



PREPARED BY

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STAND OUT REPORT**



*INVESTING IN THE FUTURE -
YOUTH ENGAGEMENT AND
INCLUSION PROGRAMS:
EVALUATION REPORT*

DECEMBER 2018

FOR THE

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



MCCSA
Multicultural Communities Council of South Australia



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The Multicultural Communities' Council of South Australia (MCCSA) has been 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.

Levels of vulnerability vary within and across CALD communities, but those who are considered to be the 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 and address this vulnerability.

In the past few years, the MCCSA's core work has focused increasingly on building ethnic communities' self-reliance as well as broader social cohesion across South Australian communities, taking a longer-term view that is designed to sustain the impact of its work, and to be proactive rather than reactive in its program of activities. This work involves both established and recent migrant communities, as well as intergenerational programs and early intervention programs across all life phases.

Within this overall strategy there has been a specific focus on young people, through a series of early intervention, engagement and capacity building programs.

Collectively these are known as the ***New and Emerging Communities Youth Engagement Program***. A brief but highly successful project from this Program involved the provision of opportunities to develop creative arts skills and build pathways to future careers. The evaluation of that program can be found in the report –

Creative Inclusion: Review of a Creative Arts Youth Capacity Building Program (May 2018) commissioned by the MCCSA from *Stand Out Report*.

As a group in a key life stage transition phase, all young people are particularly vulnerable, but those in newly arrived CALD background communities face multiple challenges, often experiencing social exclusion and disadvantage. Early intervention and prevention strategies can not only address those challenges but build strong individuals and communities. They are an investment in South Australia's future.



1. BACKGROUND

The MCCSA has committed to an ongoing program of support, capacity building and community development for young people from recently arrived migrant communities, in particular, those of African background. Young people are the future of all communities and the MCCSA's investment in them is essential to building strong communities, now and in the future. In turn, cohesive communities whose future generations have been supported to maximise their skills and abilities can contribute to the social and economic life of South Australia.

The MCCSA's *New and Emerging Communities Youth Engagement Program* is a suite of early intervention and prevention programs designed to prevent social isolation, exclusion and disengagement by building young people's skills, knowledge, self-confidence and social and vocational connections. The Program builds positive peer relationships and strong community connections and currently operates in the northern and western Adelaide metropolitan regions.

The MCCSA commissioned this review of two inter-related programs from this suite – *Success Through Sport* and the *Youth Engagement Program* and builds on an earlier review of the MCCSA's highly effective *Creative Arts Project* for vulnerable young people.¹ Unfortunately, the *Creative Arts Project* received short term funding only but many of its participants have joined one or both of the *Success Through Sport* and *Youth Engagement Program* initiatives. This trend can be interpreted as a vote of confidence by these young people in the *Creative Arts Project* as well as a clear indicator of their need for continued support.

Having the same Project Coordinator and same independent reviewer for all of these programs has provided the opportunity to begin to measure the longer-term impact of the MCCSA's investment in young people. While the MCCSA has been fortunate to receive SA government funding to seed these programs (mainly from the Department for Communities and Social Inclusion (DCSI) as well as small grants from SA Health) it has value-added to those amounts by providing administrative support and guidance from its senior managers and linkage to other MCCSA capacity building initiatives and resources, in particular, the highly effective *Successful Communities* initiative² and its Toolbox resources.

Details of the evaluation method, approach and guiding questions are provided in **Appendix 1**.

¹ See Barnett K (2018) *Creative Inclusion: Review of a Creative Arts Youth Capacity Building Program*, Stand Out Report, Adelaide. Commissioned by the Multicultural Communities' Council of South Australia

² Independent evaluation of the initiative confirmed the positive impact of *Successful Communities*. See Barnett K (2017) *Successful Communities: Evaluation of a Community Capacity Building Program*, Stand Out Report, Adelaide. Commissioned by the Multicultural Communities' Council of South Australia

2. THE PROGRAMS

2.1 THE SUCCESS THROUGH SPORT PROGRAM

The *Success Through Sport* (STS) Program engages with young people of CALD background through sport, by providing a range of indoor and outdoor sporting activities and fitness development opportunities. Its most popular sport is soccer (both indoor played futsal as well as outdoor soccer)– for both female and male participants in the Program.

The STS Program operates from venues in Adelaide’s western and northern suburbs –

- a. utilising a sporting venue at Parafield Gardens High School in Adelaide’s northern suburbs (once a week), and a venue for indoor sports at Kilburn Community Centre (twice a week);
- b. providing a sporting instructor; and
- c. Provided free access to sporting opportunities for disadvantaged young people who could not afford to pay high annual fees to play for mainstream soccer clubs.



The Program also provides volunteer developmental opportunities and one of its sub-programs has created a safe place for girls-only games (very important for the many Muslim young women and girls involved in the Program). Volunteers from the Program, themselves former students of, Adelaide Secondary School of English also run weekly futsal competitions at Adelaide Secondary School of English for both boys and girls, fostering positive relationships among students in the process.

Teams formed from participation in STS have competed in several local competitions and participants have created and led their own tournaments encouraging other young people to participate in community sport.

This is a very positive outcome.



Sport has been found by the MCCSA to offer a strategy for reaching vulnerable or disengaged young people. In no way does it resemble a 'social service' and the negative connotations (eg dependency, extreme need) that can be associated with formal service models. However, the relationships built over time between participants and with Program staff provide a critical mechanism for capacity building with trusted sources.

It is important to see the Program as a conduit to longer term development as well as a short-term engagement strategy.



2.2 THE YOUTH ENGAGEMENT PROGRAM

STS is complemented by the *Youth Engagement Program* (YEP) which operates as a drop-in centre with a semi-structured program of activities. YEP has two locations and many participants are involved in both Programs:

- Brocas House in Woodville (western metropolitan Adelaide) on Thursday evenings between 4 and 9.30 pm.
- Northern Sound Systems in Elizabeth (northern metropolitan Adelaide) on Wednesdays between 11.30 am and 4.30 pm and Tuesdays between 10 am and 2 pm.

The drop in centre model usually makes it difficult to offer a planned program of activities, but YEP attracts a core group of participants who return weekly, enabling the Project Coordinator to work with them to design a program of structured activities that is provided in addition to the recreational activities on offer (music, card playing, video games, table soccer, with refreshments also provided). The structured activities are largely vocational in nature and include resume writing, job interview skills development, visits to places of interest (eg the SA Museum) and a series of guest lecturers on topics of interest to the participants.



Building on the foundations laid by the former *Creative Arts Project*, the Northern Sound Systems component is supported by a well-known Sudanese Hip Hop artist who teaches poetry and Hip Hop music to participants, engaging with them through these activities and supporting those who want to record their work. The Program pays for sound engineer support who works with a range of youth music programs delivered at the Northern Sound Systems site

The Project Coordinator’s work with participants is also focused on mentoring and skills transference, teaching them how to plan and run sessions. This capacity building strategy also creates sustainability for YEP. Interwoven through all activities is modelling that teaches young people to respect themselves and others, and to have enhanced understanding of their cultures.

The MCCSA no longer needs to provide transport for participants because their parents have taken over this responsibility. The Program Coordinator has included parents in many activities and they have become a key source of support for YEP. This has the added benefit of supporting

parents (many of whom rely on their children to learn English) and can participate in selected YEP sessions.

The positive *intergenerational benefits* for family dynamics is reported to be a value-add of the Program.



The positive view by participants of this Program and STS has been quantified by survey and focus group findings which are discussed in Section 0 of this report.

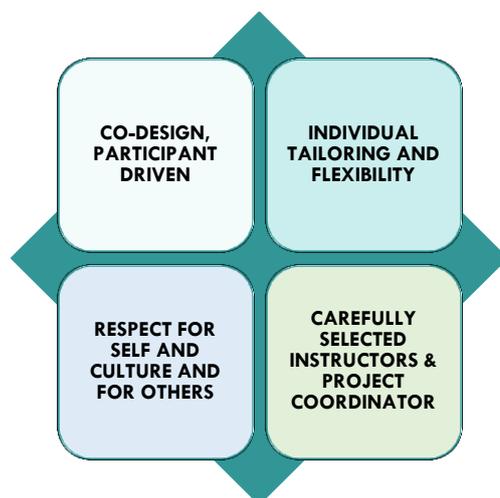
2.3 PROGRAM MODEL

Both Programs are based on a **co-design** model, with participants being guided by instructors and the Project Coordinator but determining the specific activities they will pursue. This requires the Coordinator and instructors to be **flexible** and to **tailor** the program of activities to the needs and preferences of participants. As with the *Creative Arts Project*, evaluation feedback from participants identifies both of these features as responsible for the high level of engagement achieved, and the continuing high levels of participation in each Program.



Choice of **Project Coordinator** has also proved to be critical, and feedback to the evaluator has been clear that the Coordinator is trusted and highly respected (see Survey Findings in [Section 0](#)). *Figure 1* summarises the key elements of the Project model.

FIGURE 1: THE PROJECT MODEL



A Focus Group with **18** participants³ identified a range of positive features about the design of these youth engagement Programs. These were articulated by them as involving:

- ✓ **Co-design** based on what was described as extensive consultation with participants about program content, both its broader design as well as week to week selection of activities, speakers and socialisation features.
- ✓ **Flexibility** in program delivery which is valued highly because it supports an individualised approach as well as choice. One participant commented –
“You can be yourself.”
- ✓ **Program setting** was described as *“safe”, “comfortable”, and “friendly”*, with these features encouraging participation as well as continued engagement.

Being able to socialise in a safe and welcoming environment was highly valued, enhanced by having a program of engaging activities and creating a sense of belonging in the process. The atmosphere further supported participants to get to know each other, to support and to learn from each other.

- ✓ **Location** was also valued because it was near to most participants’ homes and because of the facilities offered, especially meals preparation, computers and free WiFi.

“It is a great space.”

³ A further 2 young men provided one on one feedback prior to the focus group. Several were not able to participate due to sports practice or work. Five participants were female and the remaining 13 were male.

A frequent description was -

“It brings everyone together”

“It makes you feel like you belong ... and it is fun as well.”

One person, who had continued to participate having left school and begun university studies, said –

“It is always nice to come back here”.



- ✓ **Peer learning opportunities** were identified as another feature of the program design, with the ongoing learning from each other regarded highly.
- ✓ **Intergenerational focus** -the Programs’ outreach to participants’ parents, particularly their mothers, has enhanced a sense of **connection to community**. A sewing group and a fitness group have been established for them by the MCCSA and these are seen by participants as valuable for their parents’ development, wellbeing and connection to community, and also because they help parents understand the challenges their kids are facing.

Highlighting the seamlessness of the two Programs, a spin-off from them and from the *Creative Arts Project* has been the teaching of tailoring skills to young mothers from vulnerable CALD communities. Each Tuesday between 10 am and 2 pm, 16 mothers meet at the Kilburn Community Centre to learn or enhance their tailoring abilities and to socialise. These women are drawn mainly from the Kenyan, Ethiopian, Sudanese, Tanzanian and Somali communities and most have kids participating in YEP. Some are now producing clothing for sale and are being supported to do this and to build small home-based businesses.

Participants were asked to rate a number of Program features in a written Survey (see Table 3) with the most highly rated feature being the **Project Coordinator** –

- ✓ (The Program) is **run by people we respect** (average rating 4.9 out of a possible 5).



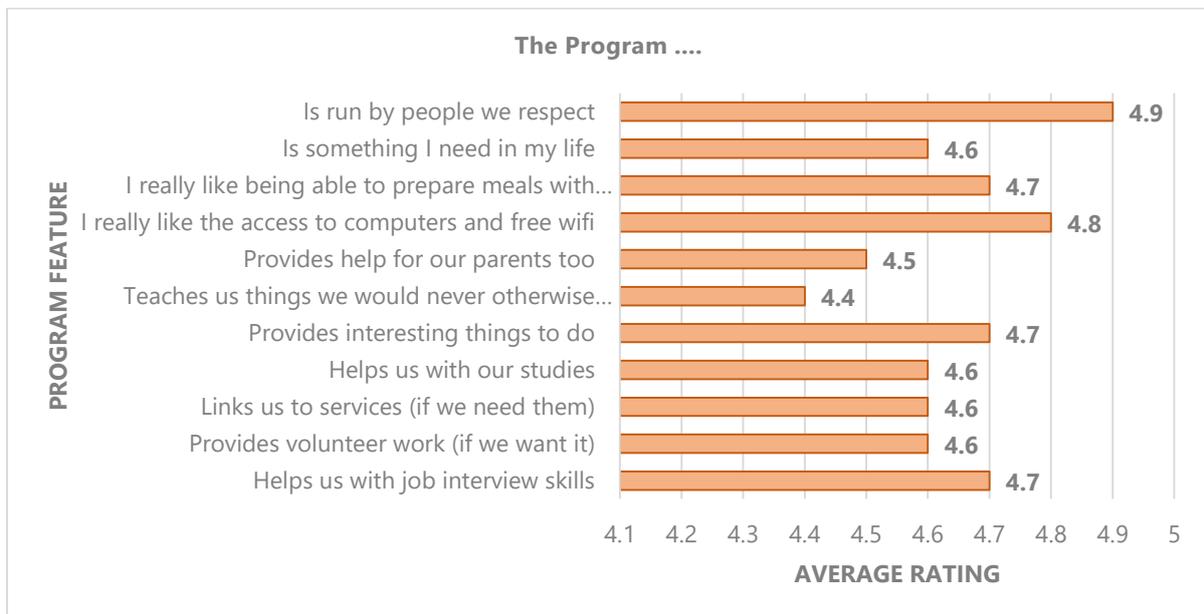
Very high ratings were also applied to all other Program features surveyed:

- ✓ Access to **computers and free wifi** (average rating 4.8)
- ✓ Provision of **meal preparation facilities** and associated socialising (average rating 4.7)
- ✓ Interesting **program of activities** (average rating 4.7)
- ✓ Provision of **opportunities for volunteering** (average rating 4.6)
- ✓ **Linkage to services** (average rating 4.6)
- ✓ Provision of **assistance for parents** (average rating 4.5).



Figure 2 provides a summary of all ratings applied in the survey of participants.

FIGURE 2: RATING OF THE PROGRAM DESIGN





2.4 PROGRAM PARTICIPANTS

At the time of reporting, there are **73** participants (26 female and 47 males) across both Programs, ranging in age from 12 to 30.

- *Youth Engagement Program* is supporting **50** young people from African backgrounds.
- *Success Through Sport* is supporting **20** girls and young women and **66** boys and young men.

Most participants are high school and university students (the latter having begun their participation in the MCCSA programs for young people while they were in high school).

The majority are from African countries, particularly Somalia and Sudan, as well as from Burundia, Congo, Djibouti, Ethiopia, Eritrea, Kenya, Liberia, Rwanda, Sierra Leon and Tanzania. The STS Program also includes young people from Afghanistan (including Hazaras), Cambodia, Fiji, India, Iraq, Malaysia and Vietnam.





2.5 PROGRAM FUNDING

The DCSI has provided one year funding for each of the two Programs that are the focus of this evaluation:

- 1) \$85 000 (ex GST) for the *Youth Engagement Program*.
- 2) \$41 721 (ex GST) for the *Success Through Sport* program.

Most of this funding has supported a part time Project Coordinator position, and resources and other supports associated with delivering the Programs. The MCCSA has contributed a significant amount of staff time to support the two Programs as well as the funding of this evaluation.

Details of Program expenditure follow in [Table 1](#) and [Table 2](#) below.

TABLE 1: PROJECT BUDGET: STRENGTH THROUGH SPORT

| ITEM | AMOUNT (\$) |
|---|------------------|
| Project Coordinator 0.5 FTE salary including on costs | 35 630.44 |
| Travel costs | 1 800.00 |
| Facility rent | 3 200.00 |
| Sporting equipment | 490.00 |
| Promotion, marketing and printing | 600.00 |
| Total | 41 721.00 |

TABLE 2: PROJECT BUDGET: YOUTH ENGAGEMENT PROJECT

| ITEM | AMOUNT (\$) |
|---|------------------|
| Project Coordinator 0.6 FTE salary including on costs | 33 370.00 |
| Other staff 0.4 FTE salary including on costs | 15 500.00 |
| Travel | 1 900.00 |
| Program administration | 15 300.00 |
| Facility hire (music) | 10 500.00 |
| School holiday hip hop program | 5 000.00 |
| Catering | 1 800.00 |
| Volunteer transport support | 1 650.00 |
| Total | 85 020.00 |

2.6 PROGRAM PARTNERS

The Programs involve a number of partnerships, involving the MCCSA and -

- the City of Port Adelaide Enfield - who provide space and catering at its Kilburn Community Centre as well as promotion of the *Success Through Sport* Program and local connections.
- Parafield Gardens High School - who provide a venue for outdoor and indoor sports.
- City of Charles Sturt via the Brocas House premises which provides a meeting space, cooking facilities, computers and wifi for Program participants.
- City of Playford via its Northern Sound Systems program - who provide facilities for music and creative arts activities, including teaching and technical support for sound recording.
- Adelaide Secondary School of English - who support volunteers with a location to provide weekly futsal competitions.

These partnerships are crucial to the success of the Programs and provide an additional resource that compounds the positive impact of State Government funding. In turn, those partners are provided with direct linkages to a range of newly arrived CALD communities and key intermediaries within those communities.





3. PROGRAM OUTCOMES

The *Youth Engagement Program* has successfully developed a range of **vocational** (technical and important ‘soft’ skills such as, team work) and **personal** skills that provide a strong foundation for its participants’ futures, and that are directly associated with growth in their self-confidence and career aspirations.

It has given many goals, social connections, enjoyment and engaged them in the process. Its peer mentoring sessions have seen university participants supporting school participants to manage school pressures and plan their career paths.

Success Through Sport has developed participants’ sporting skills, bringing associated health and social benefits. One of the STS participants has become a professional soccer player.



Among the **vocational outcomes** achieved in relation to the YEP, are the following:

- ⇒ eight YEP participants have found employment;
- ⇒ four participants became MCCSA volunteers to provide lunch time soccer at the Secondary School of English and to assist with delivering the STS program at Kilburn Community Centre;
- ⇒ five participants were provided with the opportunity to participate in suicide and self-harm prevention training;
- ⇒ eight participants were engaged to facilitate discussions on the refugee experience with students at Naracoorte High School;
- ⇒ one participant has secured a paid role as the youth representative on the Dental Board of South Australia;
- ⇒ one participant was employed by DASSA to undertake a community consultation on drug and alcohol issues; and



- ⇒ fifteen participants were involved in a school holiday program on hip hop music where they designed a video for an anti-racism song. Somali and Cambodian young people recorded the video together with the support of a local hip hop artist.

3.1 OUTCOMES FOR PARTICIPANTS

Feedback from participants through a written survey and a focus group has identified the following **benefits** for them (listed in order of significance, based on average ratings applied to each outcome surveyed – see Table 3):

- ✓ Increased **self-confidence** (average rating 4.8)
- ✓ Increased **sense of belonging** (average rating 4.8)
- ✓ Increased **appreciation of one's culture** (average rating 4.8)
- ✓ Significantly **improved sports skills** (average rating 4.8)
- ✓ Having **goals to work towards** (average rating 4.8).

Also highly rated were these two beneficial outcomes:

- ✓ Feeling **stronger** (average rating 4.7)
- ✓ New **friendships** (average rating 4.7)
- ✓ Assistance with **job interview skills** (average rating 4.7)
- ✓ Assistance with **study skills** (average rating 4.6).



Focus group participants were asked to identify the key benefits for them as a result of involvement in these Programs. Their responses can be grouped into the following five categories:

- a) health benefits;
- b) sports skills development;
- c) learning opportunities;
- d) career benefits; and
- e) friendships and a support base.



Feedback provided to MCCSA managers by the sound engineer about their *New and Emerging Communities Youth Engagement Program*, including the YEP, was that it stands out as achieving maximum impact for its participants. The Program was described as being notable for the community formed by them around their music, encouraged by the participant-driven approach but supported by positive role models and mentors. Participants were perceived to have developed a sense of ownership of the sessions in a highly collaborative, supportive and creative space.



Participants agreed that these Programs represent for them

“... something I need in my life” (average rating 4.6), reiterated in Focus Group feedback where participants were clear that **not** having the MCCSA youth engagement programs continue would leave a devastating vacuum in their lives and was likely to unravel many of the benefits and outcomes being achieved.

Some expressed concern that removing these Programs would see some young people becoming disengaged and alienated, leading to the potential for involvement in negative behaviours.

When asked what they would miss most if the Programs were withdrawn, participants identified the confidence-building, the friendships, the connections to each other and to community, as well as the chance to meet, to play sport and to learn.

3.2 HIGH RETENTION RATE AND SUSTAINABILITY

All of these outcomes, combined with the Program design and its delivery settings, contribute to an exceptionally high retention rate with almost zero dropout rates in both Programs.

The high level of enthusiasm for the programs was described as a motivator to remain and was contrasted with many youth programs that are characterised by diffidence or even negativity.

“Everyone is eager, highly engaged and that encourages participation.”



3.3 CONNECTION TO COMMUNITY

Focus group participants were asked if being in these Programs had made them feel closer to their community, with 'community' separated into the wider South Australian community, and their own community. **There was agreement that their involvement in these engagement Programs had made them feel more connected to community at both levels.**

Some of this had evolved from the sense of pride generated in their own community and its associated culture because of the ongoing opportunities to-

"... showcase our nation, our country."

One participant stated that the Programs create a sense of "harmony" while others commented that their involvement had highlighted that ...

"We all experience the same thing."



"It makes you feel you are not alone."

"This is the only time I get to spend with my own culture."

These outcomes were described as contrasting starkly with the experience of others known to them who were perceived as being alone and without community connection.



Survey findings, based on 38 responses, are summarised in [Table 3](#) below.

TABLE 3: SURVEY FINDINGS

| <i>Statement about the program</i> | 1= Strongly disagree | 2= Disagree | 3= Neutral | 4= Agree | 5= Strongly agree | AVERAGE RATING |
|--|-----------------------------|--------------------|-------------------|-----------------|--------------------------|-----------------------|
| THE PROGRAM ... | | | | | | |
| Helps us with job interview skills | | | 2 | 7 | 29 | 4.7 |
| Provides volunteer work (if wanted) | | | 1 | 12 | 25 | 4.6 |
| Links us to services (if needed) | | | | 14 | 24 | 4.6 |
| Helps us with our studies | | | 1 | 12 | 25 | 4.6 |
| Provides interesting things to do | | | 1 | 9 | 28 | 4.7 |
| Teaches us things we would never otherwise learn about | | | 4 | 16 | 18 | 4.4 |
| Provides help for our parents too | | | 1 | 15 | 22 | 4.5 |
| I really like the access to computers and free wifi | | | | 7 | 31 | 4.8 |
| I really like being able to prepare meals with other people here | | | | 10 | 28 | 4.7 |
| Is something I need in my life | | | 2 | 11 | 25 | 4.6 |
| Is run by people we respect | | | | 3 | 35 | 4.9 |
| IMPACT ON PARTICIPANTS | | | | | | AVERAGE RATING |
| I have made new friends | | | 1 | 8 | 29 | 4.7 |
| I have become more confident | | | | 9 | 29 | 4.8 |
| I feel that I belong more now | | | 1 | 5 | 32 | 4.8 |
| I feel stronger now | | | 1 | 9 | 28 | 4.7 |
| I have goals to work towards now | | | | 9 | 29 | 4.8 |
| My sport skills have improved a lot | | | | 6 | 32 | 4.8 |
| I appreciate my culture more now | | | 1 | 6 | 31 | 4.8 |

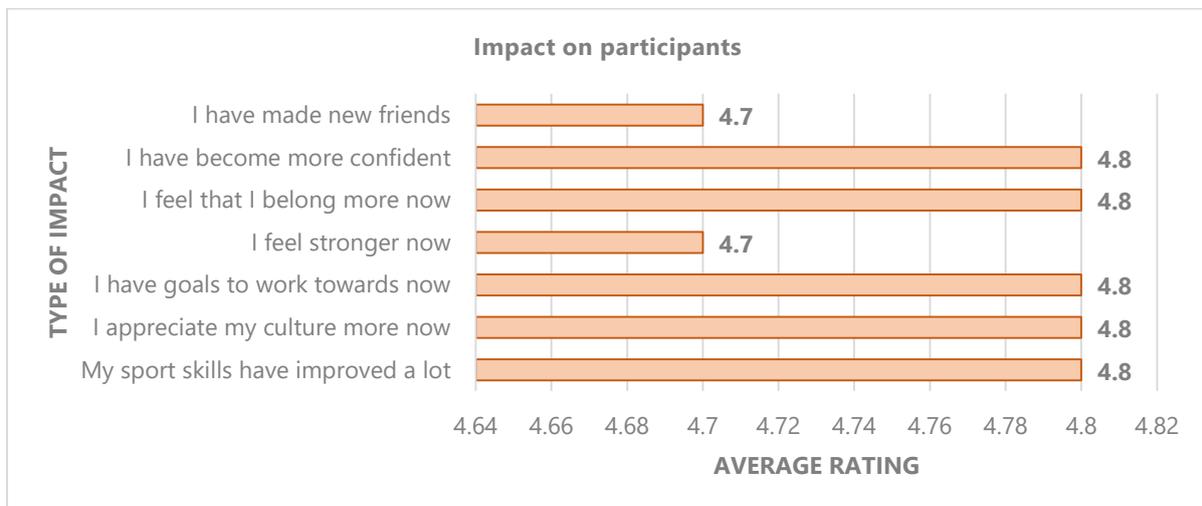
As can be seen, participants’ ratings reflect a **very high satisfaction level** with these Programs – the lowest average rating is 4.4 while the highest is 4.9. The highest average rating of 4.9 reflects the respect for MCCSA staff, particularly the Project Coordinator who is the “Program Glue”, and volunteers associated with the Programs.



The consistently high average ratings applied to “Impact on Me” reflect the empowering nature of these engagement Programs and the significant outcomes being achieved.

These are depicted below in [Figure 3](#) which summarises all ratings applied to Program Impact.

FIGURE 3: RATING OF INDIVIDUAL IMPACT OF PROGRAM ON PARTICIPANTS



4. CONCLUSIONS

4.1 POTENTIAL PROGRAM ENHANCEMENTS

There were no changes sought to program design or location and additions suggested by Focus Group participants involve extensions to what is seen as a solid foundation. In particular, the most sought-after addition is a *doubling* of weekly program sessions, with the following opportunities seen as of potential value:

- further personal and professional development opportunities;
- more sport and recreational opportunities;
- technology skills development opportunities;
- a scheme to subsidise annual sporting club fees (some of which now require \$800 per year);
- swimming classes;
- martial arts classes;
- mental health promotional activities;



- sessions focused on increasing environmental awareness; and
- an increased number of sporting programs so that younger girls can play separately from their older peers and thereby avoid current mismatching in ability and its associated potential for injury. (STS has attracted a number of girls as young as 12 years and their capacities are significantly different from those of older girls and young women in the Program.)

4.2 KEY LESSONS

The lessons that emerge from these two engagement programs for vulnerable young people from recently arrived migrant communities build on those identified in other MCCSA community capacity building programs, particularly *Successful Communities*, and those targeting young community members, including the *Creative Arts* project and the MCCSA's Youth Reconnect program. These are lessons that are applicable to future programs that could be developed across recently arrived CALD background communities.

KEY LESSONS LEARNED

- ⇒ It is essential to tailor program activities around each participant and therefore, to be flexible. Co-design is the mechanism to realise this.
- ⇒ After school is the ideal time to provide a program of this nature because this is the time of day where structures and engaging activities are unlikely to be in place.
- ⇒ Choice of site to deliver programs of this nature is critical, as is providing a safe and welcoming environment.
- ⇒ It is important to build in transport (where needed) and refreshments as part of the program because it enhances participation and engagement.
- ⇒ Partnerships, particularly with local government, are essential to leveraging from existing resources and to maximising the effectiveness of limited resources.
- ⇒ Intergenerational design enhances connection to community while also building capacity in the young person's immediate community.
- ⇒ The Program Coordinator must be someone who understands the needs of disadvantaged young people but also commands respect and provides an effective adult role model.



4.3 CONCLUSIONS AND RECOMMENDATION

Both of these Programs involve an investment in young people at risk of social exclusion and disengagement. As the future generation, they are critical to building strong cohesive communities, and their vulnerability can be reduced by building skills, knowledge, self-confidence and social and vocational connections.

The model underpinning both of these Programs is one that supports and encourages the realisation of these outcomes and is one that could and should be replicated across a wide range of CALD communities and on a larger scale.

This is an important model that should be understood more widely because it creates new benchmarks in cultural inclusivity, community strengthening and the creation of positive futures for otherwise young people. It is a model that should be expanded and replicated and a clear promotion strategy can assist this and its resourcing. One component of that strategy should include the production of a television documentary because this will reach a wide audience.

The high retention rates in both Programs reflect their positive design and delivery as well as their potential sustainability, *provided* funding can be secured to enable effective planning and resource allocation and the retention of key staff and volunteers. Funding for these highly successful Programs represents an **investment** by the South Australian Government in its social



and economic infrastructure, and involves a very small outlay (\$126,721 for both Programs together) yielding significant and long-term return.

From the perspective of the evaluator of these and other MCCSA capacity building initiatives, it is difficult to understand why the State Government has not seen fit to provide ongoing resourcing for a core MCCSA capacity building program for vulnerable CALD communities and their young people.

There are no improvements that can be identified for these two youth engagement programs and the three recommendations being made are all designed to secure their long term future.

RECOMMENDATIONS

Recommendation 1: It is recommended that the MCCSA seek ongoing funding, or at a minimum, three year funding for its Youth Engagement and Inclusion Program. Ideally this funding would enable expansion of the Program to a wide range of recently arrived CALD communities.

Recommendation 2: It is recommended that the MCCSA negotiate with Business SA to establish a scheme whereby South Australian businesses sponsor a young person from a recently arrived CALD community to participate in organised sport by paying or subsidising their annual club fees.

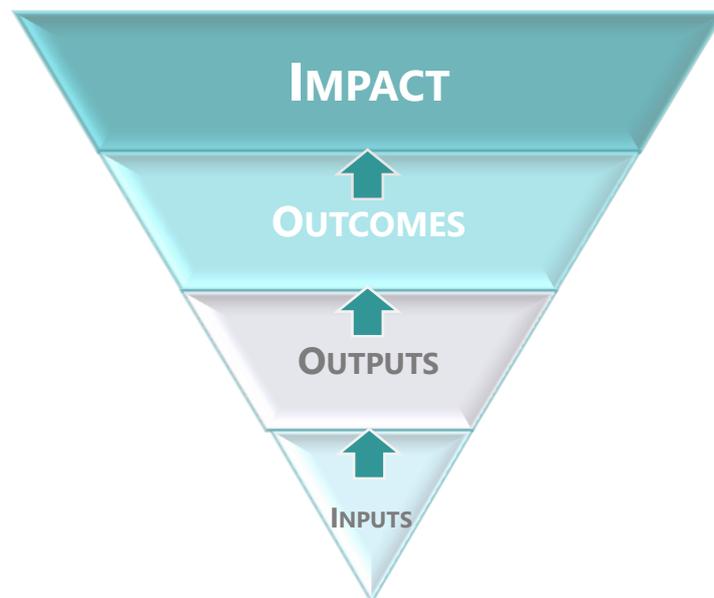
Recommendation 3: It is recommended that the MCCSA design a Communication Strategy that shares the Program model and its associated outcomes with the wider South Australian community, including through a documentary television program.

APPENDIX 1: EVALUATION METHOD

EVALUATION APPROACH

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 4* provides a visual illustration of the Program Logic hierarchy showing that 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 4: PROGRAM LOGIC HIERARCHY



EVALUATION METHOD

The evaluation applied multiple methodologies that involved five key components.

- 1) **Review of Project documentation** – this included reporting to DCSI, Project Manager’s reports and data related to Project participation.
- 2) **Interviews with the MCCSA Project Team** – to identify each Program’s goals, strategies, inputs, outputs, outcomes, impact, challenges, and future directions.
- 3) **Survey of Participants** -designed to obtain a ratings-based assessment of the main features of the Program design as well as of outcomes and impact for participants.
- 4) **Focus Group with Participants** – to explore in depth the Program model, its outputs, outcomes and early impact on young people involved in the two Programs.
- 5) **Reporting.**



GUIDING EVALUATION QUESTIONS

A number of questions were developed to guide the evaluation. The following questions were asked of all key stakeholders – young participants, instructors, and MCCSA staff – and were used to structure interviews and the focus group. Responses to these question have been triangulated in the analysis of all review findings.

- ❖ *What are the positive features of the Program model?*
- ❖ *Are there features that could be added? Could the Programs be improved in any way?*
- ❖ *What are the short-term outcomes for participants?*
- ❖ *What are the expected longer-term outcomes for participants?*
- ❖ *Do these Programs make participants feel more connected to their own community? To the wider South Australian community?*
- ❖ *What impact can the Programs be expected to have on participants, their families, their communities and the wider South Australian community?*
- ❖ *Do the Programs represent an effective use of funding resources?*
- ❖ *Could the underpinning Program model be applied with other young people from vulnerable CALD background communities?*