



UNIVERSITY OF  
BIRMINGHAM

# Northern Heartlands

Hidden Heritage and Wellbeing Final Report

30 August 2023

## Contents

1. Executive Summary.....	3
2. Overview .....	4
3. Data Collection Methods .....	5
4. Analysis Methods.....	7
5. Project Management .....	8
6. School Programme.....	9
6.1. Findings Summary.....	10
7. Creative Community Workshops .....	11
7.1. Adult Survey Analysis .....	13
7.2. Artist Survey Analysis .....	16
7.3. Childrens Postcard Analysis .....	19
7.4. Facilitator Observations Analysis .....	21
7.5. Care-home Drop-in Postcard Analysis .....	22
8. Hyem Fest! .....	23
8.1. Schools Workshops .....	23
8.2. Celebration Day.....	26
9. Findings summary .....	30
10. Activity impact comparison .....	32
11. Lessons learnt and future strategies.....	33
11.1. Project management.....	33
11.2. Schools programme .....	33
11.3. Community workshops .....	33
11.4. Hyem Fest! .....	34
12. Project Legacy .....	34
13. Appendix .....	35

### Key:

(AC) = Anonymous Child

(AP) = Anonymous Participant

(AA) = Anonymous Artist

(AS) = Anonymous Staff

# 1. Executive Summary

**Northern Heartland's Hidden Heritage and Wellbeing Project**, funded by the National Heritage Lottery Fund and delivered between January 2022 and July 2023, was a creative heritage and wellbeing community project based in Willington, County Durham. The results of this evaluation determined that activities and programmes delivered as part of the **Hidden Heritage and Wellbeing Project** quantitatively and qualitatively improved participants wellbeing, supporting participants, local school children, community members and artists **to connect, take notice, be active, and keep learning**. By taking part in **Hidden Heritage and Wellbeing Project** participants' personal and social wellbeing significantly improved across a broad range of indicators.

**Hidden Heritage and Wellbeing** delivered:

- An **8-week** schools programme to **128** children aged 6-11, in 5 primary schools
- Over **18** free creative community workshops attended by over **100** participants
- **3** in-school festival preparation workshops to **94** children aged 9-11, in 4 primary schools
- Hyem Fest! Community Celebration Event
- Collaborated with **9** artist practitioners from a range of genres.

## 2. Overview

The University of Birmingham, in partnership with **Northern Heartlands**, sought to evaluate the impacts of the ***Hidden Heritage and Wellbeing*** project on participants and the local community. Funded by the National Heritage Lottery Fund, ***Hidden Heritage and Wellbeing*** was a creative heritage and wellbeing community project based in Willington, County Durham. The project worked in collaboration with various community partners to deliver a heritage programme designed to ensure a wider range of people would be involved in heritage, and to improve their wellbeing through the co-development of heritage research, community activities and workshops, and a heritage celebration event.

This evaluation report focused on three key project strands:

1. In-School Activity Programme
2. Free Creative Community Workshops
3. Hyem Festival Celebration Event

The project evaluation provided evidence to support **Northern Heartlands'** work and their wider strategic vision and values for strong, connected, and healthy local communities, where people are actively involved in shaping their lives and their environment. This research provided evidence to enable **Northern Heartlands** to understand how and why ***Hidden Heritage and Wellbeing*** impacted those involved, specifically their wellbeing.

### 3. Data Collection Methods

The evaluation utilised a mixed-method approach to assess the impact of *Hidden Heritage and Wellbeing*. Data was collected from a variety of audiences, including artist practitioners, Northern Heartlands staff, local teachers, community workshop and festival attendees and school children, via a range of quantitative and qualitative methods, including interviews, surveys, and postcards.

Key indicators for improved wellbeing were based on New Economic Foundation’s five evidence-based actions for wellbeing, which include: to **connect**; **be active**; **take notice**; **keep learning** and **give** (Figure 1)<sup>i</sup> and the National Accounts of Wellbeing personal and social indicator framework (Figure 2).<sup>ii</sup>



Figure 1: 5 Ways to Wellbeing<sup>iii</sup>

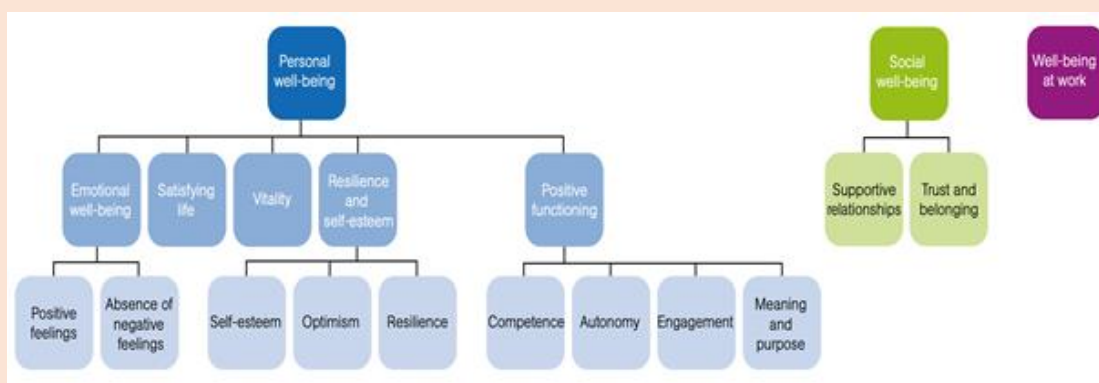


Figure 2: National Accounts of Wellbeing Framework indicator structure<sup>iv</sup>

Where feasible, evaluation took a pre/post approach: staff, artists and participants in schools programmes and community workshops completed wellbeing surveys or short postcards to assess their wellbeing at the start and end of their engagement with that aspect of the project. Postcards and surveys contained statements relating to wellbeing indicators and knowledge of Willington’s history and asked those completing them to rank how they felt at that moment on a 1-5 Likert scale containing faces ranging from unhappy to happy. Surveys and postcards included space for individuals to provide personal feedback, supported by prompts such as “For example, how did today’s activity make you feel?”. This pre/post methodology enabled measurement of change to wellbeing as a result of taking part.

. Due to high footfall at the project’s final event on 15 July 2023 (HyemFest!), it was not possible to collect pre/post data from individuals, so evaluation at the event consisted of single use postcards. Likewise, due to limited capability, the evaluation from drop-ins to local care homes consisted of singular-use postcards.

Northern Heartlands staff, artist practitioners and teachers involved in the programme were invited to take part in short online interviews to share their perspectives on how the programmes impacted

participants, and any personal and professional impacts on themselves and their organisations. During this interview staff, artist practitioners and teachers were asked to critically reflect on what worked well and what did not and consider how any issues could be resolved and improved for future projects.

Staff facilitators supporting community workshops were asked to complete short surveys reflecting on their observations of participant impact, difficulties, and successes of the sessions.

Teachers were invited to complete a short online survey to capture their perspectives, this included the relationship of the programme to curriculum requirements, the main educational drivers for engaging with the project and how the project impacted children and their school's potential future engagement.

## 4. Analysis Methods

Participant wellbeing surveys and postcards were collated and mean averages calculated. Where there were successive sessions (e.g. in the schools programme), mean averages were calculated for each week/session of the programme and for each measure (e.g. statement on postcard) from each week/session. This enabled assessment of the sessions that evoked the most positive scores from the children and the most impact on wellbeing. Percentage differences between mean results from the baseline data (collected before the first session) and after data were calculated to enable an understanding of the impact of the programme as a whole and overarching data patterns.

Where possible (a minimum number of 25 matched surveys was required) statistical hypothesis testing was conducted on wellbeing surveys and postcards to determine the significance of changes to wellbeing and knowledge of Wellington's history after attending the programme, and the probability that any change was not a result of chance and showed a true reflection of the target population. Baseline surveys/postcards (before surveys) and after surveys/postcards were matched and if one data set was missing (e.g., a participant had not completed both the before and after survey) then the participant was excluded from the data set, as without this the change to wellbeing after engagement could not be assessed via matched pair (related sample) tests.

The Paired-Sample Sign Test was applied. Results were deemed to be statistically significant when the *p*-value returned by the test was below 0.05 (5%), with 95% confidence. The two-tailed test was conducted to test for change, rather than improvement or reduction. The direction of change was determined by the greater number of positive or negative differences observed in matched pairs. If there were more positive matched pairs than negative, for example, the direction of change was determined to be positive (improvement).

Standard deviation from the mean was calculated to ascertain variability. Standard deviation demonstrated how far away on average each answer was from the mean average; the smaller the standard deviation, the more results were clustered around the mean and the less variability in the data. Standard deviation differences between the 'before' data and the 'after' data were calculated to assess whether variability had increased or decreased after engaging with the programme. Lower variability between results was deemed to illustrate patterns of behaviour.

Qualitative data from surveys, postcards, observations, and online interviews was thematically analysed. Key themes identified were linked to the 5 Ways to Wellbeing and National Accounts Framework Wellbeing Indicators. Results of quantitative and qualitative analysis were triangulated.

## 5. Project Management

**Northern Heartlands** staff involved with the project provided feedback regarding their experience of running the project as a whole and the impact this had on **Northern Heartlands** as an organisation.

They suggested that they felt the activities and process utilised for the ***Hidden Heritage and Wellbeing*** project were successful and could be replicable with other communities in different areas, facilitating a long-term legacy for the project and the organisation.

The project resulted in **Northern Heartlands** developing relationships and working with a wider pool of artist practitioners covering a wider genre of creative activities, which will enable **Northern Heartlands** to provide a more varied offer in future.

***Hidden Heritage and Wellbeing*** also further strengthened relationships with the local town council (Greater Willington Town Council), who were incredibly supportive of the project and **Northern Heartlands'** work more generally.

The project experienced some difficulties in terms of project management, with staff sharing that they found it difficult to translate a project as outlined in a funding application to a real project. As a result, staff felt the project took a long time to really get off the ground and staff time was consumed with lots of false starts at the start of the project. Due to this and the relatively short nature of the project, staff found it difficult to build the depth of relationships they had hoped to with some groups within the local community and felt they did not engage the breadth of people they had intended to. Staff also felt that the activities could have been more closely focused on heritage. Whilst creative activities were enjoyed, they felt that these were perhaps a missed opportunity to draw audiences in and then encourage attendees to tease more out of the relationship between place, heritage, and their wellbeing. Excluding the school involvement in the Hyem Fest! parade, staff were unsure if festival attendees made the connection between the festival and the area's heritage. Staff also advised that a considerable amount of time and energy was consumed by the festival and in some ways the project was side-tracked by this.



## 6. School Programme

Central to the *Hidden Heritage and Wellbeing* project was the delivery of an in-school activity programme. This was facilitated over **8** sessions between January and March 2023 to **128** children aged 6-11 years old by **4** artist practitioners at **5** primary schools in or near Willington.

Using historical documents and maps, artifacts, images and eyewitness accounts, and a trip to Brancepeth Castle, children became '**Time Detectives**' to practically explore different periods of time in Willington using immersive drama, song writing and digital engagement. These practical sessions led classes chronologically through history through a sometimes-broken time machine, meeting people from Willington's past, exploring their lives and ending up in 2023. This supported children to explore their own identity and the challenges of their time (Figure 3).

The programme gave children participating a comprehensive historical knowledge of their local area, supporting them to understand how it has changed over time. This provided a greater awareness of their place and own identity within Willington's ever-changing society and landscape.

A detailed breakdown of data analysis of this aspect of the programme is covered in the *Hidden Heritage and Wellbeing Mid-Term Report*; only a summary of findings is included here.



Figure 3: Time Detective Video'

## 6.1. Findings Summary

The **Hidden Heritage and Wellbeing** schools programme met the project's overall goals of including a wider range of people in heritage and improving people's wellbeing.

**Children's wellbeing** improved after taking part in Hidden Heritage, which improved and supported them to **take notice, connect, be active** and **keep learning**. The programme improved children's wellbeing including.

- **Social wellbeing:**
  - Trust and belonging
  - Supportive relationships
- **Personal Wellbeing:**
  - Emotional wellbeing
  - Vitality
  - Self-esteem and resilience (self-esteem, optimism)
  - Positive functioning (engagement, autonomy, competence and meaning and purpose)

**Artists' wellbeing** improved after taking part in Hidden Heritage, supporting them to **take notice, connect, and keep learning**. The programme improved artists' wellbeing, specifically:

- **Social Wellbeing:**
  - Supportive relationships
- **Personal Wellbeing**
  - Emotional wellbeing
  - Vitality
  - Self-esteem and resilience (self-esteem, resilience, optimism)
  - Positive functioning (engagement, autonomy, and competence)

**Teachers' wellbeing** improved after taking part in this Hidden Heritage; it supported teachers to **take notice, connect, and keep learning**. The programme improved teachers' wellbeing, specifically:

- **Social Wellbeing:**
  - Supportive relationships
- **Personal Wellbeing**
  - Emotional wellbeing
  - Self-esteem and resilience (self-esteem and optimism)
  - Positive functioning (engagement, autonomy, and competence)

## 7. Creative Community Workshops

The ***Hidden Heritage and Wellbeing*** project held **18** free creative community workshops at Greater Willington Town Council Offices, Brancepeth Village Hall, Willington Open Door Methodist Church and Willington's Working Men's Club between March and July 2023 (see Appendix). Community workshops were attended by over **100** participants, facilitated by **6** local professional artists.

Workshops covered a range of creative genres, which included:

- **Print Making:** Attendees created personalised canvas bags telling the story of their own place (Figure 4)
- **Animation:** Attendees worked together over 5 weeks to create drawings, photos, and objects, which they curated to produce a unique animated film about their place (Figure 5)
- **Photo and Cyanotype Collage:** Objects/images used to make photo and cyanotype collages inspired by stories and memories relating to place
- **Creative Writing:** Attendees wrote about memories, legacies of place and wrote poetry to go alongside cyanotype collages
- **Festival Costume and Prop Making:** Attendees created nature-inspired props to carry in the Hyem Fest! parade

Workshops were suitable for all ages and abilities with no previous artistic experience necessary, and encouraged the communities of Willington, Hunwick, Sunnybrow, Oakenshaw and Brancepeth to use their own photos, memories, mementos, and stories (relating to the local area and place) for inspiration. Work produced in creative community workshops was displayed in and around Willington/used in the lead up to and at Hyem Fest!.

Two artists and **Northern Heartlands** staff also visited Brancepeth Court Nursing Home and Willington Care Village to involve residents in the project, encouraging residents to share their stories and create artwork relating to the heritage of Willington. Residents were also supported to attend Hyem Fest!, thanks to volunteers from **Northern Heartlands** and Brancepeth Court.



Figure 4: Printmaking workshops video<sup>vi</sup>



Figure 5: Animation workshops video<sup>vii</sup>

## 7.1. Adult Survey Analysis

60 participants completed both before and after surveys, of these:

- Mean age was **60**
- **78%** lived locally to Willington (DL15 postcodes)
- **76.67%** had no previous experience of engaging with heritage organisations
- **98.33%** were likely or very likely to attend heritage events/activities in the future
- **98.33%** were likely or very likely to engage with heritage organisations in the future

### 7.1.1. Pre/Post Analysis (Figures 6, 7 & 8)

50 matched surveys were fully complete, with quantitative wellbeing scales completed:

- **8.92%** mean average score increase across all measures at the end of the programme compared to the baseline
- Mean Scores increased for all measures, ranging from **15.31%** to **2.79%**
- Statistically significant improvements to **14** measures
- Standard deviation reduced for **9** measures

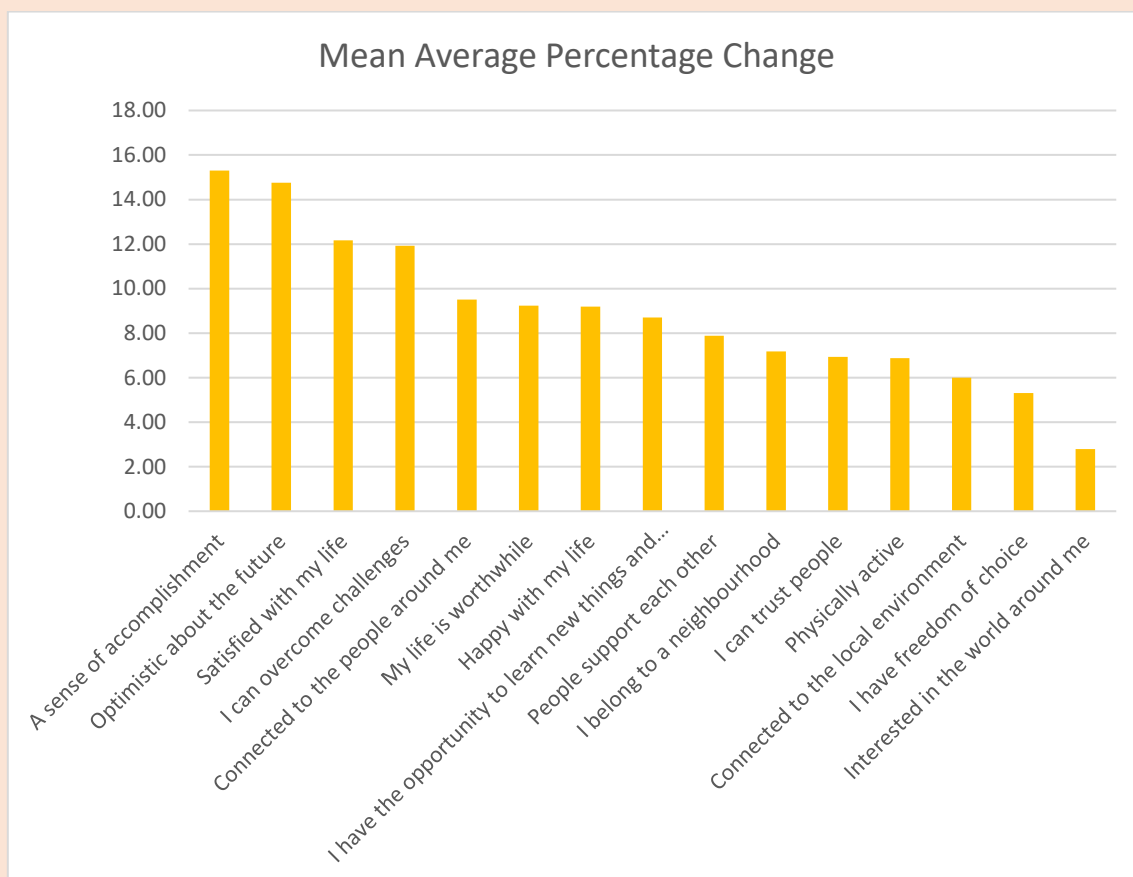


Figure 6: Adult Survey Mean Scores % Change After Session

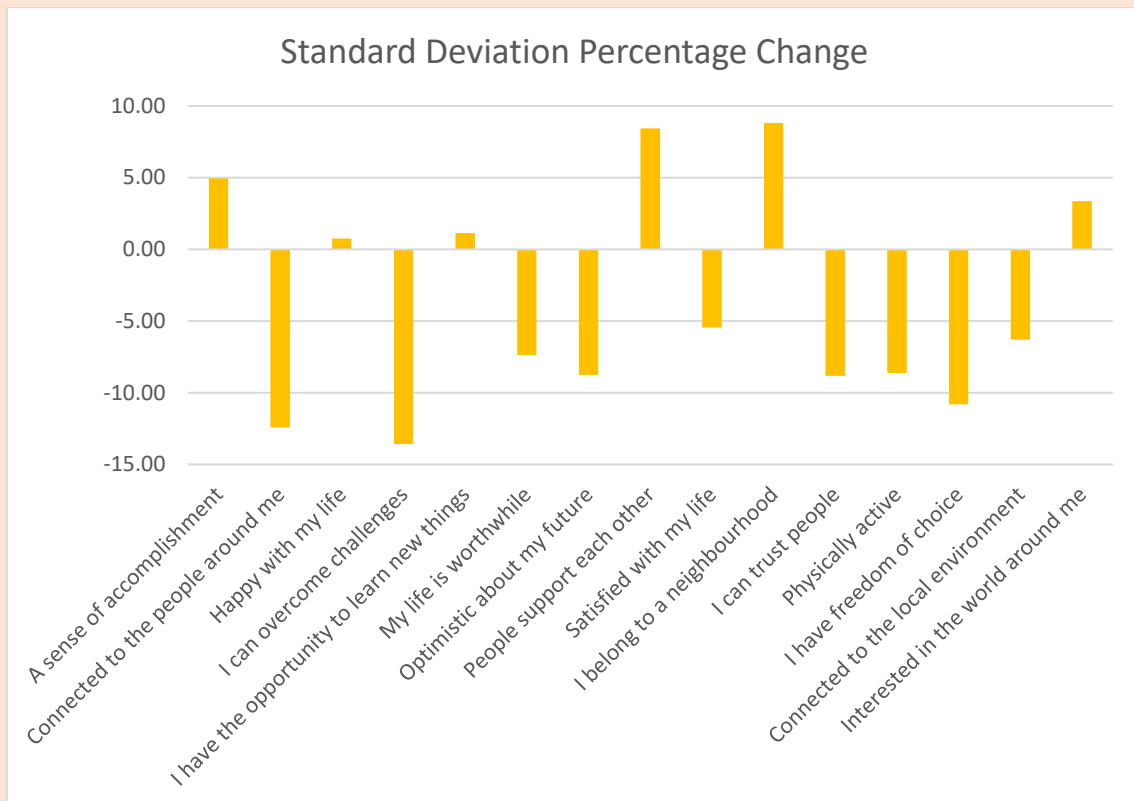


Figure 7: Adult Survey Standard Deviation Percentage Change After Session

Measure I feel...	P Value	Significance Level	Mean Score Percentage Change	Standard Deviation Percentage Change
<b>A sense of accomplishment</b>	.000	Highly Significant	15.3%	4.95%
<b>Connected to the people around me</b>	.000	Highly Significant	9.50%	-12.43%
<b>Happy with my life</b>	.000	Highly Significant	9.18%	0.77%
<b>I can overcome challenges</b>	.000	Highly Significant	11.92%	-13.58%
<b>I have the opportunity to learn new things</b>	.000	Highly Significant	8.70%	1.14%
<b>My life is worthwhile</b>	.000	Highly Significant	9.23%	-7.38%
<b>Optimistic about my future</b>	.000	Highly Significant	14.75%	-8.76%
<b>People support each other</b>	.000	Highly Significant	7.88%	8.45%
<b>Satisfied with my life</b>	.000	Highly Significant	12.17%	-5.45%
<b>I belong to a neighbourhood</b>	.001	Highly Significant	7.18%	8.82%
<b>I can trust people</b>	.001	Highly Significant	6.93%	-8.82%
<b>Physically active</b>	.007	Significant	6.88%	-8.61%

<b>I have freedom of choice</b>	.013	Significant	5.31%	-10.80%
<b>Connected to the local environment</b>	.031	Significant	6.00%	-6.30%
<b>Interested in the world around me</b>	.134			3.37%

Figure 8: Adult survey results after session, including Mean Score Percentage Change, Standard Deviation Percentage Change, P Values and Significance levels

Community workshops supported the 5 Ways to Wellbeing, enabling adult participants to **take notice** of their feelings, **connect** to their local environment and each other, **be active** and **keep learning**, doing, and learning something new. The workshops impacted National Accounts of Wellbeing Framework **personal wellbeing** indicators of **vitality** (physically active), **life satisfaction** (satisfied with my life and my life is worthwhile), **resilience and self-esteem**, specifically subcomponents **optimism** (optimistic about the future) and **resilience** (I can overcome challenges), **positive functioning**, specifically subcomponent **engagement** (interested in the world around me), **autonomy** (I have freedom of choice), **competent** (a sense of accomplishment) and **meaning and purpose** (I have the opportunity to learn something new). **Social wellbeing** was also improved, specifically **trust and belonging** (connected to the local environment, I belong to a neighbourhood) and **supportive relationships** (connected to the people around me and people support each other). Statistical analysis demonstrated that all but one of these improvements were statistically significant.

### 7.1.2. Adult survey commentary analysis

55 surveys from participants that attended community workshops contained comments. Commentary indicated the majority of participants (n= 50) felt that the community workshops were welcoming, inclusive and accessible. Participants felt *“welcome from the first session”* (AP), that there was *“plenty of support available if needed”* (AP), sessions were *“inclusive”* (AP), *“accessible for all”* (AP), *“supportive”* (AP), *“encouraging”* (AP), *“enjoyable at own pace & level”* (AP) and were *“well organised”* (AP) and a *“friendly environment”* (AP). The locations selected for sessions were praised for being *“accessible to public transport”* (AP), *“level”* (wheel-chair friendly) and being *“warm, comfortable, clean, [with] effective lighting”* (AP).

Whilst the majority of participants felt that no improvements were needed in this area, a minority of participants provided suggestions including *“More information on the content would be appreciated. Felt uncomfortable as art is not my skill”* (AP), *“A longer session for pre-planning what I wanted to make - felt a tad rushed”* (AP), *“Failure to give vital information about fire alarm escape routes, toilets etc which should be priority”* (AP).

Comments demonstrated that community workshops were *“great fun”* (AP), *“enjoyable”* (AP) and *“lovely in every way”* (AP), and supported participants in the NEF 5 Ways to Wellbeing.<sup>viii</sup> Participants were supported to **connect** with a *“great group of people”* (AP) *“I always feel awkward when I meet new people – but I feel very supported”* (AP), *“It’s social”* (AP) *“Nice chat + working with others”* (AP), and to the local area and the past *“discussing the locality and memories with others”* (AP), *“brought back memories of childhood”* (AP). Participants were facilitated **be active** *“It has helped me get out the house”* (AP) and to **keep learning** through workshops which were *“very informative”* (AP) and *“well taught”* (AP) and enabled participants to *“learn new skills”* (AP), *“new things”* (AP), feel *“more confident to try new skills”* (AP) and *“It’s all about confidence learning that it’s not a case of “I can’t” but “I’ve not had a go yet””* (AP). Comments indicated taking part in community workshops supported participants to **take notice**, including of their feelings *“Cheers you up”* (AP), *“loads more calmer and relaxed”* (AP).

Community workshops improved participants **personal wellbeing** and **social wellbeing** based on National Accounts Framework indicators.<sup>ix</sup> Participants' **personal wellbeing** improved, as comments indicated; **emotional wellbeing** was improved, this including increased **positive emotions** and **reduced negative emotions** associated with taking part "*very calming activity helped take my mind off some things and concentrate on happy memories*" (AP), "*Lighter mood*" (AV) "*feel very relaxed after doing printing*" (AP), "*Really enjoyed these courses great fun*" (AP), "*It has helped me to relax and enjoy some quieter time*" (AP), "*Takes the mind off stresses & worries*" (AP), "*No other everyday worries crossed my mind*" (AP), "*helps me stop overthinking. It gives me a big mood boost*" (AP); **vitality** was supported "*It has helped me get out the house*" (AP); **self-esteem and resilience**, as participants felt more **optimistic** "*Inspired/encouraged*" (AP) about future events "*I've also signed up for the sessions at GWTC - can't wait*" (AP) and improved **self-esteem** "*Loads more confident*" (AP); **positive functioning** was improved, participants commented they were **engaged** "*Really really interesting engaged my brain*" (AP), "*I have been fully engaged*" (AP), "*It was so fun and engaged*" (AP), "*Really focuses attention*" (AP), "*I have been fully focused on the activity*" (AP) and felt more **competent** after attending "*I feel more confident after - as I was concerned that I couldn't do it*" (AP), "*much more confident in my abilities*" (AP) which provided a "*Sense of achievement too*" (AP).

Community workshops also improved participant's **social wellbeing**. Comments indicated that **trust and belonging** was improved, workshops provided a "*Great opportunity to reflect on our home and how it is important to us*" (AP), "*the locality and memories*" (AP) and "*brought back memories of childhood*" (AP). Workshops also provided a setting to create and maintain **supportive relationships** by providing a place to "*meeting new people to chat to*" (AP), "*chat + working with others*" (AP) and "*feel more confident around people*" (AP).

## 7.2. Artist Survey Analysis

15 before and after surveys were able to be matched for pre/post analysis.

Of these participants:

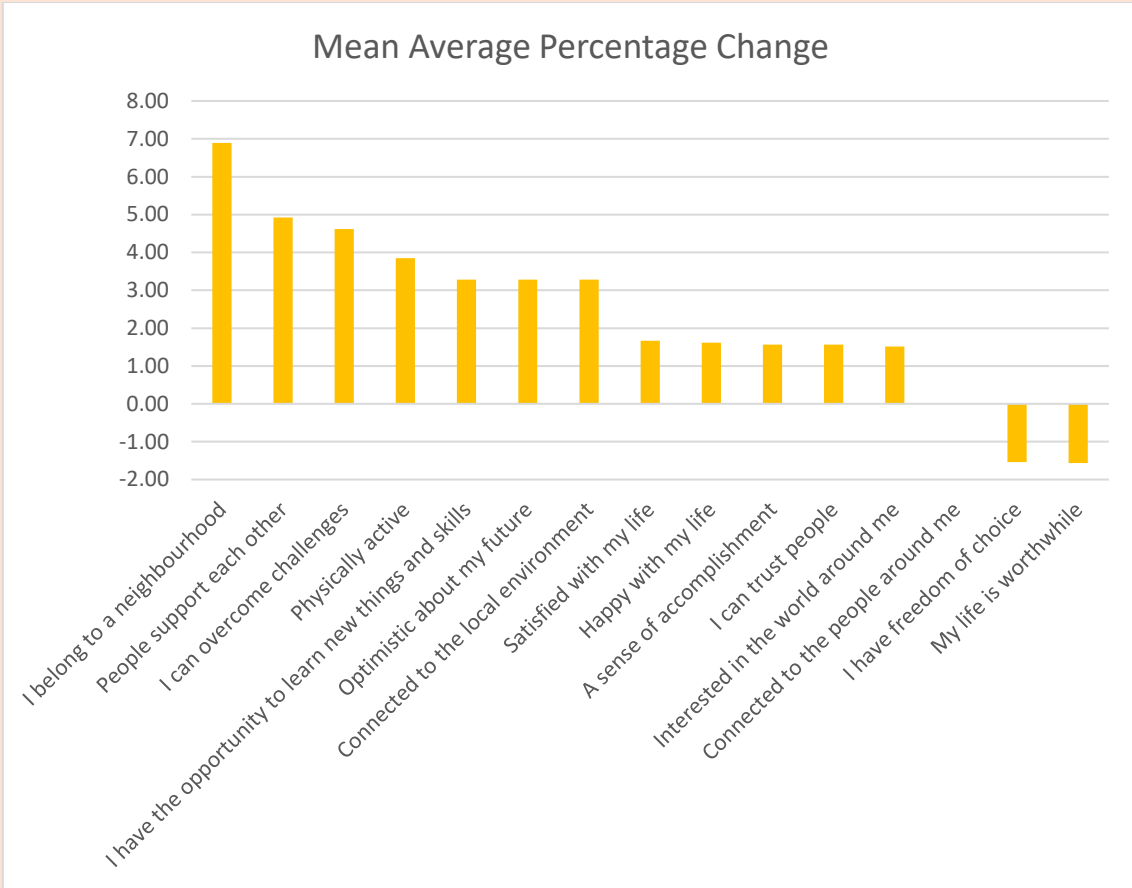
- **100%** felt adequately supported to carry out future heritage and wellbeing projects
- **100%** were very likely to continue to support a heritage project in the future
- **100%** stated that art was very important to them and the work they do
- **100%** were satisfied or very satisfied with being part of the project

1 of the 15 matched surveys was not fully complete (e.g., the quantitative wellbeing scales were not filled in) and these surveys were removed from the sample used for quantitative analysis. Due to the small sample, statistical analysis could not be completed.

### 7.2.1. Pre/Post Analysis (Figures 9 & 10)

- **2.33%** mean average score increase across all measures after workshops compared to the baseline
- Mean scores increased for **12** measures, ranging from **6.90%** to **1.52%**
- Mean score did not change for **1** measure
- Mean scores reduced for **2** measures, ranging from **-1.54%** to **-1.56%**
- Standard deviation reduced for **7** measures





**Figure 9: Artist Survey Mean Scores % Change After Session**

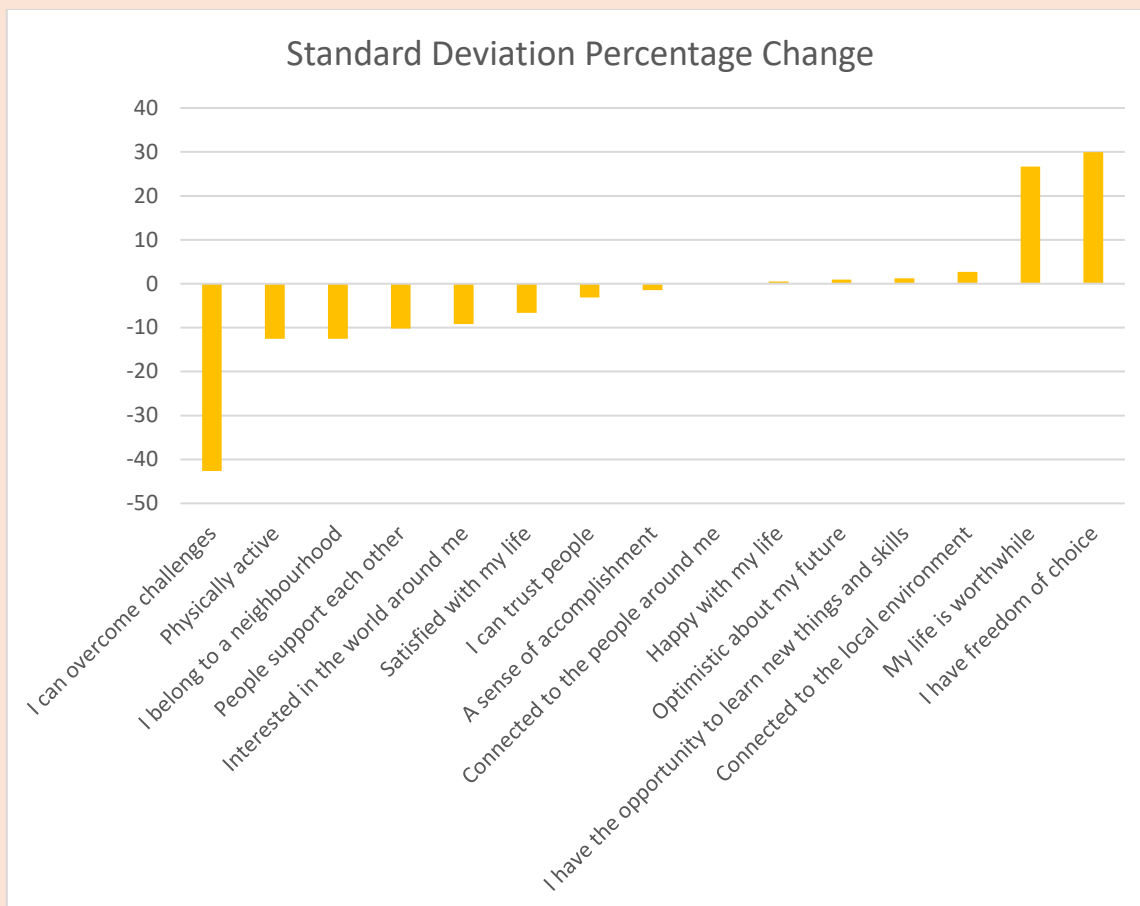


Figure 10: Artist Survey Standard Deviation Percentage Change After Session

Quantitative results largely demonstrated improved wellbeing and community workshops supported the 5 Ways to Wellbeing, enabling participants to **take notice** of their feelings, **connect** to their local environment, **be active** and **keep learning**, doing, and learning something new. Mean score changes highlighted that the workshops impacted National Accounts of Wellbeing Framework **personal wellbeing** indicators of **vitality** (physically active), **life satisfaction** (satisfied with my life), resilience and self-esteem, specifically subcomponents **optimism** (optimistic about the future) and **resilience** (I can overcome challenges), **positive functioning**, specifically subcomponent **engagement** (interested in the world around me), **competent** (a sense of accomplishment) and **meaning and purpose** (I have the opportunity to learn something new). **Social wellbeing** was also improved, specifically **trust and belonging** (connected to the local environment, I belong to a neighbourhood) and **supportive relationships** (people support each other). Standard deviation reductions show that variability in the data reduced after facilitating community workshops for a number of measures, illustrating that artists felt more similarly after taking part.

### 7.2.2. Artist survey commentary analysis

13 surveys contained comments from artists.

Comments demonstrated that facilitating community workshops which were *“great fun”* (AP), *“enjoyable”* (AP) and *“Lovely in every way”* (AP) supported participants to; **connect** with others, *“talking to people”* (AA) including *“other artists & NH staff”* (AA), and *“working with participants”* (AA). Artists commented that community workshops supported them to **be active** *“great to... be out delivering sessions again”* (AA) and to **take notice** of their feelings *“Cheered me up tonight”* (AA) and surroundings *“a relaxed atmosphere”* (AA).

Community workshops improved artists' **personal wellbeing** and **social wellbeing**. Participants' **personal wellbeing** improved in areas of: **emotional wellbeing** this including increased **positive emotions** and associated with taking part "*Cheered me up tonight*" (AA); **vitality** was supported "*great to... be out delivering sessions again*" (AA); **self-esteem and resilience**, as participants felt improved **self-esteem** "*great to.. be respected as an artist & paid properly & respected*" (AA); **positive functioning** with participants commented they were **engaged** in "*working w/others + discussing local stories*" (AA) and "*working with participants*" (AA), felt people were "*invested in the project*" (AA) and felt others acknowledged that they were **competent** "*great to... be respected as an artist*" (AA).

Community workshops improved artists' **social wellbeing**. Comments indicated that workshops enabled artists to create and maintain **supportive relationships** by providing artists with a setting with a "*relaxed atmosphere*" (AA) and "*very supportive and welcoming*" (AA) staff to "*support people in their work*" (AA), "*get to know the place and the people*" (AA) and "*talk to people*" (AA).

### 7.3. Childrens Postcard Analysis

12 before and after surveys from children attending community workshops aged between 6 and 14 with an average age of **9.58** were able to be matched for pre/post analysis. Due to the small sample, statistical analysis could not be completed.

#### 7.3.1. Pre/Post Analysis (Figures 11 & 12)

- **8.70%** mean average score increase across all measures at the end of the programme compared to the baseline
- Mean scores increased for **8** measures, ranging from **27.27%** to **2.17%**
- Mean scores decreased for **1** measure (**-3.57%**)
- Standard deviation reduced for **8** measures

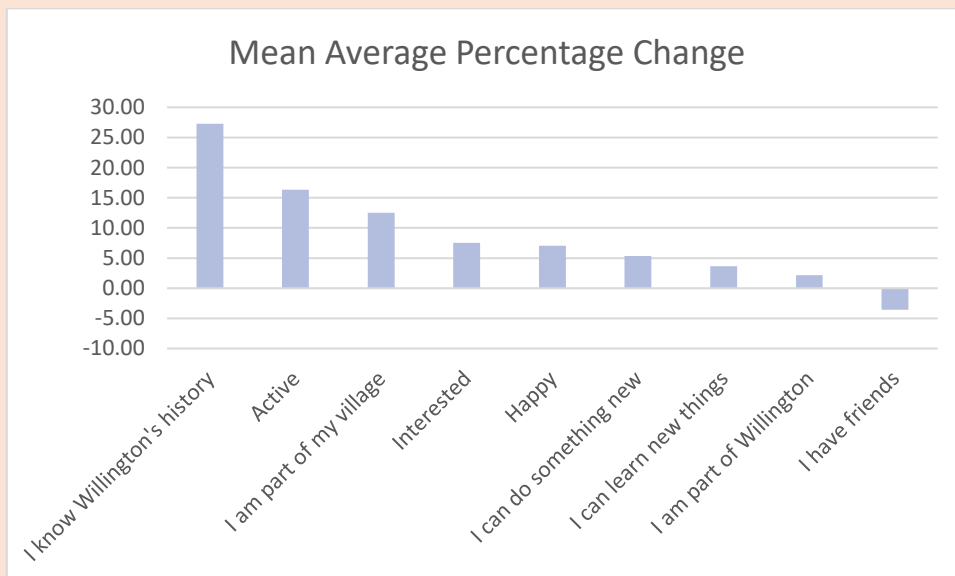


Figure 11: Postcard Mean Scores % Change After Session

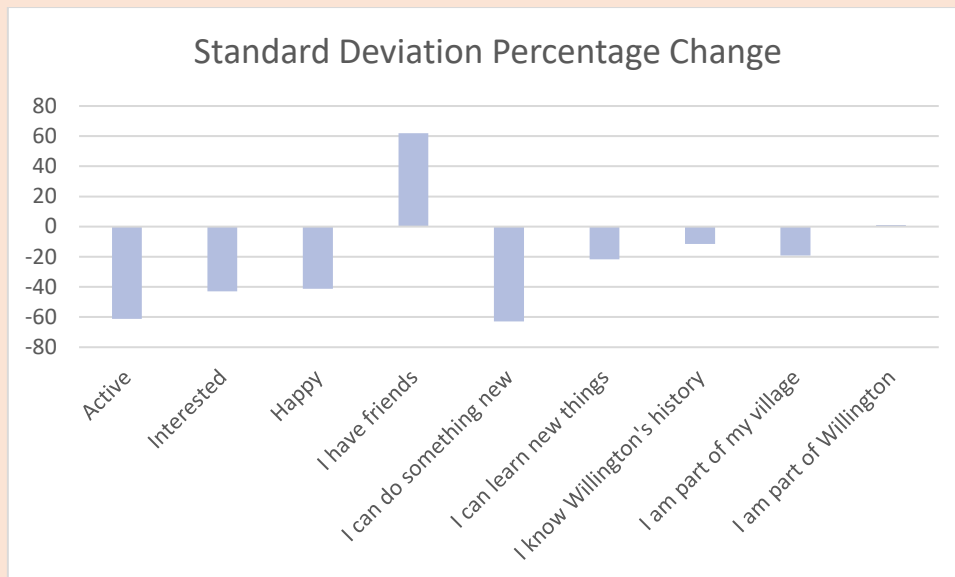


Figure 12: Postcard Standard Deviation Percentage Change After Session

Quantitative results demonstrated improved knowledge of Willington’s history and improved wellbeing after taking part. Community workshops supported the 5 Ways to Wellbeing, enabling children to **take notice** of their feelings, **connect** to their local area, **be active** and **keep learning**, doing and learning something new. Mean score changes highlighted that the schools programme impacted National Accounts of Wellbeing Framework **personal wellbeing** indicators of **emotional wellbeing** (I feel happy), **vitality** (I feel active), and **positive functioning**, specifically subcomponent **engagement** (I feel interested) and **meaning and purpose** (I can do something and learn something new). **Social wellbeing** was also improved, specifically **trust and belonging** (I am part of my village/Willington). Standard deviation reductions for the majority of measures show that variability in the data reduced after facilitating community workshops, illustrating that children felt more similarly after taking part.

### 7.3.2. Postcard commentary analysis

12 postcards contained comments from children.

Free commentary space indicated a high frequency of comments stating that children “*enjoyed*” (AC) attending community workshops, “*loved taking part*” (AC) and “*loved everything I have done*” (AC). Comments highlighted children’s favourite activities were practical and interactive which included “*making my bug headband*” (AC).

Children’s comments demonstrated that community workshops supported children in the NEF 5 Ways to Wellbeing.<sup>x</sup> Children felt they been supported to **keep learning** “*exploring how to do new things*” (AC), to **be active** “*full of energy*” (AC), and to **take notice**, including of their feelings “*It made me feel happy*” (AC).

Creative community workshops improved children’s **personal wellbeing** based on National Accounts Framework indicators.<sup>xi</sup> Children’s **personal wellbeing** improved, as comments indicated; **emotional wellbeing** was improved, this including increased **positive emotions** associated with taking part, for example “*it made me feel happy*” (AC), “*calm happy joyful*”(AC), “*happy*” (AC) and “*excited*” (AC); **vitality** was supported, with children commenting they felt “*full of energy*” (AC); **self-esteem and resilience**, as children felt **optimistic** about future activities “*would like to do it again*” (AC); **positive functioning** was improved, children commented they were **engaged** through “*exploring how to do new things*” (AC) and “*found it really interesting*” (AC).

#### 7.4. Facilitator Observations Analysis

Staff facilitators completed 14 activity records after facilitating community workshops. Facilitators reported that at **100%** of sessions, participants ‘quite a bit’ or ‘extremely’:

- Enjoyed the activity
- Engaged with the group
- Actively engaged with the event/activity
- Appeared happy
- Shared ideas and stories with each other
- Demonstrated positive responses to the event/activity

At **92.86%** of sessions facilitators reported that participants ‘quite a bit’ or ‘extremely’:

- Learnt new skills and knowledge
- Appeared confident

Quantitative data from facilitator observations therefore suggested that community workshops supported the NEF 5 Ways to Wellbeing **keep learning, be active, connect** and **take notice**. Quantitative data indicated community workshops impacted National Accounts of Wellbeing Framework<sup>xii</sup> **personal wellbeing** and **social wellbeing** indicators. Specifically, **personal wellbeing** component **emotional wellbeing** via subcomponent **positive emotions** (appeared happy, demonstrated positive responses), **vitality** was supported (actively engaged), **self-esteem and resilience** improved through **self-esteem** (appeared confident) and **positive functioning** subcomponents **engaged** (actively engaged), **competent** (understood the event/activity) and **meaning and purpose** (learnt new skills and knowledge).

Facilitator comments demonstrated that participants “*seemed to really enjoy*” (AS) “*Lovely*” (AS) and “*fun*” (AS) community workshops which supported participants in the NEF 5 Ways to Wellbeing, to **connect, be active, take notice** and **keep learning**.<sup>xiii</sup> Participants were supported to **connect**, participants “*worked together*” (AS), “*sharing stories*” (AS) with “*wonderful conversation*” (AS) and “*Quite a bit of banter*” (AS). Participants were also supported to **be active** “*Great session fun active*” (AS) and to **keep learning** including “*information about Willington*” (AS) and “*everyone appears more confident with the technology*” (AS). Comments indicated taking part in community workshops supported participants to **take notice**, including of their local area “*talking about local flowers and wildlife*” (AS), “*talked about wildflowers and Willington*” (AS).

Community workshops improved participants **personal wellbeing** and **social wellbeing** based on National Accounts Framework indicators.<sup>xiv</sup> Participants’ **personal wellbeing** improved, as comments indicated; **emotional wellbeing** was improved, this including increased **positive emotions** and associated with taking part “*laughter*” (AS), “*relaxed + comfortable feeling*” (AS) “*positive*” (AS); **vitality** was supported “*Great session fun active*” (AS); **self-esteem and resilience**, as participants felt improved **self-esteem** “*I can see people in the group are becoming more confident*” (AS); **positive functioning** was improved, participants were **engaged** “*Getting stuck-in and messy with the process*” (AS) and “*Making bluebells*” (AS) and felt more **competent** after attending “*everyone appears more confident with the technology*” (AS).

Community workshops improved participants **social wellbeing**. Comments indicated that **trust and belonging** to the local area was supported, workshops provided an opportunity to “*sharing stories of Willington*” (AS) and “*creating personal outcome based on area knowledge + experience*” (AS). Workshops also provided a setting to create and maintain **supportive relationships** “*Group is very*

*supportive of each other in session but also in life” (AS), “there was a lot of support and encouragement for each other” (AS) and by providing a place to “Working together to make train. Team work” (AS).*

Commentary suggested that group size and filling in evaluation paperwork was challenging in some sessions.

### 7.5. Care-home Drop-in Postcard Analysis

7 postcards were collected from adults attending drop-ins at local care homes. Mean scores for all measures were positive, ranging from **3.71** to **4.14** out of 5 (Figure 13)

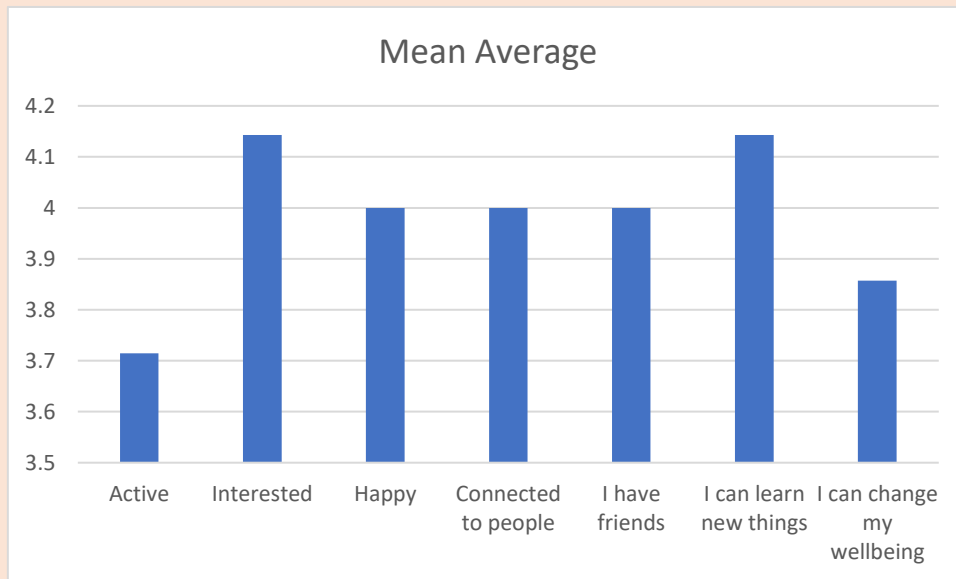


Figure 13: Postcard Mean Scores

Quantitative results demonstrated that attending drop-ins at local care homes supported attendees’ wellbeing. Care home drop-ins supported the 5 Ways to Wellbeing, enabling attendees to **keep learning, take notice** of their feelings, **connect** with people, and **be active**. Mean scores highlighted that the drop-ins at local care homes supported National Accounts of Wellbeing Framework **personal wellbeing** indicators of **emotional wellbeing** (I feel happy), **vitality** (I feel active), and **positive functioning**, specifically subcomponents **engagement** (I feel interested), **autonomy** and **competence** (I can change my wellbeing). **Social wellbeing** was also improved, specifically **trust and belonging** (I am part of Willington) and **supportive relationships** (connected to people, I have friends).

## 8. Hyem Fest!

To celebrate the end of the *Hidden Heritage and Wellbeing* project Northern Heartlands produced Hyem Fest! on 15<sup>th</sup> July at Willington Town Green in partnership with Emergency Exit Arts and Bridge Creative. Hyem Fest! was a day of free family festival fun about people and place, celebrating Willington's glorious heritage and bright future.

### 8.1. Schools Workshops

Prior to the festival, artist practitioners who had facilitated the schools programme returned to 4 local primary schools to deliver 3 preparatory workshops covering parade choreography, and prop and costume making to 94 children aged 9-11 (Figure 14 & 15).

School	Year Group	Class size
Sunnybrow Primary School	Year 5 and 6	22
Our Lady and St Thomas Catholic Primary School	Year 6	17
St Stephen's Church of England Primary School	Year 5	28
Willington Primary	Year 5	27

Figure 14: Children participating in preparatory workshops



Figure 15: Schools preparatory workshops video<sup>iv</sup>

### 8.1.1. Childrens Pre/Post Postcard Analysis (Figures 16, 17 & 18)

77 before and after postcards from the last session children participated in were able to be matched for pre/post analysis.

- **7.72%** mean average score increase across all measures at the final session compared to the baseline
- Mean scores increased for all measures, ranging from **1.09%** to **14.69%**
- Statistically significant improvements to **6** measures
- Standard deviation reduced for **8** measures

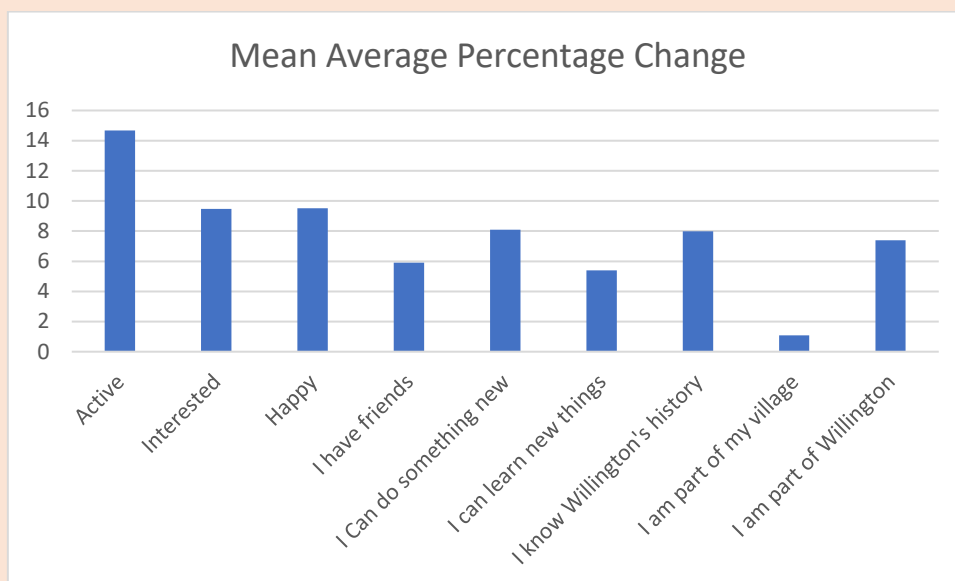


Figure 16: Postcard Mean Scores % Change After Final Session

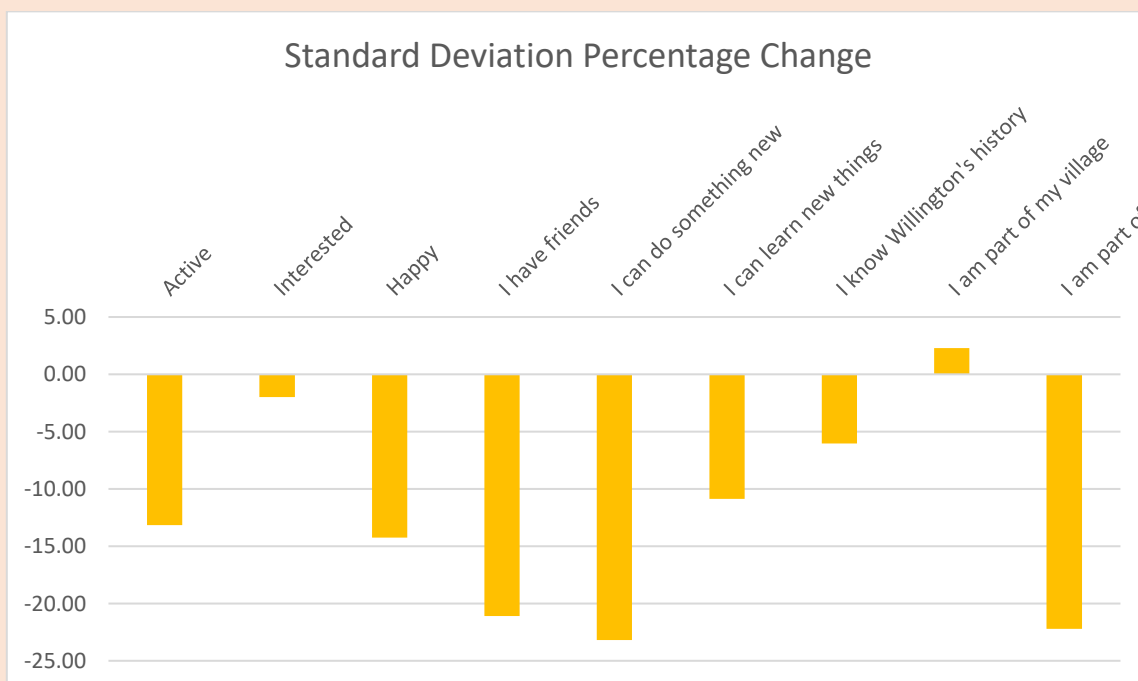


Figure 17: Postcard Standard Deviation Percentage Change After Final Session



Measure	P Value	Significance Level	Mean Score Percentage Change	Standard Deviation Percentage Change
I feel...				
I can do something new	0.006	Significant	8.09%	-23.19%
I am part of Wellington	0.227		7.39%	-22.21%
I have friends	0.052		5.91%	-21.09%
I can learn new things	0.014	Significant	5.39%	-10.86%
I know Wellington's History	0.025	Significant	7.98%	-6.02%
Active	0.000	Highly Significant	14.69%	-13.17%
Happy	0.001	Highly Significant	9.51%	-14.26%
Interested	0.002	Significant	9.46%	-1.99%
I am part of my village	0.824		1.09%	2.27%

Figure 18: Postcard results after final session, including Mean Score Percentage Change, Standard Deviation Percentage Change, P Values and Significance levels

Quantitative results demonstrated improved knowledge of Wellington’s history and improved wellbeing. Schools workshops supported children to **take notice** of their feelings, **connect** to their local area, **be active** and **keep learning**, doing and learning something new. Mean score changes highlighted that the schools workshops impacted **personal wellbeing** indicators of **emotional wellbeing** (I feel happy), **vitality** (I feel active), and **positive functioning**, specifically subcomponent **engagement** (I feel interested) and **meaning and purpose** (I can do something and learn something new). **Social wellbeing** was also improved, specifically **trust and belonging** (I am part of my village) and **supportive relationships** (I have friends). Statistical analysis demonstrated that the majority of these improvements were statistically significant and standard deviation reductions show that variability in the data reduced by after the workshops for the majority of measures, illustrating that participants felt more similarly after taking part.

Session by session analysis of overall mean scores (all measures combined) was not possible as not all classes completed evaluation at each session.

### 8.1.2. Postcard commentary analysis

74 postcards collected from the children involved in the preparatory workshops in schools contained comments from children.

Preparatory workshops received a high frequency of comments relating to being “*fun*” (AC) and that children “*loved*” (AC) the sessions and “*enjoyed*” (AC) themselves. Comments highlighted children’s favourite activities were practical and interactive, which included “*all the artistic things, especially drawing on the paper hats*”, “*drawing and painting*” and “*colouring in*” (AC), and making “*hats*”, “*flags*”, “*gas masks box*” and “*poppies*” (AC).

Comments demonstrated the preparatory workshops in schools supported children to: **connect** with people, this included artist practitioners “*I really like the time detectives*” (AC) and the past “*It made me feel like I was actually in the past*” (AC); **keep learning**, “*exalrated [exhilarated] to learn*” (AC) and “*it made my creativity come out*” (AC); to **be active**, “*It made me feel really happy and active*” (AC), “*energetic*” (AC); and to **take notice**, including of their feelings “*Today’s activity made me happy*” (AC) and “*it made me feel happy inside*” (AC).

The schools workshops improved children’s **personal wellbeing** and **social wellbeing**.<sup>xvi</sup> Children’s **personal wellbeing** improved in areas of; **emotional wellbeing**, this including increased **positive emotions** associated with taking part in the project, for example “*it made me feel excited*” (AC), “*made me feel very really happy*”(AC), “*it made me feel happy inside*” (AC), “*It made me smile*” (AC) and “*joyful*” (AC); **vitality** with children commenting they felt “*active*” (AC) and “*energetic*” (AC); **positive functioning** children commented they were **engaged** through “*all the artistic*” (AC) activities “*I loved that you could get creative with what your design could be on your hat*” (AC) and were “*interested*” (AC). Workshops improved children’s **social wellbeing**, specifically **supportive relationships** “*I liked how everybody got a chance to finish*” (AC).

Comments from children’s postcards demonstrated that the preparatory schools workshops supported children in the NEF 5 Ways to Wellbeing<sup>xvii</sup>, to **connect** with artists and the past, **be active** in practical and interactive sessions, **take notice** of their feelings and **keep learning** in a fun and engaging manner. Commentary indicated schools workshops impacted National Accounts of Wellbeing Framework<sup>xviii</sup> **personal wellbeing** and **social wellbeing** indicators. Specifically, **social wellbeing** indicator **supportive relationships** improved. **Personal wellbeing** indicators including **emotional wellbeing** were improved via increased **positive emotions**, **vitality** was supported and **positive functioning** subcomponent **engaged**.

## 8.2. Celebration Day

Hyem Fest! included a parade down the old colliery road in Willington, with participants representing aspects of the town’s history through time, and led by a giant mechanical time-travelling turtle created by project partners Emergency Exit Arts (EEA). The parade involved various local community groups, including school groups, a marching band and stilt walkers. The parade culminated on the Town Green where children performed a verse of the song they had created in the schools workshops telling the story of Willington through time (Figure 19).



Figure 19: Hyem Fest! video<sup>xix</sup>

The Festival was developed with London-based EEA, and locally-based events company Bridge Creative who provide workplace opportunities for adults with learning disabilities and autism. Following the parade the Festival commenced on the Town Green with a range of entertainment, including live music, film curation, dance performances, food and drink stalls and participatory creative activities. "Willington in Motion", a film show made from historical archival footage of the local area for Hyem Fest! played at the Greater Willington Town Council Offices throughout the day. The local community was encouraged to partake in activities such as a 10-location treasure hunt, where families could find various historical locations of note around the town, and an activity to create their own postcards about their experience of the area which linked with a display of replica historical postcards from the town.

Despite the extremely poor weather, the event was well-attended, which Northern Heartlands staff felt demonstrated that events which bring communities together matter to people and there is a real appetite for this kind of event.

A large wooden Phoenix installation was created by Bridge Creative and Emergency Exit Arts which was due to be the focal point of a huge bonfire marking the end of the festival and intended to symbolise the town and surrounding area rising from the ashes of COVID-19. Due to the poor weather, organisers were unsure if this would be able to take place. However, towards the end of the event a dispersal order was issued by local police due to antisocial behaviour by teenagers on the site resulting in assaults on police and security staff and subsequent arrests before organisers could make this decision. Staff commented that there was a real sadness that the big theatrical moment planned for the end of the festival was not able to happen and this created additional work in terms of having to make safe and dismantle the Phoenix, however they have arranged for the Phoenix to be used by another local organisation later this year to ensure it is not wasted.

### 8.2.1. Social Media Commentary

Comments from social media repeated that Hyem Fest! was an amazing, fantastic, spectacular, lovely, well-organised event and family day which brought the community together and left them feeling proud and happy, especially of the turnout given the poor weather. Commenters enjoyed seeing the time, effort and pride that went into organising and participating in the festival.

Commentary on social media posts from organisers, local area pages and Crook Police related to the dispersal order suggested that the local community felt it was very embarrassing for the local area, sad and a real shame that the behaviour of a small number of individuals forced the early closure of the event. There was some debate amongst commentators about whether the closure of an event was appropriate or an over-reaction, whereby the event could have continued after police had made arrests. Multiple residents commented that they hoped that this would not be the end of organisations and individuals making an effort to hold events in and for the town. Greater Willington Town Council relayed via social media posts that the festival was a wonderful occasion and they were disappointed that their behaviour of a few individuals had such a large impact on the majority of residents and were liaising with local police to understand the viability of future events.

One commentator on social media felt that alcohol being available for sale may have been a factor in the disturbances, but others disagreed, stating that the issues were caused by those who were under the legal drinking age and therefore unable to purchase alcohol at the event.

### 8.2.2. Postcard Analysis (Figure 20)

58 postcards were collected from adults attending Hyem Fest! with an average age of **42.23** and **62.07%** lived locally to Willington (DL15 postcodes). Mean scores for all measures were positive, ranging from **3.87** to **4.46** (out of 5)

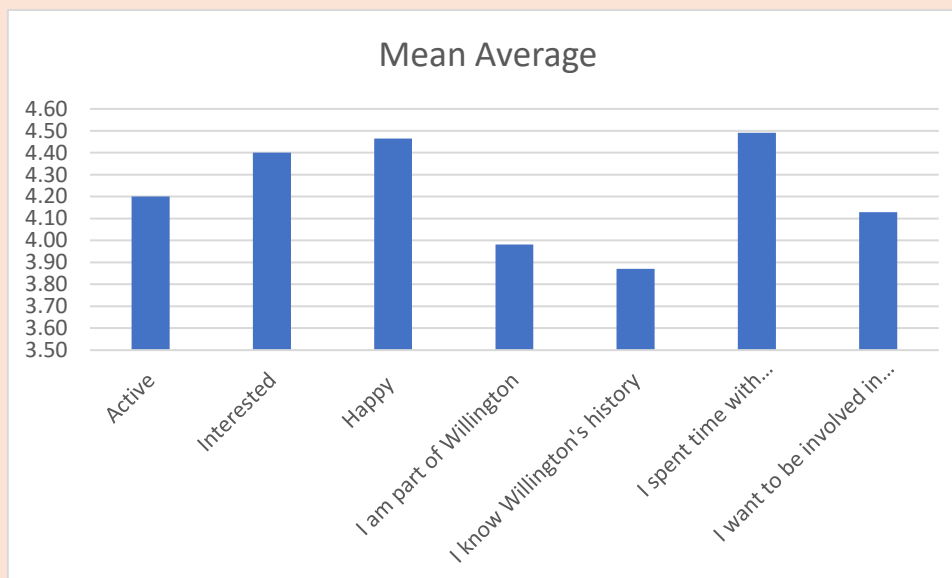


Figure 20: Postcard Mean Scores % Change After Final Session

Quantitative results demonstrated that attending Hyem Fest! supported attendees' knowledge of Willington's history and wellbeing. Mean scores showed that Hyem Fest! supported the 5 Ways to Wellbeing, enabling attendees to **take notice** of their feelings, **connect** with family, friends and their local area, and **be active**. Mean scores highlighted that the Hyem Fest! supported National Accounts of Wellbeing Framework **personal wellbeing** indicators of **emotional wellbeing** (I feel happy), **vitality** (I feel active), and **self-esteem** through optimism (I want to be involved in community events in future) and **positive functioning**, specifically subcomponent **engagement** (I feel interested). **Social wellbeing** was also improved, specifically **trust and belonging** (I am part of Willington) and **supportive relationships** (I spent time with friends/family).

### 8.2.3. Postcard commentary analysis

25 postcards contained comments from attendees. Free commentary space indicated a high frequency of comments relating to the festival being a *"very positive event"* (AP), with a *"Lovely atmosphere"* (AP), *"fabulous fun and friendly"* (AP), *"a fun family day"* (AP) and that attendees *"Loved it"* (AP) and had a *"really great day"* (AP) Comments highlighted that favourites were practical and interactive which included *"the crafts"* (AP) and *"the giant turtle"* (AP).

Comments demonstrated that Hyem Fest! supported attendees to feel supported to; **connect** with family *"It was great to watch my child involved and see what the time detectives had been doing with him at school"* (AP), other local people *"Good to see lots of Willington people together"* (AP) and the area *"wonderful to be part of our town's community"* (AP); **keep learning**, *"wonderful to... learn about the history"* (AP); **be active**, *"out & about"* (AP); and **take notice**, including of their feelings *"feel really positive"* (AP).

Hyem Fest! supported **personal wellbeing** and **social wellbeing**. Attendees' **personal wellbeing** improved this included; **emotional wellbeing** with an increase **positive emotions** associated with taking part in the project, for example *"made me joyful!"* (AP) and *"feel really positive"*(AP); **vitality**

was supported, with attendees commenting they were able to get *“out & about”* (AP); **self-esteem** *“Proud to be part of”* (AP); **positive functioning**, attendees commented they were **engaged** and *“involved in things”* (AP). Attendees’ **social wellbeing** was improved, including **supportive relationships** *“Good to see lots of Willington people together”* (AP) and **trust and belonging** to a community *“Lovely community spirit”* (AP), *“brings the community together”* (AP), *“always nice to see the community come together”* (AP), *“wonderful to be part of our town’s community”* (AP).

One comment mentioned ways in which accessibility could have been improved *“Access - tarmac paths, BSL interpretation, viewing area - wheelchair, disabled toilets”* (AP).

## 9. Findings summary

The **Hidden Heritage and Wellbeing** project met the project's overall goals. As a result of **Hidden Heritage and Wellbeing** a wider range of people were involved in heritage and a diverse range of community residents, including children, artists, teachers, care home residents and adults experience greater or improved wellbeing.

**Children's wellbeing** improved, they were supported them to **take notice, connect, be active** and **keep learning**. The programme improved children's wellbeing including:

- **Social wellbeing:**
  - Trust and belonging
  - Supportive relationships
- **Personal Wellbeing:**
  - Emotional wellbeing
  - Vitality
  - Self-esteem and resilience (self-esteem, optimism)
  - Positive functioning (engagement, autonomy, competence and meaning and purpose)

**Artists' wellbeing** improved and they were supported to **take notice, be active, connect,** and **keep learning**. The programme improved artists' wellbeing, including:

- **Social Wellbeing:**
  - Supportive relationships
- **Personal Wellbeing**
  - Emotional wellbeing
  - Vitality
  - Life satisfaction
  - Self-esteem and resilience (self-esteem, resilience, optimism)
  - Positive functioning (engagement, autonomy, meaning and purpose and competence)

**Teachers' wellbeing** was improved, they were supported to **take notice, connect,** and **keep learning**. The programme improved teachers' wellbeing, including

- **Social Wellbeing:**
  - Supportive relationships
- **Personal Wellbeing**
  - Emotional wellbeing
  - Self-esteem and resilience (self-esteem and optimism)
  - Positive functioning (engagement, autonomy, and competence)

**Care-home residents wellbeing** improved, they felt supported to **be active, take notice, connect,** and **keep learning**. The programme supported residents' wellbeing, specifically:

- **Social Wellbeing:**
  - Supportive relationships
  - Trust and belonging
- **Personal Wellbeing**
  - Emotional wellbeing (positive emotions)
  - Vitality
  - Positive functioning (engagement, autonomy, and competence)

Adults' wellbeing was improved they were support to **take notice, connect, be active** and **keep learning**. The programme improved adult participants' wellbeing specifically:

- **Social Wellbeing:**
  - Trust and belonging
  - Supportive relationships
- **Personal Wellbeing:**
  - Emotional wellbeing (positive emotions)
  - Life satisfaction
  - Vitality
  - Self-esteem and resilience (self-esteem, optimism)
  - Positive functioning (engagement, autonomy, meaning and purpose and competence)

## 10. Activity impact comparison

All ***Hidden Heritage and Wellbeing*** project activities supported all participants (children, artists, teachers, adults and care home residents) in the 5 Ways to Wellbeing **connect, take notice and keep learning** and the National Accounts of Wellbeing indicators **emotional wellbeing** (positive emotions) and **positive functioning** (engagement).

The 8-week school programme had the greatest positive impact on children's wellbeing, which impacted 4 of the 5 Ways to Wellbeing and 10 National Accounts Framework Wellbeing Indicators.

The Hyem Fest! and community workshops were equally beneficial to adults' wellbeing: both activities impacted the same 4 of the 5 Ways to Wellbeing and 11 National Accounts Framework Wellbeing Indicators.

The facilitation of community workshops had the greatest positive impact on artists' wellbeing, which impacted 4 of the 5 Ways to Wellbeing and 11 National Accounts Framework Wellbeing Indicators. Yet, only facilitating schools programme impacted autonomy.

***Hidden Heritage and Wellbeing*** had the greatest positive impact on the wellbeing of adults attending community workshops, artists facilitating community workshops and adults attending Hyem Fest!, all of whom reported that these activities supported them in 4 of the 5 Ways to Wellbeing and 11 National Accounts Framework Wellbeing Indicators.



## 11. Lessons learnt and future strategies

### 11.1. Project management

- **Bid translation**
  - Include a clearly defined project development period.
  - Provide a clearer brief to staff managing the project and artist practitioners.
- **Community engagement**
  - Include a clearly defined community engagement development period to ensure as wide a reach as possible.
- **Heritage focus**
  - Ensure artist practitioners' briefs clarify the heritage focus of any activity
  - Consider amending creative activities to provide more of a focus on heritage.
  - Consider how to use creative activities to engage attendees in considering how heritage impacts their wellbeing.
- **Event development/management**
  - Establish a more equal balance between the process (event development) and the event itself.

### 11.2. Schools programme

- **Advanced notice**
  - Provide both schools and artists additional notice and lead-in time for future projects.
  - Facilitate communication between artists and schools in the development stage of projects to ensure any children's additional needs are considered from the start of the programme development.
- **School celebration event**
  - Provide a celebration event at the end of the schools programme to give both artists and children an opportunity to showcase their work.
- **Ensure sessions have enough time**
  - Adapt sessions to the time slot provided by schools if necessary to ensure the sessions don't feel rushed and activities can be completed.
- **Provide resources to teachers**
  - Creating resource packs for teachers to use after the programme has ended to provide longer-term impact and legacy.
- **Evaluation**
  - Due to time constraints, not all schools provided data for all weeks. This impeded quantitative analysis on a school by school or year group basis.

### 11.3. Community workshops

- **Additional information on workshop content**
  - Provide additional information on advertising materials to ensure participants feel more comfortable
- **Additional/longer planning time**

- Ensure there is plenty of time for participants to plan what they want to create to avoid feelings of being rushed
- **Housekeeping**
  - Ensure facilities information such as fire alarm escape routes and the locations of toilets are shared at the beginning of each session
- **Group size**
  - Consider the feasibility of group sizes
- **Evaluation**
  - Persuading participants to complete evaluation was sometimes difficult and resulted in not enough data to complete statistical analysis in some cases

#### 11.4. Hyem Fest!

- **Accessibility**
  - Where feasible, consider access issues such as tarmac paths, BSL interpretation, wheelchair viewing areas and disabled toilets
- **Dispersal notice**
  - Consider whether alcohol sales impacted attendee behaviour

## 12. Project Legacy

In order to ensure the long-term legacy of the project, all of the information uncovered and shared and artwork created as part of **Hidden Heritage and Wellbeing** project will be uploaded to a project website (<https://hidden-heritage.com/>) in due course.

The project is also in the process working with residents and the local Ramblers group to develop a heritage trail around the local area which will be accessed digitally, to enable walkers to access targeted heritage information at specific points along Rambler's walking routes. A participant advised that being involved in the development of the heritage trail had supported **engagement** "*prompted me to progress my research into the development of the village*" (AP) and **competence** "*has provided me with opportunities to apply my problem-solving skills*" (AP) and **supportive relationships** "*work collaboratively with others*" (AP).

These measures will ensure information will be freely available to a variety of audiences after the project concludes.

## 13. Appendix

Activity	Date	Location	Attendee numbers
Animation	23/03/2023	Willington Open Door Church	7
Printing	28/03/2023	Brancepeth Village Hall	6
Printing	29/03/2023	Brancepeth Village Hall	5
Printing & animation	30/03/2023	Willington Open Door Church	7
Printing	01/04/2023	Greater Willington Town Council	12
Animation	06/04/2023	Willington Open Door Church	8
Animation	08/04/2023	Greater Willington Town Council	2
Animation	15/04/2023	Greater Willington Town Council	5
Animation	20/04/2023	Willington Open Door Church	4
Animation	27/04/2023	Willington Open Door Church	5
Animation	29/04/2023	Greater Willington Town Council	1
Animation	04/05/2023	Willington Open Door Church	3
Animation	13/05/2023	Greater Willington Town Council	7
About the place - Sharing stories	15/05/2023	Willington Working Men's Club	Unknown
About the place - Collages/Creative Writing	22/05/2023	Willington Working Men's Club	3
About the place - Collages/Creative Writing	12/06/2023	Willington Working Men's Club	3
About the place - Collages/Creative Writing	19/06/2023	Willington Working Men's Club	3
Prop making	08/07/2023	Greater Willington Town Council	24
<b>Total</b>			<b>105</b>

Community Workshop Activities, Dates, Locations and Attendee Numbers

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- <sup>i</sup> WellbeingInfo.Org, '5 Ways to Wellbeing', <<https://wellbeinginfo.org/self-help/wellbeing/5-ways-to-wellbeing>> [Accessed 19/04/2023]
- <sup>ii</sup> Michaelson, J. Abdallah, S., Steuer N., Thompson, S., and Marks, N. 2019. "National Accounts of Well-being". London: New Economics Foundation. Retrieved from [https://neweconomics.org/uploads/files/2027fb05fed1554aea\\_uim6vd4c5.pdf](https://neweconomics.org/uploads/files/2027fb05fed1554aea_uim6vd4c5.pdf) [Accessed 19/04/2023].
- <sup>iii</sup> WellbeingInfo.Org, '5 Ways to Wellbeing', <<https://wellbeinginfo.org/self-help/wellbeing/5-ways-to-wellbeing>> [Accessed 19/04/2023]
- <sup>iv</sup> Michaelson, J. Abdallah, S., Steuer N., Thompson, S., and Marks, N. 2019.
- <sup>v</sup> Northern Heartlands, 'Time Detectives' <<https://www.youtube.com/watch?v=u0PGkU5VVUU>> [Accessed 30/08/2023]
- <sup>vi</sup> Northern Heartlands, 'Pathways through Time - Print Workshop' <[https://www.youtube.com/watch?v=GYVYNMh\\_610](https://www.youtube.com/watch?v=GYVYNMh_610)> [Accessed 30/08/2023]
- <sup>vii</sup> Northern Heartlands 'Pathways through Time – Animation Workshop' <<https://www.youtube.com/watch?v=x5Jzl4JO3ak>> [Accessed 30/08/2023]
- <sup>viii</sup> Aked, J., Marks, N., Cordon, C., and Thompson, S. 2008. "Five Ways to Wellbeing. A Report Presented to the Foresight Project on Communicating the Evidence Base for Improving People's Well-being." Centre for Wellbeing, The New Economics Foundation. Retrieved from [http://b.3cdn.net/nefoundation/8984c5089d5c2285ee\\_t4m6bhqq5.pdf](http://b.3cdn.net/nefoundation/8984c5089d5c2285ee_t4m6bhqq5.pdf) [Accessed 19/04/2023].
- <sup>ix</sup> Michaelson, J. Abdallah, S., Steuer N., Thompson, S., and Marks, N. 2019.
- <sup>x</sup> Aked, J., Marks, N., Cordon, C., and Thompson, S. 2008. "Five Ways to Wellbeing. A Report Presented to the Foresight Project on Communicating the Evidence Base for Improving People's Well-being." Centre for Wellbeing, The New Economics Foundation. Retrieved from [http://b.3cdn.net/nefoundation/8984c5089d5c2285ee\\_t4m6bhqq5.pdf](http://b.3cdn.net/nefoundation/8984c5089d5c2285ee_t4m6bhqq5.pdf) [Accessed 19/04/2023].
- <sup>xi</sup> Michaelson, J. Abdallah, S., Steuer N., Thompson, S., and Marks, N. 2019.
- <sup>xii</sup> Michaelson, J. Abdallah, S., Steuer N., Thompson, S., and Marks, N. 2019.

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- <sup>xiii</sup> Aked, J., Marks, N., Cordon, C., and Thompson, S. 2008. "Five Ways to Wellbeing. A Report Presented to the Foresight Project on Communicating the Evidence Base for Improving People's Well-being." Centre for Wellbeing, The New Economics Foundation. Retrieved from [http://b.3cdn.net/nefoundation/8984c5089d5c2285ee\\_t4m6bhqq5.pdf](http://b.3cdn.net/nefoundation/8984c5089d5c2285ee_t4m6bhqq5.pdf) [Accessed 19/04/2023].
- <sup>xiv</sup> Michaelson, J. Abdallah, S., Steuer N., Thompson, S., and Marks, N. 2019.
- <sup>xv</sup> Northern Heartlands, 'Getting Ready for the Hyem Fest! Parade' <<https://www.youtube.com/watch?v=Yx8E7yXyU2U>> [Accessed 30/08/2023]
- <sup>xvi</sup> Michaelson, J. Abdallah, S., Steuer N., Thompson, S., and Marks, N. 2019.
- <sup>xvii</sup> Aked, J., Marks, N., Cordon, C., and Thompson, S. 2008.
- <sup>xviii</sup> Michaelson, J. Abdallah, S., Steuer N., Thompson, S., and Marks, N. 2019.
- <sup>xix</sup> Northern Heartlands, 'Hyem Fest! Turtley Willington' <<https://www.youtube.com/watch?v=kFPVYJcGuGI>> [Accessed 30/08/2023]