

# Successful Communities: Evaluation of a Community Capacity Building Program

**FINAL REPORT**

**AUGUST 2017**

PREPARED BY

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STAND OUT REPORT**



**MULTICULTURAL COMMUNITIES' COUNCIL OF SOUTH AUSTRALIA (MCCSA)**



**MCCSA**  
Multicultural Communities Council of SA



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## EXECUTIVE SUMMARY: KEY FINDINGS

### THE PROJECT MODEL

In implementing the Successful Communities Project, a model of good practice has been simultaneously trialled. The MCCSA has applied a community development strategy in implementing the *Successful Communities* Project and this has been both **appropriate** and **effective**, based on consistent feedback from participating communities and the Project team. The strategy supports the Project model's four distinguishing features, summarised in the diagram below.



**EVALUATION FINDINGS ABOUT THE OUTCOMES ACHIEVED, AND EARLY IMPACT ON PARTICIPATING COMMUNITIES, SUPPORT THIS MODEL AS CONSTITUTING GOOD PRACTICE, AND DESERVING OF WIDER APPLICATION.**

### PROJECT OUTPUTS

The Project has achieved multiple outputs that can be grouped into eight main categories:

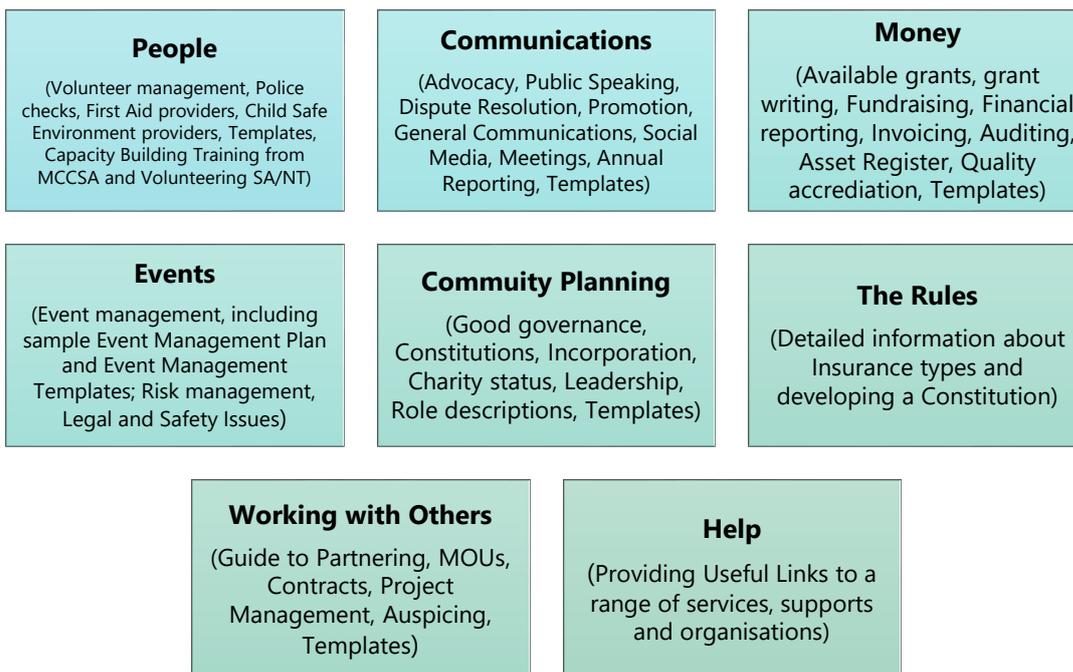
1. **Nine Capacity-building training sessions**– included Cultural Diversity, Volunteer Management, Advocacy, Public Speaking, Social Media Promotion, Team Work and Event Management – delivered with Volunteer SA/NT. Details of training provided and the number of participants in each session are provided below in [Table 3](#).
2. **22 Community Consultations to identify and assess needs.**
3. Linking to **Mentors**, and matching mentors to mentees with **21** Communities.
4. **4 workshops on Governance and Self-Management** - included Skills for Boards, Introduction to Governance, Communication and Conflict Resolution, and Strategic

Planning – delivered with Volunteer SA/NT. Details about the number of participants are provided below in Table 3.

5. **Three Grant Writing Workshops** delivered with Volunteer SA/NT and **two local grant information sessions** -.
6. **Community Connections.** A range of opportunities was provided for communities to network and build connections with organisations providing services, programs and supports.
7. **1:1 coaching support** - *Ongoing* and *Individual* needs basis.
8. The **Successful Communities Toolbox**, bringing together all of the information and learnings developed in the course of the Project. The Toolbox was launched on 28/6/17 and can be accessed via its dedicated website – [www.successfulcommunities.org.au](http://www.successfulcommunities.org.au).

| PROJECT OUTPUT                                | NO OF INDIVIDUAL PARTICIPANTS |
|---|-------------------------------|
| 4 x Workshops on Governance & Self-Management | 51                            |
| 3 x Grant writing workshop                    | 51                            |
| 8 x Other Capacity-building training sessions | 95                            |
| Mentor matched to community                   | 21                            |
| 2 x Mentor Training provided to communities   | 29                            |
| Community needs analysis undertaken           | 22                            |
| Individual needs analysis undertaken          | 22                            |

The Project has developed an extremely comprehensive Toolbox that provides information and resources for community organisations. The diagram below illustrates the eight core components of the Toolbox and some of the information provided in each. A wide range of templates are provided and exemplars and information is provided clearly with a multitude of embedded resources. **The Toolbox fills a major gap and is likely to be used by a wide range of groups, beyond the CALD background community. More importantly, it provides a mechanism for sustaining the impact of the Project.** The Toolbox is accessed via the MCCSA/Successful Communities website, which is user-friendly and navigates easily - <http://successfulcommunities.org.au/toolbox/>



## PROJECT OUTCOMES

In response to an open-ended question about the direct benefits of their involvement in the *Successful Communities* Project, participating communities have identified **five shared positive** outcomes (with many more specific to individual communities). With the exception of Outcome 2, these benefits were also identified by the Project team and Volunteering SA&NT.

- 1) **Significant learning** based on the training, mentoring and ongoing contact provided by the Project.
- 2) The **understanding and insights** they derived from learning each other's stories, and the connections made as a result – this has been an *unexpected* Project outcome and one which communities would like to see continued.
- 3) The **networks and connections** formed as a result of the Project, with many more potential networks considered to be likely as one connection leads to another.
- 4) The assistance given by the Project was considered to have helped communities **look outwards** and to make valuable **external linkages**.
- 5) The **confidence** community leaders have developed because of the mentoring and training is seen as important for their role in their communities, but supports and is supported by the **expertise being developed by other community members** as a direct result of the Project. This has the additional benefit of spreading community leaders' workload and reducing reliance on individuals. In turn, this **sustains** Project impact.

Examples of the benefits identified by communities are provided, in their own words, in [Table 5](#) in the body of the report.

Some communities chose to be involved in either group training or mentoring activities. However, participants who identified that they had benefitted most from the Project had engaged in **both** one on one mentoring and group training activities.

The Project has contributed positively to the collaboration between two peak bodies, the MCCSA and Volunteering SA&NT, providing an opportunity to work together in a structured way, based on a formal agreement. It is likely that other opportunities to work in this way will now be sought and a possible formal agreement, such as, an MOU, may be explored.

## CHALLENGES

A Project of such complexity can be expected to face challenges, and *Successful Communities* was no exception, the three most significant have involved:

- a) The significant variation across participating communities in their readiness to engage with Project learning and capacity building opportunities.
- b) One of the most valuable features of the Project model, mentoring, also presented the most challenges associated with Project implementation, and the process for signing up a Mentor with a community took time, on average at least six months. After two years, some communities had yet to sign up for a Mentor because they were not ready for this.
- c) The time period of two years has been insufficient for the work required to build capacity in vulnerable communities, especially those demonstrating lower levels of readiness for self-management. A good beginning has been made but more time is needed. There is also a need for time to consolidate the achievements in community capacity development, and to absorb the learnings.

## CONCLUSIONS

The Project has achieved multiple positive outcomes that are apparent after only two years, and are likely to become more evident, and to compound, over the longer term. In particular, the knowledge and skills gained, the connections and networks made, and increased confidence within participating communities are all indicators of a growth in capacity. The Project has also increased connections and built working relationships between participating CALD communities and mainstream organisations, including Volunteering SA&NT.

It will be important to sustain this momentum as the outcomes achieved require building upon, and many of the communities involved require continued support because of the extent of their vulnerability. The knowledge and skills obtained by individuals within communities will be compounded if, in being applied, opportunities are available to test learning levels, filling gaps with additional training, mentoring and support, as needed.

At this point in time, the Project has reached a crucial stage for many of the communities involved, where self-reliance is developing but still requires support. There is a significant danger that the achievements of the Project will be lost if that support is removed. The significant learnings that have arisen from this Project should be monitored (see suggested Indicators in **Appendix 2**) and their impact evaluated, together with learnings associated with use of the Toolbox.

## RECOMMENDATIONS

### **Recommendation 1:**

It is recommended that the MCCSA seek funding to build on the foundation provided by the *Successful Communities* Project, continuing to work with communities participating in the Project and extending this work to other communities, including those living outside of the Adelaide metropolitan area.

### **Recommendation 2:**

It is recommended that the MCCSA seek funding to build on the foundation provided by the *Successful Communities* Project by building the capacity of community leaders through training and support to increase the knowledge and skills of their communities, enhancing that process with specific training for community members.

### **Recommendation 3:**

It is recommended that, with additional funding, the MCCSA pursue a two-stage approach to building Community Mentors, beginning with Volunteering SA&NT Mentor training, followed by support and further training for individuals as they become ready to assume a formal mentoring role within their own communities.

### **Recommendation 4:**

It is recommended that this effective model of building capacity among vulnerable CALD communities be applied more widely, including nationally, using the networks of the Federation of Ethnic Communities' Councils of Australia (FECCA) and its constituents.

# 1. BACKGROUND

## 1.1. OVERVIEW OF THE PROJECT

The *Successful Communities* Project<sup>1</sup> has been funded by the Commonwealth Department of Social Services (DSS) and is a community capacity building initiative that targets vulnerable communities from culturally and linguistically diverse (CALD) backgrounds. Levels of vulnerability vary within and across CALD communities, but those who are considered to be most vulnerable are new and emerging communities who have arrived in Australia only recently, and those (whether established or recent) whose small size means they lack the critical mass to attract government funding and support.

The MCCSA is well placed to identify this vulnerability. As the peak body for South Australian CALD communities for more than 25 years, and as a constituent and Executive Member of FECCA (the Federation of Ethnic Communities' Councils of Australia), the MCCSA has a membership of more than 200 organisations drawn from established as well as new and emerging communities. Critical issues identified among vulnerable communities include governance (struggling to self-manage and plan community activities), navigating and adapting to changing government policy, disconnection from the wider society, as well as a range of settlement-related challenges. By contrast, the MCCSA has witnessed the benefits to communities of being structured around a highly functioning organisation and the consequent positive impact made on social and cultural participation, community wellbeing, capacity to access services and connection to the wider community in South Australia.

As communities rely on volunteer input – whether for leadership roles or other support roles – the Project has focused on volunteer development and developed the MCCSA's connection with Volunteering SA&NT into a formal partnership. The Project has thus been able to draw on the specialist knowledge and skills of this organisation's long-standing role in volunteer development, and in identifying and matching its own trained volunteers to be Mentors for specific communities.

The *Successful Communities* Project and its accompanying resource base has enabled the MCCSA to coordinate a range of capacity building initiatives across multiple disadvantaged CALD communities, to produce valuable resources that will sustain the impact of the Project and to develop strong working relationships with these communities that will continue beyond the life of the Project itself. The evaluation has found that the Project has successfully achieved all of its intended outcomes, but would benefit from additional funding and a longer period of support from the Department. Much of the Project's valuable work has just begun and needs to be sustained if its impact is to be lasting across all of the participating communities.

The Project has received funding of **\$374,946** over a period of 26 months – although the intended timeframe was to be 36 months. This has created challenges for the Project, given the time needed to build new relationships or develop existing ones, and to develop the capacity of

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<sup>1</sup> Described in the Project Proposal to DSS as the *Capacity Building for Vulnerable CALD Communities* Project.

individuals within communities so that they may use the expertise gained to build the capacity of their community as a whole. Most of this funding has supported part time Project Officer and Administrative Officer positions for the Project, as well as consultancy fees for key partner Volunteering SA & NT, volunteer costs, and resources and other supports associated with delivering the Project.

## 1.2 PROJECT DELIVERABLES

The funding body identified four main required deliverables, **all** of which have been achieved:

1. Establish and run a Project Steering Committee and develop a Project Plan.
2. Provide support to vulnerable and disadvantaged communities in capacity building, governance and self- management.
  - **20** community members will participate in training workshops that will provide them with skills/knowledge to become mentors. The workshops to be delivered by Volunteer SA/NT.
  - **20** trained mentors will work with own community to support capacity building.
  - **10** trained mentors will work with other communities to support capacity building. This deliverable was replaced because of mentors' preference to continue working within their own communities. Instead a **Mentor Peer Support Network** linking mentors to other mentors will be established, as this was found to address a need for continuing support following the end of Project funding.
3. Provide support to vulnerable and disadvantaged communities in capacity building, governance and self-management.
4. Develop and launch an online "Community Development Best Practice Toolkit".

The online best practice guide and toolkit will support the target groups through a range of resources including but not limited to:

- Governance/Management
- Budgeting
- Planning for activities/events
- Developing leadership skills for community members including women and youth.

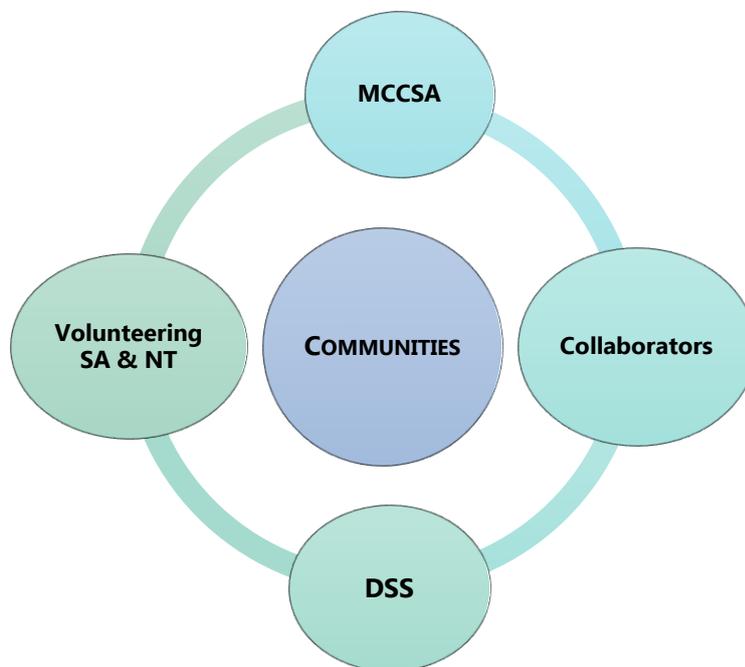
## 1.3 KEY STAKEHOLDERS

The main stakeholder group is composed of the participating communities, and within these communities, there are a number of individuals who have contributed to Project activities. The other key stakeholders are:

- The funding body, the Commonwealth Department of Social Services (DSS).
- The MCCSA.
- Volunteering SA & NT as the major partner.

- Organisations who have contributed to Project activities and/or collaborated with the MCCSA in support of those activities.

**FIGURE 1: KEY STAKEHOLDERS IN THE SUCCESSFUL COMMUNITIES PROJECT**



## 2 EVALUATION METHOD

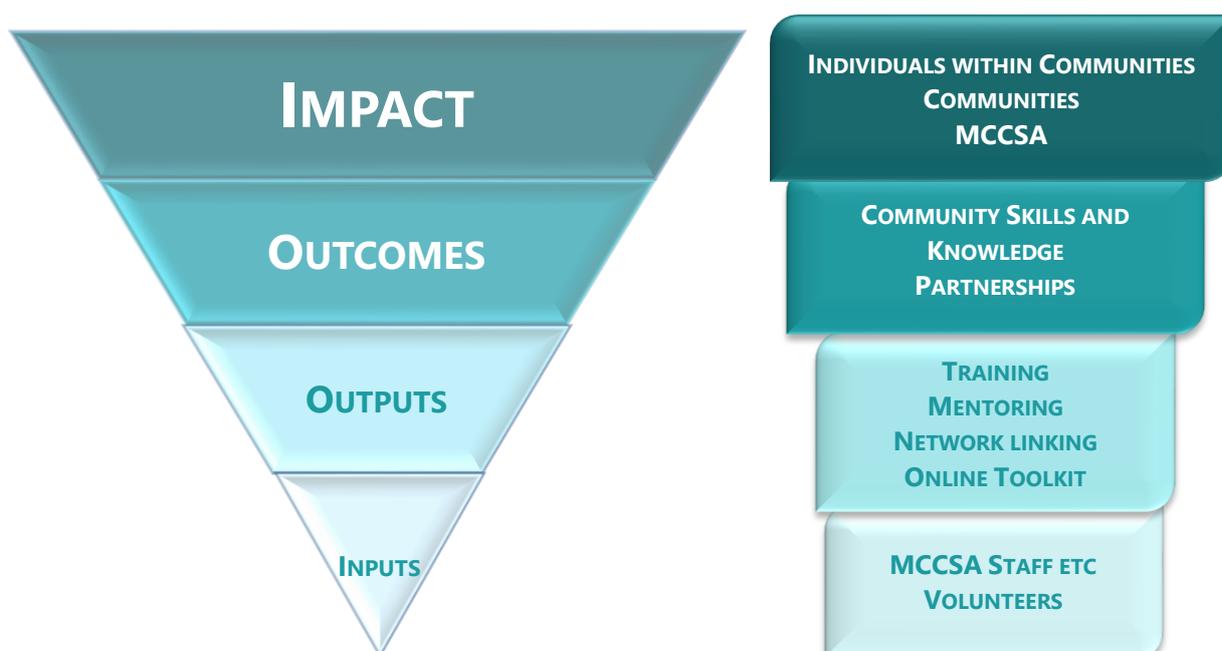
### 2.1 EVALUATION APPROACH

#### 2.1.1 PROGRAM LOGIC STRUCTURE

The evaluation applied a *Program Logic* approach which involves a hierarchy that begins with Inputs, is followed by Outputs, then Outcomes, and finally Impact. This approach looks for relationships between these four elements so that cause and effect can be better understood. *Figure 2* provides a visual illustration of the Program Logic hierarchy and examples of each component applied to the Successful Communities Project.

- ⇒ It shows that Impact has been assessed at three levels – MCCSA as an organisation, communities participating in the Project and individuals within those communities – specifically those receiving training, mentoring and support.
- ⇒ Outcomes have been identified in terms of community skills and knowledge and partnerships and collaborations developed and/or enhanced by the Project.
- ⇒ Key Outputs have involved Project training, mentoring and linking communities to key networks, as well as an online Toolkit that brings together a range of community capacity building resources.
- ⇒ Inputs for the Project have been provided via Project staffing, supported by (in-kind) MCCSA managing and support for Project staff and participating communities, and volunteer input (from communities, MCCSA volunteers and Volunteering SA & NT volunteers).

**FIGURE 2: PROGRAM LOGIC HIERARCHY**



Further details follow in [Table 1](#), below.

**TABLE 1: KEY COMPONENTS FOR EACH TIER OF THE EVALUATION FRAMEWORK**

| <b>(EARLY) IMPACT</b>  |
|--|
| INDIVIDUALS WITHIN PARTICIPATING COMMUNITIES – INCREASED KNOWLEDGE AND SKILLS OF RELEVANCE IN BUILDING COMMUNITY CAPACITY; INCREASED CONFIDENCE; LINKAGES MADE TO KEY SERVICES AND SUPPORTS.   |
| PARTICIPATING COMMUNITIES –SIGNIFICANTLY INCREASED NUMBER OF TRAINED VOLUNTEER LEADERS AND SUPPORTERS; ENHANCED GOVERNANCE STRUCTURES; INCREASED ACCESS TO SERVICES AND SUPPORTS.  |
| MCCSA – INCREASED CONNECTIONS TO A RANGE OF COMMUNITIES; NEW PARTNERSHIP WITH VSA & NT.  |
| VOLUNTEERING SA&NT – SIGNIFICANTLY INCREASED UNDERSTANDING OF NEEDS OF VOLUNTEERS IN CALD COMMUNITIES, AND OF THE CAPACITY BUILDING NEEDS OF THOSE COMMUNITIES. INCREASED LINKAGES TO A RANGE OF CALD COMMUNITIES. NEW PARTNERSHIP WITH MCCSA. |



| <b>OUTCOMES (AT THE TIME OF REPORTING)</b>  |
|---|
| INCREASED COMMUNITY GOVERNANCE AND SELF-MANAGEMENT SUPPORTING STRUCTURES AND PROCESSES.   |
| INCREASED NUMBER OF COMMUNITY MEMBERS TRAINED IN RANGE OF CAPACITY BUILDING SKILLS.   |
| INCREASED COMMUNITY KNOWLEDGE OF AND ACCESS TO AVAILABLE SERVICES AND SUPPORTS.   |
| EXTERNAL CONNECTIONS DEVELOPED AND LINKS MADE TO SERVICES AND OTHER SUPPORTS. INCREASED NETWORKS WITH A COMPOUNDING EFFECT AS EACH CONNECTION LEADS TO ANOTHER. |
| INCREASED LEARNING AND INSIGHT THROUGH CONNECTION WITH OTHER COMMUNITIES.   |
| INCREASED CONFIDENCE AMONG COMMUNITY LEADERS AND REDUCED WORKLOAD AS THE CAPACITY OF OTHER COMMUNITY MEMBERS HAS BEEN DEVELOPED.                                |
| INCREASED RESOURCES (ESPECIALLY THE TOOLKIT) AVAILABLE TO VULNERABLE CALD COMMUNITIES, NOT ONLY THOSE INVOLVED DIRECTLY IN THE PROJECT.                         |



| <b>OUTPUTS</b>   |
|--|
| VOLUNTEER MENTOR TRAINING – 29 INDIVIDUALS FROM OVER 10 COMMUNITIES  |
| 1:1 COACHING SUPPORT –WITHIN AND OUTSIDE OF THE OFFICIAL MENTORING ARRANGEMENT   |
| INDIVIDUAL COMMUNITY NEEDS ANALYSIS – 22 COMMUNITIES   |
| LINKING COMMUNITIES TO MENTOR, MATCHING MENTOR WITH MENTEE COMMUNITY @ 20 HRS X 22 COMMUNITIES – NOTING THAT NOT ALL COMMUNITIES TOOK UP THE FULL OFFER OF 20 HOURS. |
| 4 X WORKSHOPS ON GOVERNANCE AND SELF-MANAGEMENT  |
| 8 X CAPACITY BUILDING WORKSHOPS  |
| 3 X GRANT WRITING WORKSHOPS  |
| <i>SUCCESSFUL COMMUNITIES</i> TOOLBOX AND WEBSITE – <a href="http://www.successfulcommunities.org.au">www.successfulcommunities.org.au</a> .                         |



| <b>INPUTS</b>  |
|--|
| SUCCESSFUL COMMUNITIES PROJECT COORDINATOR, 1 @ 0.8 FTE.                                   |
| MCCSA ADMINISTRATION SUPPORT 1 @ 0.2 FTE.  |
| VOLUNTEER SA/NT, MENTOR COORDINATOR, 1 @ 0.2 FTE.  |
| VOLUNTEERS (WITHIN PARTICIPATING COMMUNITIES, WITHIN MCCSA NETWORKS & VOLUNTEERING SA/NT). |
| RESOURCES REQUIRED TO SUPPORT THE PROJECT INCLUDING PHYSICAL SPACE, OFFICE EQUIPMENT ETC.  |
| IN-KIND SUPPORT AND GUIDANCE FROM MCCSA CEO, MANAGER, PROGRAMS AND OTHER STAFF.            |

### 2.1.2 ACTION RESEARCH APPROACH

As a community development initiative, the Successful Communities Project is continuously evolving and it is important that its evaluation reflects its **dynamic** nature. For this reason, an action research approach is highly appropriate, and because it ...

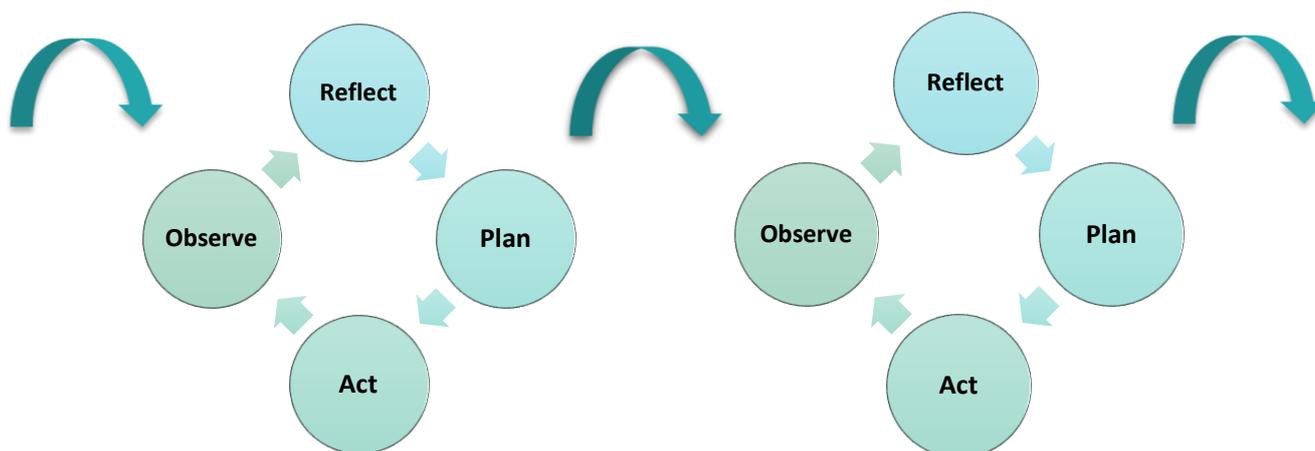
- ✓ involves regular review and reflection (see Figure 3);
- ✓ requires collaboration and participation from different stakeholders; and
- ✓ is highly flexible and able to adapt to changes in the initiative being evaluated.
- ✓ It is also highly suited to initiatives for which few or no benchmarks exist.

Evaluation using an action research method is a shared activity, with collective ownership by its key stakeholders, rather than being the province of the appointed evaluator. It places the evaluator in the role of a skilled guide or facilitator rather than a detached 'expert'. The Project itself has followed an action research method, having revised its approach following reflection and consultation with participants.

The Action Research approach is **iterative** and involves these five steps, which operate in a continuous feedback loop:

- ⇒ Initial reflection
- ⇒ Planning
- ⇒ Action
- ⇒ Observation
- ⇒ Reflection.

**FIGURE 3: THE ACTION RESEARCH PROCESS**



## 2.2 METHOD

The evaluation applied multiple methodologies in order to maximise the effectiveness of feedback from a diverse group of stakeholders, and to compare findings about core issues by triangulating (ie undertaking a comparative analysis) of stakeholder responses to specific questions. The key components of the evaluation have involved:



- 1) **Review of Project documentation** – this included the Project Proposal and DSS Agreement, Project Manager’s reports and data related to Project participation.
- 2) **Interviews with the MCCSA Project Team** – to identify Project goals, strategies, outputs, inputs, outcomes, impact, challenges, what worked best and why, partnerships, and details about participating communities.
- 3) **Focus group with Volunteering SA & NT** - to explore their contribution to the Project (volunteer mentor training) and the partnership with MCCSA.
- 4) **Focus Group with Community Leaders** – to obtain feedback about the effectiveness of mentor training and support from the Project Team; challenges faced in applying that training to their communities; lessons learned in addressing those challenges; the potential value (or otherwise) of forming a Mentor Peer Network to support Mentors post-Project and to build their capacity as Mentors.

This was supplemented with a survey based on the same questions structuring the focus group, that was sent to those unable to participate in person.

- 5) **A Focus Group with the Project Steering Committee.**

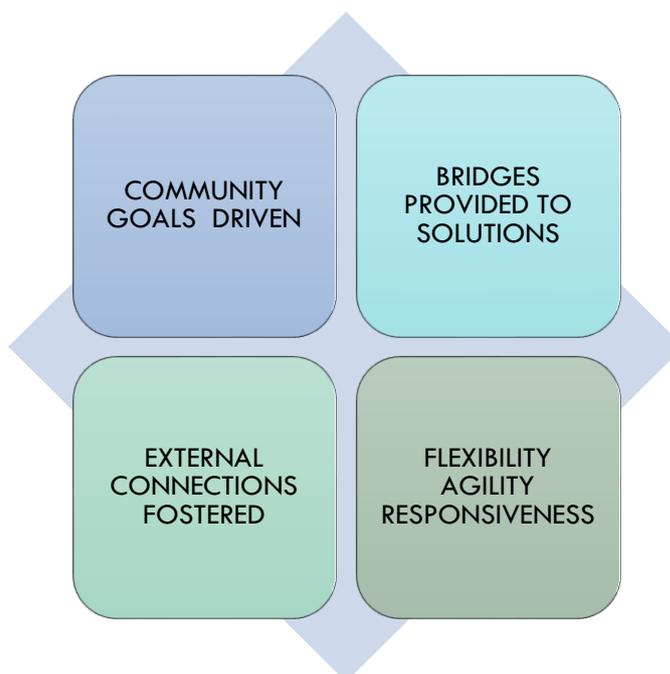
A number of questions were developed to guide the evaluation. These are presented in **Appendix 1.**

## 3. FINDINGS

### 3.1 THE PROJECT MODEL

In implementing the *Successful Communities* Project, a model of good practice has been simultaneously trialled. The MCCSA has applied a community development strategy in implementing the *Successful Communities* Project and this has been both **appropriate** and **effective**, based on consistent feedback from participating communities and the Project team. The strategy supports the Project model's four distinguishing features, summarised in the diagram below.

**FIGURE 4: THE SUCCESSFUL COMMUNITIES PROJECT MODEL**



- ❖ **Community goals-driven.** Interactions and activities with communities were structured to ensure that community goals were the drivers and a sense of ownership was created of those activities. This 'bottom up' rather than 'top down' approach is a widely recognised characteristic of the community development model and was valued by participants.

*'We were given a blank canvas and we formed action plans together. This collaboration was beneficial and empowering.'*

*'The MCCSA did not impose a top-down approach and we valued this.'*

- ❖ **Bridges provided to solutions.** This was supported by Project managers' commitment to listening, and to providing bridges that would lead to solutions (as opposed to simply providing solutions as this removes the opportunity to learn and develop self-management skills).

- ❖ **External connections fostered.** The Project team fostered specific contacts and networks so that communities were able to make external connections, particularly with local services, as well as with other communities. This also addressed one of the factors that reinforces community vulnerability, namely, an inward focus and an absence of strong external networks.
- ❖ **Flexibility, Agility and Responsiveness.** An agile, flexible and adaptable approach was applied for a number of reasons, but in particular, because of extreme diversity within and across communities, and to respond to changing needs and capabilities over time.

This also reflected the Project's action research approach with built in cycles of critical reflection followed by amendment of Project activities – an entirely appropriate strategy for a Project with few benchmarks to guide it.

**Evaluation findings about the outcomes achieved, and early impact on participating communities, support this model as constituting good practice, and deserving of wider application.**

### 3.2 PROJECT OUTPUTS

The Project has achieved multiple outputs that can be grouped into eight main categories:

1. **Nine Capacity-building training sessions**– included Cultural Diversity, Volunteer Management, Advocacy, Public Speaking, Social Media Promotion, Team Work and Event Management – delivered *bywith* Volunteer SA/NT. Details of training provided and the number of participants in each session are provided below in [Table 3](#).
2. **22 Community Consultations to identify and assess needs.**
3. Linking to **Mentors**, and matching mentors to mentees with **21** Communities.
4. **4 workshops on Governance and Self-Management** - included Skills for Boards, Introduction to Governance, Communication and Conflict Resolution, and Strategic Planning – delivered with Volunteer SA/NT. Details about the number of participants are provided below in [Table 3](#).
5. **Three Grant Writing Workshops** delivered with Volunteer SA/NT and **two local grant information sessions.**
6. **Community Connections.** A range of opportunities was provided for communities to network and build connections with organisations providing services, programs and supports.
7. **1:1 coaching support** - *Ongoing* and *Individual* needs basis.
8. The **Successful Communities Toolbox**, bringing together all of the information and learnings developed in the course of the Project. The Toolbox was launched on 28/6/17 and can be accessed via its dedicated website – [www.successfulcommunities.org.au](http://www.successfulcommunities.org.au) .

Ongoing recruitment and training of volunteer mentors occurred from 01 July 2015. Volunteer mentors from Volunteering SA&NT's Community Volunteer Mentoring Scheme commenced

being matched to communities from 01 July 2016. Training for Community Volunteer Mentors began in March 2016. [Table 2](#) provides details about the first six Project Outputs.

**TABLE 2: OVERVIEW OF PROJECT OUTPUTS**

| PROJECT OUTPUT                                | NO OF INDIVIDUAL PARTICIPANTS |
|---|-------------------------------|
| 4 x Workshops on Governance & Self-Management | 51                            |
| 3 x Grant writing workshop                    | 51                            |
| 8 x Other Capacity-building training sessions | 95                            |
| Mentor matched to community                   | 21                            |
| 2 x Mentor Training provided to communities   | 29                            |
| Community needs analysis undertaken           | 22                            |
| Individual needs analysis undertaken          | 22                            |

### 3.2.1 TRAINING PROVIDED

As [Table 3](#) indicates, **twelve** training issues have been addressed affecting between **8 and 18** participants each. MCCSA and the Steering Group helped define the training needs and at the end of each session, participants were asked what other training was needed. This meant that an increasing number of needs were identified as each session progressed.

The most popular sessions related to grant writing (basic and advanced), mentoring, governance, advocacy and public speaking. Recruiting, retaining and managing volunteers has also been a key area of demand.

**TABLE 3: TRAINING PROVIDED TO PARTICIPATING COMMUNITIES**

| TRAINING TOPIC   | NO OF PARTICIPANTS |
|--|--------------------|
| Grant Writing for Beginners                                | 18                 |
| Refining your Grants                                       | 19                 |
| Mentoring for Successful Communities                       | 22                 |
| Introduction to Governance                                 | 16                 |
| Advocacy and Public Speaking                               | 13                 |
| Recruiting and Retaining Volunteers                        | 14                 |
| Volunteer Management Essentials and Finding New Volunteers | 13                 |
| Communicating with Confidence and Conflict Resolution      | 11                 |
| Events and Marketing                                       | 10                 |
| Basics of Social Media and Marketing                       | 13                 |

| TRAINING TOPIC  | NO OF PARTICIPANTS |
|---|--------------------|
| Skills for Boards and Committees, Running Meetings            | 14                 |
| Mentor Training for Community Leaders                         | 7                  |
| Strategic and Community Planning                              | 10                 |
| Recruiting and Retaining Volunteers                           | 7                  |
| Grant Writing for Beginners                                   | 14                 |
| Cultural Diversity & Inclusion – Through Community Leadership | 15                 |
| Teams: Working in a team and working as teams                 | 8                  |

In delivering the training, Volunteering SA&NT applied *adult learning principles* – that is, respect for participants, individualisation (avoiding a one-size-fits-all approach), active listening, and a facilitating rather than directing role. The focus was on process (interactive, responsive, agile) as much as on content.

Volunteering SA&NT applied their generic mentor training and then adapted it to support Project goals, and the needs of participants. The program of Workshops provided was complemented by one on mentoring tailored to individual community need.

Feedback provided by participants on the relevance and quality of this training has been very positive, as illustrated by the following comments.

*'Well structured, informative and welcoming. Lecturer very knowledgeable.'*

*'Great Presentation, Good opportunity for discussions and meeting others, with similar concerns.'*

*'Good information and handouts, educational, very informative and empowering, I really enjoyed the session and would like to use all the information to help my organisation.'*

### 3.2.2 MENTORING

Mentoring was provided to individuals (addressing individual development) in small groups and with a focus at community level (addressing issues like governance and advocacy). A continuous improvement approach was applied, reviewing and adapting the mentoring as required and a number of strategies applied to ensure mentoring opportunities were accessible, including providing training and mentoring after hours and on weekends, and in the communities' normal meeting space or a familiar environment.

### 3.2.3 MENTOR TRAINING PROVIDED

As [Table 4](#) indicates, **22** volunteers (from **ten** different communities) received mentor training, in addition to the mentoring provided by the Project. It was designed to build individual capacity.

**TABLE 4: MENTOR TRAINING PROVIDED TO PARTICIPATING COMMUNITIES**

| COMMUNITIES RECEIVING MENTOR TRAINING | NO TRAINED |
|---------------------------------------|------------|
| Iranian Women's Association           | 5          |
| Indian community                      | 4          |
| Sierra Leone                          | 3          |
| Persian Cultural Association          | 3          |
| Australian                            | 2          |
| Fullah Friends                        | 1          |
| Cambodian Association                 | 1          |
| Chinese Community                     | 1          |
| Nepalese Community                    | 1          |
| Afghan Youth                          | 2          |
| Colombian Community                   | 1          |
| Russian Women's Association           | 1          |
| Fijian Seniors                        | 1          |
| Pakistani Association of SA           | 1          |
| Other (French Chef)                   | 1          |
| Somali                                | 1          |
|                                       |            |
| <b>Total</b>                          | <b>29</b>  |

#### LESSONS EMERGING: MENTORING

- ⇒ Although the Project had originally specified outputs involving a particular number of mentoring hours, number of mentees etc. there was such variation across communities in terms of readiness for mentoring and training that the prescribed allocations were not always able to be achieved.
- ⇒ With the wisdom of hindsight, the MCCSA could have sought greater flexibility in its mentoring-related deliverables to support even greater responsiveness to individual and community need.
- ⇒ It was found to be helpful to use facilitators with experience in working with diversity, including cultural diversity.
- ⇒ The selection and quality of Mentors was critical, as was the match between Mentor and Mentee.

⇒ Attention must be paid to accessibility of training and mentoring, including delivery outside of working hours provision and the use of familiar environments.

### 3.2.3 NETWORKING OPPORTUNITIES

The Project has worked with a range of groups, linking participating community leaders to a range of services and supports (service provider organisations, government bodies, other multicultural organisations) and reaching out to a wide range of CALD background community groups. These are listed below.

#### **Service Providers**

- Anglicare SA
- Arunga Solutions
- Baptist Care
- CAHMS
- Legal Services Commission
- Life Without Barriers
- Lutheran Community Care
- Migrant Health Service
- Northern Legal Services
- Red Cross
- Refugee Housing Network
- Relationships Australia
- Salisbury Suicide Prevention Network
- STTARS
- UnitingCare Wesley Bowden
- Volunteering SA & NT
- Headspace
- Australian Refugee Association
- Australian Migrant Resource Centre
- Multicultural Youth SA
- Community Centres SA
- Uniting Communities
- St Vincent De Paul

#### **Multicultural organisations**

- Intercultural Connections

#### **Government**

- City of Marion
- City of Playford
- City of Port Adelaide-Enfield
- City of Salisbury
- Immigration SA
- DIBP
- Migration Museum
- Multicultural SA
- Northern Connections
- SA Police
- TAFESA
- DECD
- MFS
- Department of Human Services
- SCOA
- RCOA

#### **Community groups**

- Community Centres SA
- Conservation SA
- Kilburn Community Centre
- Morella Community Centre
- North Adelaide Community Centre
- Nature Play SA
- South West Community Centre

### 3.2.4 COMMUNITIES PARTICIPATING IN THE PROJECT

The earliest communities engaged with were reached through the Adelaide Tamil Association, Islamic Information of SA, Somali Communities Council, Bantu Ethnic Society, Friends of Hazara, Nepalese Association, Cambodian Association of SA, ACASA (Arabic Language).

By the end of Project funding, the following communities had been reached.

**These are the groups that engaged significantly with the program either via mentoring, attending training or 1:1 support.**

|  |   |
|--|---|
| Adelaide Tamil Association               | Islamic Society of SA                                       |
| Adelino Angklung                         | Latin Community   |
| ALCASA - Arabic Language & Culture of SA | Liberian Community  |
| Armenians of SA                          | Muslim Women’s Association of SA                            |
| Australian Tamil Arts                    | Pakistan Australian Association of SA                       |
| The Bantu Ethnic Community of SA Inc     | Persian Cultural Association                                |
| Cambodian Association                    | Rhohinyan Women’s Group                                     |
| Cambodian Youth                          | Russian Women's Association                                 |
| Caribbean Community                      | Sierra Leone Women’s  |
| Colombian Community Adelaide             | Somali Communities Council Executive                        |
| Fijian Seniors Group                     | Somali Weyn sports club - representing diverse youth groups |
| Filipino Community                       | Somali Women's Group  |
| Friends of Hazara                        | Tamil Youth Association                                     |
| Indonesian Cultural Group                |   |
| Iranian Community (Adelaidians)          |   |
| Iranian Women's Association              |   |

**This is the “secondary group” that engaged to a lesser degree in a variety of ways.**

|   |                             |
|---|-----------------------------|
| AFWOSA African Women’s Federation of SA | IICSA Islamic Council of SA |
| ALRM aboriginal legal Rights            | Kenyan Association of SA    |
| Al Zahara Group                         | Kurdish Youth               |
| Bangladeshi Community                   | Malaysian Community         |
| Bhutanese Community                     | Mexican Association         |
| Burundian Community                     | Nepalese Community          |
| Ceylon Tamil Association                | Oromo Group                 |
| Cyprus Community of SA                  | Sikh Society of SA          |
| Dante Alighiere Society                 | Scottish Association        |
| East Turkistan Community                | Sierra Leone Community      |
| Fullah Community                        | South Sudanese Community    |
| German Speaking Community               | Turbans & Trust             |

### 3.2.5 THE SUCCESSFUL COMMUNITIES TOOLBOX

The Project has developed an extremely comprehensive Toolbox that provides information and resources for community organisations. The diagram below illustrates the eight core components of the Toolbox and some of the information provided in each. A wide range of templates are provided and exemplars and information is provided clearly with a multitude of embedded resources.

**The Toolbox fills a major gap and is likely to be used by a wide range of groups, beyond the CALD background community. More importantly, it provides a mechanism for sustaining the impact of the Project.**

The Toolbox is accessed via the Successful Communities website, which is user-friendly and navigates easily - <http://successfulcommunities.org.au/toolbox/>

**FIGURE 5: THE SUCCESSFUL COMMUNITIES TOOLBOX**



### 3.2.6 VALUE-ADDED OUTPUTS

In addition, beyond the requirements of the grant, the MCCSA has also:

- Engaged a Learning and Development specialist volunteer to create "Community Leaders Mentoring Training for Your Community" and accompanying resources.
- Engaged several volunteers with data experience to research, collect and organise material for the Toolbox.
- Engaged a volunteer with HR expertise to develop a Volunteer Handbook and accompanying policies and an Induction Process with an accompanying Checklist.

### 3.3 PROJECT OUTCOMES

#### 3.3.1 BENEFITS AND OUTCOMES FOR COMMUNITIES

In response to an open-ended question about the direct benefits of their involvement in the *Successful Communities* Project, participating communities have identified **five shared positive** outcomes (with many more specific to individual communities). With the exception of Outcome 2, these benefits were also identified by the Project team and Volunteering SA&NT.

- 1) **Significant learning** based on the training, mentoring and ongoing contact provided by the Project. Several community representatives commented that this learning included knowledge they did not know they lacked – *'We did not know what we did not know.'*
- 2) The **understanding and insights** they derived from learning each other's stories, and the connections made as a result – this has been an *unexpected* Project outcome and one which communities would like to see continued. *'It has been beneficial to hear each other's experiences and we would like the opportunity to continue this.'*
- 3) The **networks and connections** formed as a result of the Project, with many more potential networks considered to be likely as one connection leads to another.
- 4) The assistance given by the Project was considered to have helped communities **look outwards** and to make valuable **external linkages**. As one community representative commented, even the process of being supported in grant writing takes the focus away from looking inwards.
- 5) The **confidence** community leaders have developed because of the mentoring and training is seen as important for their role in their communities, but supported and is supported by, the **expertise being developed by other community members** as a direct result of the Project. This has the additional benefit of spreading community leaders' workload and reducing reliance on individuals. In turn, this **sustains** Project impact.

Some communities chose to be involved in either group training or mentoring activities. However, participants who identified that they had benefitted most from the Project had engaged in **both** one on one mentoring and group training activities.

#### 3.3.2 EXAMPLES OF BENEFITS TO COMMUNITIES

Participating communities have provided countless examples of the benefits derived from their engagement with the *Successful Communities* Project. [Table 5](#) categorises these, using the words of community representatives wherever possible.

**TABLE 5: EXAMPLES OF BENEFITS IDENTIFIED BY PARTICIPATING COMMUNITIES**

| Empowerment and increased Community Cohesion  |
|---|
| <i>'Instead of handouts, we were empowered to run programs successfully.'</i>   |
| <i>'Prior to the Project we had several groups that disbanded, reformed, disbanded. Now we have continuity.'</i>  |
| <i>'It has been a good program for our community. It has helped us rebuild our Association.'</i>  |
| <i>'It was a real eye-opener for us. We became more organised.'</i>   |
| <i>"It has brought community cohesion and a sense of unity."</i>  |
| <i>'We always thought we needed grants but found there was much we could do for ourselves, that there were many resources within the community. We have done much without funding, we just didn't know how to go about it.'</i>                   |
| <i>'It has allowed us to articulate a vision and direction, where to focus, to work towards the same goals.'</i>  |
| <i>'My community has come to realise that, education is the key to empowerment. What will happen is that, my team and I will utilise the knowledge, skills and strengths of what we have learnt and achieved to empower our wider audience. '</i> |
| Learning benefits   |
| Significant learning – Skills for Boards, Teamwork, Social Media, Volunteer Management, Events Management, Governance, Grant Writing, Communication, Mentoring, Reporting, Advocacy, Public Speaking  |
| Assistance with needs identification and how to address them.   |
| <i>'We now have internal reporting. This never happened before.'</i>  |
| <i>'The program has provided informative workshops and guidelines to cater for diverse areas of the organisation.'</i>  |
| Connecting benefits   |
| Now interacting with other communities eg participation in Harmony Day events and other MCCSA broader activities. <i>"We never felt linked to the wider society.... For the first time we are belonging."</i>                                     |
| More connected externally, instead of being inward focused.   |
| Increased connection within the community, reaching groups that had been isolated.  |
| Increased community profile - <i>'We are now more out there in the community ... the community did not know we existed before the Project.'</i> <i>We now have a website and Facebook page.'</i>  |
| Leadership benefits   |
| Significant saving of community leaders' time. Leaders have learned to delegate and share the workload because the volunteers are now ready to do this.   |
| <i>'Leaders learned to, and were able to, delegate. Before they did it all.'</i>  |

|  |
|--|
| Project enabled the community to identify a number of new leaders eg 6-8 youth workers in the Somali community.  |
| <i>'Unlike previously, the new leadership within my community is now capable of doing their own research, apply for grants and come up with projects that are likely to promote community building and social inclusion. '</i> |
| <b>Service and support benefits</b>  |
| New services established   |
| <i>'We now have a Homework Club, school holiday youth camps and sports teams.'</i>   |
| <b>Resource benefits</b>   |
| Sponsorship gained   |
| Assistance with finding grants programs  |
| <b>Other benefits</b>  |
| Increased community confidence.  |
| <i>'Involvement in Project activities has been enjoyable.'</i>   |
| An office location.  |

The significance of these benefits to community members may not always be apparent to those outside of that community. As one leader said -

*'It seems like nothing to someone from outside but to us it is very important.'*

#### ONE COMMUNITY LEADER'S STORY

*'When I came into leadership last year, I had limited knowledge around leadership skills, community development, grant writing and many more. Sadly, the team I was assigned to work with in my community were all new to the system like myself. Based on my team and I inexperience, we had tremendous level of challenges.*

*One day, I was invited to attend one of the workshops that MCCSA offers and I found it to be extremely informative and empowering. Since then, I have attended many workshops hosted by MCCSA and that has contributed positively towards advancing my knowledge and skills around building a successful community like that of mine ...*

*The mentoring sessions ... offered ... [via Successful Communities] has provided my team and I with enough knowledge, information, power and skills to run a successful community. Looking back and comparing my life with when I started as a community new leader ... there is an enormous positive difference ....*

*I am still looking forward to attending future workshops and mentoring sessions because no amount of knowledge obtained is enough especially based on the fact that we live in a modern world that is full of advancement and changes.'*

### 3.3.2 OUTCOMES FOR THE MCCSA-VSA&NT PARTNERSHIP

**The Project has contributed positively to the collaboration between two peak bodies, the MCCSA and Volunteering SA&NT, providing an opportunity to work together in a structured way, based on a formal agreement. It is likely that other opportunities to work in this way will now be sought and a possible formal agreement, such as, an MOU, may be explored.**

The MCCSA and Volunteering SA&NT both have significant experience in collaboration and partnering and have applied that expertise in designing processes to support the Project partnership. In particular, there has been a shared commitment to open and ongoing communication and to sharing information.

Each organisation designated a position to provide a central point of contact, ensure easy and direct (that is, not via layers of management) communication flow and information exchange. This strategy was enhanced by the commitment of the two individuals in those roles. It was evident that the partnership was also based in turn on mutual respect and a recognition of the specific expertise each organisation contributed.

Without this foundation, some of the challenges faced in relation to the Mentoring component of the Project model may have impacted negatively on the partnership. Instead, they were addressed collaboratively.

The *Successful Communities* Toolbox will be located on the websites of both organisations.

#### LESSONS EMERGING: PARTNERING

- ⇒ Having a designated point of contact and coordination in each partner organisation has been critically important for ready communication and information exchange, which in turn, is critical for the success of a partnerships.
- ⇒ Partnering is enhanced when the organisations involved share similar values (such as, a commitment to transparency) and expectations, as well as mutual respect.

### 3.3 CHALLENGES

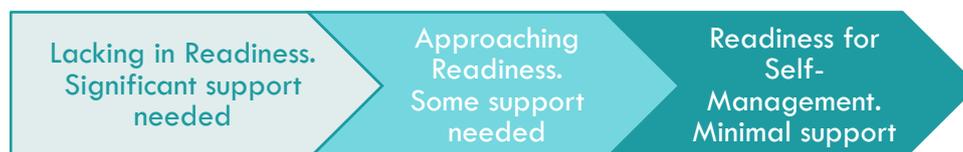
A Project of such complexity can be expected to face challenges, and *Successful Communities* was no exception. Some of these are outside of the influence of the Project, in particular, the under-supply of accessible and affordable facilities and meeting spaces for communities with very limited financial resources. The MCCSA has helped to address this void, but its infrastructure is not extensive and (beyond its role in the Project) supports more than 200 communities.

Others arose from the diversity of the communities involved, and this was an anticipated challenge that was addressed by the flexible approach employed to implementation and the tailoring of strategies to each participating community. Some communities were more challenging to mentor and support, and there was substantial variation in their readiness for self-management.

#### 3.4.1 CHALLENGES ASSOCIATED WITH VARYING COMMUNITY READINESS

Communities varied significantly in terms of their readiness to engage with Project learning and capacity building opportunities. This created challenges for the Project team and their key partner as they adapted to these differences and need (described in the following two sections). Communities were situated at different points along the continuum in [Figure 6](#) which depicts varying degrees of readiness to engage in capacity building activities, and to become self-managing. This continuum also reflects the amount of support communities will require.

**FIGURE 6: A CONTINUUM OF READINESS TO ENGAGE IN CAPACITY BUILDING**



In the timeframe of two years, it was not possible to achieve discernible change for those communities located at the extreme left of the continuum, and it is feasible that in terms of self-management capacity, some may never attain independency and may need to be auspiced by a reliable organisation, such as the MCCSA, over the foreseeable future.

Therefore, the Project has been able to focus its capacity-building work on those located towards the middle of the spectrum and at its extreme left.

#### 3.4.2 CHALLENGES ASSOCIATED WITH THE MENTORING PROCESS

One of the most valuable features of the Project model, mentoring, also presented the most challenges associated with Project implementation. Although careful attention was paid to matching Mentors to specific communities, the variable qualities of participating Mentors meant that some were an easy fit with their assigned community, while others were not and needed to be replaced.

Drawing Mentors from the Volunteering SA&NT pool of expertise ensured that appropriately experienced Mentors were involved in the Project, but it also meant that their understanding of community issues was limited and needed to be developed. The mentoring had to address varying capacity in English ability and this added a further layer of complexity.

The recruitment of Mentors took longer than expected. Sometimes Mentors had to wait in order to be matched to an appropriate community but it was considered worth the delay because of the importance of achieving an effective match.

Where a community was facing significant challenges in terms of its cohesion, this magnified the challenges associated with mentoring. As one member of such a community commented – *'If we don't understand our own community, how can a mentor be expected to?'* Communities also had to be **ready** to be mentored. The MCCSA Project Coordinator worked with these groups on a one to one basis, provided them with training, and offered support designed to prepare them to engage in mentoring. Some communities were able to transition to mentoring, but for many more support is required, despite having made some organisational gains.

All of these challenges meant that the process for signing up a Mentor with a community took time, and on average for this Project, at least six months. After two years, some communities had yet to sign up for a Mentor. However, process is critical and cannot be rushed if long term benefits are to be achieved and the Project Team has been sensible in remaining focused on supporting communities to take ownership of the mentoring process. (This issue is discussed further in [Section 3.4.3](#), in relation to challenges associated with the Project timeframe.)

#### LESSONS EMERGING: TIMEFRAMES FOR MENTORING AND SUPPORT

- ⇒ Community readiness affects mentoring and other Project interventions. Not all communities will be ready for a Mentor.
- ⇒ Matching Mentors to Communities is important but can be time-consuming, and at least six months should be anticipated.
- ⇒ Building community capacity, particularly among vulnerable groups, requires a significant investment of time and support.

The original Project model had intended to identify and train Mentors from within each participating community. However, this has provided extremely difficult within the Project timeframe. Most community members were too busy, especially if they were in the early stages of settlement where more urgent issues took priority (eg finding work, housing, schools). Furthermore, the Volunteering SA&NT Mentors were perceived by communities as being more professional and more knowledgeable.

**The evaluator and the Project Team believe that this strategy could and should still be pursued over a longer period of time, applying a two-stage approach involving Volunteering SA&NT Mentor in the first instance, followed by training of Community Mentors when a community is ready for this. This will depend on additional resourcing becoming available.**

### 3.4.3 CHALLENGES ASSOCIATED WITH THE TWO YEAR TIMEFRAME

The time period of two years has been insufficient for the work required to build capacity in vulnerable communities, especially those at the lower end of the Continuum of Readiness. A good beginning has been made but more time is needed. This view is shared by the communities involved, the MCCSA Project team and Volunteering SA&NT.

There is also a need for time to consolidate the achievements in community capacity development, and to absorb the learnings. As one community representative observed – *'We are just starting to hit the straps now.'*

**At this point in time, the Project has reached a crucial stage for many of the communities involved, where self-reliance is developing but still requires Project support. There is a significant danger that the achievements of the Project will be lost if that support is removed.**

Time is critical. It takes time to build trust, working relationships and then capacity. This will vary from one community to another, and from one mentee to another. Two years has just begun a process that requires further input.

**With additional time and resources, it would be useful to extend this Project beyond the metropolitan area.**

## 4 CONCLUSIONS

This Project has generated a range of outputs that are valued by participating communities and organisations working with them. Feedback has been extremely positive about the tailored training and mentoring provided, the opportunities provided to connect with other communities and important services and supports, and the capacity building Toolbox.

In delivering these outputs, the MCCSA has applied community development approaches that are entirely appropriate in a capacity building initiative. Communities providing feedback have identified the long term expected impact of this, and in the short term, have described this as 'empowering'. In the process, extensive unmet need in communities has been revealed.

Consequently, the Project has achieved multiple positive outcomes that are apparent after only two years, and are likely to become more evident, and to compound, over the longer term. In particular, the knowledge and skills gained, the connections and networks made, and increased confidence within participating communities are all indicators of a growth in capacity. It has also increased connections and built working relationships between participating CALD communities and mainstream organisations including Volunteering SA&NT.

The Project has brought positive outcomes for the MCCSA, strengthening links with vulnerable communities. There are few organisations with the expertise, track record and reputation of trust who could have delivered this Project, and the choice of the MCCSA for this role has been a key factor in its success.

*'MCCSA is a huge support for our community, having someone to believe in us and walk beside us is exactly what we need.'*

Furthermore, the MCCSA's membership of the Federation of Ethnic Communities' Councils of Australia (FECCA), provides the opportunity for the model trialled in this Project to be replicated nationally using FECCA networks.

### SUSTAINING PROJECT MOMENTUM AND IMPACT

It will be important to sustain this momentum as the outcomes achieved require building upon, and many of the communities involved require continued support because of the extent of their vulnerability. The knowledge and skills obtained by individuals within communities will be compounded if, in being applied, opportunities are available to test learning levels, filling gaps with additional training, mentoring and support, as needed.

These individuals should be supported to mentor others in their communities, but require more input before they are ready for this. The significant learnings that have arisen from this Project should be monitored and their impact evaluated, together with learnings associated with use of the Toolbox. **Appendix 2 provides a suggested list of indicators for this purpose.**

Both the MCCSA and Volunteering SA&NT have committed to provide continuing support to community members who have received training and mentoring. Volunteering SA&NT will invite them to become members to ensure they have ongoing information, particularly their Training Newsletter, and can access workshops and other ongoing learning opportunities.

In order to sustain the impact of volunteer training, the MCCSA is establishing a wider network of trained Community Volunteer Mentors whose expertise will be updated through continuous training and development. The MCCSA also intends to provide Mentor networking opportunities for Community Leaders who have become Mentors through the *Successful Communities* Project, and to deliver further training to them on mentoring within their communities. The MCCSA is well placed to link communities, including older established with new and emerging communities, and older and younger community leaders, enabling cross-fertilisation and increased social cohesion within communities.

The MCCSA is also developing a response to the interest expressed by community members during the evaluation in forming a Peer Support Network, continuing cross-community connections and building capacity for self-reliance in the process. In addition, leaders are seeking a MCCSA facilitated Community Leaders' Network that would be socially focused and enabling them to network and share experiences. They have expressed interest in learning together and collaborating to address issues affecting their communities.

As discussed, the Toolbox will be an important means of sustaining and extending Project impact, but its impact should be evaluated (at a minimum, monitoring the number of visits to the site, the number of downloads, and which components are most frequently accessed). The Toolbox will need updating over time, and this has resource implications. The MCCSA intends to offer workshops for those needing assistance in its use. Recognition of the Tool Box interstate indicates that there is potential to extend it to capture national needs

**It will be important for the MCCSA to seek and obtain further funding to continue its capacity building work with vulnerable CALD communities.**

## RECOMMENDATIONS

### **Recommendation 1:**

It is recommended that the MCCSA seek funding to build on the foundation provided by the *Successful Communities* Project, continuing to work with communities participating in the Project and extending this work to other communities, including those living outside of the Adelaide metropolitan area.

### **Recommendation 2:**

It is recommended that the MCCSA seek funding to build on the foundation provided by the *Successful Communities* Project by building the capacity of community leaders through training and support to increase the knowledge and skills of their communities, enhancing that process with specific training for community members.

**Recommendation 3:**

It is recommended that, with additional funding, the MCCSA pursue a two-stage approach to building Community Mentors, beginning with Volunteering SA&NT Mentor training, followed by support and further training for individuals as they become ready to assume a formal mentoring role within their own communities.

**Recommendation 4:**

It is recommended that this effective model of building capacity among vulnerable CALD communities be applied more widely, including nationally, using the networks of the Federation of Ethnic Communities' Councils of Australia (FECCA) and its constituents.

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## APPENDIX 1: GUIDING EVALUATION QUESTIONS

- What are the major findings emerging from the Project regarding community capacity building in relation to small, disadvantaged, or vulnerable communities from CALD backgrounds?
- What strategies have been most/least effective, and why?
- What are the key lessons learned (regarding volunteer development, community capacity building, mentoring, and partnering) as a result of this Project?
- How do community participants regard as the Project's most effective outcomes?
- Which stakeholder groups have benefitted from the Project, and in what ways?
- What are the major challenges faced in achieving Project goals? How have these been addressed?
- Which Project features are likely to have a continued impact, and why?
- What could or should be done to extend that impact?
- Are there unmet needs that this Project was unable to address, but could be addressed in future Projects?

## APPENDIX 2: INDICATORS FOR PROJECT MONITORING & EVALUATION

### Toolbox related indicators

- Total number of visits to the *Successful Communities* website
- Number of visits to each component of the *Successful Communities* site
- Total number of downloads
- Number of downloads for each resource on the site
- User friendliness of the Toolbox (via survey, focus group)
- Relevance of Toolbox content (via survey, focus group)

### Outputs focused indicators

- Number of individuals completing workshop training
- Number of workshops delivered per annum
- Number of individuals receiving one on one mentoring
- Number of mentoring sessions per individual
- Number of individuals completing training and receiving mentoring sessions
- Number of communities assisted through training
- Number of communities assisted through mentoring
- Number of communities assisted with both training and mentoring
- Number of opportunities provided to communities annually for networking
- Number of communities receiving needs analysis per annum

### Outcomes focused indicators

#### As a result of *Successful Communities* support ....

- Number of grant submissions made per annum, per community
- Number of successful grant submissions made per annum, per community
- Number of participants per targeted community reporting they are better able to service their community
- Number of communities *establishing* new governance structures established
- Number of communities *modifying* existing governance structures
- Number of communities *establishing* new community organisational structures
- Number of communities *modifying* community organisational structures
- Number of communities *establishing* new community organisational processes
- Number of communities *modifying* community organisational processes
- Number of communities establishing new programs and supports for their members
- Number of new collaborations/working relationships established per annum across CALD communities
- Number of new collaborations/working relationships established per annum between CALD communities and mainstream organisations