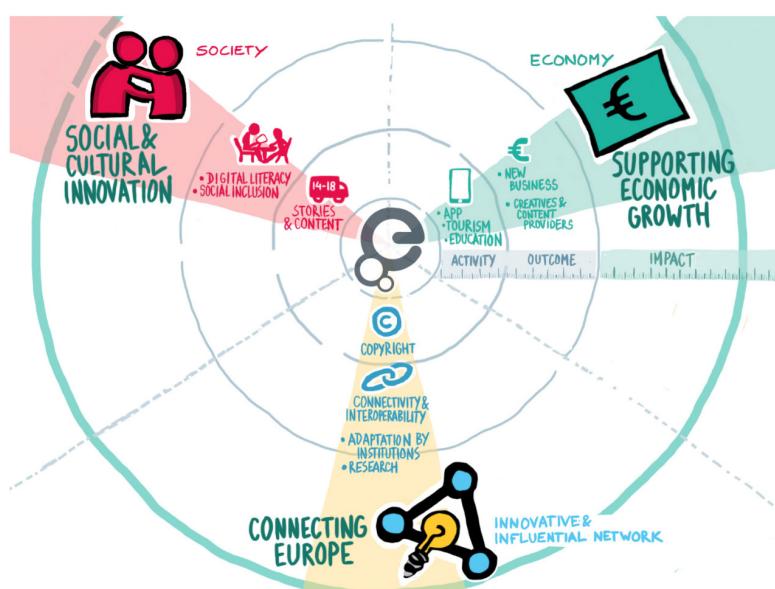


Fig. 2. Europeana Impact Framework

The Europeana Impact Framework is a developing methodology. It is founded on a paper written to support Europeana's Strategy 2020<sup>5</sup>, and further refined by recommendations<sup>6</sup> made by Professor Simon Tanner<sup>7</sup>.

Inspired by the approach described by Digital Humanities academic Professor Simon Tanner (King's College London) in the 2012 paper 'Value Based Scorecard Approach to Impact Assessment'<sup>8</sup>, the Strategy 2020 paper proposes the basis of a framework to evaluate success and failure in relation to the aims and objectives of our organisation. It establishes the three areas of impact that we intend to explore: Socially, Economically, Innovatively<sup>9</sup>.

Taking this further still, the Recommendations report looks more closely at the workflow and design of undertaking an impact assessment, and proposes an approach for implementing these into the organisation workflow. It explains the individual conceptual elements of this approach, and includes observations and recommendations for Europeana's future impact assessment work.

This process of refinement will continue until a comprehensive framework can be presented. Our goal is to establish the Impact Framework as a standard within our network.

# What we did

We tested the Europeana Impact Framework on a successful and long-running service: Europeana 1914-1918<sup>10</sup>.

## What were our objectives?

### Objective 1

To apply the Impact Framework to assess and express the social and cultural impact of Europeana 1914-1918 in a way that is meaningful to our stakeholders.

### Objective 2

To use this research in a way that we can turn it into a useful impact assessment tool for Europeana and its partners.

## Why did we do this?

Early in 2015, we first proposed the conceptual model for evaluating the impact of our activities: the Europeana Impact Framework. Reflected strongly in the Impact Framework is our belief that investments that are made by us, our partners and stakeholders<sup>11</sup> should have a balanced return:

- **Socially**, by contributing to a sense of shared identity in Europe; of connectedness through culture.<sup>12</sup>
- **Economically**, by reducing costs for cultural institutions or by enabling new and creative business.
- **Innovatively**, by making our network of cultural institutions stronger, more innovative and better equipped to handle the challenges of the digital future.

The Impact Framework takes us beyond the tried and tested methods of evaluation in our sector. Taking on this different view of how we want to judge the quality of our work therefore also requires a different way of assessing it.

As this was new to us, we wanted to start with the development of a single high-quality case study that focuses on just one area of impact, the social and cultural impact<sup>13</sup>, learn from its execution, and document and present our findings in such a way that we can all benefit from the work.

## What will we do with the results?

We will use the film and case study to raise awareness within our network, with our stakeholders, and of Europeana 1914-1918 and the Impact Framework.

We will also use this experience to continue and develop the Impact Framework, as well as develop the tools and resources which can be used by partners to undertake their own impact assessments.

# Looking through a lens: interpreting the results

The cornerstones of the Impact Framework are the five modes of value: different perspectives that are necessary to evaluate the impact of an activity. During the process of developing our case study we redefined these as five 'lenses', each distinct but deeply interrelated. This section describes the lenses in detail, and shares examples of the most significant outcomes that we also used in the film. We will share with you how they were used to collect and interpret

## What is a lens?

Just like the Hubble Space Telescope, the Impact Framework uses different lenses to collect and interpret data. Each lens enables us to zoom in on perceived value of the service from a specific perspective, without being distracted by the bigger picture. The five lenses each<sup>15</sup> give us the ability to gather insights we need to assess the social and cultural impact of the service.



## The Utility lens

### What do we mean by Utility?

The value or benefit gained by a person through the use of a service.



### What do we expect the Utility lens to reveal?

The Utility lens enables us to look for evidence that people developed a new resource, changed their perspective or outlook, or used more of a resource or service.

**"Through Europeana, I have discovered my friends have similar pasts."**

- Maciej Crygier

## Looking at Europeana 1914-1918 through the Utility lens

### What we looked for

We used the Utility lens to ask questions that focused on understanding the users<sup>16</sup> feelings about how useful the service was to them and how they valued it and its outcomes. We believe that showing that the service was useful and valued is a good indicator of the social and cultural impact of the service.

### One of our questions

How do you rate the user experience of Europeana 1914-1918's services?

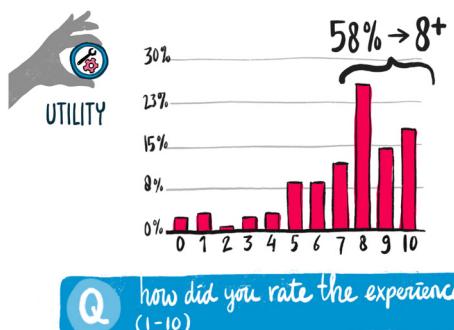
### The answer we found

On a scale of 0-10, 58 percent of users rated the value of the service 8 or higher.

### What did the Utility lens reveal?

We learnt that users valued their experience of the service highly, with close to two-thirds of the

respondents giving it a rating of 8 or higher. This feels like a great outcome. But with no comparable services available to compare these findings, we are aware that the meaning of the positive user experience is limited to subjective interpretation. We are also aware that the Europeana 1914-1918 service can be broken down into a number of service components<sup>17</sup>, and that this distinction was not made in our questionnaire.



Q how did you rate the experience?  
(1-10)

## The Existence lens

### What do we mean by Existence?

The value gained from knowing that a resource or service exists and is cherished, regardless of it being used or not.



### What do we expect the Existence lens to show?

We use the Existence lens to reveal evidence of how important people find the conceptual value and prestige derived from the existence of a resource or service.

**"Let it be preserved for generations to come, one after the other. My family will rejoice that somebody remembers them."**

- Maria Pankros

### Looking at Europeana 1914-1918 through the Existence lens

#### What we looked for

We used the Existence lens to find out whether people value the fact that the service exists. Being able to identify that a service has value just by existing is a good indicator of positive social and cultural impact.

#### One of our questions

All non-users<sup>18</sup> were asked how much the fact that the service exists is worth to them on an annual basis in their local currency, independent of the user value component.

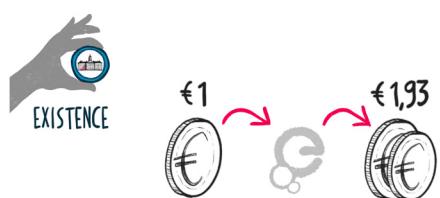
#### The answer we found

Our research tells us that for every €1 we spent, €1.93 of perceived social value has been created.

#### What did the Existence lens reveal?

This lens reveals that European citizens on average value the service at €0.000774 per year

per capita. With the annual financial costs needed to run the service €203,518.80 or €0.0004 per European citizen we calculate an impressive 193 percent return on our investment. It also reveals that this is a very quirky question to ask people (17 percent of the respondents stopped filling in the questionnaire at this point), so in the context of assessing social & cultural impact we should refine our approach to establishing the existence value.



Q how much is the fact that this service exists worth to you?

## The Legacy lens

### What do we mean by legacy?

The value derived from the ability to pass forward or receive resources between generations and communities.



### What does the Legacy lens highlight?

The Legacy lens shows us that people who exchange resources derive a benefit from inheriting and bequeathing (passing on) these and understand there is a benefit to be gained.

**“These stories help to warn young people not to participate in a war.”**

- *Vincent Jendrichovsky*

## Looking at Europeana 1914-1918 through the Legacy lens

### What we looked for

We used the Legacy lens to question users on how they felt about the importance of inheriting, sharing and bequeathing the experience and knowledge gained from using the resources and service. We can use this information to demonstrate social and cultural impact by showing that users took their experiences beyond their own time and environment.

### One of our questions

How valuable do you feel the existence of the service is to you, people you know, other people, your generation, and past and future generations?

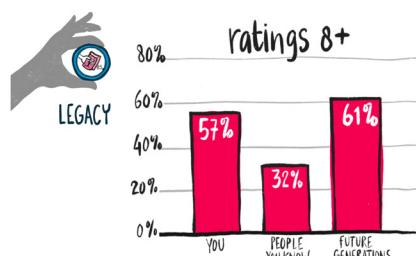
### The answer we found

On a scale of 0-10, respondents who rated the value of the service 8 or higher did so very differently per indicator. Broken down, the service is valued higher for past (61%) and future (61%) generations than for their own (57%). However, fewer people value the service highly when

considering people they know (32%) or for other people (29%).

### What did the Legacy lens reveal?

The responses showed us that users felt the service was more important for past and future generations. This showed us their interest focuses on their ancestors' legacy and what this means to them individually. Even more important than their personal experience is their interest to bequeath their inheritance, adding to a better future for generations to come. This level of projection of the role of self in the community is interpreted by us as a definitive signifier of social-cultural impact.



how much is the fact worth that this service exists to you, others you know and future generations?

## The Learning lens

### What do we mean by Learning?

The value gained from an enhanced sense of cultural heritage, education or knowledge as a result of learning from a resource or service.



### What does the Learning lens clarify for us?

We want to use the Learning lens to reveal if an increase in opportunity for both formal and informal learning has been enabled, and that it is beneficial on a personal and communal level.

**"We can use the material to make documentaries and programmes about the First World War. History students can use this as a source for their thesis."**

- Michaela Fovaiabará

### Looking at Europeana 1914-1918 through the Learning lens

#### What we looked for

We used the Learning lens to increase our understanding of users' expectations, experiences and learning from using our service. The sharing of information through education to us is a clear indicator of social and cultural impact.

#### One of our questions

How much have you learnt from the Europeana 1914-1918 service on a scale of 0-10?

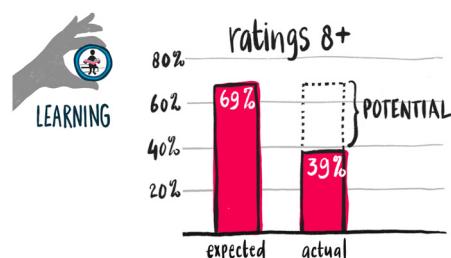
#### The answer we found

Those who had used the service, 39 percent rated their learning experience an 8 or higher.

#### What did the Learning lens reveal?

The learning experience of users surprised us; we had expected it to be higher. When asked how

much they wanted to learn, 69 percent rated their expected learning an 8 or higher. But 39 percent of users rated their actual learning with 8+. This 30 percent difference in expectation versus reality shows us an area where we can look to improve our service, as it presents a clear opportunity to achieve a social and cultural impact.



Q I how much did you learn?  
II how much did you want to learn?

## The Community lens

### What do we mean by Community?

The value derived from the experience of being part of a community engaging in a resource or service.



### What do we expect the Community lens to reveal to us?

We want to use the Community lens to reveal people feeling better connected to their community and the subject as well as the understanding and awareness this brings.

**"It's the history of my family, it's the history of others and through that we are all connected."**

- Maciej Crygier

### Looking at Europeana 1914-1918 through the Community lens

#### What we looked for

We used the Community lens to reveal the increase in understanding and awareness of the First World War after using Europeana 1914-1918. In addition, we asked how valuable it is to people to be connected to a community learning about the First World War and the service.

#### One of our questions

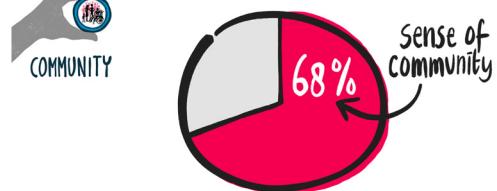
We asked users to rate on a scale of 0-10 how much Europeana 1914-1918 makes them feel connected to other people interested in the First World War.

#### The answer we found

Of the users 63 percent responded with a rating of 6+, signifying a strong to very strong connection to the community.

#### What did the Community lens reveal?

Judging from the users' high ratings, we detect a strong sense of community surrounding the First World War and our services relating to it. The experience of actually being part of this community positively contributes to a social and cultural impact on a personal as well as on a collective level.



how much did this increase your  
feeling of community?

# Designing the case study

Let us turn our attention to the process behind developing the film. Why did we chose to produce a film? What was the response rate to the survey? How did we construct the narrative behind the film?

## Choosing the subject

Europeana 1914-1918 was a natural choice for the first application of the Impact Framework. It is a mature programme (5+ years) with an established network of contributors<sup>19</sup> and partners. We had a mailing list of 5,000 people, who had at one time or another contributed something, and a large number of returning annual online visitors. So, it felt like a relatively safe bet that if we started reaching out we would get a response. With two upcoming collection days in Poland and in the Czech Republic, we also knew that we would have the opportunity to personally interview people.

## Using storytelling techniques

Inspired by the service, we chose to use a visual storytelling technique combining human interest material and data animations. Led by designers at Whalebone & Greenstone, we started by thinking about our community of partners, stakeholders and users of the service. Whatever our findings, we wanted to create an appealing way to present our findings to them, and help them connect and internalise them.

To guide the collection and production of the visual materials, we constructed a hypothetical premise of the impact we were going to assess: Europeana 1914-1918 unites. This premise was

based upon the belief that people felt connected by the service, and from that basis we were able to identify key questions for the interviews and depict the best possible visual language.

## Gathering the data

Gathering data for an impact assessment requires a specific approach. First, at least two measurements of a given situation using an identical methodology need to be taken in a best-case scenario: one before and one after. The difference between these measurements provides insight in the measurable outcomes of a set of activities impact. As no previous assessments have been done using the Impact Framework, no relevant data over time was available at the start. So, in order to gain insights we have chosen to study users versus non-users.

## How we gathered the data

- We used quantitative research instruments during a study period of seven weeks: 19 April to 7 June 2016.
- Our research focused on assessing the social & cultural value as perceived by European citizens.
- Online surveys were conducted. They were sent to our mailing list of 5,000 users, and we advertised on the Europeana 1914-1918 facebook and twitter accounts to cast our nets more widely.
- Offline surveys and interviews were held in two locations during pre-arranged collection events in Prague and Poznan.
- Due to resource limitations, the survey was done in English only. This had a limiting effect on the representativeness of the survey.

- Time-bound results of the seven-week study period have been scaled to annual numbers to create a better overview and help us draw more powerful conclusions.
- The interviews as shown in the video were conducted by the core project members themselves (supported by interpreters) to enhance their emotional understanding of the data and help make sense of the findings.
- No core project member was involved in the actual surveying of the questionnaires to prevent questioning bias.
- Of the 1,517 responses to our survey, 407 were complete responses of which after sanitation, 393 were deemed valid; representing 151 users and 242 non-users. Responses were sanitised for spam, speeding and outliers.
- Interviews were held with 13 people (eight in Prague, and five in Poznan) who directly contributed material to Europeana 1914-1918 or

participated in the community collection event. The interviews were conducted in person and recorded on film. The participants were asked a series of questions based on the lenses relevant to their respective stories and objects.

- With 575,334 annual online users and approximately 508 million Europeans, the quantitative research in this case study did not pass the representativity threshold of 95 percent confidence and 5 percent margin and should therefore be considered indicative in nature.
- Naturally, as this case study is the first impact assessment it will function as an index measurement for future impact assessments.



Fig. 3. An overview of the survey and interview briefing

To give you an overview, we have made a breakdown of the operationalisation of the case study.

	Assessment			Narration
Method	Quantitative		Qualitative	
Channels	Online survey	Offline survey during collection		Interviews at collection events
	Users of europeana 1914-1918.eu	Contributors at the collection	Control sample group outside	Contributors at the collection events
Population	europeana 1914-1918.eu	Poznan Event location	Poznan City	Prague & Poznan event locations
	19 April-7 June	3-4 June	3-4 June	2-3 April & 3-4 June
Sampling	Random stratified sample	Full population sample	Random stratified sample	Observers selection
	1208	66	34	8
Target	336	13	44	13
	Indicative	Indicative	Indicative	n/a
Representativity				

## Constructing the narrative

The construction of the narrative was based on three components: the hypothetical premise, the concurrently emerging narrative elements from data analysis, and the decision to set the narrative in a traditional three-act plot structure. Taking all the components and the data together, we embarked upon an iterative process of review — searching for patterns, considering how those patterns could be presented to our audience, discussing and comparing our results. And then start all over again. Through several iterations the main themes of the narrative emerged.

With the main themes identified, we re-evaluated these with the objective findings and conclusions. After several more iterations we fine-tuned our narrative, so that it supported our conclusions and was structured in a way that we believe is analytically sound and emotionally compelling and engaging.

# Report card: What did we learn?

## Did we meet our objectives?

Yes. We successfully applied the Impact Framework by delivering the film, case study and supporting data that explores the social and cultural impact of Europeana 1914-1918. Furthermore, we developed core elements of the Impact Framework and transformed those into lenses which can be used by others when applying the Impact Framework.

## What did we learn about Europeana 1914-1918?

We feel that this impact assessment was a truly gratifying journey for us and all of those involved. We can now say with much more confidence that this service really makes a difference. It directly connects and unites European citizens: from past generations to future generations as seen through the legacy and bequest lenses; and from an individual to a community expressing interest in the First World War as we saw by using the community lens.

We learnt two things about the service. First, we learnt that we could increase the benefits of the service by more carefully crafting and delivering the user journey and experience. Users' expectation and experience of the service were high<sup>20</sup>, but they did not learn as much as they would have liked or expected<sup>21</sup>. We know that the promise to the user of being able to understand the First World War from different angles is sometimes hindered because the diaries collected are not always legible, or are written in other

languages. We see the data we collected as an indication to consider investing in transcription and translation services, and looking again at the user journey and experience.



Second, we significantly enhanced our understanding of how Europeana 1914-1918 contributes to an increased sense of shared European identity, a core goal for Europeana and the European Union. We believe that through the combination of a greater awareness and understanding of the First World War, and the increased feeling of belonging to a community, participants experience an enhanced sense of identity through our services. A bold observation for us to make; therefore, we invite you to watch the film and judge for yourself.

## What did we learn about the Impact Framework?

Applying the Impact Framework for the first time was a challenging task. We needed to translate a deeply academic and conceptual framework into questions we could ask any person on the street. We had to adapt, modify and learn as we progressed in each step.

Finding and developing the metaphor of the lenses was a major breakthrough in making the concept more digestible for ourselves. Not an easy concept to grasp or capture. The lenses as we now present them in this case study are the result of a continuous cycle of testing, developing, learning, and applying.

We learnt that the process of gathering data for the assessment was complex, and needed to be managed carefully. Using two distinct processes of data assessment and narration introduced a degree of subjectivity and bias into the process. But we feel that using storytelling techniques substantially helped us navigate in a much more meaningful way through the otherwise rather flat data.

We felt and still feel that the most daunting issue with this framework is the economic component. To guide us through the anticipated difficulties, we followed closely the methodology established by Professor Tanner and used it as the basis of the Impact Framework. This resulted in posing abstract questions that were almost impossible to answer, and which has led to the debatable statement that a €1 investment in the project results in €1.93 in perceived social return on investment. Although this is not an unusual way to calculate social return on investment, we feel

that more work needs to be done to discover a more appropriate instrument to investigate social and cultural impact.

## What happens next?

We will take the work we have presented in this case study to take the Impact Framework further and publish a more comprehensive framework.

We will continue to develop tools such as the lenses, to help collect, analyse and interpret the data.

We will apply the Impact Framework to two more areas of our activities: exploring the Economy and Innovation areas of impact.

We will grow a community of engaged network partners who share an interest in undertaking impact assessment in the cultural heritage sector.

We are very interested in hearing your side of the story so that we can refine our methodology and make it simple and useful for everyone working in the Cultural Heritage Sector.

Do you find this approach to impact useful? What are the things that need to be improved? Did you develop methods that you think can make a difference? Contact us at [impact@europeana.eu](mailto:impact@europeana.eu)

# Endnotes

<sup>1</sup> Our Network is represented by the Europeana Network Association: <http://pro.europeana.eu/our-network>

<sup>2</sup> Film: 'Workers Underground: An Impact Assessment Journey' available at <http://bit.ly/workersundergroundfilm>

<sup>3</sup> The underlying data: <http://bit.ly/14-18impactdata>

<sup>4</sup> Definition of impact from the Recommendation Report: <http://bit.ly/2016impactrecommendationspaper>

<sup>5</sup> 'Europeana Strategy 2015-2020- Impact.' <http://bit.ly/strategy2020impactpaper>

<sup>6</sup> 'Recommendation report on business model, impact and performance indicators', Professor Simon Tanner, 2016. <http://bit.ly/2016impactrecommendationspaper>

<sup>7</sup> Biography of Professor Simon Tanner: <http://www.kcl.ac.uk/artshums/depts/ddh/people/academic/tanner/index.aspx>

<sup>8</sup> 'Measuring the Impact of Digital Resources: The Balanced Value Impact Model', Professor Simon Tanner, 2012. [http://www.kcds.kcl.ac.uk/fileadmin/documents/pubs/BalancedValueImpactModel\\_SimonTanner\\_October2012.pdf](http://www.kcds.kcl.ac.uk/fileadmin/documents/pubs/BalancedValueImpactModel_SimonTanner_October2012.pdf)

<sup>9</sup> Definitions for three areas of impact, p13 <http://bit.ly/strategy2020impactpaper>

<sup>10</sup> Europeana 1914-1918 is a project run by Europeana Foundation. It delivers a service which helps European citizens contribute, share and explore stories, films and historical material about the First World War from across Europe: <http://www.europeana1914-1918.eu/en>

<sup>11</sup> Europeana receives contributions in cash and in kind from the European Union and its Member States, its Network, and the participating institutions.

<sup>12</sup> The attentive reader will recognise the synchronicity with the aims of the European Union for Smart Inclusive Growth, Unity in Diversity and the Digital Single Market.

<sup>13</sup> Social & Cultural Impact: Can we demonstrate that identifiable communities have benefited and have been positively influenced by our activities? Definition established in 'Strategy 2015-2020, Impact'. <http://bit.ly/strategy2020impactpaper>

<sup>14</sup> The complete set of questions and responses can be found in the dataset.

<sup>15</sup> The lenses can be used individually, selectively or as a collection. This determination is made during the scoping of the methodology.

<sup>16</sup> A user: A person who has used the service.

<sup>17</sup> Examples of the breakdown of the components of the service: the service of having your diaries and postcards digitized is distinct from the service of searching and browsing through thousands of stories on a website.

<sup>18</sup> Non-User: A person who has not used the service.

<sup>19</sup> Contributors are individuals who have participated in collection events, and have shared a personal story or item with Europeana 1914-1918.

<sup>20</sup> Fifty-eight percent of the respondents gave the service in its totality an 8 or higher; 69 percent expected to learn a lot.

<sup>21</sup> Thirty-nine percent said they actually learnt a lot.

<sup>22</sup> Europeana Strategy 2020 Impact paper <http://bit.ly/strategy2020impactpaper>

<sup>23</sup> Europeana receives contributions in cash and in kind from the European Union and its Member States, our Network and the participating institutions.

<sup>24</sup> The attentive reader will recognise the synchronicity with the aims of the European Union for Smart Inclusive Growth, Unity in Diversity and the Digital Single Market.

# Annex 1: The Europeana Impact Framework

## What happens next?

Impact assessment is still a nascent field of study, which has become popular quickly but is still very open to debate. In our sector we used to talk about 'sustainability' when we wanted to express the value of what we did. But it felt very self centered, as if whatever we did was worth to be sustained without further explanation.

Then came the business model, which made us

more astute; we need to clarify the relationship between what we do and the needs of specific audiences we serve in order to deserve that sustained funding. The downside here was that because it borrows heavily from the business world, it tends to narrow the debate to the economic effects of our actions. But how can things like 'knowledge' or 'increased sense of community', which surely are important to what

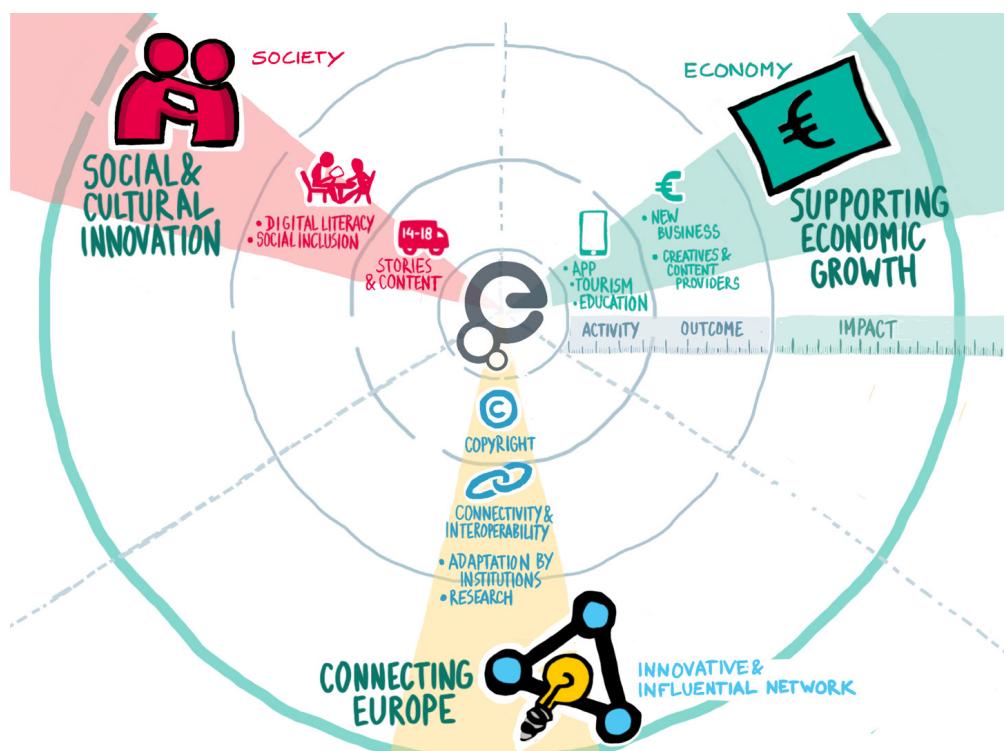


Fig. 4. Three areas of impact

### Three areas of impact

In our Impact Assessment Framework<sup>22</sup> we defined three areas where we would like Europeana to have impact — all of which are directly tied to our core values.

In essence it comes down to this: "We believe that the investments that are made by us, by our partners and our stakeholders<sup>23</sup> should have a balanced return. Either it should contribute to a sense of shared identity in Europe, of

connectedness through culture<sup>24</sup>, or economically (i.e., by reducing costs for cultural institutions or by enabling new creative business)". Or by making our network of cultural institutions stronger, more innovative and better equipped to handle the challenges of the digital future. We believe that these are the areas that should ultimately be evaluated to determine: "Is Europeana worth the investment?"

## "Nowadays people know the price of everything and the value of nothing."

- Oscar Wilde (*'The picture of Dorian Gray'*)



Fig. 5. Three areas of impact (CC BY-SA Denkschets.nl)

### Assessing impact

So far so good. Most people we talk to agree that our impact framework is a good conceptual model. But how do you convincingly and engagingly assess and narrate this alleged impact to your stakeholders? Economic assessments are an established methodology and not so difficult to grasp. In fact we know; we have done a few. (If you are interested, please read value assessment Europeana 2020). You measure how many Euros you invested and how many Euros you saved or made and then you do the math. But how do you assess the intangible so-called 'softer' impacts like 'innovation' and 'identity'? The output currency can hardly be captured in Euros.

So, how do we propose to assess impact? First, it is important to realise that measuring impact is not the same as measuring output.

Professor Tanner's model made us think beyond the mere output (i.e., traffic on your website) of our activities, towards what we believe the outcome of these activities will lead to, and the changed behaviour on the receiving end. It made us aware that it was not the digitised data that we collected about the First World War that mattered; it was the stories created from it that connect people.

# Annex 2: Social return on investment

**Europeana 1914-1918 Social return on investment** *annuals in Euros*

COSTS	Users	Europeans		
Total	€ 203,518.80	€ 203,518.80	Userdensity/year	0.11%/year*
Annual User base/citizen	575,334	508,191,116	Cost Ratio User : European	1 : 8.8
<b>Per User/ European</b>	<b>€ 0.35</b>	<b>€ 0.000400</b>		

USE (perceived average values)	EXISTENCE (perceived average values)	Users	Europeans
Use	€ 159,373	Existence	€ 82,225
Population	575,334	Population	508,191,116
<b>Per capita</b>	<b>€ 0.28</b>	<b>Per person</b>	<b>€ 0.14</b>
			<b>€ 0.000774</b>

## RETURN ON INVESTMENT (ROI)

Per capita in %	Users	Users	Europeans
<b>-22%</b>	<b>Per capita in %</b>	<b>-60%</b>	<b>193%</b>

## ROI RATIOS

Per capita in ratio	Users	Users	Europeans
<b>1 : 0.8</b>	<b>Per capita in ratio</b>	<b>1 : 0.4</b>	<b>1 : 1.93</b>

\*Annually 0.11% of Europeans use Europeana 1914-1918