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## **Indigenous Parenting Support in the Dampier Peninsula: July – December 2013 Participatory Action Research Evaluation Report**

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Prepared for:  
Save the Children WA

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**February, 2014**

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## EXECUTIVE SUMMARY

We assessed the activities / events run by the Indigenous Parenting Support (IPS) program in the Dampier Peninsula, from July – December 2013. We evaluated their impact against the Communities for Children – IPS Program Guideline Deliverables, and include the strengths, challenges, and recommendations for each deliverable; along with our general observations and recommendations, and recommendations for activities and methods for the first 6 months of 2014.

- **Continue with Current Activities:** The IPS has overcome major risks and engaged the communities in a range of community bound diverse activities. We observed a diverse range of activities which have had a positive impact on communities and met primary guideline deliverables and increased positive family functioning.
- **Early Years and Parenting:** IPS activities should increasingly target early intervention approaches particularly through the new Family and Early Learning Centre (FELC). The FELC is a key hub for the IPS to focus on the early years alongside parenting and, perhaps, a space for the development of Deliverable 5.
- **Elders and Traditional Learning:** We strongly recommend the increased inclusion of Elders in activities and events. In particular, continue to include the traditional activities we observed in several events over the past 6 months which build child development, family functioning, and creating safe environments; in culturally appropriate ways.
- **Engagement with Schools:** The IPS has been increasingly involved with schools and is well placed to build on recent Commonwealth discourses of having parents involved in school attendance and early intervention for school readiness.
- **Continue to Support Local Workers:** We recommend that the IPS continue with programs/activities focused on empowering the local workers; to ensure that they have both short and long term support, in light of the dynamic nature of their roles.
- **Utilise the Evaluation Defined Reporting Template:** To ensure that the evaluation team has access to as much information as possible, we recommend the use of our evaluation defined reporting template (Appendix B) and have set a plan for methods of evaluation for the next 6 months.
- **Work to Secure Funding to Build on Investment:** The IPS must work to secure adequate funding to continue its aspirations and build on the momentum, dedication, and investments made by the workers, community members, partner agencies, and Save the Children and maintain current activities on a regular basis; maintaining trust with communities and avoiding any loss of trust that withdrawal from the community might invoke.

## INTRODUCTION

In April 2011, Save the Children Australia (StC) contracted Edith Cowan University's School of Psychology and Social Science to provide local evaluation services for the *Indigenous Parenting Support* (IPS) (formerly Indigenous Parenting Support Services) activities in the West Kimberley communities of Beagle Bay, Ardyaloon, Djarindjin, Lombadina, and surrounding outstations (population approximately 1200) serviced by these communities, in the Dampier Peninsula region of Western Australia. This initiative is funded by the Department of Social Services (previously named Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)) as part of the *Family Support Program*.

The IPS is bound by Communities for Children – Indigenous Parenting Services (IPS) Program Guideline Deliverables, and it aims to ensure children have the best start in life by focusing on targeted early intervention approaches that bring about positive family functioning, safety, and child development outcomes for children and their families, by meeting the following deliverables.

### IPS Deliverables

1. Provide as relevant, Aboriginal and/or Torres Strait Islander children with age-appropriate and culturally appropriate social, emotional, developmental, and educational experiences.
2. Provide as relevant, Aboriginal and/or Torres Strait Islander parents with culturally appropriate social, emotional, developmental, and educational experiences.
3. Provide Aboriginal and/or Torres Strait Islander families with opportunities to connect and interact socially.
4. Develop effective and sustainable links and/or partnerships with community, welfare and government agencies, to assist with providing support to Aboriginal and/or Torres Strait Islander families.
5. Provide parents/care-givers with support and skills training on early childhood development and parenting.
6. Assist parents/care-givers and children to connect with other services as appropriate and facilitate referrals as required.
7. Provide and/or participate in other activities as agreed with the Department.

## PROGRESS REPORT

This progress report is based on our interactions with the IPS throughout July-December 2013. We include our evaluative observations and assessment of how well the IPS activities, during this period, met the program deliverables. We form recommendations on activities for the next 6 months and methods to assess these activities against deliverables, as well as general recommendations for the IPS.

## EVALUATION METHODOLOGY

The primary focus of our evaluation and methods is outlined in the Monitoring and Evaluation Framework (Guilfoyle, Baker, & Bray, 2011). As per our Participatory Action Research approach, (Guilfoyle, 2008; Guilfoyle, Coffin, & Maginn, 2008; Guilfoyle, Guilfoyle, & Reynolds, 2010) the methods have evolved to suit the ongoing development of the IPS project. The main focus of the evaluation in the last 6 months has been to observe what activities the IPS is delivering to communities and how these help the IPS meet its deliverables. We aim to observe the ongoing development and implementation of activities, and how these are delivered.

Our initial data collection methods are focused on what occurred, including audio recorded meetings and discussions with IPS coordinating staff and workers, site visits, and communications via phone and email. Through these methods we obtain regular reports on development, implementation of activities and their aims, and delivery. A critical method here is staff reporting into an evaluation defined template (see Appendix B). The second form of data collection adds triangulation and continues to assess program impact through data collection via audio recorded formal face to face interviews, small group and focus group interviews, and forums with IPS staff, Partner Agencies (PAs) and, critically, with Community Members (CMs). PAs include a range of local, Broome based, and other stakeholders who have varying degrees of involvement and participation in the ongoing development and implementation of activities. CMs include community members from each of the community sites: from Elders, older and younger parents, female and male, through to children; who have varying degrees of involvement and participation in the ongoing development and implementation of activities.

Participant and non-participant observation in activities by the evaluation team is an important method for us to observe the delivery of activities and conduct formal audio-recorded interviews (Guilfoyle & Hill, 2003) to assess impacts against the Deliverables of the IPS program, as well as broader concepts of resilience (Guilfoyle, Banham, Cavazzi, & Napolitano-Lincoln, 2011.; Veldman, & Guilfoyle, 2013) and social support (La Rosa, & Guilfoyle, 2013; New, & Guilfoyle, 2013; McLaughlin, & Guilfoyle, 2013). To illustrate this method of in-depth observation and interview we include, in this report, an intensive case study of two activities attended by the evaluators in the second half of 2013 (Appendix A).

Communication between the IPS and the evaluation team is vital and is two-way. The team provides ongoing feedback through small reports such as that illustrated in Appendix C (which is a brief report on the Mosaic making activity). In addition, the team is performing other evaluative activities such as an audit of how well the IPS is meeting its program risks.

### Data Collection

In the last 6 months we visited each of the communities, made our observations, and recorded data through a range of sources as above and through face to face discussions with IPS coordinating/staff (5), IPS workers (3), PAs (3), and CMs (22), which ranged from 10 minutes to 1.5 hours in duration. Data was collected at sites such as the StC Broome Regional Office, the

Bardi Jawi Family and Early Learning Centre [FELC] in Djarindjin, at and near the Djarindjin Art Centre, Ardyaloon, Beagle Bay Early Learning Centre, and the IPS staff house in Djarindjin.

*For example, data collection occurred through the following:*

Evaluation planning meeting with IPS staff, StC Broome Regional Office

Date: 10 June 2013

Present: Evaluation Team  
Regional Manager West Kimberley  
IPS Project Officer  
IPS Worker

Date collection: Site visit 1 – Mosaics activities, Djarindjin

Date: 26 and 27 June 2013

Present: Evaluator  
IPS Workers  
IPS Project Officer  
Activity Facilitator  
CMs

Data collection: Site visit 2 – Jewellery making activities, Djarindjin & Ardyaloon

Date: 4 and 5 September 2013

Present: Evaluator  
IPS Workers  
IPS Project Officer  
Activity Facilitator  
CMs

Planning meeting with IPS staff, FELC

Date: 6 September 2013

Present: Evaluator  
FELC Centre Director  
IPS Project Officer  
IPS Worker  
0-2 Early Years Staff Member

Discussions with IPS Worker

Date: 6 September 2013

Present: Evaluator  
IPS Worker

## **Recording Template**

There were some difficulties in establishing the use of the activity recording template. As a result, some communications were lost or not timely enough for the evaluation team to attend certain events. Weather and necessary community based re-scheduling of activities were also factor in the evaluation trips and the ability of the evaluation team to be present for observations and



interviews at some events. For example, the evaluation team travelled to attend the mosaics activity, which was to be held at 1:00pm on 26 June 2013; however road difficulties meant that the team arrived at 1:00pm (ideally, the evaluators had planned to observe the set-up of the activity and speak with staff prior to commencement of the event). Upon arrival, the evaluators were advised that the session went ahead earlier that morning. Thus, the opportunity to observe and interview the bulk of CM participants was missed. The evaluator worked hard at that time, and was still able to contact some CMs and PAs who had attended the event and record interviews. Fortunately, another activity was then scheduled (due to interest from CM women unable to attend the morning session). This was convened at night in a community house, and presented a great opportunity for staff and the evaluators to work together in a relaxed setting, into the night, and allowed the evaluator to conduct in-depth observation of participants and record interviews with women after the activity.

Limited information has been supplied to ECU about the FASD Awareness Event as, although the team was on site a few days before this event, the team was not aware that it was being run. With better planning, and we recommend the use of our template, the evaluation team would have attended the event. The evaluators sent instructions to the IPS Worker who agreed to collect data with attending young mothers; however despite follow up emails, we are not aware as to whether data was collected.

We note there are some discrepancies with numbers quoted. For example, the IPS's monthly report cited a total of 14 parents and grand-parents participating in the fishing and damper activity at the Ardyaloon School Holiday Program; however the draft FaHCSIA report includes an anecdotal account from a staff member, which cites the number as 9. In addition, the draft FaHCSIA report cites attendance at the Youth Mental Health Workshops as 15; however during a meeting with IPS staff in September 2013, the evaluation team was advised that the total attendance was 12.

It is important to us that cited numbers match activities/events. In reviewing StC's draft FaHCSIA report, we note that total numbers of participants are quoted at page 3 (questions 2, 3, 4, and 5); however these numbers do not translate into the activities reported. For example, a total of 16 fathers are cited at question 3b; however it is unclear which activities/events these fathers were part of, whether they are possibly participants of additional events not described in the draft FaHCSIA report, or whether they were present, but did not participate, and how this translates to service delivery. We recommend that StC, upon confirmation of reportable IPS aims/deliverables for January to June 2014, utilise our provided reporting template for all activities and events. As we have previously highlighted, our construction of this template in 2013 was aimed at assisting the IPS with its reporting requirements, as well as supplying the evaluation team with functional data.

## **Performance Indicators**

The IPS' performance will also be assessed against Performance Indicators:

- Proportion and number of participants satisfied with services provided.  
[Target 80%: Sample 50%]
- Proportion and number of participants reporting increased knowledge and skills.

[Target 80%: Sample 50%]

- A satisfactory rating by us of achievement to increase service delivery to FSP priority groups. This will be measured by:
- Satisfactory rating by us of achievement to increase or maintain service delivery to the most disadvantaged and vulnerable families (this includes but is not limited to clients on income support payments).
- A satisfactory rating by us of achievement compared to Activity specific Performance Framework benchmarks, based on the previous six months/annual data.

We propose a set of questionnaires and other measures by which to make evaluations in the next six months (See recommendations on methods for the next 6 months).

## EVALUATION OBSERVATIONS

**Deliverable 1** - *Provide as relevant, Aboriginal and/or Torres Strait Islander children with age-appropriate and culturally appropriate social, emotional, developmental, and educational experiences.*

We were able to record the following activities as examples of the IPS meeting Deliverable 1.

Activity	Total participants		Partner agencies	Secondary deliverables
Fun, Food, & Family Day (Children's Week)	220	Socially isolated families/individuals = 201 Aboriginal and/or Torres Strait Islander = 188 Children at risk = 32	DAA, Local government	2, 3, and 4
School holiday programs (for children & families)	94	Aboriginal and/or Torres Strait Islander = 83 Children at risk = 9 Primary school aged children = 76	-	3
National Aboriginal Islander Children's Day (morning tea)*	7	n/a	-	2 and 3
Youth Bush Rangers**	n/a	n/a	-	3
Student Wellbeing in the Kimberley*	n/a	n/a	-	2, 4, and 5
After School Activities*	n/a	n/a	Local school, local government	-

n/a – not available

\*ECU has limited information from StC on this activity/event

\*\*ECU requires confirmation if this activity/event proceeded as planned.

We are aware the morning tea was focused on engaging parents and children, and that a hand print canvas was completed. We note the Student Wellbeing Workshops were held with the Beagle Bay School in November 2013; and that a BBQ, kite-making, and basketball were included in After School Activities; however no further information has been provided. In addition, we are aware that some activities were planned for the Youth Bush Rangers, including mosaics and engaging rangers from the communities. We are unaware if these activities were held as planned.

The Fun, Food, and Family Day was held in celebration of Children's Week in Ardyaloon, and had a high attendance rate. Numerous activities were run throughout the day: including kite making, story-telling, big country puppets and puppet making, op shop, craft and learning tables, face painting, junior cooking classes (healthy hamburgers and fruit smoothies), and a community art canvas (which is now on display at the new FELC). The IPS aimed to focus on children and their development with this event; including social, language, cognitive, and motor development.

School holiday programs (for children and families) were held in October 2013 at Ardyaloon and Djarindjin. Both programs ran with a focus on cultural activities in mind. In addition, both programs included a component of 'fun', with Djarindjin holding a night disco and Ardyaloon running a Footy Fever Day. It is unsurprising that these activities attracted the highest attendance rates (32 and 47 children, respectively). Both programs facilitated an environment for children to interact and learn in an enjoyable and safe environment, thus meeting deliverable 1.

## Strengths

Through participating in the numerous activities held on the Fun, Food, and Family Day, isolated and disadvantaged children were given the opportunity to learn new (and develop existing) skills in an open and safe environment. The number of culturally appropriate activities on offer ensured that all participating children had an abundant choice of what they wanted to partake in. In addition, parents were also involved in the event, with one StC staff member saying "*we even had dads making kites with the children and the mums and nannas getting their hair and nails done by the girls*". The inclusion of parents in children's activities facilitated social and emotional development, in that, children and parents are bonding and building family relationships in a positive way (Guilfoyle, 2012a). The provision of age-appropriate activities, where children could simultaneously have fun and learn alongside their parents was a standout feature of this event, modelling a safe environment for children.

In its provision, the event also met with secondary deliverables. For example, through the inclusion of parents in the event, the Fun, Food, and Family Day also aimed to provide culturally appropriate experiences for mothers and fathers, who were able to learn (for example, nutrition) alongside their children (deliverable 2). In addition, by bringing together over 200 people in one place/at one event, the IPS facilitated an environment where families were able to connect across a multitude of activities; in this way, both children and parents benefited from the social interaction opportunities afforded by the Fun, Food, and Family Day (deliverable 3). Finally, through collaboration with partner agencies, the IPS worked towards building effective links/partnerships for the benefit of communities, where increased engagement is a major aim (deliverable 4).

Appropriately designed activities for children do create sense of increased safety within the communities. The activities model, to the community, what a safe environment for children looks like. At the Ardyaloon School Holiday Program children caught, cleaned, and cooked fish, made damper, and participated in spear making; whilst in Djarindjin the focus was more on arts and crafts, with a full day dedicated to creating t-shirt art. In this way, both school holiday programs engaged children in both age- and culture-appropriate activities. In addition, nutrition was included at the forefront, with children in Djarindjin not only creating healthy foods, but also making shopping lists and budgeting for the food activity. This is a positive educational experience for the

participating children; the teaching of new skills that can be built upon in the future. StC have reported that parental participation was low at the Djarindjin holiday program; however at Ardyaloon, 14 [or 9]<sup>1</sup> parents and grand-parents were involved in the fishing and damper activity and assisted with preparing and cooking food, as well as supervision of the children. Parents and grandparents therefore participated in providing a safe and educational environment for the children, with the IPS connecting parents/care-givers with children in a culturally appropriate way.

The school holiday programs also met deliverable 3 as a secondary deliverable, albeit we note this was only achieved within the Ardyaloon program, where parents were involved. Children, parents, and grandparents were given an opportunity to come together over a shared activity. With a shared sense of purpose individual contributions are enhanced, bringing a sense of belonging to the community (Buikstra et al., 2010).

## Challenges

Parental involvement in activities and events designed for children is a key challenge for IPS staff; engaging more parents/caregivers in activities is paramount to the goals of the IPS. In order to bring about positive family functioning, safety, and developmental and educational outcomes for children and families, parents and children must be engaged together, working jointly on activities. There are numerous barriers to this, including poor motivation, issues at home and in the community, a lack of interest in events outside regular activities, and social barriers between parents of different ages and groups. Reflecting on previous events, we note parents gave positive feedback on a 'no parents, no children' rule at a community wide Easter event in Ardyaloon in April 2011 (Guilfoyle, 2012b). Whilst this is not possible, or advisable, with all events planned for children, community wide events targeting child safety and development are a good space to connect families in this regard. The development of the FELC might assist in building up levels of parental involvement.

## Recommendations

We suggest that the IPS build on the success of 'fun' events for children in the future (such as the night disco and Footy Fever Day), by including educational/developmental components that otherwise result in lower attendance rates on their own.

Methodologically, we recommend better use of our reporting template. For example, this would avoid limited information supplied about the National Aboriginal Islander Children's Day Morning Tea, the Student Wellbeing in the Kimberley Workshops, and After School Activities.

It is important to note that the PAs who attended the Fun, Food, and Family Day, as listed in the table above, were not the only attendees. StC report that health services, schools, tertiary training groups, children's services, parenting services, employment services, and theatre groups were also present. We recommend that, in the future, the full details of PAs be recorded, to evaluate their impact, with detailed information (for example; how schools contributed and what was their purpose/aim in attending the event?) We note also that an information table was set up (including

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<sup>1</sup> Total number of participants requires clarification

information on child protection, development, financial counselling, etc). Although this allows CMS the opportunity to obtain information about particular topics, it is important to establish whether participants were reached in this attempt. If participants are not engaging in information delivery, then primary and secondary deliverables, as well as the overall aims of the IPS, will be difficult to reach.

No PAs have been recorded as taking part in the school holiday programs. We understand that children and parents have commented (to StC) that the programs should continue and that they have a positive effect on participants and the community. We recommend that StC consider the inclusion of, and partnership with, other agencies in the delivery of future school holiday programs and detail these collaborations. This will act to enhance existing links, as well as build new links, and facilitate opportunities for the IPS to hold collaborative activities where additional skills and/or information delivery can occur. Importantly, the reporting template has a space for considerations on strengths and challenges that will help collect IPS reflection on these.

**Deliverable 2** - Provide as relevant, Aboriginal and/or Torres Strait Islander parents with culturally appropriate social, emotional, developmental, and educational experiences.

We were able to record the following activities as examples of the IPS meeting Deliverable 2.

Activity	Total participants		Partner agencies	Secondary deliverables
Youth Mental Health First Aid	15 [or 12]	Women/mothers = 15 Aboriginal and/or Torres Strait Islander = 15 Parenting support workers = 5	Kimberley Training Institute	4 and 6
Strengthening families & supporting parent programs on the DP	54	Women/mothers = 40 Aboriginal and/or Torres Strait Islander = 48 Children at risk = 9	Local government	3, 4, and 5
Mosaics & Art & Silk Screening	56	Women/mothers = 42 Aboriginal and/or Torres Strait Islander = 49 Socially isolated families/individuals = 52	EON, Krikey, Rio Tinto, FaHCSIA	3
FASD Awareness*	8	n/a	Kimberley Training Institute	3, 5, and 6

n/a – not available

\*ECU has limited information from StC on this activity/event

#### FASD Awareness Event

We are aware this was held on the evening of 10 September 2013 in Djarindjin. The activity aimed to attract a range of participants aged 16 years and over, including older women. Broadly, the FASD Awareness evening was designed to raise awareness of FASD and the need to reduce drinking during pregnancy among mothers and mothers-to-be, as well as women / girls likely to become mothers in the next 2-3 years. Mocktails were provided as an example of positive socialising experiences without the consumption of alcohol.

The Youth Mental Health Workshops were held at Djarindjin over 28-29 August 2013. Delivered by the Kimberley Training Institute, the workshops covered topics including depression, cultural barriers, and drug and alcohol dependency. The maximum participant quota was 15 [or 12]<sup>2</sup>, and local women took up places quickly.

<sup>2</sup> Total number of participants requires clarification



### Strengthening families and supporting parent programs on the Dampier Peninsula

IPS staff were involved in facilitating programs run by PAs on the Dampier Peninsula. In September 2013, Positive Parenting Programs run by local government and community parenting programs commenced in Djarindjin and IPS staff were fundamental in the facilitation and organisation of these. Workshops were also held in Beagle Bay, Ardyaloon, Chile Creek, and Lombadina. In addition, staff have aided meetings for the Strong Women's Group and held a Bush Camp in November 2013, along with an Evening Dinner; in an effort to bring about ideas and dialogue about community safety and positive environments for women and children, with a particular focus on safety within the family environment, positive parenting, domestic violence, and youth suicide.

Mosaics activities have been held regularly throughout July – November 2012 in Djarindjin and Ardyaloon. The events provided women with the opportunity to learn (or develop existing) skills, in a culturally appropriate way. The space afforded by mosaics also increased social and emotional development, with women connecting over shared interests, as well as issues in the community. We provide an in-depth case study, from our site visit over 26 and 27 June 2013 (Appendix A); outlining the impact of the activities on the participating women, in line with deliverable 2.

### **Strengths**

The Youth Mental Health Workshops focused on relevant and pervasive issues within communities and provided a safe space for participating women to voice their experiences, ideas, and concerns about what is happening in the community and about their own children. A fundamental strength of the workshop was its ability to connect participating women to the discussion, the community, and each other, with IPS staff commenting "*they opened up which you don't see much*". Women were given participation certificates upon completion; providing a sense of accomplishment and achievement, which is necessary for future engagement. In this way, the Youth Mental Health Workshops provided local women with a culturally appropriate educational experience, one where they were able to connect socially and emotionally around shared issues and concerns; thus meeting deliverable 2.

The event also met with secondary deliverables 4 and 6. The IPS linked with the Kimberley Training Institute, pooling resources to encourage participation and engagement. In building stronger links with PAs for the benefit of assisting community members, the IPS meets deliverable 4. Further, IPS staff have reported that following the sharing of related stories and issues raised at the workshops by participants, referrals to other relevant PAs have ensued. In facilitating these connections, the IPS has met deliverable 6.

A major observation in the last 6 months has been the movement of CMs between communities, the willingness of CMs to attend activities in other communities, and the welcoming nature of participants from within a community to host CMs from other communities. It was an early recommendation by the evaluation team (Guilfoyle, 2012b) that more needed to be done to connect communities with each other and host 'Peninsula wide' events. We feel that in the last 6 months this ideal is being realised.

We have observed that a key factor in this cross-community attendance has been the way the current IPS workers have collaboratively assisted each other in the coordination, planning, design,



and delivery of activities within each community. Connecting communities via the abovementioned programs, in ways that IPS workers have been fundamental to achieving, are aimed at connecting with parents on parenting issues. The purpose is to introduce parents (or build on existing knowledge) of positive parenting practices and the outcomes for children and families. Thus, positive parenting programs are a direct link to deliverable 1 of the IPS; and as such are an encouraging step towards a more direct service.

Additionally, the IPS's involvement in supporting other programs on the Dampier Peninsula meets with secondary deliverables. IPS staff encouraged CMs to attend various programs within the area, facilitating an opportunity for families to connect socially (deliverable 3). Further, by working closely with PAs in the area, the IPS is continuing its work in building close ties to other PAs (deliverable 4). This is particularly important with regard to community engagement, information delivery, and possible referrals. Finally, programs targeting positive parenting topics directly align with deliverable 5. Providing education on early childhood development and discussion of parenting issues is paramount to the major aims of the IPS.

## Challenges

An ongoing challenge for an event like the Youth Mental Health Workshops is engaging the most vulnerable members in the community. When the most isolated and disadvantaged community members are not attracted to, and feel they cannot participate in, events such as the Youth Mental Health Workshops, this can lead to feelings of further marginalisation and isolation. This is not a concern unique to the IPS, but there is an ongoing need to reflect who will attend and who will not, and who is participating and who is not. Ideally, activities can be planned in light of these reflections.

Community engagement in partner programs, through the IPS, is a challenge for staff. Building rapport and trust with the community for IPS activities is a long-term process, and whilst some PAs may also be connected to participants through previous engagement, it is likely that others are not. Thus, engaging community members to take part in events run by PAs without the same level of trust creates a challenge for IPS workers.

IPS staff have highlighted that family, community and work commitments often prohibit potential attendees from participating in these events, as they are run during the day: *"A couple of ladies have asked to do stuff, but couldn't because of work. Some young mums would love to do it, but can't because of work"*. It is difficult, but important, to aim to build activities that are accessible to all potential participants; and we know that IPS staff are working together on similar events organised for different times of the day, or week, to ensure that all probable attendees are given the opportunity to participate.

## Recommendations

We understand that the IPS has plans for future mental health workshops and we recommend they are run at all communities. Even though the IPS is strictly not mental health focused, there has been a series of male suicides in the communities and an important consideration for the IPS is how men are included in its activities. The inclusion of fathers in the IPS is of paramount

importance, and as such the IPS may consider how messages such as those raised in the August 2013 workshop may reach the men in the community.

We also recommend collaboration with local schools, for the inclusion of children/youth in learning about mental health issues. Not in a mental health 'workshop' per se; however activities modelled on the main messages of the workshops, created for children, should be considered.

In addition, we recommend collaboration with other PAs, (for example, Headspace, Kimberley Mental Health and Drug Unit) in relation to other possible activities / events with a mental health message, facilitating participant links with PAs across shared community issues. Baseline data collected in 2011, and in ongoing discussions with PAs suggest a great willingness to connect with the IPS.

**Deliverable 3** - *Provide Aboriginal and/or Torres Strait Islander families with opportunities to connect and interact socially.*

We were able to record the following activities as examples of the IPS meeting Deliverable 3.

Activity	Total participants		Partner agencies	Secondary deliverables
Culture Day luncheon & NAIDOC	107	Socially isolated families/individuals = 103 Aboriginal and/or Torres Strait Islander = 89 Primary school aged children = 80	OAP Remote School, EON	2, 4, and 5
Community Christmas events**	n/a	n/a	-	-
Jewellery making	21	Women/mothers = 20 Aboriginal and/or Torres Strait Islander = 20 Socially isolated families/individuals = 20	-	2

n/a – not available

\*\*ECU requires confirmation if this activity/event proceeded as planned.

We note that community Christmas events were planned for December 2013 (per IPS Staff Schedule Timetable, 27 August 2013) for all IPS staff and communities. We are not aware if these proceeded as planned.

*Culture Day Luncheon and NAIDOC Celebrations*

The Culture Day Luncheon was held at Ardyaloon in July 2013, and included the local school and EON Foundation. Focusing on promoting health and nutrition to local families, the luncheon brought parents and children together in a safe and enjoyable space; where Aboriginal history and culture on the Dampier Peninsula was celebrated. Ardyaloon also held NAIDOC celebrations with the local school, with family events such as fishing, and spear and damper making at the forefront of activities (with lunch provided).

*Jewellery Making*

Jewellery making activities were held in September 2013 in Djarindjin, Ardyaloon, and Beagle Bay. The events were very social, with women bonding over shared interests, and creating connections with others in the community. The women's talk during our site visit was powerful in terms of the opportunity afforded by the event; women were able to encourage, support, and connect

with each other over a shared task. In addition, women also discussed their need for resources, so they could run their own events; empowering the women to improving family, social, and economic participation. We provide an in-depth case study, from our site visit over 4 and 5 September 2013 (Appendix A); outlining the impact of the activities on the participating women, in line with deliverable 3.

## Strengths

The luncheon and NAIDOC Celebrations focused on connecting community members with cultural food. The main aim of the events was to facilitate a space where participants could connect socially. StC supplied food; however some community members brought their own; for example one man got turtle and dugong for the event. In addition, older women from Djarindjin attended the luncheon, which allowed time for members of different communities to not only catch up, but feel socially connected. As one IPS staff member said: *“they never really get to see each other all the time, only when they can, or if something is happening, they don’t see each other all the time.”* Further, there was talk about repeating the event, or even creating a regular event; so that members of different communities have the opportunity to come together socially in a culturally appropriate way (deliverable 3).

The Culture Day Luncheon and NAIDOC celebrations also met deliverables 2, 4, and 5 (as secondary deliverables). Through EON Foundation, participants were able to combine traditional food and practices with information about health and nutrition; thus the IPS facilitated a culturally appropriate space for educational experiences to occur (deliverable 2). The attendance of, and collaboration with, EON Foundation and the local school advanced service access and information delivery for the benefit of children and parents (deliverable 4). Finally, activities such as the damper and spear making and fishing at NAIDOC celebrations gave parents and children the opportunity to engage together in a safe environment and with culturally appropriate activities. The connection this afforded is of paramount importance when considering parental involvement in child development; whilst parents are engaging in traditional activities with their children, they are teaching, thus acting as role models for their children (Guilfoyle, 2012a).

## Challenges

Whilst overall attendance at both activities is relatively high, the reasons that potential attendees did not participate (for example, commitments, time of the day, day of the week) can be recorded for future planning. Whilst it may not be viable to hold events such as the Culture Day Luncheon (very) regularly, it is worth reflecting on the possible positive outcomes of a full Culture Day. For example, including breakfast, lunch, and dinner events may attract a variety of community members, depending on other commitments (or reasons for not attending). Both events should continue into the future, as a focus on local food and culture is a positive way to engage participants.

## **Recommendations**

Holding regular cultural food events (food is vital; see Guilfoyle, 2012a) is a possible way to encourage regular and increased participation, thus allowing for the inclusion of additional delivery of services and/or information to attendees. NAIDOC celebrations could possibly be held across the week, with different events at all communities, or one large event at a single community, that members of other communities can be invited to warmly, attend, and feel socially included in.

**Deliverable 4** - *Develop effective and sustainable links and/or partnerships with community, welfare and government agencies, to assist with providing support to Aboriginal and/or Torres Strait Islander families.*

We were able to record the following activities as examples of the IPS meeting Deliverable 4.

Activity	Total participants	Socially isolated families/ Individuals	Partner agencies	Secondary deliverables
Supporting community programs for safer and sustainable futures	279	Socially isolated families/individuals = 267 Aboriginal and/or Torres Strait Islander = 253 Children at risk = 35	Kimberley Young Women's Leadership Program, Djarindjin/Lombadina School	-
Digital media training / Children's services training	13	Socially isolated families/individuals = 11 Aboriginal and/or Torres Strait Islander = 6 Parenting support workers = 7	David Broun	-

*Supporting community programs for safer and sustainable futures.*

IPS staff were involved in promoting and supporting community based programs on the Dampier Peninsula. These included White Ribbon Day in Broome, the opening of the FELC at Djarindjin (including promotion and information distribution), support of young women attending the Kimberley Young Women's Leadership Program (including attending with them), social inclusion and participation events held by the Djarindjin/Lombadina school in November 2013, a community suicide prevention march in Beagle Bay in September 2013, and the Student Wellbeing in the Kimberley Workshops<sup>3</sup> in Beagle Bay in November 2013.

*Digital Media Training / Children's Services Training*

Digital media workshops for IPS volunteers and staff/workers have continued throughout the second half of 2013, with final digital stories being completed in November 2013. IPS staff/workers have also undertaken children's services training. These workshops are aimed at skill development and building team connections in order to magnify positive outcomes for communities.

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<sup>3</sup> See deliverable 1, p 10

## Strengths

A key deliverable of the IPS is to develop effective and sustainable links and/or partnerships with community, welfare, and government agencies, to assist with providing support to families in these communities. In 2011, we observed that no less than 42 agencies have a charter to service the communities, yet the CMs at the time suggested that they were not being well serviced by these agencies, and often did not know they visited the communities. There are many reasons why services do not connect. Geographical remoteness, severe climatic situations, and seasonal conditions, as well as the rhythmic and often unpredictable social movements (funerals, other events) within fluid relational communities can make it difficult for services to engage CMs. More specifically though, existing training programs/related activities/cultural awareness of visiting staff and trainers may be insufficient and the agencies do not know who to engage appropriately or how to sustain relationships. There is high turnover of visiting staff, and the community might get wary of continually forming new relationships, or lack trust in new agencies/staff. When the services are not connecting or engaging with the communities, there are limited options for service and referral and the IPS can have a middle-woman role in connecting CMs and services.

In the last 6 months, the IPS has worked closely in collaboration with PAs in the provision and facilitation of events and activities that promote empowerment, community members' self, and self-esteem. These partnerships led to events that supported community consciousness with regard to the improvement and sustainment of nurturing environments for families (deliverable 4). Collaboration with other services and programs on the Dampier Peninsula is crucial to increasing overall engagement of communities. This is particularly important when considering education, information delivery, and referrals.

Professional development training of local staff is crucial to ensuring the ongoing success of the IPS. This training not only adds to the skill base of staff and volunteers, but also develops existing skills, increases self-esteem, and empowers workers; providing a sense of accomplishment, which translates into community engagement and positive outcomes for participants at IPS events. Highlighted by a staff member's feedback following training "*before I started working for Save, I felt like a nobody, now I feel like a somebody*", the realisation by individuals that they are important and have a significant role to play in the program, adds to increasing support for local children and families; this is vital for improving safety within family environments and within communities, as well as increasing positive developmental outcomes. It is through links to other PAs and community groups that this training is made possible. These collaborative relationships therefore have an indirect effect on providing essential support to communities (deliverable 4).

## Challenges

Facilitating community participation in activities and events run by PAs is challenging for IPS staff, in that, building the trust of CMs can be a difficult and protracted process. Coupled with other PAs, activities may seem like 'another information delivery day' with no tangible outcomes for the participants or the community as a whole. That is not to say outcomes are not tangible, rather, the community may view them as such. It is for this reason that strong, sustainable relationships with PAs are of paramount importance to the IPS.



The difficulty is that, unless communities have expressed desires for these particular services, or the IPS has not had the need to refer any members to their services; it is not a role of the IPS to initiate contact between the community and services that the community has not requested, as this would be an act of imposing these services onto CMs, which is antithetical to the IPS ethos. The role of the IPS worker is to ensure the community know of all services that are on offer, thus the community has informed choice about what services it needs, and the IPS can facilitate these.

Staff retention is a major challenge for the IPS, with external influences sometimes effecting individuals' ability and/or desire to continue in their roles. Further, overburdening local staff with training, reporting, and the additional responsibilities of community engagement, where cultural political issues are in play, can impact on staff retention. It is therefore a delicate balance of creating professional development opportunities and training that benefits not only the individual workers, but also the IPS and communities; whilst at the same time ensuring that workers do not feel overburdened in their roles. Relevant training in dealing with children and families is vital to the success of the IPS, and including a cultural component in training (e.g. such as the digital stories) is a positive step towards achieving the balance between required and relevant training and staff burnout. We recommend these activities continue into 2014; including working with other PAs on developing culturally appropriate professional development and training opportunities for local staff and volunteers, for the benefit of the communities serviced by the IPS.

Working directly with people in the community encourages their participation with IPS activities and events; a way to increase the contact with marginalised groups and to reduce their sense of stigma or self-imposed exclusion. IPS workers are deeply embedded in their communities and often in programs like this, with such bonded communities; it is the sheer presence of the worker that causes positive ripple effects that the IPS model relies on.

## **Recommendations**

We recommend careful worker professional development be ongoing. Staff involvement in facilitating engagement with outside agencies can be further built upon in the future; as trust builds, so too does community presence at events. Where appropriate and agreed upon by the community, the IPS should extend its collaboration with PAs to ensure they attend and/or take part in IPS run activities, which are relevant to their service.

We would also recommend that, for IPS reporting and evaluation purposes, StC record fully the details of all activities under the umbrella of deliverable 4, along with the particulars of PAs involved.

**Deliverable 5** - *Provide parents/care-givers with support and skills training on early childhood development and parenting.*

We were not able to record any activities as examples of the IPS meeting deliverable 5; however several activities met this as a secondary deliverable in a general sense of transfer of ideas and modelling a safe and nurturing environment, importance of nutrition for children etc. These activities were:



Culture Day Luncheon and NAIDOC Celebrations<sup>4</sup>; Strengthening families & supporting parent programs on the Dampier Peninsula<sup>5</sup>; the Fun, Food, and Family Day (Children's Week)<sup>6</sup>; and the FASD Awareness Event.<sup>7</sup>

**Deliverable 6** - *Assist parents/care-givers and children to connect with other services as appropriate and facilitate referrals as required.*

We were not able to record any activities as examples of the IPS meeting deliverable 6; however the Youth Mental Health First Aid Workshop<sup>8</sup> and the FASD Awareness Event<sup>9</sup> met this as a secondary deliverable.

**Deliverable 7** - *Provide and/or participate in other activities as agreed with the Department.*

ECU is not aware of which additional / other activities the IPS has agreed to provide or participate in with the Department.

## Unclassified Activities / Events

The following activities/events were held in July – December 2013; however ECU has limited information from StC. We are therefore unable to report on any potential deliverables these events met.

- Housekeeping & Nutrition Session by EON (Djarindjin, July 2013)
- Kimberley Empowerment Healing & Leadership Program (Ardyaloon, July 2013)
- Healthy Eating Luncheon (September 2013)
- Mary Gee Event (Beagle Bay, September 2013)

The following activities/events were scheduled to be held in July – December 2013 and could have met deliverables; however ECU does not have information as to whether these events occurred as planned. We are therefore unable to report on any potential deliverables these events met, if held.

- Long Lunch
- Working Bee
- Grandparents Week
- Fathers' Day
- 'Show Your Colours'
- Food & Hygiene Skills
- Melbourne Cup
- Market Nights (Ardyaloon & Djarindjin)

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<sup>4</sup> See deliverable 3, p 18

<sup>5</sup> See deliverable 2, p 14

<sup>6</sup> See deliverable 1, p 10

<sup>7</sup> See deliverable 2, p 14

<sup>8</sup> See deliverable 2, p 14

<sup>9</sup> See deliverable 2, p 14

- One Life Program (Beagle Bay, October 2013)
- One Life Exhibition & Artworks (Beagle Bay, 14-18 October 2013)
- Come and See the New Centre (22 October 2013)
- Christmas Dinner (Ardyaloon, December 2013)

## **Recommendations**

We recommend that IPS coordinating staff record all of these activities onto the evaluation team template. Critically, on the template the IPS staff can define the aims of each activity and reflect on its role in meeting IPS deliverables. This data helps the evaluation team plan (at this point intermediate/follow up) observational and interview based data collection with participating CMs and other relevant PAs. In addition, the reflective component of the template (last question – see Appendix B), is vital to recording in-depth and highly valuable staff / worker accounts of the events, their role/s in it, PA involvement, and the outcome/s for CMs. We have observed examples of reflective statements by IPS workers included in StC's draft FaHCSIA report. We recommend these sorts of short 'stories' by staff and workers be included for each activity, as part of the completed template, and the evaluation team can follow up on these.

## **GENERAL OBSERVATIONS**

### **Employment and Support of Local Women into Appropriate Roles**

Employing local workers; local women within each community in initiating, designing and developing relevant activities, organising the actual event, and gathering participation, is a key strength of the IPS program model (see Guilfoyle, Baker & Bray, 2011). This is essentially the catalyst to the participatory approach adopted by the IPS, and the strength occurs through the relational aspects of Aboriginal communities (Guilfoyle, Baker & Bray, 2011).

Local women can be empowered to use their family, kin and skin, and broader community relationships and networks, and through this, their knowledge of community needs; to build culturally secure (Coffin, 2007; Guilfoyle, Coffin, & Maginn, 2008), meaningful, and desired engagement with CMs in program activities. Through this, the young women empower others in the community. Ultimately, the total impact of the IPS is reached if young parents are engaged sufficiently through the parent activity groups in a way that they want to maintain ownership of the project, creating inclusivity in the activities across a broad range of groups. The local women are asked to perform a very dynamic role, gathering support from the community, consulting, developing, and implementing diverse activities. The benefits of employing young women from each community is realised only when concomitant risks are mitigated.

The IPS has done well to secure family support workers against local family/community and cultural political issues that impact which workers can be employed, and whether young women can step up into the role in the context of these. There is often a sense of relative deprivation if one young woman is awarded the role over others and there are also shame and 'big noting' issues, in the sense of asking the women to put them (and their family) up as parent mentors; an ideal model for others to follow. Essentially, under the strengths based empowerment basis of the

program, they are asked to train other adult and youth mentors. Thus young families/parents may not have the interest/capacity to take on leadership, advocacy, and/or mentoring roles or feel reluctant to stand up given their family might be under the same stresses or pressures, or perceived failures to be good parents as all other young women/families. However the IPS has, over the last 6 months, secured some excellent IPS workers. These women have available support and interest of other traditional CMs to act as parent mentors and help empower other community members. Along with this, the IPS has been offering workers appropriate support to handle the immediate, circumstantial, or long term and ongoing stresses and pressures, including dealing with any emotional, political or shame issues and up skilling, as required. We believe there is good support for existing workers and, if needed, the IPS has developed good systems of community engagement and worker support to recruit and support new workers.

## **Community Willingness to Engage**

StC are working in a unique region. There are many vulnerable and disadvantaged people living within the communities. The risk is a historical lack of resources; poor self-efficacy, confidence, and social skills; and issues at home: drug use and poor motivation/depression can affect CMs' ability to engage or participate in activities. Some or all parents may simply not be interested in participation or have the desire for engagement in what are seen as external, imposed activities. A risk is always that the IPS does not engage with the community enough to understand the deep issues affecting marginalised parents. Some parents might feel shame in that they are being accused of not being good parents. In the extreme, this for them might mean the Department of Child Protection or Centrelink becoming aware or involved in their family issues, but generally it might simply be a sense that the spotlight is being thrown onto them and their family life or parenting ability.

Another risk here is that parents might see the planned activities as external, not community grounded or non-traditional, particularly men or Elders. CMs may be disinterested in parenting and youth issues, have set views regarding issues and/or be unwilling to listen to a youth perspective. On a softer note, CMs might simply not know how to respond, and not have the realisation or skills to want to seek support or address parenting and family issues. The impact of these risks is twofold; 1) not enough CMs across the community will be interested in engaging with and participating in the IPS and related activities; 2) only some members will engage or participate, that is, the IPS cannot penetrate enough to include those who are marginalised within the communities. Our observations are that by developing the range of activities in the last 6 months, the IPS has generated a willingness of CMs to participate in parent support activities.

## **Diversity of Activities**

In each community there is a diversity of groups. The IPS might have difficulty balancing conflicting demands/concerns of youth with elders/traditional leaders. There is also inter/intra-family politics, family relations and kinship, skinship groups which dictate who can participate and with whom. Activities need to be structured to cater for sectors of the community. A risk is liability at events, if there is overt or ongoing subtle fighting/other behaviour management issues related to activities wherein groups are unnaturally brought into contact with each other. Another risk is one of confidentiality. The extent to which families/parents want others (other families) in the

community to be present at the same activity and thereby aware of any parenting difficulties they are having, and so the risk is whether potential participants feel the activities expose these difficulties to others in some way. Outside of this, activities need to be structured so that they are seen by all or some sectors of the community as relevant. The key to relevance is to consult the CMs on their preferred activities. This is the delicate nature of the IPS working in this region, as 'relevance' needs to be mindful and balanced by the IPS aims of creating effectiveness in terms of parental support, building of advocacy by engaging PAs, and developing activities which are theory defined, and defined by existing services and their delivery models as optimal ways of supporting parents.

Geographical remoteness, severe climatic situations, and seasonal conditions, as well as the rhythmic and often unpredictable social movements (funerals, other events) within fluid relational communities; all of these dictate what type of activities can occur, their practicality and appropriateness, when is best, and when the best laid plans need to be rescheduled or reformed, and, ultimately, how well the community will engage or attend activities.

The IPS has done well to cater for the diverse interests of the communities. We suggest more fathers could be further involved and dedicated activities for young mums need to be highlighted. The better that the IPS can consult with communities on the development of activities, the better the risk of activities being disrupted or not well extended will be mitigated. The IPS will need continued funding to secure resources to consult the community and develop and implement the diverse activities needed to address diverse interests.

## **New Family and Early Learning Centre [FELC]**

The opening of the new Centre, the attached parenting hub, and op shop facility has brought much excitement to the communities. Located in Djarindjin but available to families from all communities, the licensed centre provides for children 0-2; and for children 3-5. The Centre Director has been appointed along with a Coordinator for 0-2 year olds for the foreseeable future. The Centre Director will have a dual role in also coordinating the IPS. The addition of the Centre Director helps the IPS meet its aim of having engaged staff that possess relevant qualifications and/or experience working with priority target families and communities and knowledge of the target group approaches to child rearing. The facility also provides office space and dedicated indoor and outdoor spaces for parenting support activities. The Op Shop provides a meeting space for the community and a valuable resource distribution opportunity. The FELC is a prime space through which the IPS can target and engage parents, families, and CMs in activities and events. The Centre is now functional and will provide a hub (Guilfoyle, Saggars, Sims, & Hutchins, 2010; Sims, Saggars, Hutchins, Guilfoyle, Targowska, & Jackiewicz, 2008) for parents and we look forward to evaluating how the IPS can plan activities that meet its deliverables, can have more targeted early intervention approaches, child development outcomes for children and their families, lower child stress (Guilfoyle, Sims, & Parry, 2008; Guilfoyle & Sims, 2011; Sims, Guilfoyle, & Parry, 2005; Sims, Guilfoyle, & Parry, 2006a; Sims, Guilfoyle, & Parry, 2006b), raise safety and positive family functioning, and increase formal and social support networks for parents; through the new role of the Centre Director and the new space.

## Recommendations

We recommend that during the early part of 2014, the IPS convene meetings with the FELC Director and the evaluation team, so the team can assess the planned activities and plan for observational and interview based data collection with participating CMs and other relevant PAs and, perhaps, work through the Centre can develop Deliverable 5.

We also recommend that the Early Learning Coordinator draws upon her qualifications and experience of working with priority target families and communities and knowledge of the target group approaches to child rearing, targeted early intervention approaches, parental support, child development outcomes for children and their families, creating safety and positive family functioning to provide ongoing professional development to IPS workers to assist in their role of ongoing development and implementation and delivery of IPS activities.

We strongly recommend the inclusion of Elders in the planning, organisation, and running of activities and events. In particular, we have observed the IPS including traditional activities in several events over the past 6 months. This focus on a return to traditional learning is paramount to participant engagement, and on building stronger, safer communities. We recommend that Elders be more centrally involved in all activities, as well as school-based / connected events. Child development can be targeted alongside parents and Elders at the new FELC. An investment in the early years, such as can be facilitated by the FELC, is a positive step toward school readiness for young children (Abbott, 2014; Commonwealth of Australia, 2014). By including Elders in the Centre and IPS activities, children and parents can learn side by side, focusing on child development, increasing positive family functioning, and creating safe environments; in culturally appropriate and traditional ways.

## 2014 Activities / Events

Our data shows the following are planned for 2014.

- School Holiday Program (1 January 2014 – 2 February 2014)
- School Holiday Program (14 April 2014 – 25 April 2014)
- School Holiday Program (7 July 2014 – 18 July 2014)
- School Holiday Program (29 September 2014 – 10 October 2014)
- Valentine's Day (14 February 2014)
- Harmony Day (21 March 2014)
- Mothers' Day & Daughters (Positive Parenting) (Week of 11 May 2014)
- Early Childhood Appreciation Day (14 May 2014)
- National Sorry Day (26 May 2014)
- Family Event (NAIDOC Week, 7-13 July 2014)
- Health & Wellbeing (NAIDOC Week, 7-13 July 2014)
- FASD Awareness Day (9 September 2014)
- National Children's Week (18-26 October 2014)
- White Ribbon Day (25 November 2014)
- Weekly/fortnightly Partner agencies Workshops (FELC)



- Kitchen Garden
- Weekly homework classes (Djarindjin)
- Fortnightly mums & bubs group (Beagle Bay & FELC)
- Op shop
- School Culture Day
- Sacred Heart Feast Day
- Art & craft – mosaics workshop & community art project

## Recommendations

These activities have great potential to help the IPS meet its deliverables and have associated impacts on targeted early intervention approaches, achieving parental support and possible child development outcomes for children and their families, and creating safety and positive family functioning within communities.

We recommend that IPS coordinating staff record all of these activities onto the evaluation team template. Critically, on the template the IPS staff can define the aims of each activity and reflect on its role in meeting IPS deliverables. This data will help the evaluation team plan observational and interview based data collection with participating CMs and other relevant PAs. It is important, as noted previously, that the reflective component of the template be completed for each activity, as a record of IPS staff's views of the benefits created for children and families.

## GENERAL RECOMMENDATIONS

### Recommendations on Activities for the Next 6 Months

- Continue the provision of diverse, relevant parental support activity development, implementation, and delivery to meet the IPS deliverables;
- Focus on the strengths of activities in last 6 months, i.e. reflect on which worked well, how and why and re-run these, or similar activities;
- Increase the involvement of CMs in the development of relevant parental support activities to ensure they are culturally appropriate and are optimal in terms of meeting the needs of CMs. Record the involvement of CMs in initiating, designing, and developing these activities to show how activities are designed or adapted to meet the desires of each community. Also record whether/how CMs took a lead role in organising the actual event, gathering participation etc. This is important for sustainability;
- We strongly recommend the increased inclusion of Elders in the activities and events. In particular, continue to include the traditional activities we observed in several events over the past 6 months which build child development, family functioning, and creating safe environments; in culturally appropriate ways.
- Consider how men are included in IPS activities;
- Monitor the level of inclusivity or reach/depth of program delivery by examining access to activities by the most marginalised in the diverse communities and identify the barriers to access by the marginalised families. Design activities which will encourage and facilitate attendance by the most marginalised;

- Focus on and detail the level of collaboration between the IPS and PAs who have roles and accountabilities in providing relevant service delivery;
- Work with PAs in the collaborative design of activities / invite PAs and badge activities with relevant parental support issues which PAs address (for example, family violence), or gain informal sponsorship and attendance by PAs at activities. Record the involvement of PAs in initiating, designing, and developing relevant activities and also their role in organising the actual event, gathering participation etc., and all of the networking efforts by the IPS into building relationships;
- The IPS has been increasingly involved with schools and is well placed to build on recent Commonwealth discourses of having parents involved in school attendance and early intervention for school readiness through the FELC. We suggest great focus on detailing the level of collaboration between the IPS and schools and support from local schools in facilitating, initiating, designing, and developing joint activities. Connect the impact of these directly with Deliverable 1;
- Detail explicitly, the role of the new FELC in offering parental support and Deliverable 1, and develop activities to be held in the new Centre, which meet these, and the other Deliverables. Also detail explicitly how the Centre is aligned with Early Years agencies/networks and any potential to develop Deliverable 5.
- Although Deliverable 1 is met in a broad sense by the activities we identified in evaluations/observations, we feel more defined indicators of child development could be provided. This could include more detailed recording of the progress of children engaged in IPS activities;
- Holding activities within the new Centre might assist the previous recommendation; and qualified staff might be in a position to document the general developmental progress of children attending these activities; and
- Record the process and reflections of IPS workers in building relationships with communities and families, and initiating, designing, and developing relevant activities and also their role in organising the actual event, gathering participation etc.

## **Recommendations on Methods to Assess Activities Over the Next 6 Months**

Our plans for the next 6 months are to extend the methods detailed in the Monitoring and Evaluation Framework (Guilfoyle, Baker & Bray, 2011) as below.

- We recommend the use of our template for all activities; all dimensions including explication of aims and reflections;
- We recommend ongoing meetings, which include audio recorded meetings and discussions with IPS coordinating staff and IPS workers, through site visits, and communications via phone and email. We also recommend discussions with the IPS to design performance indicator measures;
- We recommend the collection of 'impact statements' and 'contribution stories' from CMs, PAs, and StC staff (all levels), as these will help to establish the counterfactual. The methods can be developed from FSP immediate, intermediate, and follow up assessment methods, and rely on questionnaire and interview, including possible workshop/focus group and digital based methods;

- For performance indicators, we recommend the distribution and analysis of the community questionnaire (draft attached in Appendix D). We can confirm this and organise with IPS workers how this can be best distributed ongoing over the next 6 months. In addition, follow up interviews and 'impact statements' and 'contribution stories';
- For performance indicators, we recommend the distribution and analysis of the PA questionnaire (draft attached in Appendix E), and confirmation of the sampling frame (draft attached in Appendix F) so we can start distributing this to nominated PA staff. In addition, follow up interviews and 'impact statements' and 'contribution stories'; and
- In particular, following our successful baseline workshop (in 2011) of PAs' perspectives on the IPS, which asked for views on what differences the IPS could make, how differences could be made, and barriers to making these differences, we suggest scheduling a follow up workshop in early 2014. This workshop will also create a space to explore positive changes made by the IPS and express issues of concern, any tensions, and the future with or without the IPS. Thus, this workshop can include a focus on sustainability/exit plans in order that the parents residing in the communities continue to receive/have access to opportunities for quality parenting support experiences that they might not otherwise receive.

## **Recommendations on the Future Sustainability and Development of the IPS**

Overall, we conclude that the IPS has met its deliverables in a culturally strong way over the last 6 months. The activities are increasingly targeting early intervention approaches and bringing about positive family functioning. There is a sense of increased safety within the communities. The new FELC and the qualified staff there should have a leading role in bringing about child development outcomes for children and their families.

We are completing an audit of the risks that the project faced (Guilfoyle, Baker, & Bray, 2011; Larranaga, n.d.; ECU Stakeholder Workshop, 2011; StC, 2010) some of which appears in our general observations for the last 6 months. As part of our evaluation, we want to obtain assessments through our basic observational, interview, and questionnaire data of how the IPS was able to achieve impact in light of mitigating or pivoting on these real risks. To date, our findings show that the IPS has done exceptionally well in managing and mitigating risks, and achieving impact in the face of such real risks.

Given the momentum, traction, and the overcoming of many of the initial program risks (Guilfoyle, Baker, & Bray, 2011; Larranaga, n.d.; ECU Stakeholder Workshop, 2011; StC, 2010) that has developed in 2013, it is important to consider the impact of the IPS not being re-funded. The IPS has, in particular, continued to nurture and support local women into appropriate IPS roles. Our observations are that the IPS has been very successful, particularly in the last 6 months. The IPS has managed to implement a range of activities, through the agency of local women, and overcome many of the substantive risks that a program like the IPS faces. The IPS must work to secure adequate funding to continue its aspirations and build on the momentum, dedication, and investments made by the workers, CMs, PAs, and StC. If the IPS is not re-funded, we believe there will be a great sense of loss in these communities. If there is a possibility of re-funding not occurring, an exit plan needs to be put in place, looking at how parents in communities can be supported, existing activities maintained, celebrating the past achievement and cementing the role



of PAs in the future support of parents and their appropriate servicing of communities; so that communities are not further marginalised and disadvantaged by the IPS leaving.

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# Indigenous Parenting Support in the Dampier Peninsula: July – December 2013 Participatory Action Research Evaluation Report

## Appendix A: A Case Study of the IPS Mosaic & Jewellery Making Events

Prepared for:  
Save the Children WA

February, 2014

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### INTRODUCTION

In this case study we review how two activities, the mosaics and jewellery making, met two IPS deliverables. We discuss the workshops in terms of the deliverables met and form recommendations based on these.

The primary deliverable achieved through the jewellery making events was:

**Deliverable 3** - *Provide Aboriginal and/or Torres Strait Islander families with opportunities to connect and interact socially.*

The primary deliverable achieved through the mosaics events was:

**Deliverable 2** - *Provide as relevant, Aboriginal and/or Torres Strait Islander parents with culturally appropriate social, emotional, developmental and educational experiences.*

In addition to this, the mosaic activities also met deliverable 3, as a secondary deliverable:

A volunteer with social work experience in remote Aboriginal communities facilitated the mosaics workshops. IPS staff provided transport to women from Ardyaloon to attend, increasing participation across communities. Regular activities have continued throughout July – November 2013 in both Djarindjin and Ardyaloon. Jewellery making events were held throughout September 2013 in Djarindin, Ardyaloon, and Beagle Bay.

When considering cultural relevance in organising activities, the IPS has appropriately chosen art-based events as a medium through which women are able to connect. These allow CMs to learn new (or build on existing) skills (deliverable 2). At the same time, both the mosaics and jewellery

events facilitated a space where women were able to socially connect, discussing community issues, children, and parenting. In addition, women from across communities came together in one place over shared interests, assisting an opportunity for social interaction and connection (deliverable 3).

Activities such as the mosaics and jewellery making include not only an opportunity for CMs to catch up and socially connect, but also work to create new and develop existing skills. These social educational events are a primary space where other services are able to connect not only to the IPS, but to other participants and the community.

## METHODOLOGY

Our methodology for this case study is defined in the Monitoring and Evaluation Framework (Guilfoyle, Baker & Bray, 2011). It is built on a social constructionist framework and is required to monitor and evaluate the IPS. This suggests that the reality of parenting for CMs is a consequence of the context in which the parenting occurs and is shaped by the cultural, historical, political, and social norms that operate within each community, its context, and time. Therefore, the reality of being a parent or needing parental support can be different for each person/community based on the communities'/parents' unique understandings and experience of their world (Berger & Luckman, 1966). This means that each community/parent can experience parenting, but interpret it (again a different level of meaning or importance from it) differently depending on their community context. The aim is to fully explicate the context of shaping the parenting realities, thus how parents are being supported within their defined realities of what good parenting is or can be. This is the general founding theoretical premise of the present evaluation and the methods designed below are framed within this perspective. Our approach is therefore one of studying impacts rather than identifying cause and effect. Here, along with impacts against the deliverables of the IPS program we were interested in theoretical impacts via concepts of resilience (Guilfoyle, Banham, Cavazzi, & Napolitano-Lincoln, 2011.; Veldman, & Guilfoyle, 2013) and social support (La Rosa, & Guilfoyle, 2013; New, & Guilfoyle, 2013; McLaughlin, & Guilfoyle, 2013). This approach allows us greater flexibility in methodology and deeper understanding of the unique characteristics of parenting in each community domain and the parents that comprise it.

Our evaluation case study is based on site visits. The evaluator attended the mosaics events at Djarindjin over 26 and 27 June 2013 and the jewellery events were evaluated at Djarindjin and Ardyaloon over 4 and 5 September 2013. Rather than present participating IPS clients (CMs and those attending IPS events and activities) with a questionnaire, the mosaics events were evaluated via observation and one to one interviews (Guilfoyle & Hill, 2003) with 6 participants, an IPS worker, and a local service provider, in the undercroft near the Art centre in Djarindjin, at the Art Centre, and at night in a community house. The jewellery events were evaluated via participant observation and two focus groups with 16 participants at Ardyaloon. These methods afforded a space where women could openly talk about the events not only to the evaluator, but also to each other; facilitating a social cohesiveness around the impact and meaning of the event.

## Ethics

Clearly anonymous data collection is preferred, however in this instance, as the data was collected through interview, confidentiality was applied. Information was stored as required by the Privacy Act (1998) and with the NHMRC guidelines.

## Analysis

Women spoke very reflectively, articulately, and responded in-depth to the questions asked. The aim was not to force client ratings on IPS deliverables, but allow the participant to frame their experience and give meaning to it in their own terms. This is an approach deemed more culturally appropriate. It also affords rich data about how the performance indicators were, and indeed can be, realised in the context of these community settings and these IPS activities.

## EVALUATION FINDINGS

### *Jewellery Making*

**Deliverable 3 - Provide Aboriginal and/or Torres Strait Islander families with opportunities to connect and interact socially.**

There was an element of boredom expressed and that the event afforded an opportunity to connect with others.

*yeah it was good to come along and talk to different people cos some of us stay home, so it's good get out and socialise*

All the women engaged in a great deal of social networking. They talked about general issues related to grandchildren and children, general health concerns of themselves, and others in the community.

*yeah, we come, even sitting down with the old ladies, they give us advice you know, things that we don't know, you know, we are like panicking about stuff for our new babies and stuff like that you know, and they give us a lot of good advice, you get to take that in and keep it*

The women suggested that the jewellery event was an opportunity to share, to support, encourage, and connect with each other around a common task; experiencing a sense of 'we are the same on this one' and working together side by side, to share skills and enjoy each other's company.

*so we can all sit down together and do the same thing we're doing*

For the women generally it was all about basic opportunities to come together. Women said the event offered a "chance to catch up with others" in a community spirited way. When asked what they liked about the event, women said things like:



*talking...talking yarnning, helping out people with their stuff, others.*

The participant observations found it was indeed a very social event. We observed there was a lot of fun and banter. Initially, very warm welcome and greetings occurred between participants. There was a great deal of social cohesion and bonding among the participating women. In part, this might be attributable to obvious family relationships within the group; however there were at least three families present and a new mum in the community.

*well we had fun, it was really good, cos we could all get together, and working and talking you know, and enjoying it, and you know if we could have more like this it'll be really good, cos maybe we can help some more womans join in and get all the younger ones in. But it was fun*

The event was social fun, but instrumental too; a functional time for these women to catch up on community news, to ask about others in the community, and catch up socially. We observed the women asking about how particular members of the community were getting along, and about their general wellbeing.

*Everyone knows everyone, oh yeah, who caught fish, all the fish, but still chance to catch up, news, talk about what is happening,*

Women suggested that they need more young women to participate and that it was important to think about how to get others to participate.

*get young people, young kids, get them to see what we're doing, bring your kids, and we'll show them what we're doing here or what you doing, all those things in their mind, there when they're running around, doing nothing*

They suggested they needed supplies and resources to run the event themselves in their community and we observed some women making plans with the facilitator about how they could ensure they had supplies in their community; empowered to improving family, social, and economic participation.

*The shop owner was telling us that the ladies from Central Desert I think somewhere, do that, and they burn patterns onto their seeds, or they paint on them. And make their jewellery out of them.*

Infrastructure and support services (or lack thereof) in the community is important and having this additional support is essential. The women suggested they would really like to see one big event for activities like this where all women from all communities could be invited.

*I think they could come together [all three communities at event like this]*

There was also talk at the event of women both within the community and across the community needing to get together and meet up more regularly.

*because they got nothing else to do, they have to go somewhere, they can't be on their own all the time, doing whatever they want to do. They can come back again, back again.*

Women also talked about organising a women's night, or holding an event at night for women. Palmer (2009) noted that such programs can bring together individuals to work jointly to build stronger communities, through social environment and networks. He states that the remoteness of communities contributes to the difficulty in bringing together groups from different areas, and found that an arts program targeting Coolgardie and Kambalda communities provided a venue for community members to come together, extend their social connections, and work together on a task of common interest.

### **Mosaics**

#### **Deliverable 2 - Provide as relevant, Aboriginal and/or Torres Strait Islander parents with culturally appropriate social, emotional, developmental, and educational experiences.**

Women talked openly about improving client access to and engagement with support services. We found evidence of marginalisation, in that women seemed to feel deprived of basic activities like the mosaics event, which are activities readily available to many women in mainstream urban centres. All women wholeheartedly agreed that events like the mosaics are very important for women in the community and, when asked why, some said they had always wanted to do this.

*Save the Children came up to me one day, and go 'we're having mosaics'. Yes! I always wanted to do.*

While a young woman in an urban area could, had she always wanted to, link with TAFE or other group-based opportunities to try mosaics, for the women in this remote community setting the opportunity was cherished.

*And I wanted do mosaics, cos I've always wanted to have this opportunity, it's like, especially out remote you know? We don't get a lot of things for us to do... Yeah, to do anything. My sister's said, she lives in Geraldton, she does mosaics, she's went and done a course, and all that sorta stuff you know. Did something.*

We were very aware, through our observations and talking with the women, that they had both a degree of knowledge about the importance of, and a very keen interest in, sustaining their social, emotional, development, and educational experiences. Below a woman described, not in a cynical but in a nevertheless direct tone, how there was sense of being denied ongoing opportunities to engage in such activities. It seemed that this feeling of being both denied, and a lack of activity, was the problem.

*I reckon you should continue, cos you know, it umm... they wanna set us up, you know, for us to fail, we would like to keep continue to do this stuff, you know it would be.. good for us*

In this context, a critical point raised by the women was that, to maximise impact, events like this should not be one-off, hit or miss; they should be sustained, stable activities, which women can plan to attend and turn to. They wanted regular activities that are ongoing, so that they can build momentum, invite others, and invest their time in them. Carey and Sutton (2004) note that only when projects are sustainable, can community development be aided.

On one level, the women we talked to expressed this positively. By offering the women in the community ongoing or continuing participation in art-based activities, they had a chance to keep skills up.

*It's better to keep it up if you're an artist, you gotta keep on doing it you know, if you stop, it's pretty hard to get back on*

Older women who were associated with the art centre reflected on the role of art making and encouraging younger women and other women who were participating to get involved in this sort of activity and linked the event to ways of improving skills and knowledge.

*once you've done it once, you know, you get an idea of how you can really do it*

Women talked happily and in an empowered way about their skills and how, as an artist, they could extend these skills in the new medium of mosaics. One impact then, was affording the women an opportunity to show themselves and others how they could extend skills into a new area: that their own skills could transfer, thus building confidence, providing a sense of achievement, and empowering the women.

*if you're an artist you can put your design on anything you know, anything*

Some women talked about how the activity could transfer into a financial outcome for them/their community, thus broadening the discussion towards improving family, social, and economic participation.

*and it's another way of making an income; low income earners.. they got painting, .... and all that and this is just another medium [to] put in their art. And it looks fantastic, look! Hey? [laughs] Always keep your first one!*

Keen to ensure access to and engagement with support services for their community, older women were delighted to see young women participating and suggested this type of activity was obviously a good one that could capture their interest.

*the young ladies, the day before, yeah, it was really good*

The participating women were very community minded, and suggested this event was an ideal and soft way to get other women, including young parents in their community, engaged with activities.



*I think this would be a great program, little activities, for young mothers. Especially they can bring their babies too, you know? On the holidays, yeah. And perfect, it's different from being talking about demons and you know? Yeah. And just getting them interested slowly*

What was important in the talk was the acknowledgement that some young women do need a space for healing, a time out, and a distracted playful activity, which provides social and emotional (as well as an educational) experience; and that mosaics was perfect for this.

**Deliverable 3 - Provide Aboriginal and/or Torres Strait Islander families with opportunities to connect and interact socially.<sup>10</sup>**

Women at the mosaics event were observed actively talking about family and they suggested they used the space to connect with others and talk about children and family issues; thus building a sense of community and belonging around parenting.

*They tell us how we should look after our children, and the good things we should do, the experiences they had. Very important, they all do it too.*

*No excuse for any young mums, 'my nanna never tell me anything', we know for a fact that they do! They are a great support.*

It is also important that women attended the event from diverse groupings, as this adds to social connectedness. An impact we observed was bonding between the women. The women talked openly about how an event like this has ripple effects across the community.

*so it benefits the whole lot*

*If you've got a confident parent, then that flows down to the kids, cause the kids see their parents being strong and active in their community and that's certainly, like, role model sense... absolutely.*

*The grannies, and the mums are like role models.*

Women suggested the mosaics event was a great success in that women from Ardyaloon came to Djarindjin and were very interested to attend and news spread fast about the event. Women in Djarindjin said it was great to meet up with Ardyaloon women.

*And seeing the older women from Ardyaloon come down the other day, day before, and some of them came back today, and umm.... Just to see them come down, you know, like, you never see them in Djarindjin because you know they're not that way, you know, and it's just good to see them out, it's like you know, yeah*

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<sup>10</sup> Met as a secondary deliverable

Being with others, people with whom individuals would not usually interact, thus bringing together different people in the community, affords social interactions between those who are typically isolated from each other. These social connections and the opportunity to participate in a community arts activity can provide a 'voice' and 'space' for marginalised members; thus regaining community connections with culture and local history (Madyaningrum & Sonn, 2011).

## **STRENGTHS and RECOMMENDATIONS**

Women are inherently aware of and feel disadvantaged in the context of being able to participate in events like these; activities that are readily available to women in urban or major regional centres. Continuing marginalisation and lack of opportunity for things to do in the community leaves women with little chance to take time out for self-development and demonstrating their skills to others in the community. Women cherished their participation in the workshops and highlighted the importance of, and their desire for, development opportunities. Events such as mosaic and jewellery making are therefore invaluable.

The impact is connected to women showing the organisation skills they owned and this was highlighted in the mosaics activities, where participation required some planning from the women. The mosaic had to be put together over more than one session, encouraging women to come back in order to complete their piece of art. These opportunities encourage forward organisation and planning and demonstrate task completion skills; something the mosaics activities in particular can target. For example, working on a mosaic piece over a week would encourage women to attend all stages, through their aspiration to complete a piece of art that they can be proud of; rather than sporadic participation. Another possibility for the women would be to work together on a group project; a larger piece of art that can then be displayed and act as a source of pride, both individually and on a community level. Notably, an opportunity like this would not only bring women together regularly, but may also become a catalyst for involving other, more importantly, younger women either in the group project, and/or in future activities. Obviously, the IPS needs continued resourcing to establish these ongoing activities.

For the women who attended, there were clear benefits in feeling included in, and socially connected to, the community. By sharing with others, the women created a safe space in which to discuss shared concerns and what can best support these. This afforded an opportunity to not only catch up socially, but to connect with others on personal, family, and community levels. Women were able to share with each other, and provide support and validation not only for their capacity as artists, but also as parents and members of their community. Older women reflected that the events could serve as a platform for engaging younger women and their children, whilst younger women described powerfully the benefits they gained from connecting with older women in the community.

If there are a core group of women who attend the event however, and the activities do not include more women, including marginalised younger mothers (which are hard to attract for a number of reasons), then the pervasiveness of the effect in helping CMs be included and socially connected to the community is lessened. In the extreme, women who are already marginalised may feel even more isolated or disconnected by not participating in community events. Exceedingly, the women

participating spoke powerfully about the need for mosaics and jewellery workshops to continue. It is of paramount importance therefore, not only for events such as mosaics and jewellery making to become a regular part of IPS activities, but also to continue to look at ways in which events can be held in one community, with members of other communities invited and able to participate; supporting our recommendation in the evaluation of the Father's Day Catch and Cook event in 2012 (Guilfoyle, 2012a).

Of course to meet the broader IPS aims of increasing connections between service and communities, we continue to recommend local PA participation in future events, where possible, allowing women to connect with local support services. It is important however, that the community comes together through a genuine desire to form a community (i.e. through the desire for opportunities to enhance self, family, and community; such as was achieved through both events), rather than only for events or for receipt of information, as this may become unsustainable. If PAs can attend events like the mosaics and jewellery making regularly, and engage with women, the IPS aims can be better achieved in line with deliverables. The events were a space where women were able to discuss issues around family and parenting, thus if PAs can sit and participate alongside the women, associations can be built between communities and providers. Instead of one-off events where PAs distribute information, regular events such as mosaics and jewellery making can be used as a space for relationships and trust to develop, and can then become a space where information distribution can be included gradually.

## REFERENCES

See main report.

# Indigenous Parenting Support in the Dampier Peninsula: July – December 2013 Participatory Action Research Evaluation Report

## Appendix B: Evaluation Defined Reporting Template

Prepared for:  
Save the Children WA

February, 2014

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## IPS Event Form

Event Name: .....

<b>Date/Time</b>	..... / ..... / 20..... ..... am / pm to ..... am / pm
<b>Location</b>	.....
<b>Community members (Groups)</b>	<p>How many people are there?</p> <p>Adults (18+) .....</p> <p>Youth (13-18) .....</p> <p>Children (5-13) .....</p> <p>Children (0-5) .....</p> <p>Are any of them any of the following? Who are they?</p> <p><input type="checkbox"/> Mother</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><input type="checkbox"/> Father</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

	<div> <input type="checkbox"/> Grandparent <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> </div> <div> <input type="checkbox"/> Related or kinship carer <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> </div> <div> <input type="checkbox"/> Receiving a FSP funded community capacity building service <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> </div> <div> <input type="checkbox"/> Other <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> </div> <div> Who do you think would be best to speak to in the future about this event? <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> </div>
<b>Community members (Details)</b>	<div>Are any of these present? How many?</div> <div> <input type="checkbox"/> ATSI ..... </div> <div> <input type="checkbox"/> Culturally &amp; linguistically diverse ..... </div> <div> <input type="checkbox"/> Having a disability ..... </div> <div> <input type="checkbox"/> Young parents (&lt;20) ..... </div> <div> <input type="checkbox"/> Young parents (20-25) ..... </div> <div> <input type="checkbox"/> Family receiving Centrelink payment ..... </div> <div> <input type="checkbox"/> Family under income management ..... </div> <div> <input type="checkbox"/> Family referred by Child Protection ..... </div>
<b>Eligible Activities</b>	<div>What kind of event is this?</div> <div> <input type="checkbox"/> Information &amp; referral </div> <div> <input type="checkbox"/> Resource development </div> <div> <input type="checkbox"/> Support </div> <div> <input type="checkbox"/> Education &amp; skills training </div> <div> <input type="checkbox"/> Outreach &amp; home visits </div> <div> <input type="checkbox"/> Community capacity building &amp; development </div>

<b>FSP Objectives</b>	<p>What does this event aim to do?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase the safety of family environments</li> <li><input type="checkbox"/> Improve the clients' access to &amp; engagement with support services</li> <li><input type="checkbox"/> Increase community connectedness/social inclusion</li> <li><input type="checkbox"/> Improve families' knowledge &amp; skills for life &amp; learning</li> <li><input type="checkbox"/> Improve child development</li> <li><input type="checkbox"/> Create strong child friendly communities</li> <li><input type="checkbox"/> Improve family, social, &amp; economic participation</li> <li><input type="checkbox"/> Provide services that satisfies the clients' needs</li> <li><input type="checkbox"/> Link universal services with specialist support services &amp; adult secondary services</li> <li><input type="checkbox"/> Integrate government &amp; non-government services in response to local needs</li> </ul>																		
<b>FSP Outcomes</b>	<p>What was achieved at this event?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Families function well in nurturing &amp; safe environments</li> <li><input type="checkbox"/> Provide integrated services in collaboration with other services &amp; the community</li> <li><input type="checkbox"/> Focus on vulnerable &amp; disadvantaged families &amp; children</li> <li><input type="checkbox"/> Families including children benefit from better social inclusion &amp; reduced disadvantage</li> <li><input type="checkbox"/> Children &amp; families have the knowledge &amp; skills for life &amp; learning</li> </ul>																		
<b>Types of Activities</b>	<p>What activities were part of this event?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community development &amp; capacity building</li> <li><input type="checkbox"/> Parenting / family skills training</li> <li><input type="checkbox"/> Multidisciplinary / whole family</li> <li><input type="checkbox"/> Respite / volunteer program</li> <li><input type="checkbox"/> Professional training / development</li> <li><input type="checkbox"/> Peer support / social networking</li> </ul>																		
<b>Service providers</b>	<p>Are there any service providers?</p> <table border="0"> <thead> <tr> <th style="text-align: left;">NAME</th><th style="text-align: left;">ORGANISATION</th></tr> </thead> <tbody> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> </tbody> </table>	NAME	ORGANISATION	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
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<b>Staff/Volunteers</b>	<p>Who else was there?</p> <p><input type="checkbox"/> Staff .....</p>																		

	<p>.....</p> <p>.....</p> <p><input type="checkbox"/>Volunteers.....</p> <p>.....</p> <p>.....</p>
<p><b>Any additional comments:</b></p>	<p>Was there anything else that you think is important? What do you think about how this event went? Did people enjoy it? What do you think it means to the community members to be part of this event?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



# Indigenous Parenting Support in the Dampier Peninsula: July – December 2013 Participatory Action Research Evaluation Report

## Appendix C: Short Mosaics Report to IPS Staff

Prepared for:  
Save the Children WA

February, 2014

**Andrew Guilfoyle & Sasha Botsis**  
School of Psychology and Social Science  
Faculty of Health, Engineering and Science  
Edith Cowan University

From: Paris Kuhnold [paris.kuhnold@savethechildren.org.au]  
Sent: Thursday, 18 July 2013 10:07 AM  
To: Andrew GUILFOYLE  
Cc: Lesley Czulowski  
Subject: RE: see you there around 12.30 the 26th

Hi Andrew,

Just a big THANK YOU for the below report. Your writing skills are outstanding and the speed in which you did so, super impressive !!

Thanks Again, looking forward to yourself or Sasha coming up soon.

Regards  
Lesley and Paris

---

From: Andrew GUILFOYLE  
Sent: Wednesday, 17 July 2013 3:55 PM  
To: Paris Kuhnold  
Cc: Lesley Czulowski; Alexandra Botsis  
Subject: RE: see you there around 12.30 the 26th

Hi Paris,

IMPACT

1. All women agreed events like the Mosaic are very important for women. Some said they had always wanted to do this, and indeed had a long time to wait for the opportunity since high school etc. In a way this highlights extreme marginalisation (from broader society) of women within the community as often they have nothing in the way of opportunities to develop their self, and so they value these sorts of events as opportunities, greatly.

2. The event allows women to extend art skills into new area, thus shows them their own skills can transfer and this is empowering and confidence building and gives a sense of achievement. The evaluator made an

observation of one mum working hard on her piece for a long time, til finished late at night after other women had left. It seems for some women might often not get than chance to show to self or to others they can do things or what they can do given an opportunity and they relished the chance to complete a task like this. Here the event connected with building own personal resilience.

3. There was talk about role modelling wherein by participating women felt they were being role models for other women and girls in their community.

4. Women commented on how Mosaics provided opportunity for women to apply themselves within a new skill set. This is important as for some women who are not as good at art as the women in the community who do the art, it is safe space for them to get involved and not be intimidated next to the known to be good artists in the community.

5. Women suggested they use the space to connect with others and talk about kids and family issues - thus building social capital, sense of community, and belonging around parenting. Engaging in personal reflective activity on community or family bonding while attending this event facilitated the building of family resilience.

6. The way the mosaic had to be put together over a few days or at least two sessions (needed to dry after stage 1) was interesting as it meant the women had to come back and this was a good opportunity and display of, perseverance, commitment and desire to engage across a few days, rather than a one of session.

7. It was unclear why some women come but not others, especially young women. This is an ongoing element of assessing who will attend and who won't and the ongoing need to assess who is participating and who is not and developing diverse nature of events based on needs of various women which affords opportunities for marginalised women within the community to attend.

8. The event was a great success in that women from Ardyaloon came to Djarindjin and were very interested to attend and news spread fast about the event. Women in Djarindjin said it was great to meet up with Ardyaloon women. This supports comments be the evaluation last year suggesting the need to look at ways to have events in one community and invite members from other communities.

## PROCESS

Observed and identified great evidence of the impactful work of IPS local workers inviting participation in the event, spreading the word pulling this event together and participating (as role models) alongside the women. Observed a great deal of forward planning with the vent facilitator, and with workers collaborating and wanting to access the Mosaic resources to extend the event and plan follow-up Mosaic events.

Best wishes, Andrew

From: Paris Kuhnold  
Sent: Wednesday, 17 July 2013 2:11 PM  
To: Andrew GUILFOYLE  
Cc: Lesley Czulowski  
Subject: RE: see you there around 12.30 the 26th

Hi Andrew,

Hoping you had a lovely time off !!!! Anyway, we are in the middle of>some forward planning and FachSIA reports etc etc.....

Firstly, just wondering when you might like to come back and we will try and plan something around any proposed dates.

Secondly, there is a question within the FaCHSIA report that we think you are the most appropriate person to ask !! So the question is :

" If you organisation has undertaken any research or evaluation activities to the FSP, are there any findings you would like to share with the Department? If Yes, please provide a brief description below."

No problems if you are unable to do so, but the report is due Friday 19<sup>th</sup> and anything up to a 2000 character count is allowed. ...

Hope all is well

Regards

Paris Kuhnold  
Save the Children Australia  
West Kimberleys

# Indigenous Parenting Support in the Dampier Peninsula: July – December 2013 Participatory Action Research Evaluation Report

## Appendix D: Community Questionnaire

Prepared for:  
Save the Children WA

February, 2014

**Andrew Guilfoyle & Sasha Botsis**  
School of Psychology and Social Science  
Faculty of Health, Engineering and Science  
Edith Cowan University

### Save the Children's Indigenous Parenting Support - Client Survey

#### Instructions for IPS Staff

At the top of page 2, write down the survey number (this should match your survey participants sheet). This is for the prize draw. We will draw survey numbers at random, and tell you which numbers have won the prize, so you can distribute them to the people who won.

For the first question ("Which IPS activities have you been part of?") please tick all the events the community member was involved in. If the community member was involved in any other events that are not listed, please write them at the bottom of the page.

Depending on what events they have been part of, please ask at least 1 question from each of the following pages (for example: at least 1 question from page 3, at least 1 question from page 4, and so on). You may ask more than 1 question from each page, if you think it is relevant or important to this community member and / or the events they have been part of. Simply tick the answers that the community members give you on the answer sheet (agree / don't know / disagree).

For the final question on page 7, please ask the community member if they have anything they would like to say about the IPS (what they like or dislike, or what they would like to see more or less of), and write it down in the space provided.

If you have any questions or concerns, please contact Sasha Botsis on 0421 201 087 or [a.botsis@ecu.edu.au](mailto:a.botsis@ecu.edu.au) or Associate Professor Andrew Guilfoyle on 08 6304 5192 or [a.guilfoyle@ecu.edu.au](mailto:a.guilfoyle@ecu.edu.au). This survey is approved by Edith Cowan University's Human Research Ethics Committee – any questions please contact Kim Gifkins Research Ethics Officer, Joondalup Campus on 08 6304 2170.

Thank you for your assistance.

Associate Professor Andrew Guilfoyle, PhD  
School of Psychology and Social Science  
Faculty of Health, Engineering and Science  
Edith Cowan University  
Joondalup Drive JOONDALUP WA 6027 Australia

**SURVEY NUMBER:** \_\_\_\_\_

**Which IPS activities have you been part of? [tick all that apply]:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> DJ Mums' Club                        | <input type="checkbox"/> School Holiday Program  | <input type="checkbox"/> Children's Week               |
| <input type="checkbox"/> Young Mums' Club                     | <input type="checkbox"/> ANZAC Day               | <input type="checkbox"/> Grandparents' Week            |
| <input type="checkbox"/> Health Clinic Women's Health Day     | <input type="checkbox"/> Olympics Day            | <input type="checkbox"/> Melbourne Cup                 |
| <input type="checkbox"/> Men's Group                          | <input type="checkbox"/> Community Market Day    | <input type="checkbox"/> FASD Day Event                |
| <input type="checkbox"/> Playgroup                            | <input type="checkbox"/> Mother's Day            | <input type="checkbox"/> Jewellery Making              |
| <input type="checkbox"/> Women's Centre                       | <input type="checkbox"/> Children's Art Workshop | <input type="checkbox"/> Student Wellbeing Workshop    |
| <input type="checkbox"/> Well Women's Health Check            | <input type="checkbox"/> Community Art Workshop  | <input type="checkbox"/> Youth Mental Health Workshop  |
| <input type="checkbox"/> Breast Cancer Week                   | <input type="checkbox"/> Family Week             | <input type="checkbox"/> Show Your Colours Event       |
| <input type="checkbox"/> Men's Health Check                   | <input type="checkbox"/> Mosaics                 | <input type="checkbox"/> Triple P Workshop / Forum     |
| <input type="checkbox"/> Home Visits                          | <input type="checkbox"/> Sports Day              | <input type="checkbox"/> Food & Hygiene Skills         |
| <input type="checkbox"/> Children & Family Expo               | <input type="checkbox"/> Night Markets           | <input type="checkbox"/> Footy Fever Day               |
| <input type="checkbox"/> Easter Egg Hunt                      | <input type="checkbox"/> Long Lunch              | <input type="checkbox"/> Silk Screening                |
| <input type="checkbox"/> Father's Day                         | <input type="checkbox"/> Working Bee             | <input type="checkbox"/> Culture Day                   |
| <input type="checkbox"/> School Lunch Program                 | <input type="checkbox"/> NAIDOC Week             | <input type="checkbox"/> Digital Media Training        |
| <input type="checkbox"/> Women's Group Committee              | <input type="checkbox"/> Night Disco             | <input type="checkbox"/> Young Women's Leadership Camp |
| <input type="checkbox"/> BJ Family & Learning Centre Open Day | <input type="checkbox"/> Cooking Classes         | <input type="checkbox"/> Fishing & Damper Making       |
| <input type="checkbox"/> Kitemaking & Basketball              | <input type="checkbox"/> Healthy Eating Lunch    | <input type="checkbox"/> EON Information Session       |
| <input type="checkbox"/> One Life Program                     | <input type="checkbox"/> Family, Fun, & Food Day | <input type="checkbox"/> Other _____                   |

Ask at least 1 of the following questions

**As a result of the service I received...**

*Relationships and communication with my family are improved*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*My relationship with my child has improved*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*Communication in our family has improved*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*I feel more confident as a parent*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*My relationship with my partner / ex-partner has improved*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*My relationship with family members has improved*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*My child's relationships with others has improved*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*Our parenting arrangements are workable*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*There is better communication about our children's needs*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*My family gets along better*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*My family talks more with each other*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*I am able to deal with the relationship issues with my partner/ex-partner in a positive manner*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree 😞

*My relationship with the other parent has become more relaxed during change overs*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*Ask at least 1 of the following questions*

**As a result of the service I received...**

*My child's development has improved*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I interact more positively with my child*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I have and I use new ways to play with and teach my child*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I have used other service/s to help my child learn and develop*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I am better able to help my child to learn*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I have a better understanding of activities that help my child learn*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I have a stronger relationship with my child*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I have a better understanding of the role I play in my child's learning*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I am better able to understand reasons for my child's behavioural changes*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞



Ask at least 1 of the following questions

**As a result of the service I received...**

*I feel safer in my own home*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

*I feel safer in my community*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

*There is less conflict in our family*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

*Members of our family feel safer*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

*My child experiences less conflict*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

*Attending this service makes my home life better*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

*I have skills to keep my child safe*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

*There is less conflict with my child's other parent*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

Ask at least 1 of the following questions

**As a result of the service I received...**

*I feel connected to my community*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

*I could find and go to services to help my child / family if I needed to in the future*

☐ Agree 😊      ☐ Don't know 😐      ☐ Disagree ☹️

*I have more contact within the community*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I feel more socially connected*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I am able to get support when I need it*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

*I feel more included in my community*

☐ Agree 😊

☐ Don't know 😐

☐ Disagree 😞

**Do you have anything else you would like to say about the IPS?**

.....

.....

.....

.....

.....

.....

# Indigenous Parenting Support in the Dampier Peninsula: July – December 2013 Participatory Action Research Evaluation Report

## Appendix E: Partner Agency Questionnaire

Prepared for:  
Save the Children WA

February, 2014

**Andrew Guilfoyle & Sasha Botsis**  
School of Psychology and Social Science  
Faculty of Health, Engineering and Science  
Edith Cowan University

### **Save the Children's Indigenous Parenting Support - Stakeholder Survey**

Save the Children Australia's Indigenous Parenting Support Program [IPS] has been providing services to parents in communities on the Dampier Peninsula since 2011. As part of Save the Children Australia's mandatory reporting requirements for the Department of Families, Housing, Community Service and Indigenous Affairs [FaHCSIA], Edith Cowan University, is an independent body conducting this survey. We are using key questions provided by FaHCSIA about whether you are satisfied with the IPS and your level of involvement and whether the IPS has been successful in collaborating with agencies.

Even if you have had limited involvement with the IPS and its staff, your responses are important to us, as it indicates the range of services involved (or not) and we would appreciate your taking the time to complete a few relevant questions on this survey. The survey will take no more than 10-15 minutes to complete. If you choose to participate, you will receive a [insert voucher details here]. All you need do is email us to say you have completed the questionnaire and we will send you a voucher. It is an honour system, as we won't know if you have completed it or not! Participation is voluntary. Do not put your name on the questionnaire. The answers you provide via the Qualtrics software are anonymous. We will not be able to link you and your responses and will not know if you have responded or not. The responses will not be analysed individually, and the group results reported to Save the Children Australia.

Please click the 'continue' button below. If you start the survey, but change your mind at any time, you can withdraw your participation by closing your internet browser button.

If you have any questions or concerns, please contact Sasha Botsis on 0421 201 087 or [a.botsis@ecu.edu.au](mailto:a.botsis@ecu.edu.au) or Associate Professor Andrew Guilfoyle on 08 6304 5192 or [a.guilfoyle@ecu.edu.au](mailto:a.guilfoyle@ecu.edu.au). This survey is approved by Edith Cowan University's Human Research Ethics Committee – any questions please contact Kim Gifkins Research Ethics Officer, Joondalup Campus on 08 6304 2170. Your responses are very important and we thank you very much for your participation.

Associate Professor Andrew Guilfoyle, PhD  
School of Psychology and Social Science  
Faculty of Health, Engineering and Science  
Edith Cowan University  
Joondalup Drive JOONDALUP WA 6027 Australia

**1. Please indicate the main sector(s) in which you / your organisation provides services [tick all that apply]:**

- |   |   |
|---|---|
| <input type="checkbox"/> Indigenous families  | <input type="checkbox"/> Cultural or religious organisations      |
| <input type="checkbox"/> Culturally & linguistically diverse families                   | <input type="checkbox"/> Employment/training                      |
| <input type="checkbox"/> Health   | <input type="checkbox"/> Education – school/preschool             |
| <input type="checkbox"/> Mental health  | <input type="checkbox"/> Education - secondary                    |
| <input type="checkbox"/> Family relationships & counseling                              | <input type="checkbox"/> Early childhood services (eg. 0-5years)  |
| <input type="checkbox"/> Family law   | <input type="checkbox"/> Childhood services (eg. 6-12 years)      |
| <input type="checkbox"/> Law enforcement and/or justice system                          | <input type="checkbox"/> Youth services (eg. 13-18 years)         |
| <input type="checkbox"/> Drug & alcohol   | <input type="checkbox"/> Welfare                                  |
| <input type="checkbox"/> Aged care  | <input type="checkbox"/> Child protection                         |
| <input type="checkbox"/> Children with disability                                       | <input type="checkbox"/> Foster, grandparent or kinship carers    |
| <input type="checkbox"/> Adults with disability   | <input type="checkbox"/> Emergency relief and/or money management |
| <input type="checkbox"/> Community programs (including parenting programs & playgroups) | <input type="checkbox"/> Young parents                            |
| <input type="checkbox"/> Post-trauma and/or disaster services                           | <input type="checkbox"/> Housing                                  |
| <input type="checkbox"/> Other (please specify) _____                                   |   |

**2. Overall, how satisfied are you with the IPS Program’s contribution to integrated service delivery / service coordination?**

- ☐ Very dissatisfied    ☐ Somewhat dissatisfied    ☐ Unsure    ☐ Somewhat satisfied    ☐ Very satisfied

**3. Which of the following best describes the type of relationship do you / your organisation has with the IPS Program?**

- ☐ Informal partnership
- ☐ Have little or no relationship
- ☐ Refer clients to and / or from      ☐ Joint case management
- ☐ Formal partnership (memorandum of understanding, contract, consortium etc)

If “have little or no relationship” proceed to #4 & #5 then #8 & #9, then #12+

If “informal partnership / refer clients to and/or from / joint case management / formal partnership” proceed to #6+

4. Please describe any involvement you / your organisation has had with any of the IPS Program’s events/activities:

Open ended

5. Please describe why there is little or no relationship with the IPS Program:

Open ended

6. Please indicate the level of (use N/A if applicable) collaboration between you / your organisation and the IPS program in the following specific tasks.

Sharing of information	<input type="checkbox"/> Low or none	<input type="checkbox"/> Medium	<input type="checkbox"/> High	<input type="checkbox"/> N/A
Joint planning	<input type="checkbox"/> Low or none	<input type="checkbox"/> Medium	<input type="checkbox"/> High	<input type="checkbox"/> N/A
Referring clients to the IPS program	<input type="checkbox"/> Low or none	<input type="checkbox"/> Medium	<input type="checkbox"/> High	<input type="checkbox"/> N/A
Receiving referrals from the IPS program	<input type="checkbox"/> Low or none	<input type="checkbox"/> Medium	<input type="checkbox"/> High	<input type="checkbox"/> N/A
Joint service delivery	<input type="checkbox"/> Low or none	<input type="checkbox"/> Medium	<input type="checkbox"/> High	<input type="checkbox"/> N/A
Joint case management	<input type="checkbox"/> Low or none	<input type="checkbox"/> Medium	<input type="checkbox"/> High	<input type="checkbox"/> N/A
Sharing costs for services provided to shared clients	<input type="checkbox"/> Low or none	<input type="checkbox"/> Medium	<input type="checkbox"/> High	<input type="checkbox"/> N/A
Joint quality monitoring of services	<input type="checkbox"/> Low or none	<input type="checkbox"/> Medium	<input type="checkbox"/> High	<input type="checkbox"/> N/A
Interagency meetings	<input type="checkbox"/> Low or none	<input type="checkbox"/> Medium	<input type="checkbox"/> High	<input type="checkbox"/> N/A

**Co-location (sharing the same premises or infrastructure)** ☐ Low or none ☐ Medium ☐ High ☐ N/A

**Professional development (common staff training/recruitment)** ☐ Low or none ☐ Medium ☐ High ☐ N/A

**7. Please indicate how satisfied you are in the level in collaboration (use N/A if applicable) between you / your organisation and the IPS program in the following tasks.**

**Sharing of information** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Joint planning** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Referring clients to the IPS program** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Receiving referrals from the IPS program** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Joint service delivery** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Joint case management** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Sharing costs for services provided to shared clients** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Joint quality monitoring of services** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Interagency meetings** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Co-location (sharing the same premises or infrastructure)** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**Professional development (common staff training/recruitment)** ☐ Very dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Very satisfied ☐ N/A

**8. For each of the following statements, please think about your / your organisation's collaboration with the IPS Program and choose the answer (use N/A if applicable) which most closely represents your opinion.**

**Save the Children's IPS Program & its staff:**

**Maintain adequate contact with me / our agency** ☐ Strongly Disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree ☐ N/A

**Respond to requests** ☐ Strongly Disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree ☐ N/A

**Are cooperative** ☐ Strongly Disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree ☐ N/A

**Are knowledgeable about our services** ☐ Strongly Disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree ☐ N/A

**Contribute to our organisation's objectives** ☐ Strongly Disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree ☐ N/A

**Undertake the role the community needs them to** ☐ Strongly Disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree ☐ N/A

**9. What outcomes were you / your organisation trying to achieve in collaborating with the IPS Program?**

Open ended



**10. Are these outcomes achieved?**

- ☐ All achieved      ☐ Some achieved      ☐ None achieved

**11. How were these outcomes achieved?**

Open ended

**12. What have been the barriers to achieving outcomes?**

Open ended

**13. Would you / your organisation like to build a stronger relationship with Save the Children's IPS Program?**

- ☐ Yes      ☐ No

If Yes, then Move to #15+

If No, then #14, then #17+:

**14. Why not?**

Open ended

**15. Ideally, how would you like to build a stronger relationship with the IPS Program?**

Open ended

**16. Please describe how you / your organisation would like to be involved with IPS Program events in future events/activities:**

Open ended

**17. Do you have any other comments about the IPS Program?**

Open ended

**18. Would you be willing to participate in a follow up interview by phone, in person, or in a workshop (lunch provided)?**

☐ Yes ☐ No

*If no, take to #19*

*If yes, take to #20*

**19. Your responses are very important to us and we thank you very much for your participation. Please send an email to Sasha Botsis at [a.botsis@ecu.edu.au](mailto:a.botsis@ecu.edu.au) to confirm you have completed the questionnaire and claim your [insert voucher details].**

**20. Your responses are very important to us and we thank you very much for your participation. Please send an email to Sasha Botsis at [a.botsis@ecu.edu.au](mailto:a.botsis@ecu.edu.au) to indicate how you would like to participate in a follow up interview (phone, in person, or in a workshop) and claim your [insert voucher details].**

# **Indigenous Parenting Support in the Dampier Peninsula: July – December 2013 Participatory Action Research Evaluation Report**

## **Appendix F: Partner Agency Questionnaire – Sampling Frame**

Prepared for:  
Save the Children WA

February, 2014

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*See Excel spreadsheet, attached.*