

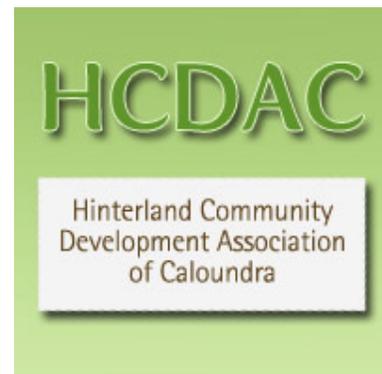
Understanding the Value of Community

A student evaluation project of 12 local groups,
services and courses delivered through the
Nambour Community Centre and the Hinterland
Community Development Association of
Caloundra

by

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Background of the project

This evaluation project was initiated by the Nambour Community Centre (NCC) and the Hinterland Community Development Association of Caloundra (HCDAC) as a way to better quantify some of the real human outcomes that are occurring as a result of the work that happens in both organisations. While the figures and statistical output of this work is regularly measured, the broader outcomes around personal and group change and development require a deeper, more dedicated approach to measure.

The other main idea behind this project was gathering some evidence to better “measure” our activities so that we could have a better understanding around the amount of leveraged value that is offered specifically at NCC and HCDAC, and more generally community and neighbourhood centres. The Queensland Department of Communities is currently internally working through some of these measures themselves and in some way it was hoped that this project could inform that work.

Consequently the framework that has been used for this project – Bennett’s Hierarchy, has been adopted on the advice of the regional Department of Communities.

Aim for the project

The aim of this evaluation project is to better identify and quantify the value and change that is generated from the activities of HCDAC and NCC.

Description of organisations involved

Two organisations were involved, Nambour Community Centre (NCC) and the Hinterland Community Development Association of Caloundra (HCDAC).

The Nambour Community Centre Inc. has been operating since 1980 when it was named The Meeting Place and located at Howard St, Nambour. In 1998 the organisation relocated to its present purpose built location on Shearer Street and changed its name to the Nambour Community Centre. Today the community centre is physically accessed by well over 1,000 people per month with another 1,000 accessing the centre’s website and making enquiries by phone and email.

NCC delivers the following funded programs:

- Family Support Program – Nambour Good Beginnings
- Local Community Development Program
- Information & Referral
- Regional Multicultural Development Program – Cultural Connections
- Host a range of volunteer run programs such as Computer assistance, Money Makeover, Music group, Paper Chaser, Tai Chi, Personal Counselling and several occasional activities.

NCC also partners with a variety of small and large Not for Profit organisations to enable local people to access services through ‘outreach’ arrangements.

Over 30 community groups regularly use the convenient & reasonably priced meeting rooms of NCC as the place for conducting their meetings and activities.

Hinterland Community Development Association of Caloundra's vision:
"Our vision is for dynamic and creative communities that work together for the creation of inclusive, resilient Neighbourhoods; that respect diversity and foster a sense of belonging"

The Hinterland Community Development Association of Caloundra (HCDAC) was initially established to assist three Hinterland Neighbourhood and Community Centres, Glass House Mountains Neighbourhood Centre, Morris House in Landsborough and Maleny Neighbourhood Centre and their communities. This now extends to Beerwah and District Youth and Community Centre commonly known as BADYACC and Mooloolah Community Centre and their respective communities.

The HCDAC aims to build relationships within and between communities, to advocate and facilitate local responses to social issues and linking resources with the purpose of supporting the development of sustainable communities. This involves using sound community development principles and processes that support the Hinterland communities in their journey to creating strong resilient neighbourhoods. The HCDAC is funded for one FTE position by the Qld Department of communities, which is a job share arrangement between two community development workers who engage directly with the Hinterland communities.

As well as the Glasshouse Women's Social Group and the Maleny Shared lunch the HCDAC is in collaborative working partnerships with the Hinterland communities with substantial involvement in a range of programs, projects and community events, such as Mooloolah Performing our Arts Off, Building Beerwah, Hinterland Welfare Network, the annual Mooloolah Family Fun Day and Community Christmas Party, Glasshouse Country Festival and the recent "Recognise" Forums to recognise Indigenous peoples in the Australian Constitution.

Methods

In total twelve activities that are being delivered with involvement from HCDAC and NCC between the period March to June 2013 were chosen as a representative sample of the approximately 40 – 50 activities that are currently offered through both organisations. These 12 activities were selected for the following reasons;

- They represented a mixture of new and established groups
- They represented a number of different "target" groups that access HCDAC and NCC eg. Families, new migrants, volunteers, individuals in financial distress, socially isolated local people (any others) and general local community members.
- 3 of the activities being evaluated represent collaborative ventures that involve NCC and several other organisations in the development and delivery phase.
- They represent activities that were both volunteer and staff facilitated.
- They included off site activities delivered throughout the Sunshine Coast region as well as on site local activities delivered at NCC (Nambour) and HCDAC (Sunshine Coast Hinterland).

- They included long-term ongoing groups that meet weekly and monthly as well as time-limited activities that range from 8-week courses, two-week workshops, and a series of one off awareness sessions.

This project sought qualitative data from participants of the 12 actual groups, services and courses that form the sample group.

A variety of methods were used to gather this data according to the nature of the group and its participants. Methods used included:

- Written surveys including Likert scales, short responses and most significant change technique (happened in 9 groups)
- In-depth interviews with individual participants (occurred in 9 groups)
- Group discussion with participants (happened in 3 groups)
- Appreciative enquiry – action research (for 3 groups)
- Observation (occurred in 11 groups)

Most significant change technique is a form of participatory monitoring and evaluation (Davies & Dart 2005). It poses the question 'what has been the most significant change since an event.'

In depth interviewing is guided by predetermined themes and questions, however, the interview is eventually directed by the interviewee (Walter 2008), which is used to identify the changes developed and created by community centres and programs.

Appreciative inquiry is a method of action research. Through cooperative dialogue, alternative conversations and actions are creatively and constructively uncovered (Ludema, Cooperrider and Barrett 2000).

Participant observation is a practical research method that is transparent between the researcher and the research group, in this instance, between the students and the community groups, programs and courses. This method was used to provide an insight on how community groups affected individual lives, viewing and collaborating changes throughout the three-month period.

Participation in this project was voluntary and confidential at all times.

Analysis of data

Firstly, the research data was collected for each of the 12 groups with the previously mentioned methods. The research data was transcribed onto physical documents, which were then shared with the participants to check for accuracy. After this, the data was examined for commonalities and emerging themes. Lastly, the data was calculated into statistics for the evaluation report.

Previous research

In the second half of 2012 a group of 4 students from the University of the Sunshine Coast who were on placement with HCDAC, Community Solutions and NCC conducted some initial research into methodologies for identifying outcomes within group activities and trialled the methods with 4 groups. The 2013 project used some

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of this preliminary work and learning's to help construct the processes for this evaluation process.

The benefit of involving students in this work is twofold, on the one hand they provide a useful way to have experienced 'neutral' people gathering the evidence and providing independent analysis of the data.

Additionally neither NCC nor HCDAC currently have the human resources available to perform this work so student input was even more crucial in the very basic sense as it enabled the work to get done.

In 2009 and again in 2010 NCC engaged the services of an external consultant, (Maria Tennant - Community Development, Housing & Planning Consultant) to evaluate some of the services offered by the Nambour Good Beginnings Family Support program. These two evaluations utilised the Most Significant Change methodology and revealed some very useful information that has gone onto help shape the direction of the Nambour Good Beginnings program.

The other concurrent learning that emerged from this evaluation process was that ongoing organisational and participant benefit can occur if the processes that the supports the evaluation are inclusive, strengths based and respectful. Indeed these understandings were at the core of our thinking around the student's 2013 evaluation project.

Evaluation findings

Aware, Assertive, Alive

Aware, Assertive, Alive (AAA) is a 10-week group course that focuses on individuals developing their self-awareness and communication skills. The doubles as the main training course for Nambour Good Beginnings Family support program volunteers as well as a parent development course for participants in the Nambour Good Beginnings program. NCC staff facilitate the course.

<p>Objectives Measurable</p>	<ol style="list-style-type: none"> 1. Support parents to develop their own skills and awareness to build healthy happy families. 2. Support local people to build the type of community they want to be a part of – Nambour Good Beginnings volunteers. 3. Connect local families to peer support and co-build their family aspirations.
<p>1. Inputs Costs, time and personnel</p>	<p>Organisation with office staff, taking and confirming bookings and enquiries 1 hour per week: \$36 Family Support Worker 1 day per week for 6 hours per day - \$38 per hour (\$2,280) plus preparation and pre discussion with potential participants of 20 hours = \$760 Organisational costs for 6 hours per week (organisational insurance, utilities, compliance costs, equipment costs, catering etc) estimated at \$53 for 6 hours Room rental: Gail room \$54 per day (in kind) Resources for participants, manual and stationary = \$350 Total costing for AAA per year (including in kind) = \$4,820</p>
<p>2. Activities Workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<ol style="list-style-type: none"> 1. Promotion of AAA through the Nambour Good Beginnings 2. Prior discussion with potential participants including Nambour Good Beginnings volunteers 3. Delivery of 10 four-hour weekly group sessions from April to June.
<p>3. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<p>Total number of people attending: 15 Number of people participating in all sessions: 6 All the participants were female.</p>
<p>4. Reactions of participants Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<p>5 participants returned survey forms Participants were made aware of AAA through the Good Beginnings volunteer program (1), the Kenilworth Park Women’s Support Group (2) and through the</p>

	<p>Family Support Worker speaking about the course at the University where she lectures (1) <i>"I find every time I've done this course, I learn!"</i></p> <p>20% of participants began AAA because it was a pre-requisite for the Good Beginnings volunteering and another 20% began because of events in their personal lives. 60% of participants found self-disclosure as the most challenging aspect of AAA. 100% of participants said AAA far exceeded their expectations. <i>"Much more than I expected."</i> <i>"Fabulous course."</i></p>
<p>5. Practice change – KASA Changes in Knowledge – what do you know Attitudes – how do you feel Skills – what can you do Aspirations – what do you hope for desire</p>	<p>Knowledge – 50% of participants are now aware of the power behind the language that is used.</p> <p>Attitudes – 60% of participants were not comfortable self-disclosing to people they did not know. 100% of participants felt positively about attending AAA because of the facilitator and 100% saw a positive change in their life <i>"I feel life is moving forward."</i></p> <p>Skills – 100% of participants are utilising their new assertive communication skills in some aspect of their lives.</p> <p>Aspirations – 100% of participants would be interested in attending a follow up session and 50% of participants would be interested in attending a similar course for couples. <i>"Surely more beneficial than counselling."</i></p>
<p>6. Practice change Adoption and application of KASA</p>	<p>It has been observed that 90% of participants have adopted new knowledge and skills, through self-disclosure of personal stories at the AAA sessions.</p> <p>1 participant indicated that they had successfully adopted the communication skills and knowledge from AAA with her husband. <i>"My husband now talks to me as he believes that what I have told him about the course may be able to help us sort our issues."</i></p>
<p>7. End result Social, economic, environmental and individual consequences of the activity</p>	<p>100% of participants have utilised and become aware of their new skills and knowledge about communication. <i>"I internalise reactions rather than verbalise what I want to happen. I have learnt to identify these reactions and act upon them in a positive way."</i></p>

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	Participants gained friendship (4), increased self awareness (3), empowerment and confidence (3) and 100% stated that the best aspect of AAA was the facilitator
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Cultural Briefings

Cultural Briefings Program – a collaborative project of the Sunshine Coast Libraries, Diversicare and the Nambour Community Centre that presented 8 cultural briefings sessions delivered by people originally from other countries who now call the Sunshine Coast home. Each sessions offered first hand insight into the customs, food, greetings, travel, language, religion, celebrations and ageing of each country.

<p>Objectives Measurable</p>	<ol style="list-style-type: none"> 1. Invest in community – local people increasing awareness and multicultural diversity in the community and local connections 2. Provide a response to a locally identified need 3. Support local people to build the type of community they want to contribute to.
<p>1. Inputs Costs, time and personnel</p>	<ul style="list-style-type: none"> - Library staff (salary) average 1.5-2 hours set-up per session - Diversicare multicultural advisory service coordinator (on salary) average 8 hours per session; - Food costs provided by Diversicare average \$100 per session; - \$100 gift vouchers to presenters provided by Diversicare; - 8 different Presenters - NCC student hours averaged approx 10 hours per session which including promotion, liaising, interviews and pre-presentation aid to speakers. - Library venue hire provided in kind - Organisational costs for library to host 8 separate sessions, include utilities, enquiries, insurance etc. <p>Due to the number of stakeholders involved in this joint activity estimating the overall cost for all 8 sessions isn't easily possible.</p>
<p>2. Activities Workshops, courses, awareness raising campaigns, newspaper articles, discussion groups</p>	<p>8 different ninety minute presentations at different libraries across the Sunshine Coast were delivered between 19th April and 23rd May 2013.</p> <p>Notice boards, newsletter, flyers, announcements at other events, website, email, newspaper article and community announcements on TV and free newspapers – coordinated by library staff and NCC student.</p> <p>Preparation discussions with presenters; organisation of presentation involving liaising with library personnel and Diversicare organiser.</p>
<p>3. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<p>Kawana 13 participants April 19th Caloundra 15 April 22nd Nambour 32 participants April 23rd Maleny 9 participants April 24th Cooroy 13 participants April 29th 82 participants in total (with 3 sessions still remaining) 4 one-hour informal conversational interviews with session</p>

	speakers. (data from 3 remaining sessions still to be analysed)
4. Reactions of participants Degree of interest, likes and dislikes for activities, perceptions of activities	52 questionnaires with closed and structured questions and open-ended questions. 95% thought the information helpful. There was a plethora of different answers with regard to the likes of the presentations mostly positive about the power point photos, the speaker's comportment and the food that was enjoyed by all. In the interviews with the speakers, the theme that arose most from each one was a feeling of pride for their culture. <i>'I'm proud of my culture and nation'</i> . One speaker stated that being asked to present was an opportunity to <i>'teach about my culture'</i> . When asked about the meaning of community in her culture, one said <i>'in my culture, people always help people. The strong ones help the weak ones. We share when someone has difficulty'</i> . One woman said she thought people had negative connotations of her culture (which is predominantly Muslim) and she would like to change that. <i>'Because I am a member of this community, I want people not to feel threatened'</i> . She also said, <i>'we only have different colour, language and culture. We all have heart'</i> . When asked the question to one woman who was European as to whether or not she had been discriminated in any way since living here, she exclaimed <i>'never'</i> .
5. Practice change – KASA Changes in Knowledge – what do you know Attitudes – how do you feel Skills – what can you do Aspirations – would you be interested in future briefings	Knowledge – 72% gained new insights into cultures Attitudes – Comments <i>'These are very beneficial exposures to our multi-cultural population – only good comes from them'</i> ; <i>'Such presentations can only bring more people together and make everyone realise that we all want to live in peace and harmony together'</i> . Skills – Better informed for travel, interaction using culturally correct etiquette. Aspirations – 90% expressed interest in future briefings and listed other cultures that could be introduced. Several comments mentioned the inclusion of more history, information on the food.
6. Practice change Adoption and application of KASA	The audiences came away with an increased broadened perspective of cultures and a greater feeling of connectedness with the speakers. Hopefully, this would lead to inclusiveness and less discrimination and fear of others that appear different.
7. End result Social, economic, environmental and individual consequences of the activity	For the audiences, it brought new insights into different cultures leading to more open mindedness on an individual and personal level and acceptance of people from other cultures who reside on the Sunshine Coast bringing community cohesiveness. For the speakers in general, they felt a sense of pride and connection to the community in sharing their culture.

Family Support Parenting sessions

Family Support Parenting sessions are a series of short small group sessions that focus on matters relating to building healthy families. This evaluation focussed on the **Boundaries / Co-dependency** sessions that were presented by Nambour Good Beginnings as half day sessions over a 3 week period in March & April 2013.

<p>1. Objectives Measurable</p>	<ol style="list-style-type: none"> 1. Support parents to develop their own skills and awareness to build healthy happy families. 2. Support local people to build the type of community they want to be a part of – NGB volunteers 3. Connect local families to peer support and co build their family aspirations
<p>2. Inputs Costs, time and personnel</p>	<ul style="list-style-type: none"> - Organisation with office staff, taking and confirming bookings and enquiries 1 hour per week: \$36 - Family Support Worker 1 day per week for 5 hours per day - \$38 per hour (\$570) plus preparation and pre discussion with potential participants of 15 hours = \$570 - Student preparation and research for material 4- 5 hours - Organisational costs for 5 hours per week (organisational insurance, utilities, compliance costs, equipment costs, catering etc) estimated at \$45 - Room rental: room 1 room \$54 per half day (in kind) <p>Total estimated costs (incl in kind but not costing student contribution = \$1,545)</p>
<p>3. Activities workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<p>Promotion was initiated through notice boards; email database of Nambour Good Beginnings which included various organisations, schools, and participants from past workshops; flyers; NCC website and newsletter.</p>
<p>4. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<p>There were three 3-hour sessions in which there were 10 women participants in the first Boundaries workshop the 21st of March, 5 of the same participants in the second Boundaries workshop the 28th of March and 4 of the women from the Boundaries' group and one new in the Co-dependency session the 18th of April.</p>
<p>5. Reactions of participants : Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<p>On a scale rating from excellent, very good, average, poor and very poor -</p> <p>60% thought the presenters, location/facilities, cost, timing subject matter and handouts to be excellent</p> <p>20% found the above as excellent and the location to be very good</p> <p>20% found the location/facilities, cost and timing to be excellent and the presenters, subject matter and handouts to be very good</p>

	<p>Two of the women from the first session were also involved with other groups/organisations with the intention of passing on the knowledge to the wider community. Both were involved in relationships with step children. A one hour informal conversational interview was conducted with one of these women. The participant had never visited a community centre previously to this workshop. She attends a monthly stepmum lunch group. Her intention is to share the information from the workshops with the lunch group (20 signed up and averages 4 at present). When asked about boundaries in a blended family she stated <i>'boundaries are crucial in this situation'</i>. When asked about community centres and what they have on offer, she stated that she would share with her group the value of going to them (any community centre) as she had gotten so much out of the recent workshop herself. <i>'I feel empowered just having the information'</i>. She also sees the value of community in respect to people being connected as she herself felt <i>'connected to the women'</i> in the sessions and would socialize with them given the chance. The discussions <i>'are fabulous'</i>. The workshops have the potential to create a ripple effect out into the wider community. That the workshops should be more widely promoted was her general consensus.</p>
<p>6. Practice Change – KASA Changes in; Knowledge – what do you know Attitudes – How do you feel Skills – What can you do Aspirations – What do you hope or desire</p>	<p>Knowledge- 60% became aware of the importance of setting boundaries; 20% gained insight into herself; and 20% gained better and different strategies for certain situations. One participant said they gained <i>'A wider knowledge base and understanding of setting boundaries and limits and why this is important'</i>. Another participant said <i>'there is a great need for programs and education of this kind'</i>.</p> <p>Attitudes- 20% said they were more positive within themselves; 20% said that forgiveness was what stood out most for them; 20% said that the benefits are for the children in the long run; 80% said that setting boundaries was something that <i>'needs'</i> to be done.</p> <p>Skills – to be put into practice in the future within the family setting</p> <p>Aspirations - 80% saw the need to assert themselves in relation to boundary setting in order to see a change and 20% saw the need to value themselves after attending the workshops. However, in a discussion prior to the workshops, they were asked their reasons for coming. These were:</p> <ul style="list-style-type: none"> • Time management • To teach the children and to share with other parents • Peace in the home • Deal with teenagers and hormones • Set boundaries that stick • Set personal boundaries to stop abuse • Recognize boundaries that are working • Social connectedness
<p>7. Practice</p>	<p>Any sort of change is yet to be observed as the knowledge</p>

<p>change Adoption and application of KASA</p>	<p>gained in the workshops is something that needs to be put into practice. Most likely the changes would be part of an ongoing process and immediate results could not be determined.</p>
<p>8. End results Social, economic, environmental and individual consequences of the activity</p>	<p>All of the participants would recommend this workshop to others. More than half stated that there is a definite place in the home for setting boundaries on others as well as themselves. They could see the benefits of the knowledge acquired from these workshops and had improved awareness of themselves. One participant stated that <i>'the adults are more of a concern'</i> than any others that are involved. Another participant said that what she had learned about herself was <i>'that I am valuable'</i> Four participants acknowledged that they needed to set boundaries in order for change to take place. The importance of these workshops appears to result in the enhancement of self-confidence and self-esteem as well as discovering that these women are not alone in circumstances involving the issues of boundary and co-dependency.</p>

Getting Out There

Getting Out There is a program that introduces children who are attending the North Coast Intensive English Unit at Nambour High School with local sporting and recreation clubs. Overall the last 5 years it has been offered in conjunction with the Nambour High School and a variety of Sunshine Coast sporting bodies and groups.

<p>1. Objectives Measurable</p>	<ol style="list-style-type: none"> 1. Provide a response to a locally identified need to connect people through sport and recreation activities - connect local groups and clubs with people who are new to this community (children of new migrants) 2. Support local people to build the type of community they want to be a part of, active children and families 3. Provide opportunities for a more inclusive community by increasing awareness of migrant families and local groups of each other's aspirations and contributions.
<p>2. Inputs Costs, time and personnel</p>	<ul style="list-style-type: none"> • Coaching staff \$30 per hour, (total hours for term one = 7 contact hours + 7 non-contact hours = 14 hours, total hours for term two = 9 contact hours + 9 non-contact hours = 18 hours) \$960 • Teaching Staff \$67 per hour, (total hours for term one = 9 contact hours, Total hours for term two = 22 contact hours) \$2,077 • Volunteer \$25 per hour (in kind) (total hours for term one = 6 contact hours + 3 non-contact hours = 9 hours, total hours term two = 10 contact hours + 3 non-contact = 13 hours) \$550 • Cultural Connections worker \$44 per hour (10 hours over duration of program) \$440 • <i>Organisational costs difficult to estimate for this project as multiple organisations are involved at multiple venues.</i> <p>Total annual estimated costs without factoring in organisational & venue (incl in kind & volunteer) = \$4,027</p>
<p>3. Activities Workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<ul style="list-style-type: none"> • Held discussion with the children to discover what sports they were interested in accessing within their local community • Gave the children a map of the sunshine coast so that they could show where they live • Provided the children with information about the relevant sporting clubs in their area • Three of the children have now accessed sporting clubs in their area • Met with some of the parents and provided them with information about the activities that are available at the Nambour Community Centre and the broader Sunshine Coast area. • Some parents have accessed the Talk to Friends program on Fridays at the centre, and have begun

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	process of accessing TAFE English classes
<p>4. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<ul style="list-style-type: none"> • The number of children participating varied from term to term, as some children exited the Intensive English School, and others joined • On average there were 8 primary school children
<p>5. Reactions of participants Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<ul style="list-style-type: none"> • The children all agreed that they enjoyed learning Soccer and AFL • As a result of learning Soccer and AFL skills children have begun to make friends during play times
<p>6. Practice change – KASA Changes in Knowledge – what do you know Attitudes – how do you feel Skills – what can you do Aspirations – what do you hope for desire</p>	<ul style="list-style-type: none"> • All children agreed that they had learnt many new skills • All children acknowledged that their skills had improved • All children expressed an interest in joining sporting clubs in their local area
<p>7. Practice change Adoption and application of KASA</p>	<ul style="list-style-type: none"> • All children have improved their vocabulary and understanding as a result of participating in the sport program • All children have participated in Soccer and AFL games at play times and have become adept at making friends outside of their own class
<p>8. End result Social, economic, environmental and individual consequences of the activity</p>	<ul style="list-style-type: none"> • All children have become more confident making friends • All children have become more socially adept as a result of participating in the sport program • All children are more confident talking with teachers and peers • Some of the children are unable to access sporting clubs within their local area due to transport issues, financial constraints and work commitments of parents/carers • A few of the children are unable to access local sporting clubs as many sports on the Sunshine Coast for primary aged children are held on Saturdays

Maleny Shared Lunch

The Maleny Shared Lunch is a fortnightly community initiative where community members come together to prepare, cook and eat a shared lunch.

<p>Objectives measurable</p>	<p>To provide a space for people in the community to come together and collectively engage through preparing, cooking and eating a shared lunch.</p>
<p>1. Inputs Costs, time and personnel</p>	<ul style="list-style-type: none"> • Community development worker spends 8 hours per fortnight on this project to liaise with potential chefs and helpers, promote on Facebook, do shopping, other organising and facilitating on the day of the lunch cost: \$240- per year \$4,800 • One student on placement participates within the preparations of the shared lunch where possible per fortnight cost: \$50.00 -per year\$1,000 • Manager of Maleny Neighbourhood Centre 2 hours per fortnightly cost: \$120.00 -per year \$2,400 • Five volunteers 3 hours each per fortnight cost: \$300.00 -per year \$6,000 (in kind) • Maleny neighbourhood Centre’s public liability estimated at \$25 per year for this event • Kitchen Equipment per year cost: \$ 500 • Ingredients per fortnight cost: \$100.00 per year \$2,000 <p>Total costing to maintain the Maleny Shared Lunch per year= \$16,725</p>
<p>2. Activities workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<ol style="list-style-type: none"> 1. Announcements of the shared lunch is on the Hinterland Community Development Association of Caloundra, HCDAC Facebook page, Maleny Neighbourhood Centre website and Facebook page and on notices throughout the neighbourhood centre and Maleny free ads online 2. Various community members participate in organising, preparing and cooking the shared lunch, which joins community members to sit down together and enjoy a meal. These include: community volunteers, Maleny NC committee members, staff, students and teachers of the flexi-school.
<p>3. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<ul style="list-style-type: none"> • The shared lunch occurs on the 2nd and 4th Thursday of every month from 12.30 onwards. • The numbers of people who have attended the shared lunch vary between 20-50 people with the average being about 30. • Community volunteers, Maleny NC committee members, staff, students and teachers of the flexi-school, Maleny fix it group,

	<p>residents of the Maleny region.</p> <ul style="list-style-type: none"> • There are a large number of regular attendees, some participants are visitors from other areas, some are new residents wanting to meet other community members, and therefore new faces appear at every shared lunch.
<p>4. Reactions of participants : Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<p>30 people participated in the evaluation at the community shared lunch</p> <ul style="list-style-type: none"> • 100% of participants have a positive experience at the shared lunch and that it was about community spirit • 75% of participants thought the shared lunch was good because it brought people together • 50% liked the idea of a cooked meal <p><i>“Brings a diverse group of people together to enjoy each other’s company and of course good food”</i> Amongst the participants food was strongly viewed as a means of bringing people within the community together.</p>
<p>5. Practice Change – KASA Changes in; Knowledge – what do you know Attitudes – How do you feel Skills – What can you do Aspirations – What do you hope or desire</p>	<p>Skills – Most participants considered the shared lunch an opportunity to share thoughts and ideas with other community members. <i>“Good experience for young folks cooking and learning about food”.</i> Knowledge – Many participants indicated that the shared lunch provided a space to not only share information but valuable for learning new information. Attitudes - 100% of participants indicated the shared lunch was a positive experience. <i>“Great for lifting the spirits when you feel down”</i> Isolation was also an indicator with many participants mentioning the shared lunch was a way of meeting other people. <i>“Great for people who eat most of their meals alone”</i> Many participants such as other groups at the Maleny Neighbourhood centre saw the shared lunch as having a practical worth. <i>“Handy for the fix it café folks”</i> <i>“Yummy food”</i> <i>“No cooking”</i> Aspirations – All participants believed the shared lunch enhances a sense of community spirit through connecting with each other.</p>
<p>6. Practice change Adoption and application of KASA</p>	<p>Most participants indicated a social connection with other community members because of the shared lunch. In addition, sharing a meal was strongly viewed as increasing the idea of community coming together as more like a family.</p>
<p>7. End results Social, economic, environmental and individual consequences of the activity</p>	<p>100% of participants felt the shared lunch provided an opportunity to feel more socially connected in the broader community. Majority of participants identified reduced social isolation and feelings of loneliness through being able to participate in the shared lunch. Majority of participants also identified eating food with other community members as synonymous with family/companionship. <i>“Smiles, sharing, gathering, family”</i></p>

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	<p><i>"Great sense of community"</i></p> <p><i>"Food companionship"</i></p> <p>Some participants also viewed the shared lunch as having a practical value</p> <p><i>"A cooked lunch is a real treat"</i></p>
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Money Makeover

Money Makeover is a free financial budgeting service delivered by a program volunteer for local clients

<p>Objectives Measurable</p>	<ol style="list-style-type: none"> 1. Provide a response to a locally identified need 2. Provide advice, information and if necessary case management for individuals and families in financially difficult situations to move to a position of financial sustainability. 3. Advocate on behalf of the participant to move them to a more sustainable financial situation 4. Support local people to build the type of community they want to contribute to.
<p>1. Inputs Costs, time and personnel</p>	<p>Organisation with office staff, taking and confirming bookings and enquiries 1-2 hours per week: \$36 per hour Volunteer financial counsellor (Sue) 1 day per week for 6+ hours per day at \$25 per hour: \$150 (in kind) Organisational costs (organisational insurance, utilities, supervisor cost, office costs etc.): estimated at \$53 per day Room rental: Gail room \$72 per day (in kind) Total annual costing for Money Makeover (including in kind & volunteer): \$15,928</p>
<p>2. Activities Workshops, courses, awareness raising campaigns, newspaper articles, discussion groups</p>	<ol style="list-style-type: none"> 1. Promotion of Money Makeover by flyer at Nambour Community Centre, Centrelink and Nambour Hospital 2. Web promotion by Nambour Community Centre website 3. Announcement and promotion at the Nambour Community Centre Resource Market. 4. Delivery of ½ hour to 1 ½ hour individual sessions depending on the client's needs. These sessions can be one off or lasting more than 6 months until the client has exited the service.
<p>3. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<p>Total number of people attending: 30 Number of people participating in frequent sessions (at least one a month): 12</p> <p>Total number of people participating in questionnaires and interviews: 5 (3 males and 2 females)</p> <p>Frequency of contact: when required</p>
<p>4. Reactions of participants Degree of interest, likes and dislikes for activities, perceptions of</p>	<p>5 people participated in the questionnaires and interviews. The results from these were:</p> <p>100% of the participants would recommend the program</p> <p>Participants had been made aware of Money Makeover by the mental health program (1) and the social support worker (1) at</p>

<p>activities</p>	<p>Nambour Hospital, social security (1), and personal investigation (2).</p> <p>80% of participants accessed Money Makeover because of one or more debts.</p>
<p>5. Practice change – KASA Changes in Knowledge – what to you know Attitudes – how do you feel Skills – what can you do Aspirations – what do you hope or desire</p>	<p>Knowledge – 60% of participants indicated they have successfully implemented budgeting knowledge since participating in Money Makeover.</p> <p>Attitudes – 100% feel more positive because they now have a manageable financial plan. <i>“Every time I come to see Sue (financial counsellor) I feel better”</i></p> <p>Skills – 66% of participants interviewed said they now take responsibility of their finances and 100% stated that they felt more in control of their money and situations.</p> <p>Aspirations – 60% of participants recommended that the volunteer financial counsellor be subsidised or reimbursed for her time. <i>“She’s volunteering her time when she could be working.”</i> <i>“She doesn’t portray the ‘volunteer’, she just says ‘I’m Sue and I’m here to help’.”</i></p> <p>100% will continue to access Money Makeover to continually improve their financial situations.</p>
<p>6. Practice change Adoption and application of KASA</p>	<p>80% of participants have applied their new practical knowledge and skills since accessing Money Makeover. <i>“One credit card is cut up, hopefully in 6 months the other one will be cut up too.”</i></p> <p>One participant has overcome a physical and mental illness since accessing Money Makeover. <i>“It’s also a people makeover because you learn tolerance, to go without and you learn about yourself.”</i></p>
<p>7. End result Social, economic, environmental and individual consequences of the activity</p>	<p>40% said they were more confident <i>“She gave me the confidence that my finances were fixable and that I was fixable.”</i> <i>“I went downhill when I was caring for my husband and when he died I went down a bit further. Sue gave me my confidence back.”</i></p> <p>After accessing Money Makeover, 40% of participants felt relieved and had peace of mind and 60% felt content.</p> <p>100% of participants are continuing with case management at this time. <i>“I’ve been 100% honest with her (Sue) and I haven’t been judged once.”</i></p>

Music Group

Music Group is the weekly gathering of people interested in playing music and learning musical skills facilitated by a program volunteer (volunteer music teacher).

<p>Objectives Measurable</p>	<ol style="list-style-type: none"> 1. Provide a response to a locally identified need to connect people through local activities. 2. Support local people to build the type of community they want to contribute to. 3. Provide an affordable opportunity for individuals to improve their skills and confidence.
<p>1. Inputs Costs, time and personnel</p>	<p>Organisation with office staff taking enquiries, promotion and volunteer support 1 hour per week: \$36 Volunteer music tutor 3 hours per week at \$25 per hour (in kind): \$75 Organisational costs for 3 hours per week (organisational insurance, utilities, compliance costs, equipment costs, catering etc) estimated at \$27: \$2,835 Room rental for room 1 at \$42 per day: \$1,470 Total estimated annual costing for Music Group (including in kind and volunteer): \$9,240</p>
<p>2. Activities Workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<ol style="list-style-type: none"> 1. Promotion of the Music Group via a flyer at NCC 2. Web promotion by NCC website 3. Delivery of weekly 2 hour sessions, which run during QLD school term time.
<p>3. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<p>The Music Group is open to all ages, genders and all suburbs. Participation is voluntary and can be infrequent 4 people have been participating in the group for 6 months or more 2 participants who access the Music Group have multiple disabilities</p>
<p>4. Reactions of participants Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<p>One male participant arrives an hour early to set up the room and practice. <i>"I look forward to coming here. I get here early and set up."</i></p> <p>Participants found out about the Music Group through word of mouth (1) and brochures at Nambour Community Centre (1).</p> <p>75% have recommended the Music Group to people before. <i>"It has fantastic value."</i></p>

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<p>5. Practice change – KASA Changes in Knowledge – what to you know Attitudes – how do you feel Skills – what can you do Aspirations – what do you hope for desire</p>	<p>Knowledge – Participants learn musical chords, how to care for instruments and types and names of different instruments</p> <p>Attitudes – 100% said that Music Group makes them feel calm and relaxed <i>“I feel safe. It’s having a calming effect on me.”</i></p> <p>Skills – ability to tune instruments, read music, play instruments</p> <p>Aspirations – 100% of the participants will continue to access the Music Group.</p>
<p>6. Practice change Adoption and application of KASA</p>	<p>One participant has observed a positive change since participating in the Music Group. <i>“I was diagnosed as clinically depressed. I am totally off my medication since coming to Music Group.”</i></p>
<p>7. End result Social, economic, environmental and individual consequences of the activity</p>	<p>Participants said overall they feel more confident. <i>“I never had the confidence before but I had it in me. Now I experiment.”</i></p> <p>As a result of the Music Group, two participants frequently meet to practice and enjoy music and one participant is now playing with a band.</p>

Starting Strong

Starting Strong is a 10-week workshop supporting strong connections between new parents and babies facilitated by a NCC staff member.

<p>Objectives Measurable</p>	<ol style="list-style-type: none"> 1. Increased knowledge of ways parents can develop positive bonding/attachment with their babies/infants 2. Increased parents skills that assist building bond/attachment 3. Increased parent awareness of bonding/attachment 4. Increased parental support through meeting parents within their local community 5. Increased confidence in parenting skills as a result of participating in Starting Strong 6. Increased connections with community 7. Increased knowledge of services available within local community
<p>1. Inputs Costs, time and personnel</p>	<ul style="list-style-type: none"> • Social Work facilitator \$32 per hour • 42.5 non-contact hours + 17.5 contact hours = Total 60 hours • Community worker \$28.35 per hour (in kind) • 24 non-contact hours + 17.5 contact hours = Total 41.5 hours
<p>2. Activities Workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<ul style="list-style-type: none"> • 7 x 2.5 hour sessions have been conducted by Social Worker and professionals associated with infant and baby development • Information presented has been centred around the benefits of positive attachment • This entailed hands on workshops where parents learnt different skills, gained ideas and practiced these during the sessions
<p>3. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<ul style="list-style-type: none"> • At the start of Starting Strong there were 5 mothers • 4 of the Women had given birth prior to the commencement of the program • Midway through there were 3 core mothers and their babies
<p>4. Reactions of participants Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<ul style="list-style-type: none"> • The mothers were observed engaging with making a tree of motherhood - the tree symbolises that mothers are strong and resilient (like trees), and that strength and resiliency need nutrients (nurturing) - the mothers identified friendships, sleep, time out for self, light-

	<p>heartedness, family, understanding, reassurance and support as the nutrients that will help their tree grow</p> <ul style="list-style-type: none"> • The mothers identified the strengths or the trunk of the tree, and its limbs as being family, relationships, better beginnings, the best way, creativity, something good, patience, tolerance (chilled-out), belief in diversity in parenting, selflessness, newly found respect for motherhood, enhancement of family unit, shift in perspective, imagination and resourcefulness • The mothers identified positive changes that have occurred for them since becoming a mother represented by the leaves of the tree - joy, trust, creative, love, true love, commitment, laughs, stability, selfless, peaceful, strength, and confidence • Each of the mothers in the group all identified love as their positive change
<p>5. Practice change – KASA Changes in Knowledge – what to you know Attitudes – how do you feel Skills – what can you do Aspirations – what do you hope for desire</p>	<ul style="list-style-type: none"> • All three mothers through informal discussions indicated that their knowledge in regard to positive attachment had increased • All three mothers were observed using new skills within the workshops • All three mothers actively participated in discussions and were observed generating creative ideas and skills in relation to activities that they could engage in that would reinforce positive attachment with their babies • All three mothers were observed discussing their new parenting role and benefited from sharing their experiences • The mothers were observed in developing a shared understanding of their experiences, and expressed they felt more reassured about their experiences
<p>6. Practice change Adoption and application of KASA</p>	<p>Since beginning Starting Strong four mothers have created connections and now socialise outside the group.</p>

Talk To Friends

Talk to Friends is an English language conversation group designed to support people living on the Sunshine Coast who are developing their language skills for training, employment and engaging in Australian society. It is delivered through a partnership with Solutions 4 Learning, their staff and volunteers and Nambour Community Centre

<p>2. Objectives measurable</p>	<ol style="list-style-type: none"> 1. Developing local and community connections 2. Increasing English language skills and cultural context 3. Transitioning participants to connect with the Australian population and way of life on a social, professional and educational level? 4. Responding to the need for a service which focuses on multicultural settlement gaps
<p>2. Inputs Costs, time and personnel</p>	<p>Facilitator from Solutions 4 Learning 5 hours per week (3hrs on the day, 2hrs activity prep and planning). Solutions 4 Learning volunteer, 6 people per session 3 hrs @ \$25 per hour (in kind) Organisation with office staff, taking and confirming bookings and enquiries 1 hour per week: \$36 Cultural Connections Worker average 1 hour per week \$44 per hour: \$1,540 Organisational costs for 3 hours per week (organisational insurance, utilities, compliance costs, equipment costs, catering etc) estimated at \$27 = \$2,835 Room rental: room 1 \$51 per session = \$1,785 Total annual estimated costs (incl in kind & volunteer) = \$24,430 plus 105 hrs of facilitator wage costs.</p>
<p>3. Activities workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<ol style="list-style-type: none"> 1. Promotion of Talk to Friends across NCC noticeboard, NCC website, promotional flyers and NCC Newsletters 2. Promotion through Sunshine Coast Multicultural Network meetings held 6 weeks 3. Delivery of weekly sessions held Friday mornings for 3 hours; except for school holidays and public holidays. 4. Through Solutions 4 Learning relationships and networks <p>Long term collaborative relationship between Solutions 4 Learning and Nambour Community Centre.</p>
<p>4. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<p>All from Non-English Speaking Backgrounds All range in English speaking skills Open to all ages and both genders however classes are usually 75% female Residing from all areas of the Sunshine Coast including, Nambour, Eudlo, Maroochydore, Coolum and Caloundra Approximately 15-20 participants every week 4 current participants have been attending for 12 months or longer</p>

<p>5. Reactions of participants : Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<p>10 participants filled in surveys 3 tutors filled in survey 100% of participants would recommend this program to other people 100% of participants started Talk to Friends to improve their English Participants were made aware of Talk to Friends through Nambour Community Centre (1), Word of mouth (3), Newspaper (2), Tafe (1), Library (1), other community organisations (2)</p>
<p>6. Practice Change – KASA Changes in; Knowledge – what do you know Attitudes – How do you feel Skills – What can you do Aspirations – What do you hope or desire</p>	<p>Knowledge – 80% of participants said they gained knowledge of other cultures 70% of participants responded said they had gained knowledge on ‘<i>Australian culture</i>’ <i>‘recognizing Australian life and rules’</i></p> <p>Attitudes – 89% of participants said they felt good and/or happy after Talk to Friends <i>‘I feel very good, I always have learnt something new’</i></p> <p>30% of participants noted improved self-esteem and confidence levels.</p> <p>Skills – 78% of participants responded said they had increased English speaking skills <i>‘My language has become better’</i></p> <p>Aspirations – 50% of participants aspire to study in the future 60% of participants hope Talk to Friends will help them acquire employment <i>‘This will help me to find a job’</i> <i>‘If I can improve my English... I can do more study and work too’</i></p>
<p>7. Practice change Adoption and application of KASA</p>	<p>100% of participants said Talk to Friends helped connect them to the wider community <i>‘Talk to Friends has helped me to talk to my children’s teachers’</i></p> <p>67% of participants noted improved ‘Australian culture’ <i>‘Helps me to understand the ‘Australian way’</i>”</p> <p>60% of participants noted improved communication levels with the greater community <i>‘It has helped me talk to my husband’s friends’</i> <i>‘Talk to friends helped me talk to children’s mum at the playgroup’</i></p>
<p>8. End results Social, economic, environmental and individual</p>	<p>A number of participants now can help tutor others in speaking English</p> <p>A number of participants noted that Talk to Friends helped in their transition into Australia</p>

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<p>consequences of the activity</p>	<p><i>'It has helped me to settle in Australia' (sic)</i></p> <p><i>'A friendly way for people to learn to speak English better'</i></p> <p><i>'I always learn something new'</i></p> <p>70% of participants noted increases in friendships and social connections</p> <p><i>'When I come to Australia I didn't have any friends now I have more friends'</i></p> <p><i>'I feel like I have more friends'</i></p> <p>A woman interviewed at the Friday Community Dinner said <i>'if it wasn't for Fridays Talk to Friends group I would not have had met any anyone – It is because of Linda I have social support'</i></p> <p>There have been a number of current and previous participants who have gained full time or part time work and/or completed studies. New and continuing participants aim to improve their English in a safe environment, create connections and create pathways to study and employment.</p> <p><i>'This is a learning place, as well as a fun place. People are very friendly'</i></p>
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Watching Our Weight

WOW – Watching Our Weight is a ‘self run group’ which aims to provide a supportive and informative environment where members can improve lifestyles and lose weight.

<p>3. Objectives measurable</p>	<ol style="list-style-type: none"> 1. Support local people to build the type of community they want to contribute to – one on which people can gather in a group to meet and support each other. 2. Support individuals aspiring to improve and maintain their physical and mental health.
<p>2. Inputs Costs, time and personnel</p>	<p>Organisation with office staff taking enquires, promotion and general group support 1 hour per fortnight: \$36 Organisational costs for 2 hours per week (organisational insurance, utilities, compliance costs, equipment costs etc) estimated at \$18 per session = \$900 Room rental: room 1 – rental provided at a subsidised rate = \$500 (in kind)</p> <p>Total annual estimated costs (incl in kind) = \$2,300</p>
<p>3. Activities workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<ol style="list-style-type: none"> 1. Promotion of WOW across NCC Noticeboard, NCC website and NCC newsletter 2. Delivery of weekly sessions on Wednesday mornings for 1.5 hours and is continuous throughout the year with a 3 week break over Christmas totalling 49 meetings a year 3. WOW has been running for 12 months and is a breakaway group from TOPIC which was running for 21 years.
<p>4. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<p>There are currently 23 participants and membership is open to the public. Participants are generally of mature age and 90% are female. Meetings are held once a week for 90 minutes.</p> <p><i>During this time people are weighed, total weight loss is calculated, information regarding nutrition and lifestyle discussed and light exercise is completed. There are also prizes for most consistent and highest weight loss for the month.</i></p>
<p>5. Reactions of participants : Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<p>16 participants brought back survey forms 4 participants were interviewed 94% participants started WOW to lose and/or maintain weight. 100% of participants would recommend WOW to others 20% of participants would like to see more speakers 38% of participants wouldn't change anything about WOW 88% of participants said that WOW satisfied their expectations 60% of participants had been attending for 10 years or longer Participants were made aware of WOW by word of mouth (7),</p>

	weekly paper (4), Member of Topic (4), referral through GP (1)
<p>6. Practice Change – KASA Changes in; Knowledge – what do you know Attitudes – How do you feel Skills – What can you do Aspirations – What do you hope or desire</p>	<p>Knowledge - 75% of the participants responded that they had gained knowledge on diet and nutrition <i>'I have learnt to read and understand food labels'</i></p> <p>Attitudes - 100% of participants said they felt better after attending WOW 50% of participants said that WOW increased their confidence <i>'I have the willpower to lose weight'</i></p> <p>Skills – 75% of participants said they had gained skills in discipline <i>'I already had the knowledge, now I know that discipline is needed'</i></p> <p>Aspirations – 100% participants aspire to continue to maintain weight loss and improved lifestyles <i>'it is about my whole lifestyle'</i></p>
<p>7. Practice change Adoption and application of KASA</p>	<p>75% of participants felt they were better connected to the community</p> <p>50% of participants said they improved food management skills</p> <p>100% of the participants noted they had increased support and friendships <i>'When one of the ladies husband died, we all attended his funeral'</i> <i>'Other people within the group are always teaching you; they are out to see you do well'</i> <i>'That you're not on your own – WOW is 'family''</i></p> <p>56% of people said they had improved their lifestyle and/or diets <i>'I have reached and maintained the goal my doctor set for me for the past 9 years'</i></p>
<p>8. End results Social, economic, environmental and individual consequences of the activity</p>	<p>88% of participants said that WOW satisfied their expectations</p> <p>Many of the participants noted that WOW increased social connections <i>'WOW and the friendships I have made through WOW has helped me increase my confidence and improved my mental state'</i> <i>'I never would have had the opportunity to have such genuine support'</i></p> <p>50% of participants acknowledged that WOW had increased their confidence</p>

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	<p>A number of participants noted changes in both physical and/or mental health <i>'I would recommend WOW to other people with mental disabilities'</i> <i>'Good mental health gives all of us the belief that we can look after our physical health'</i> <i>'I've learnt to control my eating'</i></p> <p>94% of participants noted that they liked the relaxed and supportive approach of WOW <i>'This kind of program could be more universally adopted'</i> <i>'If I didn't have this group I don't believe I would have maintained my goal weight'</i></p> <p>Participants noted WOW provided a place to discuss problems relative to their generations</p> <p>A number of participants noted that parking was limited which in turn limited group numbers.</p>
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Welcome Group Dinner

The Meeting Place Dinner is held on the first Friday of every month, they usually involve small groups of people sharing the responsibility to provide food for the larger group of participants. The levels of volunteer contribution to each monthly dinner vary, and a NCC worker provides some support to the diner depending on each month's volunteer contribution.

<p>Objectives Measurable</p>	<ol style="list-style-type: none"> 1. Provide a response the locally identified need for a welcoming affordable family-friendly social activity 2. Support local people to build the type of community they want to contribute to. 3. Connect established local people and their skills and knowledge's with people who are new to this community.
<p>1. Inputs Costs, time and personnel</p>	<p>One part time Community Development worker 14 hours per month = \$532 Administration staff 1 hour per month = \$36 Volunteers (including students) 60 hours per month (for set up, shopping for ingredients, prepping and cooking, cleaning up).\$25 per hour (in kind)= \$1,500 Organisational costs for 6 hours per week (organisational insurance, utilities, compliance costs, equipment costs, telephone etc) estimated at \$45 for 5 hours Hire of community kitchen, children's room and meeting rooms for 5 hours per month = \$168 (in kind)</p> <p>Total annual estimated costs (incl. in kind & volunteer = \$25,091)</p>
<p>2. Activities Workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<ol style="list-style-type: none"> 1. Promotion of Meeting Place Dinner through NCC noticeboard, NCC website and NCC newsletter. 2. Promotion through word of mouth, other programs, groups and events 3. Promotion in the Nambour Weekly (community newspaper) infrequent advertisement and the local supermarket community noticeboard 4. Delivery of 11 gatherings on the first Friday of every month (except January) for 3 hours per month.
<p>3. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<p>Participation is voluntary. An average of 55 people attend per month. The Dinner is open to the whole community with ages ranging from toddlers to the elderly. 14 different cultures were in attendance. The Dinner has been running for several years.</p>

<p>4. Reactions of participants Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<p>15 people participated in the evaluation process</p> <p>Out of 11 respondents, 100% would recommend the dinner</p> <p>38% thought there should be more generous donations of food and money from other participants and local businesses.</p> <p>Other improvement suggestions included: increased promotion, smaller table groups, donations of food from other organisations and a different food serving system.</p> <p>93% said the best thing about the dinner was meeting new people and forging friendships.</p> <p>Other likes included: a non-judgemental atmosphere, personal information and knowledge sharing and exposure to a diverse range of cultures.</p>
<p>5. Practice change – KASA Changes in Knowledge – what to you know Attitudes – how do you feel Skills – what can you do Aspirations – what do you hope for desire</p>	<p>Knowledge – 60% of participants said they partook in the dinner for knowledge such as problem solving, 62% for information sharing and 71% for local and multicultural knowledge and insight. <i>“Connections and knowledge and knowing people can either help you or direct you in the right direction.”</i> <i>“Helps me to get more information.”</i></p> <p>Attitudes – 100% said they felt more connected, 77% said the dinner makes them feel happy, 45% said they felt satisfied and 40% felt relaxed.</p> <p>Skills – 100% of dinner participants practiced and enhanced their social skills, 67% practiced their cooking skills, and 34% practiced and enhanced their English language skills.</p> <p>Aspirations – 87% have and would like to continue to create connections through the Meeting Place Dinner <i>“Getting together has a positive impact on the community.”</i></p>
<p>6. Practice change Adoption and application of KASA</p>	<p>93% have increased friendships as a result of the dinner</p> <p>100% felt more socially connected <i>“Programs like these created my community within the Sunshine Coast”</i></p>
<p>7. End result Social, economic, environmental and individual consequences of the activity</p>	<p>100% felt more socially connected through being linked to the broader community, which also increased access to resources and support networks.</p> <p>Majority of participants identified reduced social isolation and feelings of loneliness through social connectedness by participating in the dinner. <i>“Feeling less lonely.”</i> <i>“Good for new or lonely people to meet people.”</i></p>

Women's Social Group

The Women's Social Group is a fortnightly social group facilitated by a community development worker for women to engage and build connections with other women in the community.

<p>Objectives Measurable</p>	<p>The Women's Social Group has been formed according to a need to respond to social isolation and increase social cohesion and wellbeing for women in the Glasshouse Country Community.</p>
<p>1. Inputs Costs, time and personnel</p>	<p>One part time community development worker, staff and community volunteers, with other members of the community makes up a coordination team.</p> <ul style="list-style-type: none"> • The community development worker spends 6 hours per fortnight, which includes 1 hour conversations with coordinators and participants, 2 hours media and marketing and 3 hours at the event. Fortnightly cost: \$180.00 Per year cost: \$3,600 • One student on placement participates within the group where possible per fortnight cost: \$100.00 Per year cost: \$2,000 • Insurance cost: \$138 per annum • Volunteer hours 1.5 per fortnight cost: \$37.50 Per year cost: \$750.00 (in kind) • Hall costs \$15 per event this covers, hall hire, electricity, complimentary tea and coffee, milk etc. there are a total of 20 events total cost: \$300 per annum. • 2 hours Computer/internet, printer and telephone usage average 5-10 phone calls cost: \$80 per annum <p>Total costing for the Women's Social Group per year: \$6,868</p>
<p>2. Activities Workshops, courses, awareness raising campaigns, newspaper articles, discussion groups, joint artwork</p>	<p>The launch of the Glass House Women's Social Group was on Wednesday 25th July 2012, at the Glass House Neighbourhood Centre with guest speaker and author Julie Pitcher of "Lovely Life Plan".</p> <p>Announcements and articles for the Women's Social Group are advertised through media channels such as glasshousecountry.com website, the local newspaper Glasshouse Country News and the Hinterland Community Association of Caloundra HCDAC Facebook page.</p> <p>The women engage in numerous group activities some of these include:</p> <p>Excursions i.e.</p> <ul style="list-style-type: none"> • Bushwalk around Mt Tibrogargan. • Christmas lunch at the Glass House Mountains

	<p>Tavern.</p> <p>Informative gatherings i.e.</p> <ul style="list-style-type: none"> • Learning about long boats with • Gwen Malcolm, from GMAN gave a presentation on Gardening and seed saving with native plants. • Ivan gave an information session Northgate the History and Mystery of the Glass House Mountains. • Parrots in Paradise visit and show. • A koala education and awareness presentation by Vanda Grabowski from the Australia Zoo – Koala Hospital. <p>Interactive therapeutic workshops i.e.</p> <ul style="list-style-type: none"> • Applied theatre with Teula from United Synergies. • Connecting activities such as a guided Meditation with Sky and Donna • Board games and cards amongst the women. • A fun beauty workshop with Marina from Marina’s World of Beauty.
<p>3. Participants Number of people, their characteristics, frequency and intensity of contact</p>	<p>The Women’s social group meets on the 2nd and 4th Wednesday of every month. Number of participants can on average be 8-10 people it can be as high as 17 and low as 4. The numbers tend to fluctuate depending on the activity of the day. Participants are women of various ages who live in parts of the Glasshouse community who have decided to be part of the group. The women’s reasons for joining differ from social isolation to wanting to be part of the social activities, friendship and wellbeing.</p>
<p>4. Reactions of participants : Degree of interest, likes and dislikes for activities, perceptions of activities</p>	<p>In the evaluation process two participants returned completed questionnaires and seven women participated in an Appreciative Inquiry. This information was collated and the findings are:</p> <ul style="list-style-type: none"> • 100% of participants were drawn to this group because its specifically for women • 100% of the participants find the women’s social group beneficial especially for their own wellbeing as it provides a space to connect with other women and make new friendships • 50% considered time was an important factor for connecting and developing strong friendships within the group • 100% agreed the group provided a safe supportive

	<p>space for the women to get to know each other and create friendships.</p> <ul style="list-style-type: none"> • 100% of participants also considered fun as another important factor and so formal activities should remain as part of the group • However all participants thought it was important that the group also had informal gatherings to allow for sharing thoughts and feelings to connect on a deeper level. • 50% of participants said they like the group because after a lifestyle change i.e. retirement and/or children were grown up the women’s group provided a place to socialize. • Most participants felt there had to be more advertising done about the group so they could get more women who may not know it exists.
<p>5. Practice Change – KASA Changes in; Knowledge – what do you know Attitudes – How do you feel Skills – What can you do Aspirations – What do you hope or desire</p>	<p>Skills- 50% of participants said the group helped to improve their ability to confidently socialize <i>“I see the group as a way to help get me out of the house and interact with other women”.</i></p> <p>Knowledge – All participants found the formal activities/excursions not only fun but also provided new understandings and an educational element. <i>“I have since started to take on doing more in the running and planning side of the group” “I have learned that I am not as horrible as I felt I was”.</i> <i>“I have learned that I can be a part of something and not wreck it”.</i></p> <p>Attitudes - 100% of participants have a positive attitude toward the women’s social group 100% indicated that social isolation was a major issue for them and that the group was valuable because it was a way to make new friends. <i>“Safe space to share thoughts and feelings, meet other people, it’s about coming together”</i> <i>““I suffer with depression and extreme social anxiety”</i> <i>“This group is a safe environment non-threatening”.</i> <i>“Life style change not working lost contact with people hard to integrate into the community”.</i></p> <p>Aspirations – 50% considered time as an important factor to building strong friendships <i>“Lack of time to connect” “Have time to talk share things”.</i> 100% of participants therefore felt more frequent gatherings (i.e. weekly) would help deepen conversations and friendships. <i>“Conversation needs to go through the process to create closeness”</i> All participants agreed they want more women to join, explaining that the group would benefit from being larger but</p>

	<p>still intimate. All participants therefore felt there needed to be not only more advertising but different approaches to advertising the Women's Social Group <i>"Maybe some personal accounts of their time in the group in an article in the local paper might also help some women that are a bit scared to approach the group".</i> All participants identified having fun as very important to further enhance the group <i>"About having time for ourselves with a bit of fun and laughs is very important".</i></p>
<p>6. Practice change Adoption and application of KASA</p>	<p>100% of participants felt more socially connected through the group and advised that it provided a space for having fun, getting to make new friends and therefore identified it as beneficial to their wellbeing.</p>
<p>7. End results Social, economic, environmental and individual consequences of the activity</p>	<p>The majority of participants expressed an increase in their confidence, awareness and positive view of being able to socialize with other women. Regular weekly participation in the group was considered an important factor because it allowed more time to develop good friendships. <i>"The group provides a vital service by giving women somewhere safe and fun to go. Women need to have somewhere to go and meet new people. Not having these types of groups can be a great loss as it limits the avenues that women can take to get out of the house".</i> In addition, all participants felt strongly for the group to be supported and suggested more community awareness about it would be of benefit. <i>"At the moment I think the main thing is to get the word out into the community more and let women know that it is a safe, friendly, non-pressure environment to come to".</i></p>

Discussion

This discussion highlights various themes and trends that arose from the outcomes across all 12 groups.

Throughout the 12 groups, it was found that the majority of people accessed community centres and surrounding programs due to social isolation. The programs, courses and groups were found to provide social connections because the participants felt an increased sense of belonging and desires to create friendships were fulfilled.

All 12 groups provided an inclusive environment for information and knowledge sharing. The majority of the participants from all 12 groups indicated that they had increased skills as a result of accessing these groups. These skills were found to enhance individual and community wellbeing.

Participants across most of the groups identified greater personal resilience through increased confidence, self-esteem and discipline. It was found that all 12 groups developed individual physical, mental, emotional and/or social wellbeing. Based on this feedback it would seem reasonable to deduce that as a whole the groups evaluated contribute to the further development of strong supportive local networks, which in turn enhances the value of local community.

Limitations

Across all 12 groups, time was the biggest limitation which impacted on the methods and approaches used for the evaluation. Time limitations included, frequency of groups, contact time with participants, short time frames of some of the groups and limited student hours through placement.

Due to language barriers and cultural differences, a number of the groups struggled to gain mutual understanding regarding the purpose of the evaluation project. This was found to affect what research methods could be used and/or how these were conducted. It also affected the accuracy of the findings and results. Interpretation and visa restrictions also affected access to and time spent with participants.

Over evaluation at times limited access to the participants as a number of existing evaluation methods were already being utilised. Due to concerns about evaluating a group and not attaining accurate information, two of the groups were researched based on the pre established evaluation methods that were in place by partner organisations.

The lack of public transport within the Sunshine Coast was found to affect the ability for many families to access resources and services and at stages hindered the research.

Recommendations

A number of groups found they needed increased time together to help improve social connections, increase shared knowledge and skills. As a result increased frequency of some groups is suggested.

It was found that research needs to be ongoing, include longitudinal studies and longer evaluation periods. This provides the opportunity to evaluate the comparisons, ongoing changes and progress within groups and the broader community. For groups with limited time spans it is recommended that a follow up survey could be used to show progression and validity. In the future, research should include both quantitative and qualitative data with evidence being converted into a dollar value to increase validity of outcomes.

Throughout the groups, it was found that promotion needs to be increased to help develop improved collective awareness of the community centres and the programs and groups that are offered.

References

Davies, R and Dart, J 2005 'Most Significant Change (MSC) Technique: A Guide to Its Use', Oxfam Community Aid Aboard, Australia.

Ludema, J., D.L. Cooperrider & F, Barrett 2000, "Appreciative inquiry: The power of the unconditional positive question.", chapter 13 in *The Handbook of Action Research: Concise paperback edition*, (eds) P, Reason & H, Bradbury, *London*, viewed 16 May 2013, Sage,
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Understanding the value of community

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Walter, M 2008 'Social Research Methods', Oxford University Press.

Appendices

1.1 Information Sheet and Consent form

Researcher: (student name)

What is the research?

Five social work and human services students from the University of the Sunshine Coast are conducting this evaluation project. The project aims to get a greater understanding of the value of community centres by surveying and holding discussions with participants from a variety of groups and services that operate out of Nambour Community Centre and Hinterland Community Development Association of Caloundra.

What is the research and why is it being conducted?

A collection of surveys and interviews will be used to compile a report and presentation that will highlight the collective value of the community groups and services as identified by the participants. The final data will be collated and presented to the public and government representatives at the Nambour Community Centre on Thursday 30th May 2013 at 8.30am.

There are two main purposes about why this research is being conducted.

Firstly Nambour Community Centre and Hinterland Community Development Association wish to gain a better understanding of the benefits and possible improvements that can be made to the work that they do.

Secondly the project outcomes are going to be shared with local community government representatives, local bureaucrats and more local generally community members to raise awareness around the value and importance of community projects, groups and centres.

How can you help?

Your participation, stories and reflections in this research process can assist us in establishing the value and importance of community projects, groups or centres. You can help by allowing us the privilege of meeting with you to find out how being a part of a community group; program or centre has influenced your life.

If you agree to participate, you will be asked to complete a short survey regarding the group you are involved in. We would also ask that you allow us the privilege of interviewing you at a time and place that is suitable for you. The interview may be recorded, however, once it is confidentially transcribed, the recording will be deleted.

What about privacy?

All names and identifying information will be de-identified for the final presentation and report so that participants can remain anonymous. Our aim is for the interviews to be as un-intrusive as possible and you will have the option of terminating the interview at any time if you choose to do so.

Participants will have access to the researchers notes, transcripts and drafts regarding their personal information and interviews at any time to ensure accurate representation.

If you have any comments, concerns or complaints regarding this evaluation project, please contact Mark Wischnat from the Nambour Community Centre on (07) 5441 4724 or coord.ncc@flexinet.com.au

Consent Form

I _____ agree to participate in the evaluation study described above. I understand that the participation is voluntary and I can withdraw from the study at any time. I also agree to have the interview recorded. I understand that the information I volunteer will be de-identified and kept confidential at all times. I also understand that the notes, transcripts and drafts relating to my interview will be available to check for authenticity.

Signed _____ Date _____

1.2 Participation surveys

Confidential Participant Survey – (Group Name)

Age:

Gender:

Nationality:

1. How did you find out about this **course/program**?
2. Why did you join or start coming to the **course/program**?
3. What have you gained from attending this **course/program**?
4. What have you learnt about yourself during the **course/program**?
5. What is the best thing about **course/program**?
6. Is there anything you would change or improve about **course/program**?
What has been the most challenging aspect of **course/program**?
7. Did this **course/program** satisfy your expectations?
8. Would you be interested in attending a follow up **course/program**?
9. How do you feel after you have attended **course/program**?
10. Would you recommend the **course/program** to others? Please tick

Yes

No

Comment?

11. Any other comments or suggestions?

Thank you for taking the time to complete this confidential questionnaire.

1.3 Diversicare Survey



Evaluation form: cultural briefing

Topic: Cultural Briefing – Country

Date:

Presenter:

We appreciate your feedback and suggestions for future training. Please take a moment to write a few words about each area outlined below. Use the scale to rate each area from 1 ☹️ to 5 😊.

The Content: Did you find the information provided helpful?

☹️					😊
1	2	3	4	5	

Was there anything that you thought should have been covered and wasn't?

The Handouts: Were the handouts useful and easy to understand?

☹️					😊
1	2	3	4	5	

Will you refer to them again?

YES / NO

The Presenter: Did he/she communicate clearly? Did he/she show organisation and preparation?

Presenter's Name	☹️					😊
	1	2	3	4	5	

Do you have any feedback for the presenter?

The Training: What one new insight did you gain?

Would you be interested in attending future cultural briefings?

YES /

NO

If so, what cultures would you be interested in learning more about?

Do you have any further comments?

1.4 Good Beginnings Evaluation Survey

NAMBOUR COMMUNITY CENTRE GOOD BEGINNINGS

Boundaries Program Participant Evaluation

Date: 21 & 28 March Facilitator/s: Anna Peters

Q1. How did you find out about this course?

Q2. Please rate the following aspects of the 'P5 Parenting Program' by placing ✓
in the appropriate box:

	Excellent	Very Good	Average	Poor	Very Poor
Presenters/facilitators					
Location and facilities					
Cost					
Timing					
Quality of subject matter presented					
Handouts/Supplements					

Q3. Did this training satisfy your expectations?

Not at all Just Mostly Completely

Please comment:

Q4. What have you gained from attending this training?

Q5. What stood out the most for you?

Q6. What have you learnt about yourself from doing this training?

Q7. What have you noticed about your child/children from attending this training?

Q8. What changes have you noticed within your family interactions?

Q9. How could we improve the program?

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Q10. Would you recommend this program to other parents? Yes No

Please comment

Q11. Any other comments or suggestions?

Thank you participating and taking the time to complete this questionnaire

1.5 Interview Questions

Opening Questions

1. How did you first become involved in **course/program**? (Where did you hear about it?)
2. How are you involved in the **course/program**?
3. What was your reason for accessing **course/program**? (What made you want to get involved?)

Knowledge Questions:

4. What new knowledge have you gained from **course/program**?

Skills Questions:

5. What new skills have you gained from **course/program**?
6. Have any of your skills been enhanced since you became involved in **course/program**?

Attitude Questions:

7. How do you feel after you have attended **course/program**?
8. What do you see as the impact of **course/program** in the community? (Has **course/program** helped with your confidence? If so, how?)

Aspiration Questions:

9. In future, is there anything you would like to see included in **course/program**?
10. If you were to talk to someone who was thinking of becoming involved in **course/program**, what would you tell him or her about it? (What do you see as the most valuable thing about the **course/program**? What have been some benefits?)

Most Significant Change Questions:

11. Looking back over your participation in **course/program**, what has been the most significant change? (Can you tell me a story about this change? Can you think of any changes that have happened in your life since you started coming to **course/program**?)
12. Has **course/program** connected you to the wider community in any way? (Has it bridged you to another program, course or group?)

Finishing Questions:

13. Are you involved in any other community groups?
14. Are there any other comments you would like to make?

The answers to these questions will be used to show the collective value of community groups and services. The findings will be presented at the Nambour Community Centre on Thursday 30th May 2013 at 8.30am, which you are welcome to attend.

This information will be kept confidential and the participation is voluntary.

I _____ agree to participate in the participation survey. I understand that it is a confidential survey and I can withdraw from the study at any time. Signed _____ Date _____

Thank you for taking the time to answer these **confidential** questions.