

The background features five light purple circles. Two are solid and three are hollow. They are arranged in two rows: three in the top row and two in the bottom row. The text is centered over these circles.

# Project Summary

Creative Change - Transitions

**nesa**

# Project Description



Through creative arts, 'Transitions', will build self-awareness, self esteem and confidence, increasing social connections and enhancing family relationships for fathers. The project will teach socially isolated fathers new skills, where appropriate including their children, and move them from isolation to contributing positively to group work and taking responsibility for group commitment.

# Locality information

## ● Participant Profile:

- Primarily men aged 16 - 45
- Fathers have mental health needs
- Social isolation
- Fractured family relationships
- Single parents
- Experiences of racial difference
- Domestic violence and abuse
- Child protection Issues
- Ex-offenders
- Supporting young adults leaving care
- Social exclusion

## ● Geographic Area:

- Snow Hill area (majority Somer Housing tenants)
- Kensington Meadows area

# Why is the Project Needed

## Identified local needs and priorities the project will address:

- A high number of fathers are at home during the day on the Snow Hill estate. The health visitor has found many presenting with low mood or mental health issues that interfere with ability to work and family relationships
- Problematic drug and alcohol use- drugs initiatives involved
- Domestic violence and child abuse or neglect
- Ex-offenders
- All men experience increasing isolation, discouragement, relationship tensions and a sense of danger
- Fathers have no local facilities
- Many of the fathers identified for the 'fathers arts pilot project' had disengaged from other professional services such as probation and social services.

## The Project is needed to:

- To move fathers from being isolated individuals to contributing positively to group work and community life
- To build self awareness, self esteem and confidence in individuals
- A forum for discussing family relationships
- Bring about ownership of the area that the fathers live in
- To promote community spirit by creating a positive sense of community and local environs.
- To raise awareness of racism issues
- Make a greater feeling of safety within the area
- Link with other projects and resources to increase connections and create opportunities

## Transitions will give men the opportunity to:

- **Engage with other professional services such as PCT, voluntary groups, probation and social services for more focused work**
- **Men, partners and children learnt new skills**
- **Engage in a creative group which has been piloted and found to be an acceptable method of engaging isolated men who are at home during the day**
- **Involve men in planning, decision making and developing further workshops (which would increase ownership of project)**
- **Give fathers respite from child care, life at home and other troubles and develop new interests in a non-judgemental environment.**
- **Progress from pilot project to other opportunities**
- The pilot art group showed eagerness for continuation of activity and learning new skills by men, partners and children
- Strengthen relationship with the health visitor leading to more focused work on relationships with children at home and in school

# Phases of the Transitions project

- **Phase 1:** [9 months – February – October 2007] **Consultation and engagement**  
with local fathers and organisations in BANES will lead to the design of creative projects that address local issues or personal concerns. The ethos of the projects will be on participant involvement, review and evaluation that will promote a sense of ownership and control of the project development. Taster sessions, picnics and days out where projects might address the physical landscape, provide a new approach to engaging people in lifelong learning, promote healthy living or target anti-social behaviour. The health visitor is key in building relationships with the Families and will support sessions. During this stage Adult and Community Learning will support taster sessions for fathers and crèche for children. **nesa** will be consolidating partnerships and setting up resource networks that will support neighbourhood development and personal skills development. Evaluation mechanisms will be set up to support sustainable development.
- **Phase 2:** [6 months - year – November – August 2008] **Involvement.** This phase will build on the initial experience of the group, encouraging men to share ideas and begin to work together to develop and celebrate their unique community identity. A community plan that integrates creative arts activity with neighbourhood development, responding to local issues and priorities. The health visitor will continue to provide support to sessions and families and **nesa** will continue to provide expertise in arts development, support, development and training of artists working in community settings and maintain the resource networks that are vital to the integrated approach to the development of safer and stronger communities.
- **Phase 3:** (1-2 years - Sept – August 2009) **Connect.** A period of development and consolidation will enable group to continue to network and to develop projects that have a long term impact on their communities The period will be marked by involvement in community festivals, events or exhibitions that involve many different groups and promote dialogue, greater involvement in local democracy and community cohesion. To consider involving individuals as mentors. Projects will be encouraged and supported to share their achievements with other communities, involving them in rolling out opportunities to new areas within BANES and potentially regionally and nationally. To support men into other projects where relevant e.g. BADAS, DHI, horticulture group, acupuncture group, Community Learning, Information, Advice and Guidance (IAG), Creative Links courses; College courses. To develop understanding of creative industries and models of self-employment (validating small achievements and supplementing income).



# Outcomes/Outputs/Benefits

- 1. Supporting personal development
- 2. Strengthening family relationships
- 3. Creating a sense of community  
(communities of interest, place, gender, people)
- 4. Skills development
- 5. Supported artistic expression
- 6. Agencies working together towards more targeted intervention
- 7. Health Improvements

# Outcomes/Outputs/Benefits:

use to brainstorm some ideas

about what will result from the project in relation to the needs you have identified. Slide can be deleted for presentation purposes.

<p><b>1. Support personal development:</b> Promote mental health and well being for fathers in Snow Hill through arts activity working with health visitors, professional artists, support from Adult &amp; Community Learning and other professionals. Improved confidence and self esteem Increase social connections Individual personal plan</p>	<p><b>2. Strengthening family relationships:</b> Parenting skills Forum for family relationship discussions Family days out Inclusion of partners?</p>
<p><b>3. Creating a sense of community:</b> Supporting and strengthening friendships through group activity and project outcomes Residents show more respect for themselves, their children, their neighbours and the organisations that work with them Local people [all ages] have greater involvement in their communities, greater community cohesion Individual and group development</p>	<p><b>4. Skills development</b> Participants identify skills development Signposting onto other community courses/provision/ progression routes</p>
<p><b>5. Supporting artistic expression</b> New skills acquisition High quality art work produced Link to local festivals/ community Exhibition of artworks Explore Creative industries</p>	<p><b>6. Agencies working together towards more targeted interventions</b> New tools for support services Improved methods of consultation Socially engaged arts projects Men develop a positive perception of support services and</p>

# 1. Outcomes, targets and measures of success

Vision 1	Goals	How we will identify success
<p><b>Supporting personal development</b></p>	<ul style="list-style-type: none"> <li>● Men take time out for themselves in supported, constructive environment</li> <li>● Develop ownership of project through consultation, engagement, project planning with men and recruitment of artists <b>Phase 1&amp;2</b></li> <li>● 13 engagement sessions <b>Phase 1</b></li> <li>● 2 family days <b>Phase 1</b></li> <li>● Improved confidence and self esteem</li> <li>● Increase social connections</li> <li>● Promote mental health and well being for fathers in Snow Hill through arts activity working with health visitors,</li> <li>● H.V available for activity sessions to support physical and emotional change in participants</li> <li>● Participants construct group rules (e.g. no drugs alcohol etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring: no's involved, attendance, time keeping,, race, disability, age, <b>Phase 1,2,3</b></li> <li>● 5 Men involved in planning,, recruitment of artists, project outcomes and ownership steering group <b>Phase 1,2,3</b></li> <li>● 8 Fathers attend engagement sessions <b>Phase 1</b></li> <li>● 8 families attend Family day activities</li> <li>● 8 participants measure an increase in their confidence and self-esteem (Pre-project Phase 1, mid-point Phase 2 and end point Phase 3 participant questionnaire. (Baseline measures established in collaboration with H.V. and participants using enrolment questionnaire and clinical scale?) Anecdotal accounts from fathers and their families <b>Phase 1,2,3</b></li> <li>● Chart behavioural changes – responsibility to let group know if not coming, peer leadership (buying food with Robyn) <b>Phase 1,2,3</b></li> <li>● Record motivation to try something new, learn new skills, share skills with others <b>Phase 1,2,3</b></li> <li>● Steering group every 2 months. <b>Phase 1,2,3</b></li> <li>● 5 men with Individual personal plan <b>Phase 2&amp;3</b></li> <li>● 4 Returnees to work, education, <b>Phase 3</b></li> </ul>

## 2. Outcomes, targets and measures of success

Vision 2	Goals	How we will identify <b>SUCCESS</b> Phase 1,2,3
<p><b>Strengthening family relationships</b></p>	<ul style="list-style-type: none"> <li>● Health Visitor works alongside men to break down professional barriers and gain insight into support required</li> <li>● Men supported to develop parenting skills and a forum for family relationship discussions</li> <li>● Supporting and strengthening friendships through group activity, development of project and outcomes;</li> <li>● Men share skills with others,(family members, friends)</li> <li>● Children benefit from fathers improved well being and self esteem</li> <li>● Children and partners participate in group activities</li> </ul>	<ul style="list-style-type: none"> <li>● A H.V. available every session to observe and evaluate participants emotional progress and application (opportunity for specialists working in similar field to gain experience from working with the project eg student nurses/h.v's etc.)</li> <li>● H.V. observations on family relationship improvements and parenting skills</li> <li>● 8 Men acknowledge how the art sessions and family days have benefited them and their families through feedback, questionnaires/ video diary</li> <li>● 3 Family days out (could involve close friends)</li> <li>● Signposting / Link with potential support services: BADAS, DHI, horticulture group, acupuncture group, Community Learning – Information, Advice and Guidance (IAG), CL courses; College courses,</li> </ul>

# 3. Outcomes, targets and measures of SUCCESS

Vision 3	Goals	How we will identify success
<p><b>Creating a sense of community</b></p>	<ul style="list-style-type: none"> <li>● Supporting and strengthening friendships through group activity and project outcomes</li> <li>● Fathers take ownership of project by choosing art forms and project development</li> <li>● Local people [all ages] have greater involvement in their communities, greater community cohesion</li> <li>● Residents show more respect for themselves, their children their neighbours and the organisations work with them</li> <li>● Individual and group development (always encourage new members to join)</li> <li>● Men develop a positive perception of support services</li> <li>● Activities within the community reflect the residents interests and achievements</li> </ul>	<ul style="list-style-type: none"> <li>● 8 Fathers attend group engagement sessions and plan future course development. <b>Phase 1</b></li> <li>● 8 fathers attend projects in Phase 2&amp;3</li> <li>● Men develop rules and planning</li> <li>● 5 men develop steering group</li> <li>● Evidence of friendships/ community involvement outside of group, attendance at other local projects, events</li> <li>● Video diaries – Explore the neighbourhood with digital photography</li> <li>● Collaborative working with agencies delivering local services: Signposting / Link with potential support services: BADAS, DHI, horticulture group, acupuncture group, Community Learning – Information, Advice and Guidance (IAG), CL courses; College courses,</li> <li>● Agencies respond positively to families needs</li> <li>● Collaborative working contributes to the achievement of LAA outcomes</li> <li>● Residents working together to improve their environment, local facilities and services</li> <li>● Better community facilities</li> </ul>

# 4. Outcomes, targets and measures of success

Vision 4	Goals	How we will identify success
<p><b>Skills Development</b></p>	<ul style="list-style-type: none"> <li>● Acquisition of new skills</li> <li>● Participants identify skills development</li> <li>● Fathers take ownership of project by choosing art forms and project development</li> <li>● Encourage peer mentoring</li> <li>● Artists respond to needs and artistic development and support of individual and group work within the project</li> <li>● Participants learn from 3 creative artists</li> <li>● Signposting onto other community courses/provision/ progression routes</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-project, mid-point and end participant questionnaire on participants value of taking part in project</li> <li>● Beginning, Mid and end of project monitoring/ questionnaires/ consultation with artists and partners (steering group meetings).</li> <li>● Artists evaluate participants individual skills acquisition and application</li> <li>● Artists evaluate participants individual skills acquisition and application</li> <li>● Record motivation to try something new, learn new skills, share skills with others</li> <li>● Artists attend mental health</li> <li>● Chart behavioural changes – evidence of lifeskills</li> <li>● Progression routes signposted / Link with potential support services: BADAS, DHI, horticulture group, acupuncture group, Community Learning – Information, Advice and Guidance (IAG), CL courses; College courses,</li> </ul>

# 5. Outcomes, targets and measures of success

Vision 5	Goals	How we will identify success
<p><b>Supporting Artistic expression</b></p>	<ul style="list-style-type: none"> <li>● Fathers take ownership of project by choosing art forms and project development</li> <li>● Artists respond to needs and artistic development and support of individual and group work within the project</li> <li>● New skills acquisition</li> <li>● Link to local festivals/ community</li> <li>● High quality art work produced</li> <li>● Exhibition of artworks</li> <li>● Explore Creative industries</li> <li>● To provide meaningful opportunities for artists to be involved in socially engaged projects</li> </ul>	<ul style="list-style-type: none"> <li>● Artists evaluate participants individual skills acquisition and application</li> <li>● Participants take part in local exhibitions/public art</li> <li>● Cultural activity in the area includes links with Bath Fringe/ festival; London Pollution Project; Green Gym; Wildspaces</li> <li>● 8 men take part in Public Art/ Art Trail/ Exhibition/ Documentation of project</li> <li>● Exhibition of art work and/or art works appear on <b>nesa</b> website</li> </ul>

# 6. Outcomes, targets and measures of success

<b>Vision 6</b>	<b>Goals</b>	<b>How we will identify success</b>
<b>Agencies working together towards more targeted interventions</b>	<ul style="list-style-type: none"><li>● Improved methods of consultation</li><li>● Socially engaged arts projects</li><li>● Men develop a positive perception of support services and</li><li>● To sustain support for participants (legacy of project)</li><li>● To provide new tools for support services through providing a model of socially engaged arts practice for fathers in transition</li></ul>	<ul style="list-style-type: none"><li>● Steering Group meetings every two months with new members introduced to the project</li><li>● Socially engaged practice formulates the progress and direction of the project</li><li>● A presentation provides a legacy/toolkit of the project to partners and interested agencies.</li></ul>

# Project Sustainability: Legacy

identify the potential for the project to develop in the long term if appropriate.

- Evaluation of well being, confidence, progression opportunities, new partners, family relationships to support new funding bids
- Ownership of project by fathers to support their own project development
- Sharing of project, evaluation and output with other partners working in other areas of Bath through DVD/artwork/book

# Review of first years engagement

## ● **What has happened:**

- 'Transitions' originally intended to work with the Women's Aid refuge after a pilot project ran in summer 2006. Due to staff changes at the centre the project did not progress at this time. The Fathers Art project that running weekly in Snowhill, Bath from Sept – Dec 2006 replaced the original proposal. A steering group planned and continued engagement with the men from Feb – July 2007
- New members join steering group
- An Art tour and Family day out arranged for men and families
- Community Learning funded and supported 5 engagement sessions and a crèche during June and July 2007
- Engaged with between 1 and 6 men each session
- Project proposal developed and funding letters put together
- Proposed plans include a resident artists who may enable 'make-over's' in flats; the promotion of a café to enliven a heart centre into the community; involve the women's group and make the project for whole families.
- A Family Fun Day will involve Fathers and their families and other residents throughout August

# Summary and Recommendations

- The taster sessions have continued to engage men and their families from the community
- Attendance is sporadic – previous experience doesn't necessarily mean people will come to the sessions. Individual issues prevent people from engagement.
- It is difficult to make a detailed 3 year plan as engagement with this client group is difficult. The steering group has responded to needs of the men and recognises the need for this to be a grass roots up project.
- **Recommendations:**
- Community Learning are continuing to support the Fathers Art Project providing 7 computer and manipulation sessions in the Autumn.
- The Steering group would like to engage the fathers and families with 2 regular consistent artists who build relationships and confidence in the men over time.
- Physical art forms attracted the most number of fathers at a session and this suggests that these be offered in the future eg Willow Sculpture.
- The Snow hill Fun Day on 1<sup>st</sup> September and the August engagement activities in banner making for families can be used as a way of promoting the project
- A model of successful engagement in the area is the Learning Champions model where participants are paid for their input and engagement. The steering group recognise that this model could be tried in the future
- To include fathers on the steering group
- To aim for an exhibition in May 2008 from art works and engagement during Autumn and Spring term which will be included in the Bath Fringe Festival

# Monitoring and Evaluation methods

- Monitoring participant numbers
- Ongoing checks against project aims and objectives
- Checking outputs against the proposed timetable
- Mid project monitoring and evaluation of process
- Partner and practitioner feedback
- Participant feedback
  - reflective diaries/ Qualitative sessional feedback
  - post-it notes
  - video diaries/ images
  - Questionnaires /statistics
- Artists' feedback
- Artists' diaries
- Individual participant case studies
- Photographic documentation
- Audience feedback
- Peer organisation feedback
- All monitoring and evaluation material will be compiled into a final project report which will be disseminated to partners and funders and reviewed internally to improve future practice.