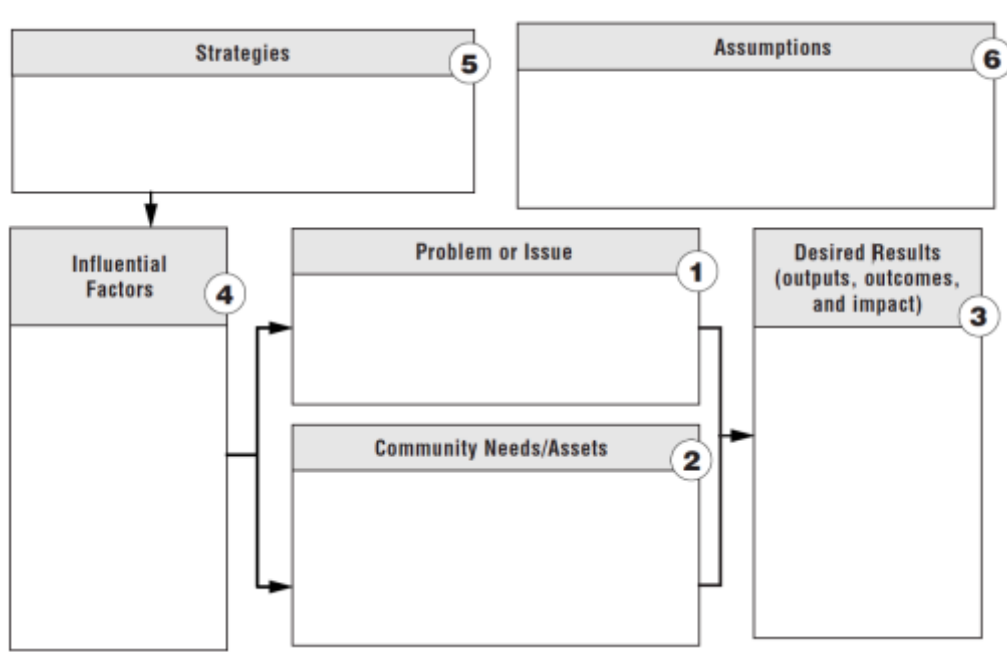




## The Fathering Project Research & Evaluation

### Program Planning Template



From Kellogg Foundation Logic Model Development Guide ([WK Kellogg Foundation, 2004](#))

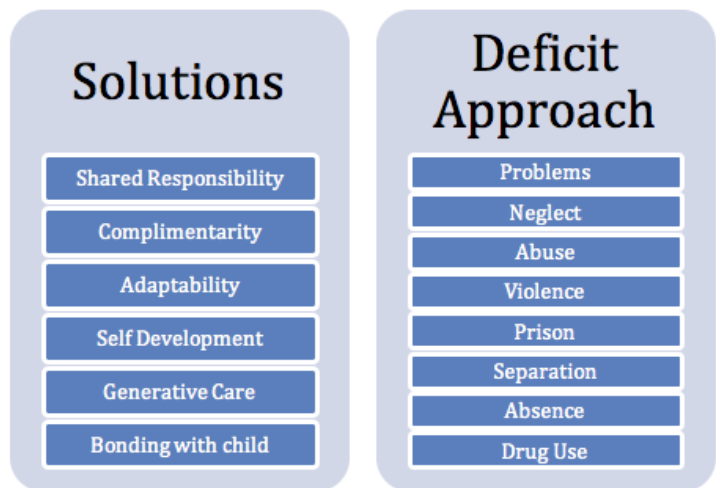
#### 1. Problem or Issue

- **Foundation Principle:** Research shows that effective fathers and father figures have a significant impact on child development ([Wood & Lambin, 2013](#)) and is more generally beneficial for mothers, fathers and the community ([Burgess, 2007](#)).
- **Issue:** Better outcomes for children from father involvement
- **Question:** How to engage fathers with their children, to inspire them to be better and to equip them to be better?
- **Problem:** Many fathers are not adequately involved with their children and are not actively partnering with the child's mother in parenting.

#### 2. Community Need & Opportunity

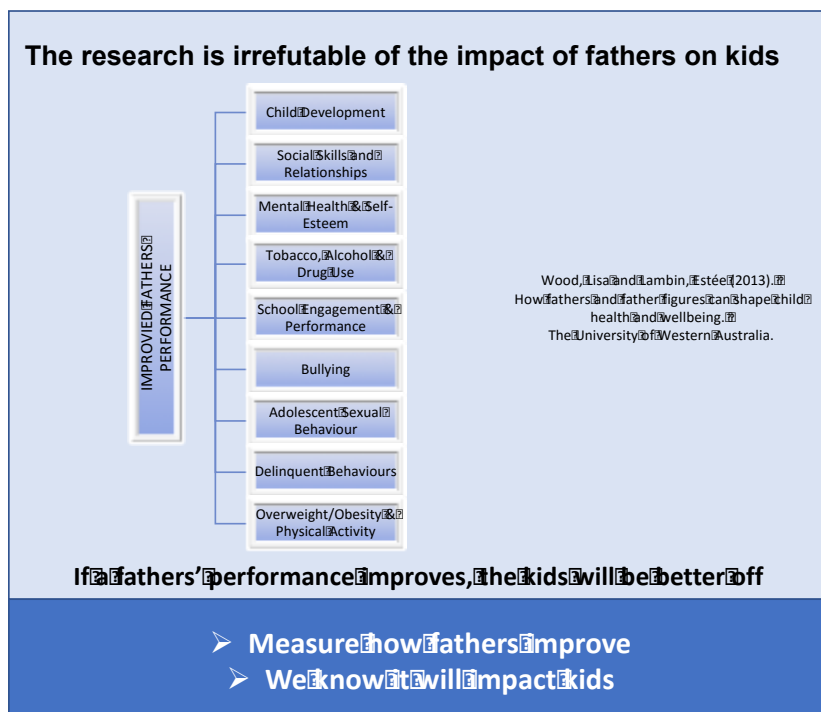
- There is a need to take a proactive approach to the issues facing our children. The preventative approach is to help stop the difficult issues arising in the first instance. This is best achieved by facilitating more effective father involvement. Early childhood provides a time of early intervention/prevention during which a father's involvement can reduce the likelihood of problems during teenage years and early adulthood

- Schools, particularly primary schools, provide an opportunity to engage with fathers on a scale that is not possible during the preschool years.
- The fathers in primary schools are often also fathers of preschool children who are more difficult to engage. Engagement with fathers via primary schools has the added benefit of impacting these preschool children.
- Further opportunities exist to establish preschool programs including prenatal class engagement of fathers, post birth education, playgroups and engagement through childcare/early education centers.
- Many men are positively involved with their children and these men can be engaged in ways that provide support for fathers who have difficulties with being involved with their child and family. Men can learn to be better fathers by engaging with each other, becoming intentional fathers and selecting information that works for them to be better.
- Many men have not had a positive experience of a father figure and would benefit from events that include education, training and reflection on parenting with other fathers and from fathering advocates and practitioners.
- The school community provides a trusted source of peer support that is not only deficit focussed but also engages and builds strengths and solutions (see diagram)
- Many parenting programs do not cater well for fathers and are poorly attended by fathers ([Panter-Brick et al., 2014](#))



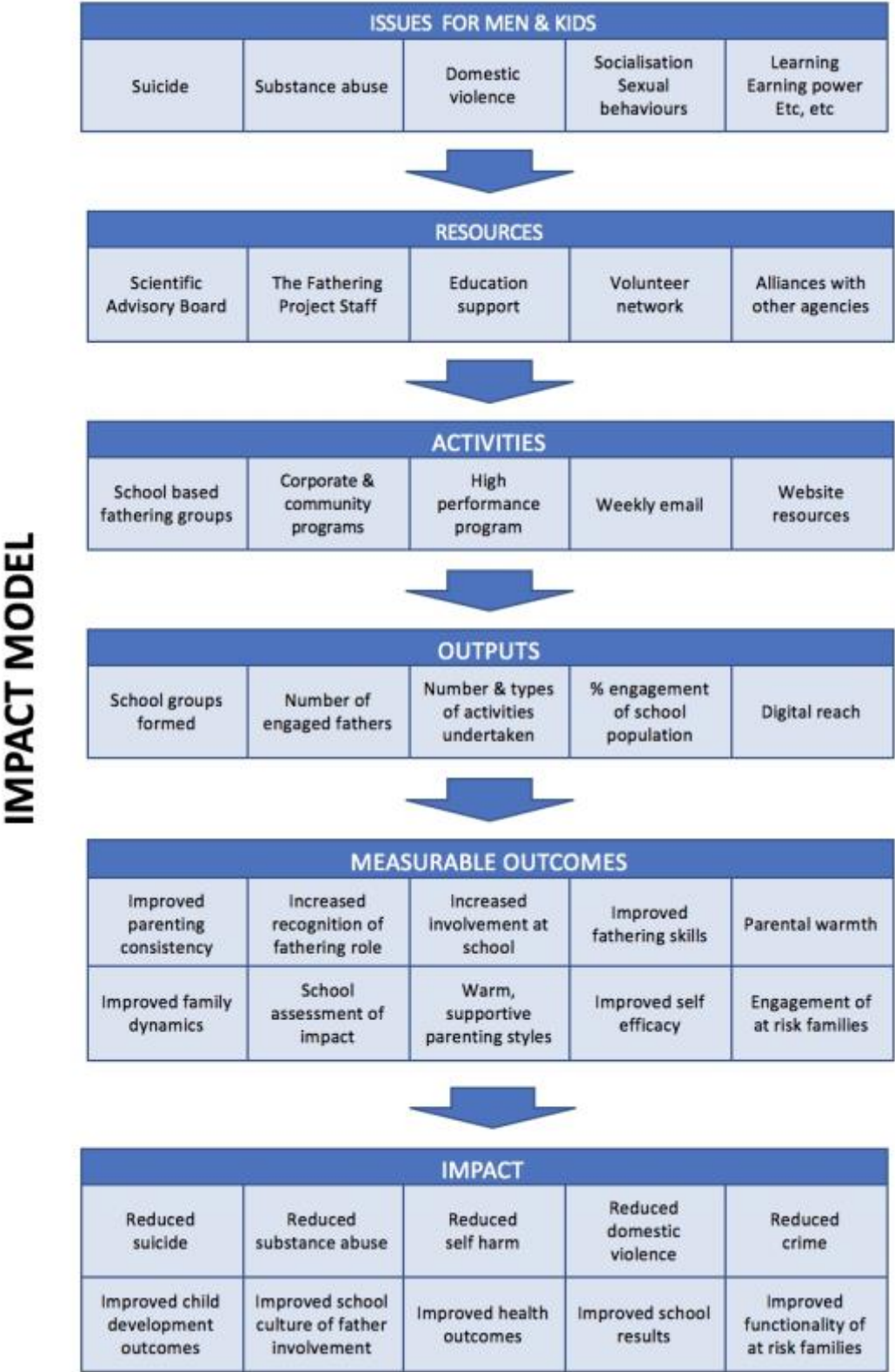
Fatherhood Strengths (Cooke, 2004)

### 3. Desired Results: Outputs, Outcomes and Impact



The logic model above is derived from the irrefutable evidence of the impact of a father on a child’s life. Given the changes to children will happen over a longer time frame, The Fathering Project has elected, in the first instance, to measure the improvement of father’s performance as a determinant in child development outcomes. As the program matures the direct impact on children can be assessed. This will include direct school measurements such as NAPLAN results, attendance records, disciplinary issues and various psychosocial measures.

The process below is adopted by The Fathering Project



The evaluation currently being undertaken includes program participant feedback and school leader assessment. The evaluation of Outcomes as detailed above will be implemented during 2017.





The research schedule document provides an overview of the research activities.

#### 4. Influential Factors

- Identification of champion fathers within school
- Strength of group leadership
- Support from the staff, school leadership or P&C/Board
- General level of father involvement at the school
- School resources (Private vs. Public School)
- CALD issues
- Differing strategies for Low SES areas
- Social issues in schools

#### 5. Primary Strategies



The Strategic Plan has been developed which targets 4 key operational areas for the project.

-  Outreach
  - Schools program to target early behaviours
-  Resources
  - Develop website, apps, social media, publications, information to assist father figures
  - Weekly email tips to fathers and father figures
-  Research
  - Ensure best practice information is provided
  - Ensure all programs are evaluated
  - Undertake research to grow the knowledge of fathering
-  Partnerships
  - Create alliances with other agencies in order to develop the most effective and efficient product

**The Schools Program** is the core activity of The Fathering Project.

We find motivated fathers to create Fathering Groups in schools. The groups are self-supporting but collaborative within the school. School Principals and teachers 'just get it' – if a father or father figure is present and effective, the child performs better at school. They see it every day.

The Fathering Groups undertake 4 levels of activities

-  **Information sessions**  
To inspire and inform fathers to improve their performance
-  **Father & father activities**  
To create the opportunity for fathers to have fun, create a new circle of friends and share information as they undertake activities side by side



### **Father & child fun**

Conduct activities where fathers and children share good times, create war stories and importantly engage on a personal level



### **School support activities**

To assist with school projects but importantly provide a male presence in schools

## **6. Assumptions**

There are many barriers for children at risk;

- Alcohol and substance abuse (either parental use or adolescence use)
- Crime
- Mental Health – suicide, depression, self-harm, undiagnosed mental health issues
- Education – disengagement
- Health and wellbeing difficulties
- CALD & Indigenous issues
- Bureaucracy
- Transitional living arrangements
- **Lack of Positive Male Role Models**

## References

- Burgess, A. (2007). The costs and benefits of active fatherhood: Evidence and insights to inform the development of policy and practice. Retrieved from <http://www.fatherhoodinstitute.org/uploads/publications/247.pdf>
- Panter-Brick, C., Burgess, A., Eggerman, M., McAllister, F., Pruett, K., & Leckman, J. F. (2014). Practitioner Review: Engaging fathers – recommendations for a game change in parenting interventions based on a systematic review of the global evidence. *Journal of Child Psychology and Psychiatry*, n/a-n/a. doi:10.1111/jcpp.12280
- WK Kellogg Foundation. (2004). WK Kellogg Foundation Logic Model Development Guide. Retrieved from <http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf>
- Wood, L., & Lambin, E. (2013). How fathers and father figures can shape child health and wellbeing. Retrieved from <http://thefatheringproject.org/fpwp/wp-content/uploads/2015/11/New-Fathering-Research.pdf>