

Find A Solution Project

Evaluation of “Music Workshops for Families”

A report by
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2011

new rhythms for glasgow

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“No single agency can solve the problems experienced by many people in North Glasgow – but we can work together to tackle health and social inequalities and to see tangible improvements in the coming years.”

(Chair of CHCP North Glasgow, Development Plan 2008)

The workshops recorded a range of **positive outcomes** ranging from **fun and enjoyment** to inspiring further **interest in arts activities**, in the short period of just a few weeks...

they should be regarded as **very successful**.

(Evaluation of Music Workshops for Families: nrfg, 2011)

Art and culture have the potential to make a serious contribution to community engagement, development and regeneration processes....

Current government policy is clearly supporting the use of art and culture as a tool for sustainable development....In **North Glasgow** it is evident that art and culture makes a **considerable contribution** to community wellbeing and development.

(Culture Matters Report: An Action Research Project for North Glasgow,

Caledonian Business School, 2007)

Evaluation of Music Workshops for Families by *New Rhythms for Glasgow*

Purpose of this report

This report is a critical evaluation of the “Music-workshops for Families” project designed by New Rhythms for Glasgow. It provides a population profile of Glasgow North, an assessment of the problems faced by its local families and how the projects address these.

In addition, a literature review highlights some of the scientific evidence that underlies the desired outcomes. The report also looks at previous similar projects and how nrfg can use their experiences. Furthermore, it maps existing provision and potential partners for the project.

In a separate document, the 5-week pilot project is evaluated and analysed in terms of its successes and the problems faced and how these can be addressed in the future. In pointing towards the challenges and successes of the pilot project, the recommendations in this report enhance the capacity of nrfg to deliver the project successfully as well as being a useful resource to critically reflect on the project. Potential partner organisations might also benefit from reading the report.

Relevant extracts from the report should be used by nrfg to support and structure their funding bid to the Big Lottery *Supporting 21st Century Life* Fund. Especially created for this purpose are the following resources: a) a sample summary of the project and b) a table of the intended outcomes which follow the Big Lottery Fund’s guidelines. Also provided is a c) drafted argumentation of nrfg’s capacity to deliver.

Introduction

New Rhythms for Glasgow (nrfg) is a community-based music organisation that aims to inspire positive social change and enrich lives in North Glasgow through high-quality, innovative and challenging music activities. This summer, nrfg ran a pilot project offering Music Workshops for Families for the first time, bringing together children and their parents/carers with the aims of improving their confidence, their capacity for learning and their relationships with each other. We have evaluated this pilot project against a set of four intended outcomes.

The Pilot Study

This study began on August 1 and was initially planned to run for three weeks. However, this was extended to five weeks as a result of the composition of the groups being different to what was expected. It was noted that this flexibility in terms of group sizes, times and tutors would be a crucial aspect to retain for the full project. The pilot began with three groups – one at Stepping Stones and two at Glasgow Bridges - but this was reduced to two due to lower-than-expected attendance at the Glasgow Bridges sessions.

Find A Solution: The Authors

nrfg worked in collaboration with *University of Glasgow Settlement* on this project. The Settlement is a charity that serves the university and the local community. Through the *Find A Solution* project it funded two students to conduct a feasibility study as well as an evaluation of the pilot project for nrfg. The two student authors, as independent from the organisation, were to give the charity a critical assessment of the pilot project as well as to conduct the research necessary to evidence the funding bid, including population statistics and academic literature reviews. Further tasks included mapping of the existing provision and contacting potential partner organisations. During the course of the “Find A Solution” placement, the students helped to design the pilot project and also recruited an additional partner organisation following the withdrawal of one of those originally approached. The authors were responsible for agreeing the intended outcomes and the method for measuring short-term changes, and attended all of the workshops in order to observe how the families interacted with the tutors and each other.

The report on and findings of the pilot study can be found in a separate document.

Background to the Project

There is a clear need in North Glasgow for social change, as this part of the city regularly appears towards the top of tables comparing problems such as deprivation, drug and alcohol addictions, teenage pregnancies and poor health, and at the bottom for educational attainment and employment.

North Glasgow is served by a diverse range of organisations attempting to tackle these problems, either directly or indirectly, and many of these have expressed interest in working in partnership with nrfg to deliver the workshops as part of a holistic approach to improving the lives of their service users.

A scoping exercise found that while two organisations were offering music workshops of a sort for family groups in the north of the city, these were significantly different to those proposed by nrfg and there remained a need to engage the hard-to-reach family groups we identified.

Socio-Economic Context

The following section gives an overview of the population and health statistics of North Glasgow, creating an impression of the challenges that its inhabitants face. Special focus lies on the situation of families and children in this particular part of the city. The section summarises relevant information published over the last 5 years.

A profile of families in the North Glasgow Community

North Glasgow once enjoyed a strong working class community that now suffers from multiple deprivation in post-industrial times. Despite the challenges faced by the residents of North Glasgow, the community is proud of its area and its history.

New Rhythms for Glasgow operates within the boundaries of the North Glasgow Community Health & Care Partnership. The majority of local people like living in and wish to continue to live in North Glasgow. Contributing factors are:

- Ongoing physical regeneration, with significant improvements in the material circumstances of the population over the last 20 years, most notably in housing conditions.¹
- A varied and active network of local community and voluntary organisations in the area that support and involve local people in improving their circumstances.
- Good partnership working among the public sector agencies...as demonstrated by the progress made in the Springburn and North East Glasgow neighbourhood management pilot².

Despite the positive developmental trend, North Glasgow is still one of the most deprived areas in Europe, with the resultant high levels of health and social problems associated with living in such poor circumstances. The area is dominated by the peripheral social housing schemes built to re-house families during the post-war years, and the associated post-industrial legacy of low employment rates and social problems.

Population Figures

- The area has a population of 100,380 residents, according to the Scottish Index of Multiple Deprivation (2009).
- 17% of the residents are children, reports the Glasgow Centre for Population Health (2008).

Multiple Deprivation in the North

Glasgow contains several smaller pockets of deprivation and the data can vary strongly within the whole area. This is why we have identified the neighbourhoods within the North that would benefit most from our project (see section "Geography of Need"). Within the CHCP, severe deprivation is concentrated in a large geographical area covering much of the social housing with a high density population.³

- The Scottish Index of Multiple Deprivation 2009⁴ reports that in the North Glasgow CHCP,
- 58% of the local area is within the 15% most deprived data zones in Scotland, nearly twice as much as the whole Greater Glasgow & Clyde area (30.4%).

¹Children and Young People's Health and Wellbeing: An Information Profile for North Glasgow CHCP; August 2007

²North Glasgow Community Health and Care Partnership, Development Plan 2007-2010

³Children and Young People's Health and Wellbeing: An Information Profile for North Glasgow CHCP...

⁴*Scottish Index of Multiple Deprivation: A General Report*; A Scottish Government National Statistics Publication; October 2009

- The Keppochhill and Possilpark data zones are amongst the five most deprived areas in Scotland.
- In terms of health, Possilpark and Maryhill are the most deprived data zones in Glasgow City
- In terms of access, Summerston Central, West and Maryhill are the most deprived data zones within Glasgow City.

Quite startlingly, 35% of residents aged 8 to 20 years live in the most deprived 5% of neighbourhoods in Scotland.⁵

Childhood Poverty

In North CHCP, on average 41.1% of children live in a household in which no adult is employed. This varies however, from 60.8% in Hamiltonhill to 11.0 in Auchinairn. The Glasgow average is 36.3%.⁶

- North CHCP has the highest rate of children entitled to free school meals (North CHCP 4283, Glasgow City 25638) an indicator of childhood poverty.⁷
- In Glasgow North East, 64.2% of children live in families dependent on out of work benefits or child tax credit. This is the highest value for all CHPs in Scotland for this particular measure of child poverty and compares with a national average of 46.6%.⁸

Family Structure

- 41% of all households containing children are Single parent households (total number 5,300)
- The 2001 census reports that North Glasgow has the highest rate of dependent children in lone parent families (46.3%) compared to a Glasgow average of 41.9%.
- Glasgow had the 5th highest proportion of non-intact families (52.16%), with the majority of families being non-intact, according to the 2001 census⁹

Migration

There has been significant inward migration in recent years of asylum seekers to the Sighthill area, and this has presented additional opportunities and challenges for services in this area.¹⁰

- Approximately 1,700 asylum seekers live in the area
- The proportion of the population from a minority ethnic community (4.6%) is more than double the national average.

Child and Maternal Health

North Glasgow scores lower or worse than the Scottish average on most indicators of child and maternal health. The breastfeeding rate and the proportion of mothers smoking during pregnancy in Glasgow North East are the worst in Scotland.¹¹

- 30% of women smoke during pregnancy, compared to 24% nationally,

⁵North Glasgow Community Health and Care Partnership...; p.4

⁶*Children and Young People's Health and Wellbeing: An Information Profile for North Glasgow CHCP...*

⁷*Children and Young People's Health and Wellbeing: An Information Profile for North Glasgow CHCP...* p.13

⁸*Children and Young People's Health and Wellbeing Profiles 2010: Glasgow North East*; NHS Health Scotland, Edinburgh; November 2010

⁹SCOTLAND'S FAMILY STRUCTURES; *Public Health Information Network for Scotland 7th Seminar - 29 September 2006* David Webster; Housing Strategy Manager, Glasgow City Council and Honorary Senior Research Fellow, University of Glasgow Department of Urban Studies; p.2

¹⁰*Children and Young People's Health and Wellbeing: An Information Profile for North Glasgow CHCP...*

¹¹*Children and Young People's Health and Wellbeing Profiles 2010...*

- 33% of mothers breast feed at six to eight weeks following birth (36% nationally).
- Primary immunisation rates are slightly below the national average.
- The rate of low birth-weight babies is 56% above the national average
- The infant mortality rate is 27% above the overall Scottish rate.
- The child road accident casualty rates are 30% higher than the national average.
- The rate of admission for dental conditions among children is 55% above the national average.¹²

Teenage Pregnancy

The teenage pregnancy rate (under 18) is statistically significantly higher (by 61 %) compared to the Scottish average.

Looked –after Children

The most common reason recorded for children and young people being accommodated in the North CHCP is, “lack of parental care”. This is followed by, “drug misuse in the carer”, and, “child protection”. It should be noted that each of these categories is not mutually exclusive.¹³

- Nearly 10 children (aged 0-17 years) per 1,000 in the North CHCP are either looked after or accommodated.

Children Social Work Clients There is an association between deprivation and likelihood of being known to social work that operates very strongly in childhood.¹⁴

These relationships become even starker amongst the child population as in Glasgow City as a whole, 61% of child social work clients live in extremely deprived neighbourhoods.

- Of all CHCPs in Glasgow, North Glasgow has the highest concentration of children who are social work service users (9.7%, almost one in ten children in our area)

Education

- North CHCP has the highest rate of pupils with an Individual Education Plan (IEP) per 1000 pupils (North CHCP 55.86, East CHCP 43.91 and Glasgow City 39.53).¹⁵

¹² all points: *North Glasgow Community Health Profile*; Glasgow Centre for Population Health; February 2008

¹³ *Children and Young People’s Health and Wellbeing: An Information Profile for North Glasgow CHCP...* p.5

¹⁴ *North Glasgow Community Health and Care Partnership, Development Plan 2007-2010*

¹⁵ *Children and Young People’s Health and Wellbeing: An Information Profile for North Glasgow CHCP...*p.12-17

Geography of Need

Within Glasgow as well as the North, there is quite a lot of variation within a given geographical area in terms of deprivation and life quality. This is why, as part of the project, we specified the areas within North Glasgow that are pockets of deprivation and merit special attention and efforts by service providers. Thus, the partner organisations and participants can be chosen according to area, prioritising those who would benefit most from our efforts. A targeted delivery will make our work more efficient.

The table below identifies which specific area of North Glasgow is most affected by the different indicators of children at risk and disadvantaged children and families. The data is a ranked summary of the “Community Health and Wellbeing Profile for North Glasgow” published by the *Glasgow Centre for Population Health* in February 2008. The report measures health and well-being using a number of different indicators. Only indicators relevant to children and families’ well-being were analysed and the data for each were listed according to the specific area of North Glasgow. The table lists the areas that score lowest on the indicators of family health and well-being.

Looking at the Health and Wellbeing statistics, nrfg should focus on working with partners in the following three most disadvantaged target areas below (according to our chosen indicators):

1. **Ruchill and Possilpark** (nine times in the top 3 of disadvantaged areas)
2. **Sighthill, Roystonhill and Germiston** (seven times in the top three)
3. **Springburn** (six times in the top three)

The full table can also be used to identify the most disadvantaged area in terms of one specific issue, e.g. “Which area is most affected by teenage pregnancy?” The list of potential partners can be prioritised according to the above three “worst cases”.

At the moment, we are not yet in the position to choose from a number of potential partner organisations in order to target a specific area or population. Instead we rather work with any North-based organisation that is interested. The approach can be applied, however, by the time the project has been running successfully for a while and further networking and promoting of our workshops has been done. It is also hoped that the organisations and individuals will promote the workshops by word-of-mouth. Once we have a large and diverse enough base of partners to be able to specifically target specific areas of North Glasgow through them.

Table: Top 3 Areas most affected by the low Scores on various Health and Wellbeing Indicators			
Indicator	Area	Percentage of Children in the Population of the Area	Percentage of Residents affected
Child Population	1. Robroyston and Millerston	21.5% (1133)	-
	2. Blackhill and Hogganfield	20.9 % (753)	-
	3. Ruchill and Possilpark	19.4% (1771)	-
Minority Ethnic Groups	1. Sighthill, Roystonhill and Germiston	18.4% (2358)	11.2 % (1273)
	2. Kelvindale and Kelvinside	13.4% (1243)	9.1% (839)
	3. Robroyston and Millerston	21.5% (1133)	7.1 % (342)
Asylum Seekers	1. Sighthill, Roystonhill and Germiston	18.4% (2358)	5.8% (740)
	2. Springburn	17.9 % (2619)	5.0 % (738)
	only very low numbers in other areas	-	-
Single Parent Households	1. Ruchill and Possil Park	19.4 % (1771)	56.0 %
	2. Sighthill, Roystonhill and Germiston	18.4% (2358)	51.1 %
	3. Maryhill Road Corridor	11.4% (1459)	47.2 %
Social Work clients aged 0-15 years	1. Sighthill, Roystonhill and Germiston	18.4% (2358)	18.1%
	2. Ruchill and Possil Park	19.4 % (1771)	16.7 %
	3. Springburn	17.9 (2619)	16.4 %
Children in workless households	1. Ruchill and Possil Park	19.4 % (1771)	60.8%
	2. Sighthill, Roystonhill and Germiston	18.4% (2358)	59.2%
	3. Springburn	17.9% (2619)	46.4%
Primary School Attendance (lowest 3)	1. Ruchill and Possil Park	19.4 % (1771)	92.1%
	2. Springburn	17.9% (2619)	92.3 %
	3. Sighthill, Roystonhill and Germiston	18.4% (2358)	92.6%

Continued :Table of top 3 areas affected by the Indicators			
Indicator	Area	Percentage of Children in the Population of the Area	Percentage of Residents affected
S4 Pupils with 5+ GCSE equivalents (lowest 3)	1. Ruchill and Possil Park	19.4 % (1771)	27.6%
	2. Sighthill, Roystonhill and Germiston	18.4% (2358)	30.6%
	3. Lambhill and Milton	18.6% (2381)	33.3%
Smoking during Pregnancy	1. Ruchill and Possil Park	19.4 % (1771)	45.2 %
	2. Lambhill and Milton	18.6% (2381)	37.3 %
	3. North Maryhill and Summerston	18.8% (2284)	36.4 %
Breastfeeding (lowest 3)	1. Lambhill and Milton	18.6% (2381)	15.7 %
	2. Balornock and Barmulloch	18.9% (1411)	16.8 %
	3. Ruchill and Possil Park	19.4 % (1771)	18.7 %
Low Birth-weight Babies	1. Lambhill and Milton	18.6% (2381)	5.6 %
	2. Balornock and Barmulloch	18.9% (1411)	5.1 %
	3. North Maryhill and Summerston	18.8% (2284)	4.5 %
Teenage Pregnancies * crude rate per 1000 resident population	1. Springburn	17.9% (2619)	86.7 per 1,000
	2. Blackhill and Hogganfield	20.9 % (753)	85.7 per 1,000
	3. Ruchill and Possil Park	19.4 % (1771)	76.9 per 1,000
Children Road Accident Casualties * crude rate per 1000 resident population	1. Maryhill Road Corridor	11.4% (1459)	5.2 per 1,000
	2. Ruchill and Possil Park	19.4 % (1771)	4.5 per 1,000
	3. Springburn	17.9% (2619)	4.4 per 1,000
	3. Lambhill and Milton	18.6% (2381)	4.4 per 1,000

Issues affecting the local community

As the project is specifically designed towards strengthening disadvantaged families, it is necessary to identify the challenges faced by North Glasgow families as well as how prevalent they are, how they affect family life and how the workshops can support these families. The main challenges identified were those faced by young parents; parents with addiction issues; refugees and asylum seekers and looked-after children or children at risk.

Young Parents

The initial idea for the project arose during music workshops with young mothers that nrfg was holding. Even though this group did not participate in the eventual pilot due to scheduling problems, nrfg and partner organisations are still keen to target this demographic. The following text will now briefly outline the current prevalence of under-20 parents in North Glasgow and the effect this situation has on the young family. It will also outline the benefit of the workshops to young parents. Lastly, an overview of the current and potential partnerships with relevant services in North Glasgow will be provided.

Prevalence:

Currently approximately 800 teenagers within Glasgow give birth each year.

Glasgow City Council has one of the highest teenage pregnancy rates in Scotland: the second highest under-18 (49.0 per 1,000) and the third highest under-16 (9.5 per 1,000) pregnancy rate in Scotland.¹⁶

The Community Health and Well-being Profile for North Glasgow 2008¹⁷ reports that:

Glasgow North has a teenage-pregnancy rate (under 18) that is 61% above Scottish average with 65.1 teenage pregnancies per 1,000.

The highest rate of under-18 pregnancies within the Community Health Partnership North Glasgow City has the area Springburn (86.7 per 1,000; crude rate) followed by Blackhill, Rogganfield, Ruchill and Possilpark.

Needs of Young Carers and their Families Pregnant teenagers rate lower on health indicator outcomes and suffer more often from mental ill-health (1). This should be seen in the wider socio-economic context, as early parenthood shows a strong deprivation gradient: In the most deprived areas in Scotland in 2009, delivery rates in the under-20 age group were up to ten times higher than in the least deprived areas.¹⁸ At higher risk of social exclusion, it is therefore unsurprising that young mothers report feelings of isolation and stigmatisation (1). Deprivation can both be cause and consequence of teenage pregnancy¹⁹.

How our Project fits in In a 2007 consultation exercise for the NHS Greater Glasgow and Clyde, teenage mothers expressed the need for meeting other young women in similar social circumstances for peer support. The social aspect of our workshops would fulfil this need by providing an opportunity to socialise before, during and after the workshops. The exercise also revealed that young mothers feel the need to spend more time with their babies. However, this

¹⁶ *Meeting the needs of pregnant teenagers across NHS Greater Glasgow & Clyde: A Consultation Exercise;* Project Midwife: Teenage Pregnancy; L Coltart; 02/2007; p.4

¹⁷ *Community Health and Well-being Profile for North Glasgow 02/2008*

¹⁸ *Publication Report: Teenage Pregnancy, for Year ending 31st December 2009;* Information Services Division Scotland and NHS Scotland; 06/2011

¹⁹ *Teenage Pregnancy and Parenthood: A Review of Reviews;* C Swann, K Bowe, G McCormick & M Kosmin; NHS Health Development Agency; 2003; p.1

contradicts our experience with the young mothers' music group in the Rosemount Flexicentre: Here, the girls appreciated having time to themselves whilst their children were cared for at a crèche. While this is understandable, taking part in the workshops could equip the mothers to engage in a more diverse range of activities with their children than before. The workshops offer a quality time spent together while increasing confidence and reducing feelings of isolation.

Our Potential Partners

Young Parents' Support Base @ Smithycroft School: A three-year pilot project that began in 2010, this is a resource specially designed for young mothers who are unable to attend mainstream school, which also provides wider support to both mothers and fathers in areas such as parenting and confidence-building. Project co-ordinator Deborah Blackhurst is "very keen" to work with NRRFG to deliver workshops.

Rosemount Lifelong Learning: Making A Difference is a programme aimed at improving the life skills of young parents in Glasgow aged 16 – 25. It was initially hoped the centre would participate in the pilot project, but it was not possible to fit the workshops into the summer 2011 programme. A further dialogue with the Centre suggested the Milburn Project for young parents would be a better match and the project manager is keen to participate.

Refugees and Asylum Seekers

Glasgow is home to the largest number of asylum seekers in Scotland, and North Glasgow currently has the highest concentration in the city, according to North Glasgow Integration Network²⁰, which supports organisations to offer a range of integration activities in the area. By definition, this is a disadvantaged group at particular risk of isolation in the community - particularly asylum seekers, who are prevented from working and therefore very vulnerable to financial hardship, and may also be living in fear of imminent deportation.

Statistics It is very difficult to obtain accurate data on the number of refugees and asylum seekers living in Scotland, as these are not formally collated, but the Scottish Refugee Council estimates the total figure at approximately 10,000²¹, most of whom live in Glasgow. As many as one thousand of the asylum seekers are believed to live in the Red Road flats in North Glasgow²². As of 2008, the by far highest number of asylum seekers can be found in the Sighthill, Roystonhill and Germiston area (5.8%) which is also the area with the highest number of ethnic minority residents (11.2%).

Need of refugees and asylum seekers The distressing fear of deportation, separation and isolation faced by these families and potential traumatic experiences prior to migration makes this group of North Glasgow residents a vulnerable one. Research has found that asylum-seeking women are at high risk of violence, depression and stress²³, which also has a negative impact on the health and wellbeing of their children. While many refugees and asylum seekers have experiences in common, they are not a homogenous group in terms of nationality, ethnicity, language, religion and culture. Furthermore, it has been noted that "asylum seekers have *not* been clustered in language groups, thereby diminishing the opportunities for specific national groups to form their own informal and formal support networks locally"²⁴. There is consequently a real need for musical activities that transcend language differences and incorporate different cultures.

²⁰ <http://www.accessnorthglasgow.co.uk/bme-community-groups/north-glasgow-intergration-network.html>

²¹ <http://www.scotland.gov.uk/Topics/People/Equality/Refugees-asylum>

²² <http://news.scotsman.com/asylumseekerdeaths/Red-Road-to-perdition.6150271.jp>

²³ Asylum-seeking women: Violence and Health, September 2009, Scottish Refugee Council and the London School of Hygiene and Tropical Medicine

²⁴ Wren, K. Supporting Asylum Seekers and Refugees in Glasgow: The Role of Multi-agency Networks, *Journal of Refugee Studies* (2007) 20 (3): 391-413.

How our project fits inThe project's aims are particularly appropriate to this group as these families face significant obstacles in their day-to-day lives and may have few opportunities for interaction within the community due to financial and language barriers. The workshops are free to service users and can incorporate music-making of all kinds, meaning participants of all ages and backgrounds can join in. nrfg has links with tutors such as Noel Bridgeman, who has considerable experience of working within this sector and whose approach involves encouraging all participants to share their favourite music and contribute to group compositions.

Our Potential PartnersA number of organisations within North Glasgow Integration Network have expressed an interest in becoming involved in the Music Workshops for Families project, and following the presentation of the project to its members, its development worker Donald Lawrie said "the Network as a whole can be seen as a partner in support of [nrfg's] bid" and is ready to encourage participants.

Tron Saint Mary's Church: offers a drop-in service for children of asylum seekers and refugees running from 3 to 5 p.m. This service offers games and activities, plus a cafe area for adults.

St Rollox Church of Scotland: provides support and services to asylum seekers and the local community. They have a drop-in shop, English classes and a parent and toddler group.

Looked-after Children and Children at Risk

Statistics The proportion of children looked after by the local authority in Glasgow is significantly higher than in Scotland as a whole – 27.8 per 1000 compared to 13.8 per 1000 as of 2010. Paradoxically, there are proportionally fewer child protection referrals – 9.7 per 1000 compared to 13.9 per 1000 for the country as a whole. Data showing the distribution within the city are not available. NHS Health Scotland advises that these figures "be interpreted with caution and with the benefit of local knowledge", as they result from differences in the utilisation of services. However, the fact remains that more than 3000 children in Glasgow were "looked after" at this time. The three most common reasons for accommodation were "lack of parental care", "drug misuse in the carer", and, "child protection", although it should be noted that there is overlap between these categories.

Needs of looked-after children and children at risk There is considerable cross-over between this group of children and those affected by parental substance misuse (see below) and domestic violence. These families face similar challenges in terms of improving their family relationships, and many will be come to the nrfg workshops via referrals from family centres and other specialist services.

How our project fits inThe project is designed to complement work being undertaken with disadvantaged families in other areas, for example addiction rehabilitation programmes and the Positive Parenting Programme ("Triple P"). A recent publication on the experience of looked-after children in Scotland²⁵ argues that young people's resilience is promoted through their carer's "interest, concern and personal commitment". The music workshops offer a bonding experience of joined development in music making and beyond. This will instil a sense of pride in the carers therefore hoping to contribute to a stable and positive relationship between child and carer.

²⁵ Maclean, Kirstie and Connelly, Graham (2005) Still room for improvement? The educational experiences of looked after children in Scotland. In: Facing forward: residential child care in the 21st century. Russell House Publishing, Lyme Regis, England, UK, pp. 173-183

Our Potential Partners

Barnardos: nrfg has a long-standing relationship with this nationwide charity, which is involved in delivered a diverse range of services for young people, including counselling and fostering services.

Stepping Stones Family Centre, Possilpark Pilot project participants who are keen to continue working with nrfg. The centre offers activities and learning opportunities for parents along with respite care for their children, and also parenting training at the centre and within family homes. Parents generally participate in workshops separately from their children, so the nrfg sessions offer something different and positive in terms of family bonding.

Parental Substance Abuse

The present project targets children affected by parental substance abuse in order to alleviate some of the negative consequences of such circumstances. The following text will now briefly outline the current prevalence of children affected by parental drug problems in North Glasgow and the effects it has on the children's development. It will also summarise how our project helps these children and achieve national and local aims. Lastly, an overview of the current and potential partnerships with addiction services in North Glasgow will be given.

Prevalence At the moment, there is a lack of research that clearly measures the number of children affected by parental substance misuse in Scotland²⁶. However, drawing on a few existing studies, an impression of the situation can be created.

In the whole of Scotland, it is estimated that approximately 5% of the population of children under 16 (up to 60,000 children) have a parent with a drug problem.²⁷

The 2009 National Prevalence Study²⁸ reports that

Glasgow City Council has the highest prevalence-rate of drug misuse (opiates and benzodiazepines) nationally, with an estimated 3.27% of the population aged between 15 and 64. This is twice as high as for the rest of Scotland.

The number of problem drug users in the CommunityHealthPartnershipNorthGlasgowCity is estimated at 3.64% of the population between 15 and 64 years. This is the second highest prevalence after East Glasgow.

With regard to parental substance abuse, an unpublished 2005 report²⁹ to Glasgow Addiction Services draws on various sources to tentatively estimate that:

5.5% of the population aged under 16 (approximately 6,142 children) in Glasgow live with one or more parent who has a substance misuse problem.

3.13% and 2.78% of children living in the North³⁰ and North East³¹ "Area Service Team" area³² respectively, live with at least one parent who is a problem alcohol user.

²⁶*Substance Misuse Research: "Looking Beyond Risk": Parental Substance Misuse: Scoping Study*; Scottish Executive; 2006; p.39

²⁷*Hidden Harm: Responding to the Need of Children of Problem Drug Users*; Executive Summary; Advisory Council for the Misuse of Drugs for the Home Office; 2003; p.27

²⁸*Estimating the National and Local Prevalence of Problem Drug Misuse in Scotland*; Executive Report; Hay, G. Gannon, M. Casey, J. McKeganey, N.; 2009; p.14

²⁹*Estimating the Number of Children affected by Parental Substance Misuse in Glasgow*; Report to Glasgow Addiction Services; Hay, G. Gannon, M. McKeganey, N.; 2005 (unpublished, copy courtesy of Dr.Gannon)

³⁰Ashfield, **Milton, Keppochhill, Royston, Robroyston**, Wallacewall, **Springburn**, Milnbank and Cowlairs

³¹**Summerston**, Partick, **Firhill**, Anderston, Kelvindale, Kelvingrove, MerchantCity, Wyndford, Hyndland, Woodlands, **North Kelvin, Maryhill**, Hayburn and Hillhead (areas serviced by us in **bold**)

³²Area Service Team: No definition of geographical location found, they are probably outdated social service areas of the Glasgow City Council. The definitions of the two areas North and North East used are taken from *Evidence Base January 2005* on www.equalaccessglasgow.com/refocus.htm

2.89% and 2.56% of children living in the North and North East “Area Service Team” area respectively, live with at least one parent who is a problem drug user. No more up-to-date statistics than this were available.

Effects of Parental Substance Abuse: First of all, it is important to note that substance misuse problems should be seen in the wider context of multiple deprivation and its associated problems of social exclusion. These have an adverse effect on overall parenting capacity and quality of life. Moreover, many other “environmental factors including poverty, social isolation, and lack of family or community involvement” determine the impact of parental substance misuse on children.³³ Research suggests that parental substance misuse can adversely affect

- attachment,
- family dynamics,
- relationships and functioning and
- significantly increases the risk of violence³⁴.

Children report suffering from the apparent mental absence of their carer, as he/she is mostly concerned with handling their addiction. Furthermore, the ground-breaking Hidden Harm report also highlights that “the adverse consequences for children are ... multiple and cumulative ... and include failure to thrive... and a wide range of emotional, cognitive, behavioural and other psychological problems”.³⁵ This can also lead to

- poor educational attainment as well as
- early substance misuse and
- offending behaviour.

How our Project fits in The 2006 scoping study emphasises the lack of service and support for family members of substance abusers. It also stresses the potential of community-based and play-based schemes in engaging the whole family and help building resilience.³⁶ Aberlour recognises this, too, pointing towards evidence that shows that access to ‘fun’ and normal childhood activities helps children to cope better...and build their resilience³⁷. It is “key”, they conclude, “that children should have access to more services in their own right, both for support and for *fun* activities”.

Our workshops will be one of several strands of support for service users, but an important one. Just as suggested by the Aberlour think tank, we will provide an open space for children and their parents to have fun and enjoy themselves as a family in a safe environment. The workshops therefore dampen some of the negative effects that addiction has on the whole family and allow families to create positive experiences. The aforementioned benefits of music on children’s development plus the emphasis on fun in the workshops tie in perfectly with current need and demand, both of families with addiction issues as well as their charities and support services.

Our Potential Partners Demonstrating the above, several addiction services in North Glasgow have strongly welcomed our project proposal.

³³ *Substance Misuse Research: “Looking Beyond Risk”: Parental Substance Misuse: Scoping Study*; Scottish Executive; 2006; p.16

³⁴ *Living with an Elephant: Growing up with Parental Substance Misuse*; Kroll, B (2004), *Child & Family Social Work*, 9: 129-140; p.129

³⁵ *Hidden Harm: Responding to the Need of Children of Problem Drug Users*; Executive Summary; Advisory Council for the Misuse of Drugs for the Home Office; 2003; p.2

³⁶ *Substance Misuse Research: “Looking Beyond Risk”: Parental Substance Misuse: Scoping Study*; Scottish Executive; 2006; p.29

³⁷ *A Matter of Substance? Alcohol or Drugs: Does it make a Difference to the Child?* Patricia Russell for Aberlour/ SAADAT Think Tank; 2006; p.28

Glasgow Bridges with Aberlour Childcare Trust- Pilot project participants. An Action Research Service that works to improve the educational outcomes, health and social wellbeing of children affected by parental substance use in the Glasgow area. This organisation welcomed the project, describing the workshops as an “excellent opportunity for children and families to further develop in a fun and interactive way”.

Addaction North Glasgow – Service manager John Polding said he would be happy to work with nrfg again following the success of previous partnership working with the organisation. He suggested as suitable participants the families who attend the branch’s homework club, the parents in which have a history of substance abuse problems.

Phoenix Futures – Addiction service that was keen to participate in the pilot project, which offers a residential detoxification and rehabilitation programme, alcohol and drug day programmes, individual and group support programmes

Existing Provision: The Mapping Exercise

Existing Provision of Arts Workshops

We collated information on all existing provision of arts workshops for children in Glasgow. Workshop providers/programmes were scored according to four further criteria: active/potentially active in North Glasgow; music-making involved; family workshops offered; free to service users. Out of over forty relevant organisations, only two – Glasgow Life and Depot Arts – met all of these criteria, but there are a number of crucial differences between what they offer and thenrfg project in terms of quality, flexibility and accessibility to our target groups.

Glasgow Life currently runs Bounce & Rhyme at Springburn Library (12.15pm on Thursdays), Milton Library (2.15pm on Tuesdays), Possilpark Library (10.30am on Wednesdays) and Barmulloch Library (10.30am on Tuesdays). There is currently no similar session at Royston Library due to consistently low turn-outs, but this is under review. There are several differences between Bounce & Rhyme at these venues and the proposed nrfg workshops:

- 1) Bounce & Rhyme is held at a predetermined time that may not suit all potential participants, particularly those with work or other commitments;
- 2) Bounce & Rhyme is held at libraries, in which some of our target families may feel uncomfortable, and there is little scope for families to interact before and after the sessions;
- 3) Bounce & Rhyme is open to the general public, which may prove intimidating for some hard-to-reach families;
- 4) Bounce & Rhyme is specifically aimed at children aged three and under and their parents/carers, and is therefore not suitable for older siblings to attend.

Depot Arts operates in the North and West of Glasgow and provides weekly arts workshops free of charge to local young people in three age groups: 5-12, 12-19 and over 18. Workshops for the youngest age groups are quite vaguely defined, but have included drumming and songwriting in the past. Workshops for the 12-19 group include “Music Jam” and “Emceeing and Street Art” with a professional tutor. There are several differences between Depot Arts workshops and those proposed by nrfg:

- Depot Arts does not cater to pre-school children.
- Only one of the workshops currently offered (for ages 5-12) involves families participating together (Saturday Family Arts)
- Workshops generally take the form of an informal youth club rather than a formal arts programme
- Workshops run at fixed times and locations may not suit all potential participants
- Workshops are open to the general public, which may prove intimidating for some families
- As Depot Arts operates on a small budget, there are issues around quality and the qualifications/experience of tutors.

What is different about our project?

Many organisations offer music workshops for children in Glasgow, but none currently provides high-quality workshops tailored to the specific needs of hard-to-reach family groups in the north. For some groups these needs may include private, familiar surroundings as opposed to a public space where they may feel scrutinised and/or intimidated. Others require a tutor who has experience of working with and engaging children of all ages and with a range of health and/or educational needs. Transport and timing are significant factors for those families engaging with a range of other

services.nrfg will aim to meet these challenges and provide a specifically tailored and most of all, unique project in the north.

Potential Project Partners and Supporters

One element of the study was to identify the interest and need of existing support services for the project offered by nrfg. A large number of local and national service providers and charities were contacted in order to publicise the project. It should be stressed that with nrfg's networking efforts it is following the strong recommendation of the "Culture Matters" report produced by Caledonian Business School. The latter argued that in order for arts and culture to reach its full potential in North Glasgow "it will be necessary for arts and cultural providers to work together to ensure that this happens... and [to work] in partnership."³⁸

A diverse range of organisations have expressed an interest in working in partnership with nrfg to deliver the project once funding is secured. This includes those that participated in the pilot study.

Existing Partners

Barnados Scotland
Stepping Stones Family Centre
Phoenix Futures
Children's Integration Partnership

Pilot Partners

Stepping Stones Family Centre, Possilpark
Glasgow Bridges (Aberlour)

Potential Partners

Phoenix Trust
Terrence Higgins Trust
Young Parents Support Base at Smithycroft School
Making A Difference programme (Rosemount)
North Glasgow Housing Association
St. Paul's Youth Forum
Addaction Pregnancy and Early Years Service
The Mallard (CrossReach)

Some of the potential partners emphasised their interest by providing a letter of support. Responses from the potential partners to nrfg's project proposal:

- ✓there is nothing like this in the community and it would be fantastic to be able to provide a space for this work to flourish (St. Paul's Youth Forum)
- ✓a music workshop would be a great bonding experience for both the women and their children (Terrence Higgins Trust Scotland)
- ✓ We've worked with nrfg before and would be happy to do so again! (Addaction North Glasgow)
- ✓ We work closely with the families and I believe this would be of great interest to them (The Mallard, Crossreach)
- ✓ ...this would be an excellent opportunity for children and families to further develop in a fun and interactive way... your outcomes reflect ours (Aberlour Childcare Trust, Glasgow Bridges)

³⁸ *Culture Matters: Final Report*, Caledonian Business School for North Glasgow Arts Regeneration Network, February 2007

Literature Review

The following review summarises relevant research that underlies the assumption of the benefit of music for strengthening family as well as community relationships. It assumes that nrfg has a sufficient understanding of academic literature on the benefits of music which is based both on its existence and practice. The following section extends this knowledge specifically with regard to the outcomes of the current project and looks at music and family relationships.

Music, Children's Development and Family Bonding

Turning their Ears on...

"Turning their Ears on...keeping their Ears open: exploring the Impact of Musical Activities on the Development of pre-school age Children" is the summary report of a research project commissioned by The National Foundation for Youth Music and Northumbria University³⁹. The project studied the "impact of taking part in regular, structured, active and creative music-making on very young children (0-5) led by an expert musician with skills in working with this age group, over an extended period of time". Relevant extracts of the report are quoted below. With regard to the parental and carer involvement into the project, the report highlights the following:

- ✓ "In those groups that have included parents as a regular part of the session...
- ✓ the musical and social development of the children has been more sustained and coherent for each child than for those children that have not had the same intense level of parental involvement...
- ✓ there has been an observable difference in the groups with the parents/carers regularly involved...
- ✓ parental involvement facilitates faster progress and a difference in the speed and sustained levels of progress across the various musical areas."

The researchers argue that parents observing, delighting in and following up the musical experience and activities of their children aids the children's progress. Important for our project is the finding that "parents are... using the music sessions as a forum for their own social and emotional support and well being and to develop skills they can use with their child."

The project successfully offered parents:

- ✓ "Opportunities to explore music, make sounds, sing and learn new music ideas whilst with their child in sessions.
- ✓ Opportunities to connect and discuss with other parents.
- ✓ Opportunities to engage in training and to lead their own music sessions.
- ✓ Development of confidence and competence levels."

The positive impacts of parental involvement for the parenting role were:

- ✓ "A sense of pride in the progress of their child
- ✓ Sharing their knowledge about their child with the musicians and the researchers created a feeling of being part of their child's musical development

³⁹*Turning their ears on...keeping their ears open: exploring the impact of musical activities on the development of pre-school age children; Summary of Research commissioned by The National Foundation for Youth Music and Northumbria University.*

- ✓ A wish to support their child when they have seen how engaged they are in music
- ✓ Getting reassurance about what constitutes music with little children
- ✓ Having something to share as a common activity with their child”

Challenges the project identified were primarily that of getting the parents and carers to join the music sessions. It was observed that carers “use their child as a shield, behind which they start to join in and experiment for themselves. If the parents see their child enjoying (themselves)...the parents are more willing to ‘have a go.’”

In summary, the Youth Music report provides strong evidence for the beneficial effect of parental involvement both for the child’s development, as well as for the parent’s social and emotional well-being and even career prospects. The latter has been replicated in the pilot project, which inspired a young mother to consider an access course in music production.

“Can Arts Projects improve Young People’s Wellbeing?” A critical assessment

In a recent paper⁴⁰, Hampshire and Matthijsje critically assess the beliefs underpinning governmental community arts projects such as SingUp. These are “widely believed to have positive impacts on health, wellbeing and social inclusion. Drawing on data from participant observation, extended interviews, focus groups and a questionnaire survey”, the authors analyse the experience of children taking part in this programme. Their findings can inform nrfg’s project design:

Tutors and Musical Preferences

Although supportive of the social and developmental benefits of music-making, tutors brought their own “middle-class tastes” and professional repertoire into the sessions. These clashed with the “cultural reference points” the local children which are influenced by popular culture and stardom. Children thus felt that their musical preferences were implicitly devalued and not encouraged or developed.

Social Risk

The research took place in an economically deprived area with a strong set of values, which made recruitment difficult. The choir offered participants new perspectives; however, there was a significant fear in participants to lose existing relationships or being ostracised due to partaking in an arts project. An altogether different problem was faced by children who already had a lot of extracurricular activities planned. In these cases, the choir took valuable free time away from them and created the risk of losing existing friendships and time with their family.

Participants’ Relationships

The study found that friendships developed between parents of participating children, thus supporting the finding that children are “instrumental in the development of their parents social capital”. However, the choir sessions were also reason for a falling-out between family members, indicative of the potential negative consequences of participation on wellbeing as outlined above.

All in all, the authors found that SingUp was “instrumental in **improving emotional and social wellbeing**, and provided opportunities to develop social capital”. Despite the social risks of participation for less privileged children, argue the authors “**arts projects** like SingUp have the potential to be **empowering and transforming for children from a wide range of backgrounds**”. They conclude that the “challenge is to realise that potential”. The authors emphasise that arts projects should therefore build on local cultural capital and the pre-existing creative activities of children in order to make arts projects relevant to the community’s culture and tradition.

⁴⁰Can arts projects improve young people’s wellbeing? A social capital approach; Hampshire, K.R.; Matthijsje, M.; Social Science & Medicine 71 (2010) 708-716

nrfg has a good track-record on taking up local concerns and is in the ideal location to fulfil the potential of arts projects.

This could potentially be further developed by consulting with participants prior to the workshops about their musical tastes and experience and that of their children. The workshops could also be seen as an opportunity to revive “traditional” Scottish music, nursery rhymes or dances.

nrfg and its tutors should be aware of the issue of clashing musical backgrounds between tutor and participants. The pilot project has already shown excellent examples of tutors taking on popular music and participant’s preferences. In other workshops, however, the gap between the music familiar to the families as opposed to the tutor was not bridged as well.

Sing & Grow: A music-therapy approach

Sing&Grow⁴¹ is a successful Australian music-therapy programme for disadvantaged families that has recently been imported to England. The programme is being mentioned in this report, as it is one of very few family-music programmes that have been rigorously empirically tested in a number of papers summarised below. However, two caveats should be noted: Most importantly, the programme is led by registered clinicians with a university degree in music therapy. Therefore the findings are not transferable to the nrfg project, which uses a more fun and community approach with skilled musicians as tutors. Secondly, most studies did not include a control group, which makes it hard to generalise the findings.

The programme consisted of a 10-week group music therapy intervention, promoting positive parenting and child development and was aimed at marginalized parents of birth to 3-year-old children. One study⁴² found

- ✓ “high levels of parent’s satisfaction...
- ✓ a perceived positive impact on parent child relationships
- ✓ improvements in children’s cognitive, physical and social development”

A second study⁴³ with young parents, children with a disability and disadvantaged families found that for all types of participants:

- ✓ “clinician observed parent and child behaviour,
- ✓ parent-reported irritable parenting,
- ✓ educational activities in the home,
- ✓ child communication and social play skills” improved over the course of the sessions.

However, the study did not find changes in neither child behaviour problems nor parental warmth.

These are exciting findings, but unfortunately research on music-based parenting interventions is sparse and largely focused on music therapy specifically. This means three things for nrfg:

- 1) *Firstly, there is a lack of academic research on both music-therapy and even more so for community-based family interventions which limits an evidence-based approach,*
- 2) *secondly, in order to be able to achieve similar successes as Sing&Grow has, nrfg could consider employing a qualified music therapist for the sessions,*

⁴¹National Study of an Early Parenting Intervention: Implementation Differences on Parent and Child Outcomes; Parenting Program Implementation; Nicholson, J.M.; Berthelsen, D.; Williams, K.E. and Abad, V. ; Society for Prevention Research (2010)

⁴²Early intervention music therapy: Reporting on a 3-year project to address needs with at-risk families. Abad, V., & Williams, K. (2007); Music Therapy Perspectives, 25, 52–58.

⁴³Impact of music therapy to promote positive parenting and child development. Nicholson, J. M., Berthelsen, D., Abad, V., Williams, K., & Bradley, J.(2008). Journal of Health Psychology, 13, 226–238.

- 3) *And thirdly, that nrfg is working on an exciting project that has to rely on the successes on previous similar projects to devise and defend their outcomes.*

Parent-infant attachment and music: Review⁴⁴

In a very recent review, Edwards (2010) summarises the findings on music-therapy with infants and parents. But some of the findings she refers to are also directly applicable in contexts like nrfg's workshops:

- Music-making between carers and children such as singing nursery rhymes enables the two to share feelings and communicate information. It therefore offers a “means to experience mutually satisfying and meaningful interactions”.
- The parent-infant relationship is strengthened through collaborative actions, such as playing an instrument together or sharing the actions in a song.
- Through these simple information exchanges a series of mutually satisfying encounters can be created between parent and child. These are “increasingly understood to contribute to healthy and optimal growth through the early years. These positive interactions in turn create a strong foundation for future capacities for intimacy and positive relating, with these positive early relations influencing later mental health”.

Successes of Previous Projects

Children in the Centre: An Italian Success

Operating since 1999 and funded by the Italian state, Bambini al Centro – literally ‘Children in the Centre’ – is a project operating since 1999 in Rome. Iadeluca and Sangiorgio (2008)⁴⁵ outline the project as “a recreational-musical space devoted to children aged 0–12 months and their families.” Managed on a municipal level, the community arts project has been a full success, running for over ten years now.

The centre aims to

- “be active in an area of the city, with issues of drugs, poverty and neglect
- enhance the quality of life of children 0–12 months
- support their parents
- improve the quality of relationships between children and adults
- identify discomforts and hardships otherwise not declared
- actively promote the integration of diversity as a value and a means of growth in the group”

As a complex system of services, the project aims to increase the “wellbeing and the quality of spare time of children 0–12 and support their parents in practical, educational, emotional and relational aspects. The main characteristic of the Centre is the experience of making music in groups as a means of enhancing meaningful interpersonal relationships among children and adults, as well as the children themselves”.

Weekly carer-infant classes are offered alongside music theatre and classes that involve the whole family including the grand-parents. “The classes have a precise structure: there is an opening and closing ritual, usually a song or a dance...The central part of the class is focused on one or more materials”, valuing multicultural material.

⁴⁴ *The use of music therapy to promote attachment between parents and infants*; Edwards, J. *The Arts in Psychotherapy* 38 (2011) 190–195

⁴⁵ *Bambini al Centro: Music as a means to promote wellbeing. Birth and configuration of an experience*; Iadeluca and Sangiorgio; *International Journal of Community Music*; Volume 1 Number 3 (2008)

“The early childhood music group (0–36 months)...assists young mothers in developing a special and intense contact with their babies through music – songs, rhythms, dances, games. This experience has led to a growing demand of activities for babies and their mothers. Many women need to live their motherhood in a community dimension, getting out of their solitude and sharing the experiences of other women through music.”

“The course ‘Kids and grown-ups’ is a successful model of intergenerational integration through music. Beyond specific musical goals – that will be adapted...to individual skills – the main goal here is to offer the possibility of enriching and differentiating the net of interpersonal relationships among children, parents and grandparents.”

Despite cuts to funding, the extremely positive evaluation of the effectiveness of the project has let it develop over time. According to the report, Bambini al Centro hosts between 120–160 children and their families in a school year. *After almost ten years of activity, the service is so well known in the local area that demand exceeds provision. The Centre provides valuable social support for local residents and has thus become trustworthy place and part of their everyday life.*

National Foundation for Youth Music: First Steps Programme Evaluation. CASE STUDY darts (Doncaster Community Arts) ⁴⁶

darts (Doncaster Community Arts) is an established community arts organisation that principally works with people excluded for economic, social or cultural reasons. The organisation worked with staff, parents and children under five on a substantial project called *Singalong Playalong* which took place at several locations, including three family centres. Two experienced musicians led the programme supported by three trainee tutors.

The project encountered problems similar to ours. For example,

- Tutors noticed a difficulty of persuading parents to join in, which throws up the question whether there is “a natural reticence (whether through economic or cultural conditioning) to join in with their children in an unselfconscious way”.
- Also, a difficulty keeping children and parents equally engaged
- Lack of resources provided to participants to use at home
- Irregular attendance and a “drop-in” atmosphere to the sessions.

Successes of the darts project included:

- Centre staff and family centres increasingly incorporated music into their daily routine
- The project has inspired people involved to begin a training in the arts
- Parents have initiated their own small arts projects, e.g. a puppet show
- The tutors and participants have written and recorded their very own CD of songs
- darts has created new and sustained previous links to local service providers.

The project was perceived as complex and challenging however it has been stressed that this was far outweighed by its successes.

What can be learnt from this project?

- ✓ darts used very creative and engaging ways of self-evaluating which we would highly recommend nrfg to have a look at.

⁴⁶ *Youth Music First Steps Evaluation*; Produced by Alun Bond Artservice. With research by Sibyl Burgess, Olivia Lowson and Sue Roberts. December 2002

- ✓ To consider, like darts has, to run additional parent music sessions, in order to increase their confidence and interest in music-making.
- ✓ nrfg is encountering problems faced by many other ambitious arts projects and should look at how other projects dealt with them.
- ✓ The darts evaluation report shows that there is a lot of potential in terms of training and sustainability in such a project. Employability and learning should, as the “Culture Matters” report underlines, form an integral part of cultural efforts in the north.

Outcomes

Several key pieces of information informed our decision of what exactly the outcomes of the project would be: Firstly, nrfg drew heavily from its experience with the local community in its original project proposal which we then backed up and clarified through the research summarised above. Secondly, we consulted the Glasgow's Single Outcome Agreement, National Outcomes, those of nrfg as well as the desired outcomes of the Big Lottery fund *21st Century Lifeprogramme*. We used this information in order to get a clear picture of:

- a) what the key outcomes of the various interest groups are and where they coincide and
- b) how the project can realistically achieve these as an additional but important strand of service to already existing groups and support systems.

We identified four key intended outcomes for the workshop programme:

1. Disadvantaged children are successful learners
2. Disadvantaged children are more confident
3. Disadvantaged families have improved relationships with other families and the community
4. The relationships and interactions between carers and their children are improved

Clearly there were limits to what differences could be measured over the course of the three-week period, future measures should be set out as short, medium and long term.

How the Project fits with Local and National Outcomes

The New Rhythms for Glasgow (NRFG) Music Workshops for Families project corresponds directly with five of the Scottish Government's 15 National Outcomes, and indirectly with others.

"Our children have the best start in life and are ready to succeed": there is a large body of evidence suggesting that participation in music-making is beneficial to children, especially during the crucial early years. The skills developed, such as confidence, concentration and counting, are transferable and correspond well with the aims of the Curriculum for Excellence in terms of health and wellbeing, literacy and numeracy.

Following on directly is the outcome **"Our young people are successful learners, confident individuals, effective contributors and responsible citizens."** The NRFG workshops will cater to family groups with children from pre-school to primary-school age, and involve group work and co-operation within and among the participating families. Evidence suggests that music-making helps hone children's cognitive skills, and improves their reading, mathematical and concentration skills.

Due to the geographical location and focus of NRFG, the workshops will correspond with the outcome **"We have tackled the significant inequalities in Scottish society."** North Glasgow is one of the most deprived areas in the country, with high rates of drug and alcohol addiction and teenage pregnancy and low educational attainment. A recent study by the University and College Union ranked Glasgow North East as the UK constituency with the poorest education attainment (it found that 35.3% of people have no qualifications – 2% more than in the next-poorest area). By focusing attention on the north of Glasgow, and specifically the north-east, NRFG is working to address inequalities. Our mapping of existing provision of music workshops for families shows that the majority of those currently offered are in middle-class areas and are not free to service users. NRFG hopes to bring the proven benefits outlined above to disadvantaged families who could not afford to

pay for such workshops (or travel to them) and also may not be motivated to participate without the encouragement of NRRFG and our partner organisations.

With the collaboration of a range of specialist partnership organisations, NRRFG seeks to work with hard-to-reach groups including young mothers, young carers, lone carers, relatives of offenders, refugees and asylum seekers, and families coping with drug and/or alcohol addictions and/or mental health problems. Our aim is to strengthen the relationships between members of these families and among families, in order to increase their resilience. Therefore, we hope to achieve the outcome **“We have improved the life chances for children, young people and families at risk.”**

As well as benefiting individual children and families, the workshops aim to improve community relations by bringing together groups from the same location and involving them in activities that require collaboration and communication. While many of the groups may already participate in other creative workshops (ie crafts, visual arts, dance), music workshops demand a greater level of group commitment from the participants. Therefore, these will contribute to the outcome **“We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.”**

In addition to the five outcomes above, New Rhythms for Glasgow contributes to a sixth, **“We realise our full economic potential with more and better employment opportunities for our people,”** in all of its work by training people from North Glasgow to be music tutors. The Music Workshops for Families project will be no exception to this, and offer both training and employment opportunities. Additionally, the pilot project as well as previous projects found that partaking in the workshops motivate and inspires participants to seek training in music courses.

How the project fits with Glasgow’s Single Outcome Agreement

The New Rhythms for Glasgow Music Workshops for Families project corresponds directly with three of Glasgow’s key priorities and four of its local outcomes. There will also be indirect impacts on other local outcomes.

Key Priorities

Under the theme “Vibrancy”:

Involvement (participation in cultural, sporting, volunteering activities)

At the most basic, families will be involved in taking part in the workshops on the day. For many of the families, it is likely to be a rare opportunity to participate in music-making. It is hoped they will also take what they learn from the workshops and continue making music together at home, and continue their engagement even after the workshop series has finished.

Under the theme “Learning”:

Life long learning

The workshops will involve both children and their carers, regardless of whether the adult participants have been involved in music-making before. All participants will be encouraged to learn songs and tunes and develop new musical skills. The carers will also be encouraged to develop new ways of interacting with their children.

Skills attainment

The workshops are intended to be fun and to encourage strong family relationships via the imparting of knowledge and the development of musical skills.

Local Outcomes

1. Reduce the harm caused by drugs addiction

Among the organisations with which we intend to work in partnership is Aberlour, which runs Bridges Glasgow, an Action Research Service that works to improve the educational outcomes, health and social wellbeing of children affected by parental substance use in the Glasgow area. The organisation is very keen to be involved in the project, with Service Manager Sandra Sweeten stating: “The outcomes that you have outlined in your information leaflet reflect those of our outcomes and I feel that this would be an excellent opportunity for children and families to further develop in a fun and interactive way.”

2. Improve literacy and numeracy of the population

Music education is associated with improved concentration, listening skills and mathematical skills.

3. Improve educational attainment and achievement of all children and young people

Discussing arts education in general, F. Matarasso⁴⁷ found: “Teachers identified educational benefits to schoolchildren in several areas including language development, creativity and social skills”.

4. Improve residents’ aspirations, confidence, decision making capacity and involvement in community life

The workshops will involve participants from North Glasgow who are in similar circumstances and have come together via an existing community group. Some may already know each other, but it is hoped that as a result of taking part in the workshops the participants will extend their social networks and strengthen existing ties.

How Outcome 1 - Disadvantaged children and children at risk are successful learners - fits with National and Local Outcomes

Our first outcome corresponds exactly with the **National Outcome**: “Our young people are successful learners, confident individuals, effective contributors and responsible citizens”, and directly with “Our children have the best start in life and are ready to succeed”, “We have tackled the significant inequalities in Scottish society” and “We have improved the life chances for children, young people and families at risk”. Successful learning is inextricably linked to improved confidence and improved life chances. Our work with deprived families is specifically targeted at reducing inequalities by offering services free of charge to families who would otherwise be unlikely to be able to afford or otherwise access them.

This outcome corresponds directly with two of the **Local Outcomes** for Glasgow: “Improve literacy and numeracy of the population” and “Improve educational attainment and achievement of all children and young people”.

How Outcome 2 - Disadvantaged children and children at risk are more confident - fits with National and Local Outcomes

Our second outcome is closely connected to the first, as confidence is crucial to successful learning. It corresponds exactly with the **National Outcome** “Our young people are successful learners, confident individuals, effective contributors and responsible citizens” and also closely relates to the other outcomes mentioned above: “Our children have the best start in life and are ready to succeed”, “We have improved the life chances for children, young people and families at risk” and “We have tackled the significant inequalities in Scottish society”.

This outcome corresponds directly with **Local Outcome** “Improve residents’ aspirations, confidence, decision-making capacity and involvement in community life” and is also closely linked to

⁴⁷ *Use or Ornament? The Social Impact of Participation in the Arts.* Matarasso, F. (1997) Stroud: Comedia.

educational attainment. Unlike at the national level, Glasgow has distinct outcomes relating to learning and confidence, but “Improve educational attainment and achievement of all children and young people” is also relevant here.

How Outcome 3 - Disadvantaged families, lone carers and families at risk have improved relationships with other families and their community - fits with National and Local Outcomes

Our third outcome corresponds directly with two **National Outcomes**: “We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others” and “We have improved the life chances for children, young people and families at risk”.

Social cohesion has a knock-on effect on people’s perception of where they live and how they feel about themselves, and improving social cohesion also improves life chances by broadening people’s horizons and making them more aware of the opportunities available to them.

This outcome also corresponds directly with **Local Outcome** “Improve residents’ aspirations, confidence, decision-making capacity and involvement in community life,” which overlaps with our Outcome 2.

How Outcome 4 - The relationship and interaction between carers and their children is improved - fits with National and Local Outcomes

Our final outcome relates to building stronger families, and corresponds with the **National Outcomes** “Our children have the best start in life and are ready to succeed” and “We have improved the life chances for children, young people and families at risk”. Strong family relationships are crucial to giving children the best start in life, and the development of close bonds is particularly important during the early years. Building stronger families also improves the life chances of carers, who may require motivation to change their problem lifestyles.

This outcome also corresponds with the **Local Outcome** “Reduce the harm caused by drugs addiction”, as quality time spent taking part in fun activities together is considered important to improving relationships and boosting resilience in the face of addiction-related problems.

Outcome 1

Outcomes for children (According to their level of development and age): Successful Learners	
Improved Social skills	Children listen to each other and communicate effectively Children play, sing and dance collaboratively Children make friends
Improved language and communication skills	Children increasingly listen to parents' and tutor's request and to music Children are more able to express their experiences and thoughts Children empathise with others in music, play and actual situations
Appreciation of music as an art	Children show increased enthusiasm for music-related activities Children show increased knowledge of music and wish to learn more
Development of musical abilities	Children learn new songs and improve their performance of them Children follow rhythm, lyrics and melody more easily

Outcome 2

Outcomes for Children (according to their level of development and age): Confident Individuals	
Outcomes	Indicators
Children's experiences are enriched	Children are eager to learn more and attend future workshops Children actively participate in the workshop and have fun
Increased confidence and self esteem	Children are increasingly willing to try new material and challenge themselves Children are contributing and participating increasingly Children increasingly share their opinions and ideas Parents and carers notice and report child's increased confidence
Increased resilience	Children widen their social support network Children experience positive models of interaction and emotional expression Children acknowledge and express their emotions through music

Outcome 3

Outcomes for families: The relationship and interaction between carers and their children is improved	
Outcomes	Indicators
Reduced family stress	Children show less disruptive behaviour during workshops and out with Families use the free/cheap musical activities and tools used in the workshops to have fun at home Carers report decrease in levels of stress
Improved family relationships	Children enjoy spending time with their parents within and out with workshops Carers engage more often with their child in a positive and supportive manner Amount of time spent together as a family increases Carer shows interest, involvement in and pride in child's participation and development

Outcome 4

Outcomes for communities:

Carers have improved relationships with other families and their community	
Outcomes	Indicators
Stronger connections between people in the community	Carers feel more included and supported in community Families engage positively with each other and socialise outside workshop-setting Marginalised families participate regularly Workshops have an overall friendly and communicative atmosphere
Stronger connections with NRRG and other initiatives	Carers develop positive relationship with tutors, centre staff and nrrg staff Workshop-participants take part in other activities offered by nrrg

Findings of the Pilot Project

The Outcomes

The Pilot Project ran through July and August 2011 in collaboration with one family centre and one addiction-support service. During the pilot nrrg offered 11 workshops in total. The workshops were evaluated using three questionnaires regarding the child, the family, and the community (baseline and follow-up).

Outcome 1 Confident Children

- All four carers reported that their children were more confident making music in a group after the workshops. Of those who answered about general confidence in group settings, one felt her son was definitely more confident and the other felt his daughter was somewhat more confident as a result.
- The boy with Asperger's Syndrome in the Glasgow Bridges group opened up at the last workshop and chatted to the tutor, in contrast to his hesitant participation in the first session
- The Kings of Leon daughter was remarkably more open and engaged in her second and third sessions, having initially displayed nervous behaviour such as putting her fingers in her mouth, and crying when addressed in song

Outcome 2 Successful Learners

- The Glasgow Bridges morning group learned to play rhythms of their own creation on a range of percussion instruments
- The Stepping Stones group learned song actions, and rhythms for dancing games
- The Iron Maiden family learned the choruses of two songs by ear
- The Will Young mother reported that her son had learned the names of instruments and also that she had been inspired to buy musical toys for him

Outcome 3 Stronger Families

- All of the responding families reported enjoying the workshops and that their children also had fun
- Three out of the four carers said they felt proud of how their children had participated. Two of these also said they were surprised, happy and impressed
- A mother in the Glasgow Bridges group expressed an interest in taking an nrrg access course

Outcome 4 Stronger Communities

- All respondents said they were more aware of opportunities and activities available to them, and more interested in the activities of nrfg as a result of taking part in the workshops
- After the last Possilpark workshop, participants stayed to chat with tutor and with trainee tutor and centre staff

Conclusions:

The 5-week project reached 11 North Glasgow families.

All four families who attended the final workshops reported a positive atmosphere in these sessions and that the children and parents had enjoyed themselves. The parents also reported improvements in their children's confidence in music making, three out of four stressing their pride in their child's participation, and increased interest in music-making and interest in nrfg's activities. The positive response was evident not just in the responses to the questionnaires but also in additional feedback and actions such as buying new musical toys and requesting information about access courses and other instrumental classes.

Given the limitations of the pilot, such as irregular attendance and short duration, the project should be regarded as very successful. Observations of the pilot workshops and discussion with the tutors indicates that a full-scale project would be able build on the successes, by establishing greater trust and familiarity between tutors and participants and also building on what the participants have learned and/or created as a group.

nrfg demonstrated its flexibility as an organisation in organising two additional sessions and an early-years practitioner in a short period of time in order to satisfy the participants. In terms of need, participant's comments supported the lack of provision as perceived by nrfg. Observations around and during the workshops corroborated the impression that there is a great deal of unfulfilled potential in terms of family-bonding and enjoyment in North Glasgow.

nrfg's capacity to deliver

A draft of positive and negative factors: Considering the following points, one could start to develop the argument that nrfg is in a strong position to achieve its desired outcomes by considering:

Positive Factors: External

- Good network with other local charities and service providers and flexibility to work with a broad variety of different services
- Good reputation of nrfg
- Ideal location in Springburn and good-quality facilities, instruments, recording opportunities
- Supportive existing partners and their useful locations and facilities e.g. Stepping Stones is right next to a nursery and a primary school, thus offering parents easy access.
- Ongoing regeneration efforts in North Glasgow and successful recent initiatives
- Pride and interest of local community in their area

Positive Factors: Internal

- nrfg's musical experience and resources – good equipment and a pool of diverse and experienced tutors
- Flexibility in adjusting to the needs of individual groups, and the range of musical activities that can be offered according to these needs
- Its proximity, familiarity and position of trust within local community
- The success of its fun-based approach and of similar projects
- Ability to complement existing services and initiatives such as Positive Parenting Programme
- nrfg's networking and to collaborating with local service providers is precisely what the North CHCP Development Plan 2008 emphasises: working together to achieve improvements.

Apart from the positive attributes of nrfg, the following challenges to the project's success should be considered:

Challenges: Internal

- Further work needed in defining the underlying assumptions and priorities of the project, e.g. is music a tool for achieving the outcomes or is it an outcome in itself? This should be specified and also communicated to the tutors.
- As consequence of the flexibility of the project, the aims and spread of the project are not yet clear, eg. will there be sufficient funding to work outside Glasgow North?
- Lack of staff resources to invest time and carry out necessary background research

Challenges: External

- Hard-to-reach groups: According to the experience of previous projects, the project needs the support of the target group. Otherwise the project fails, as partly seen with *Bounce and Rhyme*. Tutor Caroline Wilkie reports that over the years, a basis of trust can be built with these groups and the families can be supported along different developmental stages. Three conclusions can be drawn:

- 1) Secure long-term funding to provide stability over the years

- 2) Pitch marketing of the project to “Fun” to attract hard-to-reach groups
 - 3) Kick-start workshops in an open and welcoming space to attract attention and interest (As seen with *Givin’ it Laldlie*). Try to reduce psychological barriers as much as possible.
- Dependence on outside partners to provide ongoing “supply” of family groups might make it hard for nrfg to develop of a stable strand of service. Two possible counter measures:
 - 1) Invest resources into building a large enough base of potential partners and keep them involved
 - 2) nrfg can develop their own range of in-house workshops and have families directly referred to then or families that come out of interest, through word of mouth...
 - Divergent musical tastes of tutor and participants might alienate participants and erect barriers to participation. Tutors might not be familiar with the popular music that the participants listen to.
 - 1) Encourage tutors to respect and work with the local musical culture
 - 2) Prioritise participant’s musical tastes and interest over the personal preferences of staff.
 - People’s reduced mobility or refusal to travel to areas of North Glasgow other than their own
 - 1) Try to hold workshop’s in partner organisation’s facilities
 - 2) Consider the use of taxi’s or walking groups to encourage attendance
 - 3) Give clear information on public transport links well in advance
 - School starting or other commitments of parents clashing, thus reducing attendance rates
 - 1) Be careful and flexible with scheduling, consult with parents and centre staff

Recommendations

The following recommendations for the future developed through discussion with nrfg staff but also through evaluating the pilot project as well as consulting with similar projects and experienced individuals. In order for the charity and the project to reach its full potential it could be worth taking on some of these points or give them greater emphasis in the current project design.

Ongoing Evaluation

1. Tutor performance should be monitored using the evaluation forms distributed to participants.
2. Tutors should be aware of and encouraged to engage in ongoing evaluation to reflect on their own experience and feed back to nrfg.
3. nrfg should share their practise and publish evaluation reports and useful background information on the website to support similar projects (if everyone did it, it would have made our project easier ;)
4. Critically self-evaluate, using or improving on the feedback resources provided in this report. Identify the strengths in project design and delivery to build on them.
5. Attend the workshops irregularly to ensure ongoing quality of delivery.

Staff

1. Train and encourage the trainee tutors to support the tutor more actively in the general running, design but also social and fun aspect of the workshop. Encourage and take on board feedback from the trainees. Trainees could provide a crucial consistent link between partner organisations and perhaps varying tutors.
2. Design a specific profile of workshop tutors that are needed to fulfil the outcomes. Choose the tutors according to their suitability for age group and outcomes: be very precise about what is expected, what your project's outcomes. If necessary ask potential tutors to outline in writing how they aim to achieve these outcomes.
3. Be willing to prioritise your outcomes and participant's satisfaction during choice of tutor.

Partner Organisations

1. Maintain and strengthen the newlyformed ties with smaller groups within the North, e.g. through linking with their webpages, inviting groups along to performances etc
2. Collaborate with trainee tutors and centre staff so that they can work with the atmosphere in the group as eg. Centre staff is not only a familiar face but has also close relationship with the participants which can be useful in stressful or tense situation and ensures that tutor can deliver their work effectively

Evidence of Need and nrfg's Rationale

1. Bottom-up approach to need: Build on the gathered evidence of the actual need in the population for music-related, family-centred, fun-based activities. Consider designing a survey or holding a focus group to measure the satisfaction of North Glasgow Residents with the facilities and opportunities provided. Consider a (student) volunteer to carry on the work of the *Find a Solution Project* in this particular area.

2. Top-down approach to need: Build on your evidence-based approach to the identified need and how it can be met by up-dating the academic assumptions on which you validate the work of nrfg and this particular project. Consider a (student) volunteer to carry on the work of the *Find a Solution Project* in this particular area.
3. Develop a more defined project outline as well as perhaps overall mission for the charity, as discussed with Diane Kennedy from *Evaluation Scotland*.

Structure of Workshops

1. Consider narrowing down the focus from “the whole family” to “parents plus their children no more than three years apart in age”. Otherwise it will be hard to keep all children engaged and adequately challenged. A narrower focus would also allow for a more precise choice of tutor. Other ways of keeping older siblings engaged should be considered.
2. Meet the parents before the project officially starts to get them excited about it and also to get to know the group, their expectations, hopes and fears.
3. Mixing participants from different organisations may be a positive step. Especially with regard to the addiction and refugee/asylum seeker groups this could be an opportunity to widen and diversify their social network.
4. In order to achieve the outcome “Improved Community Relationships”, and taking a lead from *Givin’ it Laldie*, nrfg should collaborate with centre staff to offer tea and biscuits straight after the workshop. Offering space, time and tea should encourage parents to socialise.
5. Through the pilot project, it has become clear that centre staffs as well as a communicative and warm tutor are crucial to making participants feel welcome and at ease. The centre staff is especially valuable as they know their families and can buffer tensions within the family.
6. As the workload of the tutor is already quite high, the social aspect of the workshop could be part of the trainee tutors job profile. He/She is in the position to network with centre staff for a longer term but also to and builds a relationship with participants and initiate conversation before and after workshops.

Sample Summary of the Project:

Introduction

New Rhythms for Glasgow (NRfG) is a community-based music organisation that aims to inspire positive social change and enrich lives in North Glasgow through high-quality, innovative and challenging music activities. This summer, NRfG ran a pilot project offering Music Workshops for Families for the first time, bringing together children and their parents/carers with the aims of improving their confidence, their capacity for learning and their relationships with each other. We have evaluated this pilot project against a set of four intended outcomes.

Context

NRfG runs a wide range of music projects in the north of Glasgow, but this was the first time it had appealed specifically for family groups to take part in workshops together. The aim was to support “hard-to-reach” groups who faced particular disadvantages, such as lone parents, kinship carers, families at risk and those dealing with addictions. The original idea to the project developed whilst working with a group of young mothers.

Need

Disadvantaged children and their carers in North Glasgow need more fun opportunities to support their development and strengthen the relationship within the family and with the community.

Evidence

- “Current government policy is clearly supporting the use of art and culture as a tool for sustainable development” (Culture Matters, Caledonian Business School, 2007) and the project’s outcomes are closely aligned with both local and national outcomes.
- A significant need for greater distribution and networking of Arts project in the North has been identified by Glasgow Caledonian Business School report “Culture Matters”.
- Studies in childhood development have identified the important link between music and communication that facilitates bonding between carer and child.
- 70% of respondents reported they would like to feel more included in their community.
- of carers asked said they would be interested in taking part in such a project (to be researched)
- 12 local organisations are very supportive of the project proposal and currently have no way to offer this type of project to their service users
- nrfg’s personal experience and interaction with the community has led to the development of the initial project idea.
- A lack of provision of music projects in the immediate neighbourhood that meet the key criteria of free to service users and involving the whole family has been identified
- Similar projects in Glasgow and national and international have demonstrated overall success of this type of community arts.
- Multiple deprivation in the North is well documented, as well as social exclusion and discrimination, and it is acknowledged that a combination of different interventions is required to tackle these inequalities
- The North is home to a high number of vulnerable families in need of fun and creative activities that are run by trustworthy groups and free to access locally.

- North residents have one of the poorest records in Scotland for achievement in school and beyond. Activities that support cognitive as well as social and emotional development are therefore essential for supporting formal academic institutions in improving literacy, numeracy and concentration skills.
- The Overall Aim for the Project
- The overall aim of the project is to support the cognitive and social development of children and allow carers to strengthen the relationship with their children and other families.

Outcomes

We identified four intended outcomes for the workshop programme:

- Disadvantaged children are successful learners
- Disadvantaged children are more confident
- Disadvantaged families have improved relationships with other families and the community
- The relationships and interactions between carers and their children are improved

Clearly there were limits to what differences could be measured over the course of the five-week pilot period, but we set out measures for the short, medium and long-term for the full project.

Activities

Using groups of families existing within the partner organisations, NRfG will offer interactive music workshops to these groups which are led by an experienced tutor. Each workshop will be of about 1.5 hours length including sufficient time at the start and end of each session for carers to have a cup of tea and socialise. The workshops can take place at either the NRfG facilities or at the partner organisation. The content of the workshops depends on the tutor as well as the interests of the participants but will be designed to meet the desired outcomes.

NRfG will also provide the participants with further information on other activities and opportunities offered by the charity and its partners. It will also aim to celebrate the groups' achievements with a small performance at a local arts festival.

Method of Evaluation

A combination of questionnaires, interviews and observations were used to assess the responses to the workshops and the impact they had on the lives of the participants. We obtained baseline data by interviewing the participants before the workshops began, then after the third workshop, and also observed their participation and interactions during each of the sessions. Feedback by centre staff and tutors was also recorded.

Results

The Pilot Project in July-August 2011 recorded a range of positive outcomes ranging from fun and enjoyment to inspiring further interest in arts activities, despite a number of important limitations.

Observations of the pilot workshops and discussion with the tutors indicate that a full-scale project would be able to build on these successes, by establishing greater trust and familiarity between tutors and participants and also building on what the participants have learned and/or created as a group.

nrfg demonstrated its flexibility as an organisation in organising two additional sessions and recruiting an early-years practitioner in a short period of time in order to satisfy the participants.

In terms of need, participants' comments supported the lack of provision as perceived by nrfg. Observations around and during the workshops corroborated the impression that there is a great deal of unfulfilled potential in terms of family-bonding and enjoyment in North Glasgow.

Conclusions and Learning

The pilot project was a valuable learning experience for nrfg, highlighting the difficulties encountered when offering a new project to "hard-to-reach" groups. The biggest challenge faced by nrfg was therefore low attendance rates and difficulties engaging parents in music-making, something that has been faced in the past by previous projects. On the basis of the pilot, nrfg will reinforce some of their efforts and has developed a number of adjustments to the original project idea:

1. nrfg will consider narrowing down the focus from "the whole family" to "parents plus children similar in age". This should keep all children engaged and adequately challenged. A narrower focus would also allow for a more precise choice of tutor. Other ways of keeping older siblings engaged will be considered.
2. nrfg will arrange to meet the parents before the project officially starts to get them excited about it and also to get to know the group, their expectations, hopes and fears.
3. nrfg will consider mixing participants from different organisations. Especially with regard to the addiction and refugee/asylum seeker groups this could be an opportunity to widen and diversify their social network.
4. In order to achieve the outcome "Improved Community Relationships" nrfg will collaborate with centre staff to offer tea and biscuits straight after the workshop. Offering space, time and tea should encourage parents to socialise.
5. Through the pilot project, it has become clear that centre staffs as well as a communicative and warm tutor are crucial to making participants feel welcome and at ease. The centre staff is especially valuable as they know their families and can buffer tensions within the family. It will therefore be continued as a practise to have centre staff attending the sessions.
6. As the workload of the tutor is already quite high, the social aspect of the workshop could be part of the trainee tutors job profile. He/She is in the position to network with centre staff for a longer term but also to and builds a relationship with participants and initiate conversation before and after workshops

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