

# **BILYIDAR LEADERSHIP AND CULTURAL AWARENESS PROGRAM REPORT 2004**

**South Metropolitan Public Health Unit**

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South Metropolitan Public Health Unit  
PO Box 546  
Fremantle WA 6959  
Telephone: (08) 9431 0200  
Fax: (08) 9431 0222

## **Disclaimer**

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Mr Paul Morrison	Aboriginal Elder – Pinjarra
Mr Phil Tuffin	Streetnet Team Leader & Senior Constable WA Police Service – Peel District
Ms Katherine (Charlee) Warner	Project Officer, Bilyidar Program – South Metropolitan Public Health Unit
Ms Justine Hansen	Health Promotion Coordinator, South Metropolitan Public Health Unit
Ms Margareta Pooley	Financial Controller – Community First Inc.
Mr Mark Lawther	Executive Officer – Community First Inc.
Ms Amber Parry	Personal Advisor – Centrelink Mandurah
Mr Mal Howell	Lecturer – Indigenous Programs, Challenger TAFE
Mr Matt Bierwirth	Diploma of Youth Work student (on site at South Metropolitan Public Health Unit – Diploma through Swan TAFE Midland) and Bilyidar Program Volunteer
Ms Jo D’Cress	Bilyidar Program Volunteer
Mr James Stafford	Certificate IV in Youth Work student (on site at South Metropolitan Public Health Unit – Diploma through Swan TAFE Midland) and Bilyidar Program Volunteer
Mr Colin Hansen	Bilyidar Program Volunteer
Mr Clem Jones	Bilyidar Program Volunteer
Ms Kirstie Martin	Bilyidar Program Volunteer
Ms Fiona Di Pietro	Bilyidar Program Volunteer

Ms Avalon Brawn	Bilyidar Program Volunteer
Mr Cameron O'Driscoll	Bilyidar Program Volunteer
Ms Kia Hutchison	Bilyidar Program Volunteer
Ms Mary Benaim	School Health Coordinator (Peel region) – South Metropolitan Area Health Service
Mr Robert Ugle	Aboriginal Police Liaison Officer, WA Police Service - Peel District
Ms Sheryl Jackamarra	Aboriginal Police Liaison Officer, WA Police Service - Peel District

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## Executive summary

After six long years of searching for funding and planning, the first year of the Bilyidar Leadership and Cultural Awareness Program (Bilyidar 2004) was implemented in 2004. The strengths of Bilyidar 2004 span across many areas including:

- Responding to a need identified by the community.
- A strong and committed base of partner agencies – South Metropolitan Public Health Unit, Community First Inc., WA Police Service, Centrelink, Challenger TAFE and the Aboriginal Community.
- A commitment, , to empowering young people and connecting young people to their culture and community.
- An ability to be flexible to respond to the needs of the program, participants and community.

To ensure the 2004 program's success both a Management Committee (made up of representatives from partner agencies and others) and Training or Facilitation Team were recruited. The role of the Management Committee was to oversee decision making, make certain that the program remained accountable to funding bodies and the community, and to assist with future planning for the program. The Training Team was made up of staff from partner agencies, young people who had previously been involved in youth programs and volunteers seeking experience in delivering youth programs. The role of the Training Team was to implement the 2004 program.

Twenty six young people (aged 15-25) were recruited for the ten month program (March-Dec 2004) and there was a 69% retention rate. Bilyidar 2004 commenced with two meetings with participants and parents in preparation for the eleven-day trip in April 2004. The participants and leaders boarded two Coaster buses to spend 2 ½ days travelling non-stop to an Aboriginal owned and run cattle station, Mt Pierre, 100km from Fitzroy Crossing in the Kimberley. Six days were spent doing activities in and around the station and a further 2 ½ days spent travelling back to Mandurah. The trip was an integral part of Bilyidar 2004, with all post trip activities building upon the learning and the processes started during the trip. See Appendices for a detailed outline of the trip.

The comments from some of the program participants after the trip included:

*"I have learnt that Aboriginal tradition is still around and never be afraid of who you and what you are. That was what I really needed so thanks heaps 4 that."*

*"That I am capable of doing a lot more than I thought I could, and that I can survive in the bush if I tried. I don't need to drink and smoke dope, it just gets in my way all the time and that it just wastes my life."*

In addition to completing the Leadership & Cultural Awareness Trip to Mt Pierre Station in the Kimberley in April 2004, participants were;

- Able to access employment and training assistance, offered by one of the Training Team members who connected participants with providers who offered employment and training support (June-Oct 2004).
- Given opportunities to informally promote Aboriginal culture amongst their peers (April-Nov 2004).
- Provided with opportunities to complete projects in their community. These included;
  1. Delivering presentations on the Bilyidar program to community groups, conferences and at expos.
  2. Participating in the KINKY (Keeping Indigenous Needs Kool for Youth) Program to design and deliver "Safe Sex" messages to Indigenous young people in the Peel region.
  3. Planning and implementing the Bilyidar Community Cultural festival (May-Nov 2004).
- Given time to spend with peers learning lifelong skills (April – Nov 2004).
- Encouraged to attend monthly follow up meetings where guest speakers were invited to give interactive workshops on topics identified by the program participants. The topics covered were Mental Health (suicide, anxiety, depression & self harm), Alcohol & Drugs, Legal issues for young people, sexual health and disability awareness (May-Oct 2004).

The attendance of over 300 community members, young people, families and agencies at the Bilyidar Community Cultural Festival in November 2004, reflects the community acceptance and success of Bilyidar 2004. Having Indigenous and non-Indigenous young people proud of Aboriginal Culture and having their achievements recognised by the community, were the greatest successes of the 2004 program.

A variety of evaluation tools were used to gain feedback from participants and others about what they had learnt and their satisfaction with what was offered throughout the entire 2004 program. The program objectives to be measured by these tools were written between 1998-2000, in the initial stages of program planning and design. As the Bilyidar Program evolved over the six years it took to secure funding, so did the involvement of various people from the community and other agencies. This involvement enhanced the program design and added depth to what the program would achieve. Consequently when it came to implementation in 2004, the program objectives were not the same as in 1998. This has since been addressed, but did pose challenges when evaluating the outcomes and impact of Bilyidar 2004.

This report has been prepared for program funding bodies, the partner organisations and for anyone interested in the outcomes of Bilyidar 2004. The report contains information on the aims and objectives, strategies used and summarises the information collected to evaluate Bilyidar 2004.

## **Aim and Rationale**

In 1998 Paul Morrison from Murray Districts Aboriginal Association and Elder of Pinjarra was approached by local business' who were concerned about the level of crime and high unemployment and the resulting social problems in the Pinjarra community. They asked for Paul to do something about it.

In response to this request Paul designed the Bilyidar Leadership and Cultural Awareness Program for at risk youth (15-25) mostly from the Pinjarra region. Paul was supported by staff from the South Metropolitan Public Health Unit (SMPHU), WA Police Services and Community First Inc. to design the program. The program proposed to take young people out of their communities and away from peers, family, social norms, drug and alcohol influences and show them a new way of living and being. Their current behaviors would be challenged, and they would be forced to rely on their own internal strengths.

It took six years to secure funding for the project. In November 2003 funding was made available to run the first year of the project. The following organisations provided financial support to the program:

- ◆ The Foundation for Young Australians
- ◆ Lotterywest – Gordon Reid project for youth
- ◆ Commonwealth Department of Family and Community Services – Stronger Families Stronger Communities Strategy

Bilyidar Leadership and Cultural Awareness Program is an adaptation of SMPHU's highly successful Peer Education Program. The Peer Education Program has provided leadership training to approx 100 young people (15-17 years of age) in the Peel Region since it's inception in 1997. The Peer Education Program is well recognised in the Peel Community for its ability to produce leaders who are able to provide appropriate information and effective support for health issues to their peers. SMPHU has run a number of programs for local Indigenous and non-Indigenous youth over the last few years. These programs have been successful in diverting participants from risky behaviours and have encouraged participants to remain in education as well as increasing personal skills, knowledge and self-esteem. They have also focused on the importance of cultural awareness.

## **Program Description and Partners**

Community First Inc. were the fund holders for Bilyidar 2004. The program provided leadership, cultural awareness and job skills training for 25 “at risk” young Aboriginal and Non Aboriginal people in the Peel Region (aged 15-21). ( For definition of ‘at risk’ see following section on target group page 6).

SMPHU were the lead agency for Bilyidar 2004 responsible for;

- Facilitating Management Committee and Training team to plan and implement the 2004 program and beyond.
- Develop a Risk Management plan.
- Developing a Memorandum of Understanding for program partners.
- Providing the program Coordinator.

Bilyidar 2004 was overseen by a Management Committee made up of representatives from; Community First Inc., SMPHU, Western Australia Police Service, Challenger TAFE, Centrelink, the Aboriginal Community, Aboriginal organisations and volunteers from the community, (including a minimum of two young people).

Adventure West, was employed to complete the Leadership and Cultural Awareness trip to Mt Pierre Station in April 2004. All other scheduled events and activities for the remainder of the year were facilitated by the Training Team.

### **Developing the Training Team**

Training Team members were recruited by the Management Committee from local organisations and through word of mouth. The Training Team underwent a rigorous orientation process to build a functional team, sort out roles and responsibilities of members and to get to know each other prior to the recruitment of program participants. The philosophy of the program being that a strong cohesive team will lead to success for program participants. Many meetings and a team building overnighter were completed with the team from Jan – March 2004.

## **Recruitment**

Training team members gave presentations at local schools, community groups and organisations to inform young people and the community that the program had commenced and was calling for applications. Young people interested in getting involved in the program completed a short application form, then posted or delivered it to SMPHU. Local organisations also referred young people to the program. All applicants and family members were then invited to attend a community BBQ to find out more about Bilyidar and for parents to ask any questions. The thirty one participants were selected from this pool of applications, based upon, referrals from organisations, target group specifications, geographical area, age, gender, and what they were doing with their time.

## **Target group**

### **Primary Target group**

Indigenous and non-Indigenous youth residing in the Peel Region (priority given to young people from Pinjarra) 15-25 years of age who fall into any/all of the following categories;

- Juvenile offenders
- At risk of offending
- Illicit drug and or alcohol misuse
- Unemployed
- Dysfunctional family background
- Truant

### **Secondary:**

Aboriginal Community Members with an interest in learning new skills to develop culture and leadership in young people, and Aboriginal youth who have experienced previous leadership programs.

## Key Achievements

- 18 of the 21 participants remained engaged (69% retention rate) for the duration of the program

Note: this rate is different to that calculated in the Murdoch University report. The retention rate of 46% stated in the Murdoch University report was based on attendance at follow up meetings only and did not include involvement in the Bilyidar Festival, KINKY Program, social events and other Community Development activities.

- Sixty- five applications were received for the 31 positions offered
- There was a good mixture of young people who participated in the program:
  - 8 Aboriginal males
  - 5 Non Aboriginal males
  - 4 Aboriginal females
  - 8 Non Aboriginal females.

Note: There were 31 positions offered to participants with only 25 young people actually making it to the departure destination on the morning the 2004 trip commenced.

- Promotional DVD/Video put together from the 2004 program. Eleven participants volunteered to visit the Media Department of Murdoch University – South St Campus to learn how to create their own video for the program. They continued to work on this for the remainder of the year. The young people completing this DVD/Video did an excellent job (despite having a small amount of footage to work with) and their end product will be used at all program promotions and when recruiting participants for subsequent programs.
- Positive feedback from parents/families of program participants after the trip was completed include;

*“Thankyou for giving my son the opportunity to find his true self as he is a great person and is starting to like himself and see a positive future.”*

*“The trip has made him more tolerant and he communicates better.”*

*“She feels better about herself and starting to speak more and not so scared.”*

- Prior to the commencement of Bilyidar 2004 program 11 of the participants were disengaged from the community, especially in relation to employment and training. By the conclusion of the program 81% (9) of these young people were engaged in the following:
  - 1 x training and employment
  - 2 x employment
  - 3 x employment programs
  - 1x TAFE
  - 1x employment & TAFE
  - 1 x training and TAFE
  
- Skills developed by the Training Team (facilitation team for the program)
  1. Promoting the program and talking to people about it.
  2. Learning how to get other organisations involved in programs.
  3. Accessing funding.
  4. Managing people under stress.
  5. Importance of working as a team and maintaining a team.
  6. The importance of planning and having the ability to change and suit contingencies.
  7. Increased cultural awareness.
  
- Bilyidar Community Cultural Festival – Friday 12<sup>th</sup> Nov 2004
  1. It was the young people’s idea to promote the program and what they had learnt through a community festival.
  2. Twelve Bilyidar program participants were heavily involved in this project from writing funding submissions, through to coordinating the event.
  3. The Festival was attended by 200 young people, families and community members. Many people who had been hesitant at the commencement of the program, attended the Festival.
  4. 100 guests attended the formal opening of the Festival. This included representatives from local organisation, state and government politicians, members from Mt Pierre Station, elders and people of respect from the Peel region.
  5. Wardong Dance Group gave two amazing performances during the night.



6. Aboriginal Art workshops were offered.
7. Aboriginal band – ‘The Yowarliny Singers’ a five piece female Aboriginal band, presented two sets including some of their original tracks. The number of people dancing was an indication of their popularity.
8. Thirty framed poster size prints of the photos participants had taken on the trip were set up around the Festival.



9. Hip-Hop dance workshops were offered.



10. Traditional Aboriginal foods were available to sample for free.

- KINKY – Keeping Indigenous Needs Kool for Youth project.  
Community First Inc., in partnership with the South Metropolitan Public Health Unit secured funding from the WA Department of Health to promote Safe Sex messages amongst Aboriginal young people in the Peel region. A subgroup of Bilyidar program participants (approx 5) were involved in this project which was named by the young people. Two Aboriginal male participants completed a 5 day intensive training course on the Nuts and Bolts of Sexual Health (Family Planning WA) and then presented this information and training to others in the KINKY group. Project will be completed by June 2005.
  
- 75% of respondents had participated in Community Projects.
  
- ◆ 89% of participants felt that they gained the following skills from the projects:
  1. Confidence in public speaking.
  2. Increased knowledge of local services.
  3. Learning how to work together.
  4. Talking with members of the community and developing social skills.

## Program Challenges

Debrief meetings held with the training team at various stages of the program indicated that the following need to be addressed for future programs;

- Improved recruitment of young people from the Pinjarra area. Of the 25 participants, only three were from Pinjarra.
- A better relationship needs to be built with Department of Justice to enhance referrals of those involved in the justice system to the program.
- Insurance cover for program staff, volunteers and participants was very time consuming to arrange and needs to be completed prior to recruitment of program participants.
- Experience of Training team members, who lead the small groups during the trip needs to be more evenly distributed. One group had several highly experienced training team members while another group lacked team members with leadership experience.
- Regular, scheduled meetings of the Training team need to occur during the trip to keep abreast of issues that may be developing.
- There were difficulties with the low maturity levels of a couple of the young people, due to being under the target group age range. For future programs verification of age will be required.
- The younger leaders involved in the Training team need to be involved in all program planning so they understand what is expected of them on the trip. Note: The younger leaders did not participate in the team building overnighter for the Training team. In the early stages of planning in Jan-Feb 2004 it was not clear how the trip would unfold or the role the youth leaders would have during the trip).
- There was difficulty keeping participants who were over the age of 18 engaged after the trip.

Feedback from program participants (through questionnaires and conversation) indicated that the length of the bus trip and monthly follow up meetings were too long. Strategies to address these concerns will be discussed with the Management Committee, Training team and young people.

Aboriginal Training team members were difficult to engage and recruit, and as a result, employment and training related skills were increased only marginally in the secondary target group.

Some program objectives were very difficult to measure, especially due to the lapse of time from when the original funding submissions were written in 2000/2001 to the first program being implemented in 2004.

## Program Objectives, strategies and evaluation

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
<p>1. Implement Bilyidar program after 6 years of planning.</p>	<p>10 month Leadership and Cultural Awareness program completed February – Nov 2004 with a range of partners.</p>	<p>Attrition of young people for the 10 month program.</p>	<p>72% retention rate.</p> <p>Note: this rate is different to that calculated in the Murdoch University report. The retention rate of 46% stated in the Murdoch University report was based on attendance at follow up meetings only and did not include involvement in the Bilyidar Festival, Kinky Program, social events and other Community Development activities.</p> <p>Sixty- five applications were received for the 31 positions offered.</p> <p>Good mixture of young people selected for the program:</p> <ul style="list-style-type: none"> <li>8 Aboriginal males</li> <li>5 Non Aboriginal males</li> <li>4 Aboriginal females</li> <li>8 Non Aboriginal females.</li> </ul> <p>The age of the participants was from 15-21. There were 4 offenders in the group and the remaining were disadvantaged, truanting school, at risk of offending or dealing with alcohol and/or drug issues.</p> <p>Eighteen participants remained engaged at the conclusion of the program in Nov 2004. One young person had moved interstate, but was still having contact with the KINKY Program.</p>	<p>Thirty one young people were recruited for the program, however only 25 arrived at the meeting place on the morning the Trip left. Transport was available from home to the meeting point.</p> <p>Improved recruitment of young people from the Pinjarra area – where the program originated from. Of the 25 participants, only 3 were from Pinjarra.</p> <p>A better relationship needs to be built with Department of Justice to enhance referrals to the program.</p> <p>Insurance cover for program staff, volunteers and participants was very time consuming and difficult to arrange.</p>

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
1		<p>Program Evaluation survey completed by participants post program.</p>	<p>100% found the program worthwhile.</p> <p>The trip was recognised as the most valuable part of the program, followed by working as a group and meeting people.</p> <p>42% of participants had changed attitudes post program. They were; less racist, more likely to and comfortable with mixing with Aboriginal people or more comfortable and confident to challenge racism.</p> <p>12% of participants felt that the program had made them more confident/strong in their own race/culture.</p>	<p>Only 48% of participants completed the survey.</p> <p>The transport for the trip was indicated as the least useful aspect of the program followed by the length of the follow up meetings post trip (they were too long).</p>
		<p>Informal interviews with participants and training team members recorded for promotional video/DVD.</p>	<p><b>See attached promotional DVD/Video, The 2004 Bilyidar Program.</b></p> <p>11 Program participants volunteered to visit the Media Department of Murdoch University – South St Campus to learn how to create their own video for the program. They continued to work on this for the remainder of the year.</p>	<p>Participants did not have a lot of good footage from the trip to work with.</p>
		<p>Feedback from program partners on setting up MOU (Memorandum of Understanding).</p>	<p>Worthwhile as it documented the responsibility of all program partners.</p>	

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
1		<p>Number of consultations with or input from, the Aboriginal community to guide the direction of the program (including number of community members participating)</p>	<p>Two training team members visited approx 20 families in the region to recruit young people and also talk to families about the program.</p> <p>Part of the recruitment strategy included a free BBQ at the Western Foreshore in Mandurah. All families and young people who were interested in the program were invited to come and meet program staff and discuss the program. 23 young people and 24 parents/family members attended.</p> <p>Three female members of the training team were invited to meet with five Aboriginal women to address concerns identified by the community, especially in relation to the trip destination, a place viewed as having different cultural ways.</p>	<p>Specific Community members were invited to a planning meeting at Coodanup House, however none attended.</p>
		<p>Inaugural program evaluation report completed by Murdoch University. Contains 25 recommendations and an outline for future program evaluation is provided.</p>	<p>The paragraph below is taken from page 31 of the report. <b>A full copy of the report is contained in the Appendices.</b> “The <i>Bilyidar</i> program is a unique program delivering some very real outcomes to local Indigenous and non-Indigenous young people. The particular strength of the program is its capacity to increase cultural awareness and respect for Indigenous culture and providing the opportunity for increasing self-awareness and the potential for behaviour change. The training and facilitation team is a positive contributing influence and have a strong skill capacity for working with and interacting with young participants.”</p>	<p>The paragraph below is taken from page 31 of the report. <b>A full copy of the report is contained in the Appendices.</b> “However, as a fledgling program a lot of work needs to be undertaken structurally and procedurally to enhance role clarity and program outcomes. The program, at present, is dependant on individual personalities, which can place the program at risk in terms of its future sustainability. As such the underlying theme of the recommendations in this report calls for greater structural and procedural clarity.”</p>

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
<p>2. By the end of 2004, there will be a 40% increase in the target group's knowledge of Aboriginal Culture and health issues affecting the target group.</p> <p>3. By the end 2004, there will be a 40% increase in the target group's self reported confidence in providing cultural and health information to their peers.</p> <p>6. By the end 2004, there will be a 40% decrease in "at risk behaviour" related to substance use/abuse, drug issues, harmful sexual behaviour and illegal behaviour amongst the target group.</p> <p>7. By the end of 2004, there will be a 40% increase in communication, conflict resolution, leadership and team skills amongst the target group.</p>	<p>Leadership and Cultural Awareness Trip completed April 2004 (Obj 2, 3, 6 &amp;7)</p> <p>See Appendices for detailed trip outline.</p>	<p>Questionnaire completed by participants and training team on the journey home from the Trip to Mt Pierre station.</p>	<p><b>The power-point presentation attached (on CD) lists all the positives of the trip as well as what each individual learnt about themselves.</b></p> <p>Observations from the Training team and answers given by participants in the questionnaire indicate that due to the trip:</p> <ul style="list-style-type: none"> <li>• There was a definite increase in participant's knowledge of Aboriginal Culture. (cannot determine by what percentage)</li> <li>• Some participants had reflected and thought about "at risk" behaviours they were engaging in prior to the trip. eg. <i>"That I am capable of doing a lot more than I thought I could, and that I can survive in the bush if I tried. I don't need to drink and smoke dope, it just gets in my way all the time and that it just wastes my life."</i></li> </ul> <p>Participants had begun to learn more about themselves, leadership skills and communication skills. Eg.  <i>"I learnt that I can deal with situations in a calm collective manner without flying off the handle"</i>  <i>"I think I have learnt a lot about myself and my interaction with others."</i>  <i>"I've learnt that I would be a good leader and for me that is something that I never saw was possible."</i></p>	<p>Did not have the evaluation tools to ascertain whether the trip led to an:</p> <ul style="list-style-type: none"> <li>• Increase in confidence of participants providing cultural information to their peers.</li> </ul> <p>Areas for improvement in the trip identified by program participants and training team include:</p> <ul style="list-style-type: none"> <li>• Better buses</li> <li>• Better planning and preparation of food</li> <li>• Fairer discipline and clearer consequences for bad behaviour</li> <li>• Better toilet and shower facilities</li> </ul> <p>In the original funding submissions, participant's:</p> <ul style="list-style-type: none"> <li>• Knowledge of Aboriginal Culture</li> <li>• Knowledge of youth health issues</li> <li>• Confidence in providing cultural and health information to peers</li> <li>• At risk behaviours</li> </ul>

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
2,3,6 & 7				<ul style="list-style-type: none"> <li>• Communication, conflict resolution, leadership and team skills</li> </ul> <p>were to be assessed at the commencement and end of the program. The comparison made between the results of these two assessments would indicate whether the objectives had been achieved. These two assessments were never completed.</p> <p>The evaluation tool was taken from the Peer Education Program (parts of this program formed the basis for Bilyidar) and at the time of writing the funding submission, it was felt that this would be appropriate for Bilyidar. This tool wasn't implemented for Bilyidar because the literacy levels of Bilyidar participants and confidence in completing a questionnaire of this nature was very different to that of those participating in the Peer Education program. It was also felt that even if completed, a written tool would be seen as more invasive to participants and could lead to a negative perception at the start of the program. Program resources could not be found to adapt this evaluation tool.</p>


Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
2, 3, 6 & 7		Questionnaire completed by parents/guardians after participants had returned home.	<p>44% of parents/guardians completed the questionnaire.</p> <p>The positives included:</p> <p>“Thankyou for giving my son the opportunity to find his true self as he is a great person and is starting to like himself and see a positive future.”</p> <p>“The trip has made him more tolerant and he communicates better.”</p> <p>“She feels better about herself and starting to speak more and not so scared.”</p>	<p>Areas for improvement gained from the parent questionnaire are:</p> <ul style="list-style-type: none"> <li>• Better planing and arrangements for the days spent travelling, food, buses etc.</li> <li>• More strategies to prevent relationships developing between participants.</li> <li>• Clearer guidelines and protocols to follow if someone is suspected of drug use.</li> </ul>
		Training team debrief meeting post trip.	<p>90% of training team members attended a debrief meeting three weeks after the trip had finished.</p> <p>The positives from the trip included:</p> <ul style="list-style-type: none"> <li>• <i>Selection of all different young people for the program.</i></li> <li>• <i>Always something new happening on the trip.</i></li> <li>• <i>Abseiling was great.</i></li> <li>• <i>Program participants respected culture and the traditions of those on the station and in Fitzroy Crossing.</i></li> <li>• <i>Trying bush tucker.</i></li> <li>• <i>Buying and budgeting for food as a group.</i></li> <li>• <i>Supportive training team.</i></li> <li>• <i>It was all safe.</i></li> </ul>	<p>Areas for improvement identified at the debrief meeting include:</p> <ul style="list-style-type: none"> <li>• Conflict needs to be dealt with better and discipline dished out fairly.</li> <li>• Comfort and room on buses was poor.</li> <li>• Recruitment – some recruited were not of the required age in the future there will need to be proof of age.</li> </ul>

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
2, 3, 6 & 7			<ul style="list-style-type: none"> <li>• <i>Great way to get to know each other</i></li> <li>• <i>Great team work</i></li> <li>• <i>Excellent environment for learning</i></li> <li>• <i>Terrific experience, especially the contact with the Aboriginal Community which enables young people to see and understand a different way of life.</i></li> <li>• <i>Being involved in the Aboriginal culture and meeting aborigines living in traditional manner on their land.</i></li> <li>• <i>Making and continuing friendships.</i></li> <li>• <i>Trying new foods.</i></li> <li>• <i>Seeing the beautiful scenery.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Not enough preparation before the trip with participants on what they needed to have in their day packs.</li> <li>• The composition of leaders in the small groups could have been arranged better.</li> <li>• The training team needs to meet more regular during the trip to remain on top of issues.</li> <li>• There could have been more workshops on communication skills with the program participants while on trip.</li> <li>• Better planning of activities in 3 groups so there is no jealousy and all groups do the same.</li> </ul>
		Youth Leaders debrief meeting, four weeks post trip	<p>Everyone on the trip was respected and showed respect.</p> <p>It was a lot of fun</p> <p>Being given a budget and buying own food was a worthwhile thing.</p>	<p>Role and what was expected of youth leaders was not clear.</p> <p>Some participants were too young for the trip (maturity level)</p>

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
4. By the end of the first program, there will be a 40% increase in participation in employment and training amongst Target Group Members.	Participants readiness for employment will be assessed by Community First Inc. (formerly - Peel Training and Employment) and appropriate action taken to enhance employment prospects. (Obj 4)	Pre and post program assessment of participant's employment/ training status.	Prior to commencing with the Bilyidar 2004 program 11 of the participants were disengaged from the community, especially in relation to employment and training. By the conclusion of the program 81% (9) of these young people were engaged in the following: 1 x training and employment 2 x employment 3 x employment programs 1x TAFE 1x employment & TAFE 1 x training and TAFE	Lack of role for Community First Inc. in Bilyidar program other than as fund holders.  No evaluation completed with participants on their satisfaction with what was offered.  <b>NOTE</b> Community First Inc. (formerly, Peel Training and Employment) did not provide assessment and identification of education and training needs of eligible participants. Since the original funding submission was written, the way Employment and training services are delivered has changed. When the funding submission was written, Community First Inc. was the sole provider of employment and training support in the Peel region. When it was time to implement the Bilyidar program, participants could be registered with one of a number of providers in the Peel region, no longer making it Community First Inc's domain. One of the training team members with experience in assisting young people to access employment and training opportunities liaised with all providers and linked young people to services.

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
4	Establish a Training Team who will learn the skills required to complete a project of this nature. (Obj 4)	Observation of skills developed by TT members.	<p><u>Skills developed by team members:</u>  This program provided a number of meaningful learning opportunities for me. It confirmed the importance of planning and preparation skills and by watching the Project Co-ordinator do this so well, it reinforced and further developed my own organisational skills for a program of this type.</p> <p>By developing the Memorandum of Understanding it further refined my writing and analytical skills.</p> <p>Preparing and attending the trip, further developed my negotiation skills and forced me to be more assertive when asking organisations what we wanted from them. During the trip I needed to use and enhance conflict resolution skills and develop creative ways of managing behavioral issues with both participants, program leaders and facilitators.</p> <p>Living and working with people for a 10 day program of this type has reinforced the importance of being patient with others and developing a less judgmental attitude towards others and their behaviors.</p> <p>The greatest learning came from living in the community at Mt Pierre station, which added further meaning and depth to my awareness and understanding of Aboriginal culture.</p>	Aboriginal Training team members were difficult to recruit, and as a result employment and training related skills were increased only marginally in the secondary target group.

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
4			<p><u>Skills developed by team members:</u> <u>(continued)</u></p> <p>Promoting the program and talking to people about it.</p> <p>Learning how to get other organisations involved.</p> <p>Accessing funding.</p> <p>Managing people under stress.</p> <p>Importance of working as a team and maintaining a team.</p> <p>Can never plan for everything. The importance of planning and having the ability to change and suit contingencies.</p> <p>Developed cultural awareness.</p>	
	Training team training opportunities		At the team building overnighter a ½ day workshop on facilitation and team development was completed, attended by 100% of the training team, presented by Adventure West.	Not all team members were satisfied with the content and structure of the workshop.

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
<p>5. By the end of the first program, there will be a 40% increase in participation in community development activities amongst the target group.</p>	<p>All involved in the project will be given an opportunity to participate in or develop their own, Community Projects. (Obj 5)</p>	<p>Written records of the types and outline of projects completed.</p>	<p><u>Presentations on Bilyidar to groups and at events:</u> Six program participants assisted with presenting information on the program at the following events:</p> <ul style="list-style-type: none"> <li>• Palmerston Family Drug Symposium, June 2004</li> </ul>  <ul style="list-style-type: none"> <li>• Life Matters expo – Mandurah, Sept 2004</li> <li>• South Metropolitan Public Health Unit staff meeting, June 2004</li> <li>• WA Pop. Health Showcase, Nov 2004</li> </ul> <p><u>Community Displays on Bilyidar.</u> Five young people from the program manned displays at the following events:</p> <ul style="list-style-type: none"> <li>• Alcoa Family Safety day, Nov 2004</li> <li>• Yoh Fest Youth Festival, Mandurah Oct 2004.</li> </ul>	<p>A baseline measure of participation in Community Projects was not completed at the start of the program. Consequently this objective cannot be answered directly.</p> <p>The same people always offering to do projects. There is a need to motivate others to get involved.</p>

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
5			<p><u>Bilyidar Festival – Friday 12<sup>th</sup> Nov 2004</u></p> <ul style="list-style-type: none"> <li>• It was the young people’s idea to promote the program and what they had learnt through a community festival.</li> <li>• Twelve Bilyidar program participants were heavily involved in this project from writing funding submissions, through to coordinating the event.</li> <li>• The festival was attended by 200 young people, families and community members. Many people who had been hesitant at the commencement of the program, attended the festival.</li> <li>• 100 guests attended the formal opening of the festival. This included organisation representatives, local politicians, members from Mt Pierre Station and elders and people of respect from the Peel region.</li> <li>• Wardong Dance Group did 2 performances</li> <li>• Aboriginal Art workshops offered.</li> <li>• Aboriginal band – ‘The Yowarliny Singers’ a five piece female Aboriginal band, presented two sets including some of their original tracks. The number of people dancing was an indication of their popularity.</li> <li>• Thirty framed poster size prints were set up around the festival, of the photos participants had taken on the trip.</li> <li>• Hip-Hop dance workshops offered.</li> <li>• Traditional Aboriginal foods</li> </ul>	<ul style="list-style-type: none"> <li>• Initially difficult to get young people motivate for this project until they had something tangible to work towards.</li> <li>• Less local youth mainstream bands at the festival and more Aboriginal bands.</li> <li>• Not very many young people / families attended from Waroona and Pinjarra.</li> <li>• Better organisation of the sausage sizzle</li> </ul>

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
5			<p><u>KINKY – Keeping Indigenous Needs Kool For Youth</u></p> <p>Community First Inc., in partnership with the South Metropolitan Public Health Unit secured funding from the WA Health Department to promote Safe Sex messages amongst Aboriginal young people in the Peel region. A subgroup of Bilyidar program participants (approx 5) have been involved in this project which was named by the young people themselves. Two Aboriginal male participants completed a 5 day intensive training course on the Nuts and Bolts of Sexual Health (Family Planning WA) and then presented this information and training to others in the KINKY group. A competition has been run to design a card with appropriate sexual health information that will then be printed and distributed to the target group.</p>	

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
5		Participants completed a questionnaire at the end of the program on their satisfaction with the projects completed.	<p>75% of respondents had participated in Community Projects.</p> <p>89% of participants felt that they gained the following skills from the projects:</p> <ul style="list-style-type: none"> <li>• Confidence in public speaking</li> <li>• Increased knowledge of local services</li> <li>• Learning how to work together.</li> <li>• Talking with members of the community and developing social skills.</li> </ul>	<p>Only 48% completed the questionnaire</p> <p>Although program participants controlled the direction of all the projects, none were initiated by the program participants.</p> <p>Record of hours spent by program participants on community projects was not kept.</p>

Program Objectives	Program strategies	Evaluation	Worked Well	Areas to improve
2,3,6 & 7	Monthly follow up meetings (post trip) on topics identified by program participants. (Obj 2, 3 6 & 7)	Number of topics covered and number of program participants attending follow up meetings. Short questionnaire measuring program participant's satisfaction with content and structure of meetings – post program.	<p>1 ½ hour workshops were held on Mental Health (suicide, depression, self harm and anxiety), Alcohol and Drugs, Young people's rights, Sexual Health and disability awareness. It can only be assumed that as a result of these workshops, there was;</p> <ul style="list-style-type: none"> <li>• an increase in participant's knowledge of health issues affecting young people.</li> <li>• An increase in knowledge of the consequences of some "at risk" behaviours engaged in by program participants.</li> </ul> <p>By what percent these increased cannot be determined.</p> <p>The workshops were alternated between venues in Pinjarra and Mandurah, with transport made available to any young person needing it. Numbers attending the workshops varied from meeting to meeting, there was an average of 12 participants and 6 facilitation team members at each meeting.</p> <p>What participants enjoyed the most during follow up meetings was confidence in talking to others, listening to others viewpoints and catching up with friends.</p>	<p>Did not assess;</p> <ul style="list-style-type: none"> <li>• Changes in confidence levels of participants in providing health information to peers, pre and post program.</li> <li>• Changes in engaging in "at risk behaviours" of program participants</li> <li>• Changes in skill levels (communication, leadership etc) in program participants</li> </ul> <p>Only 48% completed the questionnaire on satisfaction with follow up meetings post trip.</p> <p>Length of each follow up meeting from 5-9pm was too long.</p> <p>Difficult to keep participants who were over the age of 18 engaged. There were more things in their lives competing for their time.</p>

<b>Program Objectives</b>	<b>Program strategies</b>	<b>Evaluation</b>	<b>Worked Well</b>	<b>Areas to improve</b>
8. By the end of the first program, there will be a 40% increase in partnerships amongst Aboriginal, Non Aboriginal and Community members.	Establish an Advisory Committee who can support the development of these partnerships. (Obj 8)	Number of partnerships created	Informal networking amongst Aboriginal and Non Aboriginal young people, agencies and community members occurred throughout the program, especially when young people went around to agencies to provide presentations.	Other than the Memorandum of Understanding developed for the program, there were no new partnerships developed on paper or in writing.

## Discussion and Conclusion

Implementation of the first year of any program is exciting and has its challenges. Bilyidar 2004 produced a 72% retention rate of program participants. Program staff and volunteers would attribute this success to;

- The wealth of experience and commitment of the Training team and management committee.
- Similar values and end program goal of all involved in the program, especially in relation to empowerment of young people and involving young people in all program decisions.
- The recruitment of a wide range of young people from varying backgrounds and circumstances.
- The high quality cultural experiences participants had at Mt Pierre Station, despite the arduous bus trip there and back.

A variety of evaluation tools were used to gain feedback from participants and others about what they had learnt and their satisfaction with what was offered throughout the entire 2004 program. The program objectives to be measured by these tools were written between 1998-2000, in the initial stages of program planning and design. As the Bilyidar Program evolved over the six years it took to secure funding, so did the involvement of various people from the community and other agencies. This involvement enhanced the program design and added depth to what the program would achieve. Consequently when it came to implementation in 2004, the program objectives were not the same as in 1998. This has since been addressed, but did pose difficulties when evaluating the outcomes and impact of Bilyidar 2004.

In 2005 and beyond, the improved involvement of community (especially Aboriginal Community) will be a priority. It was difficult in the beginning to recruit young people to a new program which did not have “runs on the board” or evidence of being successful. The high attendance of young people, families and organizational representatives at the Bilyidar Festival in November 2004 suggests increased trust by the community of the Bilyidar Program.

The process evaluation indicated that program participants were satisfied with the program activities but were also unclear as to the goal of the program. The training team and management committee had a clear idea of what the young people would gain from involvement in the program, but this was not conveyed in a tangible way to program participants. Staff, volunteers and young people have talked about possible ways of addressing this;

- Linking with local TAFE and other training providers and match the skills young people gain from involvement in the Bilyidar Program with a nationally recognized unit or course of competency, for example Certificate II in Leadership.
- Conducting a focus group with some of the 2004 participants and Aboriginal/Non Aboriginal Community members to brainstorm an end point or goal for future participants to work towards.
- Conduct a workshop at the beginning of the program, with participants to articulate the outcomes they would like to achieve.

Bilyidar 2004 began as a response to a need identified by the community. The creation of a Memorandum of Understanding for all partners involved in Bilyidar 2004 was to ensure that the community origins and ownership of the program was protected. It helped to define the roles and responsibilities of each partner organisation. Appointing the South Metropolitan Public Health Unit (SMPHU) as the lead agency for the 2004 program could be seen as going against this vision. However in trying to keep the amount of funding the program was seeking to a minimum, those originally involved in putting funding submissions together did not include funding support for a Coordinator. Instead SMPHU promised to provide in kind support for a Coordinator, and it was appropriate that they take on the lead agency role to drive the first program. In 2005 and beyond the Management Committee will reduce the role of the SMPHU and move the Bilyidar Program into the community with its own structure and identity.

## Recommendations

1. Develop strategies to ensure all who are recruited make it to the meeting place for the trip and to enhance recruitment of young people from Pinjarra area.
2. Build a sustainable relationship with the Department of Justice to enhance recruitment of young people involved in the Justice system.
3. Determine insurance cover options for participants and leaders for the trip and post trip very early on in the program.
4. Rigorously research trip providers and have meetings with all potential companies.
5. Change the structure of the monthly follow up meetings to be more accessible and appropriate to the needs of program participants, including more of a cultural focus.
6. Continue to offer the trip as the main component of the program.
7. Continue to have a written MOU for each program.
8. Continue to seek community input into the program through a wide range of avenues.
9. Management Committee and training team to discuss and implement recommendations from Murdoch University report for future programs.
10. Discipline management training for training team and policy development in this area.
11. Management Committee to reassess evaluation tools and program objectives.
12. Continue to gain parental/guardian feedback on the program and the impact it has had on their young person.
13. Clear policies and procedures developed for; suspected drug use on program and age range permitted for program participants.
14. Strategies developed to reduce opportunity for intimate relationships to develop between participants throughout the program.
15. Continue to offer a range of activities throughout for the trip.
16. Research the viability of offering workshops on communication skills and self development during the trip.
17. Provide participants with specific guidelines about what is needed in day packs for the trip.

18. Training team to meet daily during the trip to deal with issues and celebrate achievements.
19. Develop clear roles and responsibilities for youth leaders for the trip and where possible, include them in all team meetings during the trip.
20. Review the role of Community First Inc. to provide training and employment skills support to participants and obtain participant feedback on the support provided.
21. Continue to work on strategies to attract and retain Aboriginal training team members.
22. Continue to provide training opportunities for training team members to enhance their skills and obtain constructive feedback on the training offered.
23. Look at creative ways and incentives for getting all participants involved in Community Projects.
24. At least one community project should be initiated by program participants.
25. Keep a record of hours spent by program participants on community projects.
26. Bilyidar program participants be given a tangible role/end point to work towards post trip, giving meaning and direction to post trip meetings/activities.

# Appendices

## Bilyidar 2004 Program Budget

### Income

Foundation for Young Australians	\$25,000
Lotteries West	\$17,500
Department for Family and Community Services	\$42,500
South Metropolitan Public Health Unit (SMPHU)	\$23,023
Alcoa	\$2,000
Y Culture Metro	\$3,000
Mandurah Murray May day club	\$500
Community First	\$500
KINKY Health Department	\$17,600

**TOTAL INCOME      \$131,623**

### Expenditure

Program Staff	\$	24,000
Operational costs- follow ups, Tshirts, Resources, overnighter, catering	\$	12,900
Camp costs	extra bus hire costs, \$5000    Adv West \$38,053	\$43,053
Financial Admin		\$11,000
Festival		\$8,500
KINKY		\$19,820
Photographic supplies, disposable cameras, stills camera, photo development, framing and enlargements		\$3,800
Video production		\$3,300
Program Evaluation Murdoch Uni		\$5,250

**TOTAL EXPENDITURE      \$    131,623**

### In Kind

WA Police services	Staff time x 1 to attend trek and participate in Management, Training team and program meetings	<b>\$9,000</b>
Centrelink - Mandurah	Staff time x 1 to attend trek and participate in Management, Training team and program meetings	<b>\$3,150</b>
South Metropolitan Public Health Unit	80% of Health Promotion Officer's time to Coordinate Bilyidar program	<b>\$39,398.40</b>
	40% of Health Promotion Coordinator's time	<b>\$10,080</b>
Challenger Tafe	Insurance cover of staff member x 1 to attend trek	<b>Insurance cover</b>
Volunteers	4 x training team members to attend trek, training team and program meetings	<b>900 hours</b>
	2 x volunteers to participate in Management Committee meetings	

## 2004 Detailed Bilyidar trip outline

### Getting There

Sunday 11<sup>th</sup> 7am – Tuesday 12<sup>th</sup> 8pm was spent travelling in two coaster buses to Mt Pierre station (Aboriginal owned and run cattle station), 100 km out of Fitzroy Crossing. There was an overnight stay at Roebuck Bay Roadhouse on the Monday night. There were lots of “get to know you” games played during the trip up as well as getting the young people into small groups to begin working together to prepare for activities once at the Station. Highlights of the trip there include:

- Training team being able to develop a rapport with the participants during the bus trip
- Sightseeing
- A swim and extended stop in Port Hedland
- Shopping in Broome in three groups for food for the days ahead (including budgeting and planning meals)
- Training team skills were enhanced in keeping participants energised and motivated, despite the long journey. (lots of games, story telling and singing etc)
- Participants began to get to know each other and feel more comfortable with each other as the group connected and cohesion started to develop.
- There was a stopover at Fitzroy Crossing prior to getting to the station in which the males and females were separated and told about cultural practices they needed to be aware of while in the Kimberley and living and learning from Aboriginal people.

### On the station

Wednesday 14<sup>th</sup> April was a rest day. The group had a meeting with the station owners and managers to talk about life on the station, how the station works as well as starting to learn more about Aboriginal Culture. There were recreation activities for the group to participate in.

From Thursday 15<sup>th</sup> April– Tuesday 20<sup>th</sup> April the large group was separated into three smaller groups who spent two days completing each of the following activities on a rotational basis:

1. Participating in life at the stock camp – horse riding, catching bush tucker etc
2. Outdoor Adventure activities including – Abseiling, caving etc
3. Visiting Fitzroy Crossing town to look at the services and community groups operating and meet local people (to also make a comparison between life on the station and in town).

The highlights doing each of these activities included:

- Teams working together and appointing leaders each day
- Interacting with and learning from the Aboriginal people both at the station and in the town.
- Completing interviews at the local Fitzroy Crossing radio station.
- Participating in a smoking ceremony (cleansing ceremony using smoldering sticks)
- Attending a underage disco at Fitzroy Crossing for local young people
- Being involved in slaughtering a killer for food
- Hunting, gathering and eating bush tucker
- Sitting around at night yarning
- Mixing with all the families and kids living on the station
- Budgeting for food
- Learning how to live without life’s luxuries and the importance of building relationships rather than working to a time schedule. This is very different to life in the Peel region.
- Gaining interpersonal and communication skills
- Overcoming personal challenges to participate in abseiling and adapting to living on the land
- Being given a sense of belonging to the community including being given skin names/groups.

- Training team had to learn to work together in a new environment with a different set of obstacles to overcome.

Every second night was spent back in the large group debriefing on the previous day's activities and interacting with the community.

### **Coming home**

On Wednesday 21<sup>st</sup> April the group commenced the journey home. This included an overnight stay in New Norcia (Thursday evening), returning to Mandurah at 1pm Friday 23<sup>rd</sup> April. After such a long trip and hard work, the group were eager to get home. The trip home was challenging on all levels. The participants had experienced many things and now had to face returning to life as normal. Energy levels were low and tolerance of each other was limited. The prospect of spending three days on a bus to get home made many feel uncomfortable. Arriving home safely was the highlight.

**INAUGURAL  
BILYIDAR LEADERSHIP AND CULTURAL AWARENESS  
PROGRAM  
2004**

**Evaluation Report**

**Prepared by:  
Murdoch University  
Centre for Social and Community Research**

**For:  
South Metropolitan Public Health Unit  
Health Promotion**

**Senior Researcher: Kim Hudson**



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## **PART A: 2004 EVALUATION REPORT**

### **INTRODUCTION**

This report is the result of an evaluation process undertaken by Murdoch University's Centre for Social and Community Research, in contract with the South Metropolitan Public Health Unit. The purpose of the evaluation was to assess the Bilyidar Leadership and Cultural Awareness Program (*Bilyidar*). There were two main requirements for the completion of this contract:

The first requirement was to review the existing program and to provide a basic summation to satisfy the needs of the program's key stakeholders and funding bodies. This summary, forming part A of this report, provides the foundation to assist program leaders to develop and improve future *Bilyidar* programs and to increase the program's ability to secure adequate funding.

The second requirement for the contract was to develop an appropriate evaluation strategy, relevant to the particular needs of the *Bilyidar* program. The purpose of the strategy is to provide a guideline to adequately evaluate and review all future *Bilyidar* programs. This will also assist in the ability to secure future funding. The strategy forms part B of this report.

These requirements were addressed using a three-part process:

1. A plan designed to evaluate the 2004 *Bilyidar* program
2. The evaluation plan implemented and the provision of this report (part A)
3. An evaluation strategy developed for future *Bilyidar* programs to be used as a basis for on-going improvement and program effectiveness (part B).

### **MAIN STEPS IN THE 2004 EVALUATION PROCESS**

Stage one of the process entailed a document review and preliminary talks with Health Promotion Coordinator, Justine Hansen, to gather some background information on the program. At this early stage the research design for evaluating the 2004 program was established and endorsed through the contractual arrangement.

It was agreed that information be collected through the following sources:

- ❑ A group interview to be conducted with the Bilyidar Management Committee
- ❑ Individual in-depth interviews to be conducted with:
  - three members of the program's training team
  - two of the program's youth leaders and;
  - five of the program participants

The group interview and the individual interviews with the training team and the youth leaders were conducted by Murdoch University. However, two members of the program's training team conducted the interviews with the five program participants. The selected training team interviewers were given prior guidance by Murdoch University's *Bilyidar Leadership and Cultural Awareness Program*

Research Team. Several reasons underpinned the decision for program trainers to conduct these interviews: As the essence of *Bilyidar* is held in its cross-cultural component, it was essential that some of the five interviews be conducted with Indigenous young people on the program as well as non-Indigenous participants. Serious consideration was given to the sensitivities of interviewing these young people to ascertain their perceptions of being involved in *Bilyidar*. These considerations included:

- ❑ The age of consent to interview (and the need for parental/guardian permission for those participants under the age of 18)
- ❑ Cultural differences between interviewer and interviewees
- ❑ Trust and rapport in disclosing personal information in an interview setting
- ❑ Safety and freedom of disclosure for participants (particularly with regard to any negative comments that may arise about the program)

In the early stages of research design, an internal consultation with one of the program's Indigenous mentors was held on preferred interview methods. It was agreed amongst program leaders that a non-Indigenous interviewer was inappropriate for the Indigenous participants on this program. In addition, there was also the issue of an unknown person entering into the program and possibly disrupting established trust and rapport. It was therefore decided that two of the program's training team members would conduct the interviews under prior direction from Murdoch's evaluation team. This decision was ratified by program Elder, Paul Morrison. The interview questions were developed by Murdoch's Research Team and were reviewed and endorsed by program leaders.

Participant confidentiality is maintained throughout the reporting process. With the permission of participants the interviews were tape-recorded, including those conducted with the program leaders. Under Murdoch University's ethics procedures, the tapes are required to be stored at Murdoch University in a locked cabinet for a period of five years, after which, they will be destroyed. However, should the tapes be required for future evaluations, an agreement can be made to release the original data to the South Metropolitan Public Health Unit.

## PROGRAM OVERVIEW

The Bilyidar Leadership and Cultural Program (*Bilyidar*) was developed in concept over a number of years, with the 2004 program being its first year of implementation. *Bilyidar* is a program targeted towards assisting *at risk*<sup>1</sup> Indigenous and non-Indigenous young people aged between 15-25 years who reside in the Peel region. The program is aimed at developing leadership skills, increasing cultural awareness, increasing interpersonal and communication skills and addressing the contemporary health issues facing young people. The program also aims to open employment and education opportunities for participants and to engage them in community activities, programs and events (December 2002 Funding Submission).

The key strategies designed to achieve these aims and objectives rested on the involvement of selected participants in:

- An outback trip to a traditional Aboriginal community
- A series of regular meetings throughout the course of the program
- Community development activities

Specifically the program set out to achieve a 40% increase in the target groups:

- Knowledge of Aboriginal culture and health
- Self reported confidence in providing cultural and health information to their peers
- Participation in employment and training
- Participation in community development activities
- Communication, conflict resolution, leadership, and team skills amongst the target group

In addition, the program aimed to achieve a:

- 40% increase in partnerships amongst Aboriginal and non-Aboriginal community members
- 40% decrease in 'at risk' behaviour amongst the target group

These targets were to be **measured** by:

- Pre and post project knowledge questionnaire
- Pre and post project confidence questionnaire
- The number of young people involved in job search training and other pre-vocational programs
- The number of employed young people
- The number of young people employed through the Structural Training and Employment program (STEP), Community Development Employment Program (CDEP), traineeships and so forth.
- The number of community development projects participants were involved in
- The number of community partnerships formed, which descriptions of their purpose
- Pre and post behaviour questionnaire
- Process evaluation of all program sessions offered to target group
- Pre and post skills questionnaire

The effectiveness of the program was also to be based on:

- The number of young people still engaged by the completion of the program
- Positive media representation

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<sup>1</sup> The term 'at risk' is used within the *Bilyidar* program to denote young people who are engaging in, or who, due to their circumstances (of, for example, unemployment, dysfunctional family background, or mental health issues), are at risk of engaging in, anti-social behaviours such as truancy, alcohol and/or illicit drug use, or criminal activity.

Other strategies included in the original plan to evaluate the program involved:

- Post program focus group with young people
- Pre and post program focus group with parents
- Post program questionnaire with parents
- Post project focus group and questionnaire with the training team (addressing skills developed through the project, confidence in running youth related projects and knowledge in project planning, implementation, and evaluation, and capacity building within the community)
- Post project questionnaire to the advisory network on the benefits to the Peel region as a result of the project

The difficulty in implementing these strategies, particularly the time required to design and implement pre and post questionnaires, became clear to program leaders in the early stages of the program. The sheer number of processes listed here would take an enormous amount of work to develop and implement, over and above the program's limited staffing resources.

***Recommendation #1: The evaluation strategy for Bilyidar be simplified and aimed at providing an adequate strategy for each of the program's components, aims and objectives. (This will be detailed further in part B of this report).***

While some of these previously mentioned strategies were implemented, and some statistics gathered throughout the year, most were not. The information gathered by the program coordinator throughout the program included:

- Participant ages
- Program retention rates
- Post trip questionnaire for participants and training team
- Post trip questionnaire for parents of participants

This information, and the simpler evaluation structure designed by the Murdoch team and the program leaders, replace these previously stated strategies and form the basis of this report.

## **PROGRAM PURPOSE**

The Bilyidar Management Committee collectively describes the essence of *Bilyidar* as providing opportunities for *young people* and learning about *Aboriginal culture*. Responses from the Management Committee suggested that young people were considered the core strength of the program and as such were involved in the program at all levels from planning to basic administration. This approach forms the basis for the whole program concept, which is unique and founded on a sound rationale for working with young people. It is considered that one of the main strengths of the program is the commitment to provide participants with a broad range of opportunities both within, and beyond, the program itself. This involves connecting young people to the community through groups and organizations and employment opportunities. Underpinning the success of *Bilyidar* is this community development approach where everyone involved, regardless of position, are encouraged to take ownership and to contribute to the progress of the program. The Management Committee responses indicated that this approach supported the empowerment of young people and allowed significant partnerships with the young people involved in the program to be formed.

Responses from all of the interviews indicated that the cross-cultural component of the program was considered another significant strength. The exposure to, and first hand experience of, traditional Indigenous culture in the Mt Pierre community was highly by all. Responses from the Management Committee also indicated that a significant amount of cultural and leadership learning was gained through the program's Elder Paul Morrison, who was held in high regard.

The Management Committee considered the Training and Facilitation Team (which is separate to the Management Committee) another significant strength of the program and indicated the amount of work invested in making this a functional and effective group. The Murdoch Research Team acknowledges the attention given to the group forming

processes of the Training and Facilitation team, which, in our view, significantly contributes to the rapport that is evident amongst staff and participants.

Given relationship and rapport building amongst can take a significant period of time, what has been achieved within the program, in this inaugural year, is impressive.

Interestingly, while the Training and Facilitation Team was considered one of the key strengths of the program, it was also considered one of the main areas for improvement. Responses from the Management Committee Interview and interviews with selected program leaders and youth leaders indicated the need for role clarification, adherence to program policy and procedures, shared decision-making, and improved group process. Despite a strong program purpose, and the clearly stated program objectives, there was, however, a lack of clarity in the actual implementation of the *Bilyidar* program's specific targets, aims and objectives. The Murdoch Research Team believes that most of this ambiguity appears to be the result of not adequately defining the differences between the program's structure, the implementation requirements, and the application of program procedures.

***Recommendation #2: Particular attention should be paid in program planning to the separation and clarification of the program structure, the stages of program implementation, and the overall program procedures to further enhance the functioning the Bilyidar program***

**The remaining recommendations made in this report are divided into these three key areas:**

**Structure**

**Implementation**

**Procedures**

## **KEY AREA ONE: PROGRAM STRUCTURE**

The Research Team considers the fluid program structure of *Bilyidar* as a significant strength. The program's flexibility enables it to respond to the needs of the young participants as both individuals, and as a group. It also encourages a dynamic relationship between program facilitators and program participants. However, this style of functioning does pose some problems in terms of understanding the program structure and having everyone clear about how they fit into the program. As mentioned, there was lack of clarity in role definition from all levels of organization, from the management committee, to the young people themselves. There is also some confusion about the geographical area, which *Bilyidar* aims to serve. An understanding of how *Bilyidar* came into being provides some useful background here.

### ***The Paul Morrison Story***

According to the program documentation, the impetus for *Bilyidar* evolved as a result of Aboriginal Elder, Paul Morrison, being approached by "local businesses [...] concerned about the level of crime and high unemployment and the resulting social problems in the Pinjarra community" (*Bilyidar Funding Document*, December 2002). These origins provide a useful way to introduce the program for funding submissions as they provide a solid foundation in which to address social problems with the program components of leadership and cultural awareness. In particular, the rationale for the outback trip component of the program hinges on this story, with its emphasis on the deterioration of respect for culture and eldership in the local Aboriginal communities of Pinjarra and Mandurah.

This history is very important and has been well documented in all of the program's funding submissions. However, greater clarity is needed on whether the program's geographical target area is the entire Peel Region or the Pinjarra and Mandurah communities only. At present the program documentation uses Peel regional statistics, leaving the area of Peel undefined. Nor is it clear as to whether the target area for the program is actually the entire Peel region or primarily just Mandurah and Pinjarra. Once this is clarified, more attention also needs to be given to detailing the social problems referred to in the Paul Morrison story through community relevant data. While Mandurah and Pinjarra are mentioned as the key areas, no statistics on these two particular communities are provided (for example, the number of young people living in the area, crime statistics, the proportion of young offenders, key reasons for young people accessing health services, number of truants and so on).

***Recommendation #3: The program's primary target area – Mandurah and Pinjarra, or, the entire Peel region be further defined, and, wherever possible, community relevant data collected and documented.***

### ***Peel Peer Education Program***

*The Paul Morrison Story* leads onto Bilyidar's historical connection to the *Peel Peer Education Program*, in which Paul has also been involved with since 1998. The Peer Education Program is a program for 15-17 year olds who are trained as peer leaders and health educators with the aim of them being to distribute accurate health information (sexual health, drug and alcohol information, community referral and so on) to members of their peer group. The program is structured as a trip followed by a series of follow-up meetings and graduation. It was through the Peer Education Program that Bilyidar has evolved. This evolution has both some positives and negatives for Bilyidar:

The positives include obtaining:

- ❑ An established organizational base in the South Metropolitan Public Health Unit (SMPHU) Health Promotion team
- ❑ A skilled training and facilitation team (through the Peer Education Program) for the implementation of the program
- ❑ Established links to other community organizations for recruitment purposes and for creating opportunities within the community for young people

The negatives include:

- ❑ *Bilyidar* not being considered as a separate program distinct from the Peel Peer Education program by staff involved in both programs. For example, some management committee members in the group interview referred to their involvement in *Bilyidar* as an extension of the Peer Education program, hence, transferring program ownership and authority held in Peer Ed to *Bilyidar*. This can inhibit the program developing its own character separate from what already exists.
- ❑ Exhaustion levels among key members of the training team having run youth programs consecutively for the past six years.
- ❑ The strain on staff and administrative resources running both programs, particularly within the South Metropolitan Health Unit – Health Promotion team.
- ❑ The difficulty in securing and administering funding on an annual basis, particularly for the outback trip to a traditional Aboriginal community.

### **Target Age Range**

One of the most problematic areas is the program's allocated target age range, which stretches from of 15-25 years. It includes juvenile offenders (defined by the Western Australian Department of Justice as aged 10-17 years), truants (who can be any age); and unemployed young people (defined by the Australian Bureau of Statistics as 15-24). In addition, the Peel Peer Education Program, on which *Bilyidar* is premised, has a school age target range of 15 to 17 years. Given that the program is built on establishing peer connections and strong group rapport, the age range of up to 25 years is too varied since it crosses social and developmental brackets from adolescence to adulthood. While the program's selection process does consider certain criteria to ensure optimal group functioning, consideration also needs to be given, with respect to the age differences, the safety of the younger members of the group. For example, how appropriate is it for a young 15-year old female to be considered a 'peer' to a 25-year old male when both may be exhibiting 'at risk' behaviour?

***Recommendation #4: The age range of 15-25 is lowered to 15-21 to target an average age of 18 years for participants***

This would lower the expected age to an average age of participants to 18 years and thus highlight, for funding purposes, the most ambiguous stage of social development - the age range between adolescence and adulthood. This age range still addresses the program's primary targets of truants, older juvenile offenders, and the short to medium-term unemployed.

It should also be noted that 16.5 years was the average age of participants, with four of the participants aged just 14 years. This is not representative of the program's target age of 15-25, which suggests an average participant age of 20 years. Certain comments from the trip evaluation summary suggested that, "*some were too young*" (*Youth Leader*), and demonstrate the hands-on difficulties of dealing with a broad age range: "*The age of some of the younger people wasn't taken into account when it came to discipline and they were considered as being older than they actually are (Training Team Member).*"

***Recommendation #5: Participants aged under 15 years are not included in the program.***

While it is recommended that participants under the age of 15 years are not included in the program, recruitment procedures should be flexible enough to accommodate exceptions to the rule if a young person is considered mature enough to participate and would benefit from their early participation. For other applicants outside of the stated age range, expressions of interest could be taken in preparation for the following program when they are the correct age for the program (for example, perhaps a mail list could keep interest maintained).

#### *Program Staffing And Resources*

The lead organization for the *Bilyidar* program is the South Metropolitan Public Health Unit (SMPHU), which takes on the responsibility for the overall deployment of the program from securing funding to providing the primary coordination staff. The Health Unit works in collaboration with a number of local organizations to implement the program. These organizations (Western Australian Police Service – Streetnet program; Challenger TAFE; Centrelink, and Peel Training and Employment Inc) are committed to resourcing the program by in-kind support through a Memorandum of Understanding (MOU). The Aboriginal Community of Pinjarra (referring to the general community) is also mentioned in the MOU as a critical partnership and resource.

The involvement of the majority of these organizations is a result of individual staff members having been involved in the Peel Peer Education Program. The Research Team considers that there is some concern over the longer-term commitment and sustainability of the involvement of these organizations beyond the original individual training team members. It is suggested that the commitment of these organizations needs securing over and above the involvement of individual members to ensure the future sustainability of *Bilyidar*.

***Recommendation #6: That an annual budget commitment to the Bilyidar program is sought from each organisation in the form of staffing support and/or matching program funds.***

❑ ***The South Metropolitan Health Unit – Health Promotion Team***

The contribution made by SMPHU staff to *Bilyidar* is significant with the internal allocation of the Program Coordinator and the Support Program Coordinator, as well as the provision of contractual arrangement for the funded Assistant Program Coordinator. In addition SMPHU support several trainees and a considerable number of program volunteers who are important program resources. However, the Research Team is concerned about the capacity of SMPHU to conduct both the *Bilyidar* program and the Peel Peer Education Program. This issue is outside the scope of this evaluation. However, one possible option suggested by a few people during the course of this evaluation is to merge the Peel Peer Education Program and *Bilyidar*. While we do not dismiss this option, we believe that the stated differences in target areas, aims and objectives would make a merger difficult, and could risk the community inroads and momentum that has been gained for *Bilyidar* during the 2004 program.

The biggest distinction between the *Bilyidar* program and the Peel Peer Education program, according to a past participant of Peer Ed now involved in the *Bilyidar* program, is in the “*cultural awareness side of things*”, and the intensity of the camp which resulted in “*bringing people closer together*” (*Youth Leader Interview*). In addition, discussions held with the management committee suggested that another major difference between the two programs lies in the training of Peer Educators in passing on appropriate health information to their peers during school and extra-curricular and community settings. One of the key objectives of *Bilyidar* is to enhance community engagement and access to employment and skill based training for young people, thus making a merger of the two programs fraught with difficulty. The only clear pathway to turn the two programs into one would be to abandon both programs and create an entirely new program concept. However, the Research Team considers that *Bilyidar* can offer a significant contribution to the young people, particularly the Aboriginal young people of the Mandurah and Pinjarra communities and as such should remain a program priority.

Recommendation #7: SMPHU continues to support Bilyidar as a valuable youth program with a separate identity from the Peel Peer Education Program

**Note: all recommendations made for structural change support this recommendation.**

## **Funding Issues**

Like any community program, securing funding is the biggest threat to the on-going future of *Bilyidar*. The funding secured for the 2004 *Bilyidar* program through Lotterywest, The Foundation for Young Australians, and Stronger Families and Stronger Communities, was for two programs to be run over a period of two years. However, the amount secured for the 2004/2005 period, did not accommodate enough funding for the 2005 trip. This funding shortage, combined with concerns over the resourcing capacity of SMPHU, heavily impacts on the program structure, particularly for the 2005 program.

In discussions, SMPHU staff raised the issue of whether *Bilyidar* should function as an annual program, or be expanded to a bi-annual program. While the final program timeframe for *Bilyidar* (whether it remains an annual program, or expands to two years) can only be determined by SMPHU's commitment to, and capacity to run, both programs, the Research Team suggests, consideration of an eighteen-month program structure.

Recommendation #8: Consideration is given to Bilyidar being a program based on an eighteen-month structure.

This would mean one intake of participants over a two-year period with one significant trip per group of participants. Under this structure, the first year of the program would take on a similar format to the 2004 program with participants graduating at the end of the calendar year. The last six months of the program could be structured to allow for considerable individual follow-up and support to program graduates in establishing and consolidating on-going community links made in the areas of employment, training and education, securing traineeships, joining in on community activity, events and so on. This period can also be used for securing funding and finalizing the evaluation process. The final six months of the second calendar year also allows for a period of recovery for SMPHU staff and general program staff without the momentum of the program and the program's exposure to the community being lost.

The difficulty in securing funding for the trip may also be assisted by the suggestion of an eighteen-month structure, which would allow more lead in and preparation time to secure funding. The Research Team suggests consideration be given to different ways of securing funding for the trip, such as sourcing sponsorships for particular individuals to participate (e.g., through local businesses, Lions and Rotary Clubs, Zonta, and Local Councils).

***Recommendation #9: If needed, funding for the trip component of the program, or part of the trip component, is alternatively sourced by sponsorships granted by local businesses and community organizations.***

The Research Team also suggests that external funding is sought for the appointment of an Indigenous program coordinator for the intensive implementation stage of the program. Discussions with program staff indicated the need for an Indigenous program coordinator to enhance cross-cultural awareness (a key program aim) and to further engage the local Indigenous community.

If funding was successfully secured for the position of program coordinator, the Research Team suggests that SMPHU, as the lead organisation, contract the program coordinator and continue to oversee the on-going management of the program through the Bilyidar Management Committee. The Coordinator would undertake all existing coordination and administration duties with regard to the implementation stages of the program (see recommendations for implementation). The coordinator would be supported by an allocated Health Promotion staff member who would ensure adequate training

for staff, oversee staff contracts for the program, and ensure program legalities, insurance requirements etc for the program are met.

***Recommendation #10: SMPHU support a funding application to appropriate funding bodies, for the position of an Indigenous Program Coordinator, to support the implementation stages of the Bilyidar program.***

Securing funding through the grants system raises the issue of funding management, an issue also raised during management committee interviews. The funding allocated to the 2004 Bilyidar program were trusted to Peel Training and Employment Inc (PTE) for management and distribution. This provided the program with a necessary non-government organization to access various funding sources. It appears however, the direction of this organization's contribution changed mid-program with a key staff member who was involved in the initial discussions for the MOU having left the organization.

This, combined with policy changes to the employment industry as a whole, had some ramifications for the program as it brought about a change in level of staff support for the proposed 2005 program, and undermined the security of this organization's (PTE) involvement in future Bilyidar programs.

In line with community development principles of the program and the desire to have more community based involvement and support, it is recommended that if Peel Training and Employment Inc. do not continue their support of the program that consideration be given to the Peel Community Development Group (Inc) as the as the auspice organization for funding submissions and for the administration of funding.

***Recommendation #11: The Peel Community Development Group (Inc) is approached as the auspice organisation for funding submissions and for the administration of funding.***

### ***Management Committee***

A collective of representatives from the local community organizations listed in the MOU form the basis of the Bilyidar Management Committee. This committee is responsible for the overall direction of the program and makes decisions with regard to funding expenditure, publicity and communication, program timetables and so on. In accordance with the program's community development approach, the management committee also has representation of young people at this organizational level.

The Research Team considers the number of people sitting on the management committee to be cumbersome and the role of the committee, as distinct from the training and facilitation team, unclear. While the memorandum of understanding and funding submissions provide some clarity about the separate purpose of the management committee, this is lost in the implementation phases with most members on the committee being also involved in the training and facilitation team. The Research Team therefore considers that the basic structure of the management committee needs to be separated from the implementation processes of the training team. This may also help to address another of the program's difficulties – the exhaustion levels of key program staff given the efforts to sustain the momentum required for this kind of program.

***Recommendation #12: Members of the Management Committee are chosen on the basis of roles and responsibilities needed for the program's on-going administration and management requirements, rather than being drawn from representatives of the organizations providing in-kind support for the program.***

This recommendation will also add to the capacity of *Bilyidar* to recruit local community members to participate by providing them with a defined position within the program. For this to happen, their terms of reference need to be clearly stated.

***Recommendation #13: A “Terms of Reference” for the Bilyidar Management Committee is developed so the committee becomes fully responsible for overseeing the program’s direction and for the allocation of funding and resources.***

**(See PROFORMA 1 – Management Committee Sample Terms Of Reference)**

For the Management Committee to function autonomously and with authority over the Bilyidar program, it requires endorsement by the lead organisation. The Research Team suggests that SMPHU recognize and support the Bilyidar Management Committee as a committee with authority to make all decisions (within its agreed powers) with regard to the Bilyidar program. It is also suggested that the organisation responsible for managing program funds (if separate to SMPHU) also recognize and endorse the Bilyidar Management Committee. This would enhance the program’s identity and move the program towards being more community owned.

***Recommendation #14: The role and function of the Bilyidar Management Committee is recognized and endorsed by the lead organization – the South Metropolitan Public Health Unit and the organization responsible for holding and acquitting program funding (if these are separate).***

### ***Training and Facilitation Team***

The Training and Facilitation Team is a driving force in the implementation of *Bilyidar*. The purpose of the training team is to create a hands-on network of staff members to work with program participants.

From the participants interviewed, the program leaders were viewed positively in terms of their approachability and availability:

*“On the whole program leaders were great and friendly”*

*“I got on better with the leaders than I did the young people”*

While it is an effective team, we consider that some structural and procedural changes could enhance the group's capacity. As mentioned, there is not enough distinction between the Management Committee and the Training Team. In addition, team members suggested that the training team is too large and difficult to manage thus contributing to some confusion over positions, roles and procedures.

In the training team manual, each person was given a job title, for example, facilitator, support person, program support and so on. While these roles were quite developed in relation to the trip and the procedures to be undertaken for the trip, these roles did not appear to extend, and apply to, the rest of the program. To ensure some role consistency the Research Team suggests that each position held on the training team applies to both the trip and to the training team requirements for the remainder of the program. For example, training team facilitator, co-facilitator, youth support worker, youth leader etc. Trip responsibilities can then also be matched according to these roles. Training Team Facilitator = Camp Leader (Program Schedule): Co-facilitator = Assistant Camp Leader (Discipline) and so on. This process will also assist in justifying the staffing allocation component in the program for future funding submissions and budget allocations.

***Recommendation #15: The positions allocated to the training team are defined according to the needs of the program (in a similar way to the recommendations for the management committee) prior to the formation and appointment of the training team. These roles remain consistent throughout the course of the program (including the trip).***

The potential training needs of team members also needs some kind of recognition, particularly for the younger people moving through the program's leadership ranks. This is a good opportunity to lay the foundations for some accredited training in facilitation, coordination and project management.

***Recommendation #16: The training needs of the training and facilitation team are identified and funding allocated to support participation in recognized career development courses such as facilitation, coordination, public speaking, and project management.***

### ***Youth Leaders***

Discussions held with the program's youth leaders indicated a lack of clarity over the role and purpose of the youth leaders. In particular, this revolved around the issue of whether the youth leaders were considered part of the training and facilitation team or whether they were considered program participants. The youth leaders were past participants of the Peel Peer Education Program who had showed leadership qualities and an interest in being involved in youth work and youth programs. In their involvement with Bilyidar it was decided that they would have an active participation role with the young people and be the information go-between participants and the training team.

However, some of the participants felt they "*didn't get on with some of the younger leaders*". One participant suggested future programs should "*not have as many young leaders - having the younger leaders taking responsibility doesn't work because no-one listens to them*"

Other sources of feedback from participants and the management committee, suggests there may have been some inappropriate behaviour exhibited from one or two of the youth leaders. While the details are not clear enough to comment on, it is worthwhile suggesting that youth leaders be appropriately selected through a recruitment procedure.

The youth leaders reported that their role was not well defined before the trip component of the program, but did become clearer by the end of the trip, which was too late. This may have contributed to the abovementioned inappropriate behaviour. The biggest area of confusion for the youth leaders was in understanding their responsibility for discipline, and what was expected of them when they were confronted with participants exhibiting poor behaviour. On this, the youth leaders themselves suggested that the youth leadership team should have a separate group development process undertaken prior to the trip that aims to bind them together as a group, and enhance their understanding of roles, responsibilities and program procedures.

***Recommendation #17: Further consideration is given to the roles and responsibilities of the youth leaders, and how this functions in terms of the overall purpose of the training and facilitation team.***

Despite the lack of role clarity, the youth leaders considered their involvement in the program worthwhile in terms of learning communication skills as well the opportunities within the program to secure traineeships and paid work opportunities. This internal development component of the program is highly valuable and effectively addresses the objectives of leadership, community development, and opportunities for employment.

## KEY AREA 2 – PROGRAM IMPLEMENTATION

The recommendations made so far are directed towards pre-program planning and structure. This section focuses on the actual content and implementation of the Bilyidar program according to its stated aims and objectives and strategic methods for addressing these. If a funded program coordinator was secured for a 2006/2007 program, the primary focus for this position should be this implementation phase.

***Recommendation #18: An Indigenous Program Coordinator is responsible for the implementation of the 2006/2007 Bilyidar program.***

### Program Content

The 2004 Bilyidar program was mainly comprised of a two-week trip to a traditional Indigenous community in the Kimberley followed by a series of monthly follow up meetings, and participant involvement in initiating and participating in community development activities. These were considered the main program components addressing the program objectives. These objectives included developing leadership skills, increasing cultural awareness, increasing interpersonal and communication skills and addressing contemporary health issues facing young people. The program also aimed to open employment and education opportunities for participants and to engage them in community activities, programs and events.

#### The Trip

The trip was the highlight of the 2004 Bilyidar program. Twenty-six Indigenous and non-Indigenous young people were taken to a traditional Kimberley community for a period of two weeks where they learned about traditional culture and eldership. The rationale behind the trip is to remove young participants from their local environment thus providing the opportunity to break from at risk type behaviour. The program documents (Bilyidar 2002 funding submission), suggest that a key factor in the anti-social behaviour of young people is the loss of respect for culture and eldership, as a result of the historic dislocation of Indigenous people in this particular urban community. Exposing young people to traditional culture therefore opens the way for a new way of being that incorporates respect for culture and respect for elders.

From the participants interviewed, the “*free trip to the Kimberley*” was mentioned as the main attraction for becoming involved in *Bilyidar*, which provided an “*opportunity to get away from it all*”. Family or friends appeared to be the main referral point.

#### Positive Outcomes

Participant feedback on the trip (taken from the Trip Evaluation Summary undertaken internally post trip, and individual participant interviews) has been grouped under the following categories:

- Cultural Awareness and Cultural Identity
- Relationships and Communication
- Self Awareness and Self Development (resilience and self-esteem)

#### **Cultural Awareness and Cultural Identity**

Experiencing traditionally based Indigenous culture was clearly the most valuable outcome of the trip to the Mt Pierre community. In our discussions held during the evaluation, we found that the cultural component was almost invariably

considered the most important aspect of the trip. It was valued highly at all levels of the program from the management committee/training and facilitation team, to the participants themselves.

Participants found the learning and experiencing of Indigenous culture a highlight:

**"I loved learning about the Aboriginal culture"**

*"It was truly an amazing experience finding out about Aboriginal culture"*

*"It was the cultural experience and education I loved the most about it all"*

The actual hands-on experience of participating in traditional cultural activities was also a highlight:

*"Skinning the cow, eating goanna and getting to know the locals, were some of the biggest highlights"*

*"Being given skin groups and totems"*

For some participants this experience fostered cultural understanding and a sense of identity and belonging:

*"I especially enjoyed learning about their culture, like the skin groups. It made it like one big family"*

*"Bonding and finding out that I'm family at Mt Pierre. Just loved all of the family they were great people and I'm going to see them some time soon in the future"*

*"Learning about my culture spiritual side of life and living and being in a totally different way and place"*

*"My culture can have boundaries from good to bad if I choose a certain way, but I love what I am, and how I can act – in the end it's me"*

*"I have learned that the Aboriginal tradition is still around and never be afraid of who and what you are. That was what I really needed, so thanks heaps for that"*

*"[I have learnt] how proud I am to be Aboriginal"*

For other participants it was the whole unique and different experience:

*"I have enjoyed the Mt Pierre station. The people, the family structure, the respect, the survival, the culture, the hunting, the camping, everything about Mt Pierre – Not forgetting the [gorges], caves and the Mt Pierre food"*

*"Going into a different environment"*

### ***Self-Awareness and development***

The training and facilitation team spend a considerable amount of time on group building and individual self-awareness activities designed to increase positive feelings towards the self and others. A significant portion of the feedback given from the participants post trip indicated a corresponding change in the level of self-awareness and self-growth, and increasing self-esteem.

*"I [...] enjoyed finding myself"*

*“That being myself is a wonderful thing”*

*“I learnt to adapt to my surroundings. I think I have become a much better person, I have found I am a kind, caring person without people putting me down”*

*“This camp has changed me hugely. I have learnt I can overcome my fears and that I am actually a strong and special person”*

For many there was a feeling of having a greater resilience to outside forces and a stronger trust in their own abilities:

*“I’ve learnt that I can do more than I think, if I push myself, I can find my way around obstacles”*

*“That I can deal with situations in a calm collective manner without flying off the handle”*

*“I can survive without luxuries”*

*“[I have learnt] how to control my anger and depression”*

*“I’ve learned to control my life without interruption from outside options affecting me”*

*“I’ll not let anyone bring me down”*

For some, this resilience extended to changing poor health habits – a key health objective of the program:

*“I’ve learnt that having fun doesn’t require any kind of mind-altering substances”*

*“Quitting weed is not impossible and I’m better off without drugs in my system”*

*“That I am capable of doing a lot more than I thought I could, and that I can survive in the bush if I tried. And that I don’t need to drink and smoke dope, it just gets in my way all the time, and that just wastes my life”*

### ***Relationships and Communication***

The group work undertaken by the training and facilitation team is also aimed at improving relationships and the ability to communicate within the group. A portion of participant responses highlighted the building of relationships and support networks and an increasing sense of being able to communicate with others:

*“Meeting great people is the highlight for me as I find it hard to meet good honest people”*

*“I really enjoyed getting to know the leaders and I love the thought of being able to turn to them for help”*

*“The people - getting to know and bond with different types of people”*

*“I think I have learnt a lot about myself and my interaction with others”*

*“Even though I am happy on the inside, people don’t realize that, so I have to share my feelings more”*

*“I learnt that it’s all right to speak your own mind and that everyone has a right to his or her own opinion”*

These responses indicate that the key program objectives of cultural awareness, communication and health are being addressed in this component of the program. We therefore recommend that the trip be continued as a valuable part of the Bilyidar program.

***Recommendation#19: The trip is continued as a valuable and integral part of the Bilyidar program.***

### Negative Factors

While the experiences were thus, in the main extremely positive, a number of participants did express reservations.

#### *Relationships, Communication, and Behaviour*

**For some participants these reservations were to do with relationships, particularly in terms of communication and the perceived behaviour of other people on the camp:**

*“The immature behaviour about a lot of the students on this camp, they should be thankful they came on this great camp”*

*“People being bitches to me and looking at me, and the meetings where they put you on the spot and you don’t know what to say”*

*“Conflicts of negativity between certain people”*

*“I didn’t like it when people didn’t get along”*

*“Rudeness”*

*“Not listening”*

Comments such as these reinforce the need to clarify the age group of participants, group rules and disciplinary procedures.

#### *Logistics*

**Another major area to attract criticism related to the organisational processes. This fell under four major areas:**

- ❑ **Organisation**
- ❑ **Facilities**
- ❑ **Communication**
- ❑ **Procedures (disciplinary procedures and role clarification).**

The organisation of the trip, planning, and general time management, were mentioned in all of the evaluation discussions and general program feedback several times. For example, “*getting ready in the morning could have been a bit sped up*”. Most of the problems, however, appeared to be around the planning and organisation required for undertaking the ‘outback adventure’ experience. As this was outside of the program staff’s experience, Adventure West was contracted to undertake this responsibility. Food and transport was included as part of their brief. These were the biggest overall negatives for the trip in all of the evaluation feedback. There was a need for “*bigger*” and/or “*better*” buses. Food (or rather lack of it) and the preparation of food, was also mentioned as a big issue. However, adding to the confusion over food, it was mentioned by the participants interviewed, that they were given money to purchase food for themselves. One participant considered this “*a bad, bad idea, because we just bought snacky food no-one really had one main meal [...] the only time we ever ate decent up there was when the local community cooked us up a big barbecue*”.

While the inadequacy of these two resources left the training and facilitation team feeling out of their depth in the first few days of the camp, some viewed this as positive as despite the set-backs and “*considering the situation everything was well handled, and the general outcome positive*”.

***Recommendation #20: Clarification over essential trip items such as food, transport, and staffing roles is required, and written confirmation, if externally contracted.***

In relation to facilities, evaluation respondents generally considered it a “*roughing it*” camp. The “*toilet facilities were shocking*”, and the camp “*needed a better shower*”. Interestingly however, it was said that the effect of providing the participants with an additional challenge, which contributed strongly to their self-awareness and self-esteem.

*“This camp was one of the best experiences of my whole entire life and I enjoyed every part of it. Even the bad or stressful parts of this camp were good because they challenged me and helped me get a better understanding of who I am”*

*“The challenges and the suffering taught me more about my endurance levels”*

While there did appear to be some positive outcomes, it not recommended that this type of resource deprivation be repeated.

Negative comments about communication generally suggested an internal staff issue (see earlier comments in this report on pgs. 15 & 16 regarding the training and facilitation team and youth leaders). The biggest area of communication difficulty appeared on the trip both amongst the training and facilitation team, and between the team and the youth leaders. Some comments on this include:

*“Tell leaders what’s going on instead of just keeping it to the old leaders”*

*“Think before you guys speak rudely to towards younger leaders”*

*“Communication amongst leaders [...] could have been improved”*

*“The trainees like me needed to have their job defined clearly so we knew what to do from the start. Our jobs changed and things got really confusing”*

*“Understand each other’s roles and exercise them in a pre-meeting”*

Again, this reinforces the need for clear roles and procedures to be established prior to the implementation stages of the program.

Feedback from a few evaluation respondents suggests there were some instances on the trip with disciplinary issues that were not handled in the most effective way:

*“Some people that were disciplined could have been dealt with differently”*

*“Could have cracked down on people who did serious things, like one girl smoking drugs...I didn’t think it was dealt with well enough”*

*“The use of physical restraint on one of the participants was appalling and I think there are better ways to handle difficult situations”*

*“[There needs to be] clear consequences for bad behaviour”*

*The Research Team suggests that the disciplinary procedures to be used on the trip need to be agreed upon by the training and facilitation team before embarking. These need to be linked to the rules established for participant behaviour. For example, expectations of participants would be no drugs, no alcohol, no physical violence, no sex, and so on. A clear line of action needs to be outlined and documented should these rules be breached. The responsibility for disciplinary action needs to be held by one or two staff members who are fully cognizant of the established rules and procedures. Participants, and parents and guardians of participants, need to be made aware of the procedure that will be undertaken should participants disregard the agreed expectations.*

***Recommendation #21: That procedures for disciplinary action be developed or redeveloped and clarified. These should be clearly outlined to all program staff and participants. The procedures need to include a grievance procedure for participants who may feel unfairly treated by any disciplinary action undertaken.***

## **Follow-up Meetings**

A large component of the program is the series of meetings held after the trip where participants come together for the remainder of the program’s activities. These are known as follow-up meetings, which were held once a month, on a weekday evening, for approximately 4 hours. In most of the discussions held during the course of the evaluation, the trip was discussed as the major component of the program with these follow-up meetings appearing less important in the priorities of the training and facilitation team. While the trip may be the jewel of the program, much of the participant’s development and ability to make long-term behavioural changes will be affected by the way in which the program is consolidated and followed-up. We consider that this component of the program needs to be given greater attention by training team members in terms of its importance to the needs of participants. Otherwise there is a risk of the program being identified solely with the trip, which will minimize its capacity to retain participation levels and reach the program’s key objectives.

***Recommendation #22: Greater attention is given to the follow-up meetings to capitalize on the impact of the trip and enhance the capacity of participants to make long-term behavioural changes.***

To attract greater attention to the importance of these meetings the Research Team suggests that consideration be given to renaming them. The term “follow-up” does not convey a sense of importance for these meetings for either program staff or participants.

***Recommendation #23: The name ‘follow-up meetings’ is changed to a name that conveys the importance of this program component.***

The program's retention rates are based on attendances at the follow-up meetings and are an important indicator for the program's success. Out of the 26 participants who participated in the trip, the following numbers were present at the remainder of the program's meetings:

Meeting	Number Attending
One	16
Two	15
Three	9
Four	11
Five	12
Six	9

This demonstrates an average of 12 participants attending for each of 6 meetings completed, which equals a 46% retention rate. Anecdotal comments suggested that a large portion of the participants not engaging in the remainder of the program were Indigenous and female.

While these overall attendance rates are not bad for a youth program, we suggest that consideration still needs to be given for improving it. Feedback from the participant interviews suggested that some of the follow-up meetings were sometimes not enjoyable as they were four hours long and quite frustrating as *“it took a real long time to get things happening at these meetings [...] [and four hours] was above the attention span of most -like some were only early high school - adolescent”* (Program participant).

Other factors mentioned throughout all discussions that may have prevented participation at these meetings include:

- Transport
- Family commitments
- Time allocation (weekday evening for 4 hours)
- Age differences in the group
- Cultural estrangement
- Lack of female eldership
- Participants not having an overall sense of the program purpose
- Participants being over committed to other community development activities, employment or education commitments
- Participants are not working towards a particular outcome (for e.g., a qualification or towards becoming a peer educator as in the Peer Education)
- Participants not feeling bonded to such a large group (26 is a large group to manage)

***Recommendation #24: Strategies for retaining program participants are considered to enhance the retention rates at follow-up meetings.***

## Community Development Activities

Participants and youth leaders are provided with the opportunity to become involved in a variety of community development programs outside of the Bilyidar program. Participant feedback suggested that getting involved in the community and organizing community events was beneficial:

*“Organizing events within the community to target certain health aspects and issues to with younger people in the community I thought was good”*

One such program is the sexual health program KINKY. Some Bilyidar participants are involved in this program as part of their commitment to Bilyidar.

*“The KINKY program was cool, lots of fun and all free – but we learned lots of stuff too”*

The Research Team considers the idea of providing extra-program opportunities for community participation is good in terms of the aim of enhancing community participation. However, we suggest some consideration is given to the level of commitment required by participants in other programs to ensure participants can maintain their full involvement in *Bilyidar* without being over committed.

*“I was involved in KINKY a little bit but [...] with TAFE all the time I barely made it to those meetings of KINKY but I made it to the majority of ones I could”*

### □ **Bilyidar Festival and Graduation**

The Bilyidar Festival was a collective idea from the young participants as a way to showcase the program to the community and to share their experiences on the program. It is a good example of the program’s community development principles where participants undertook organizing the festival with support from the program coordinator and some training team members. Approximately 100 people attended the official opening including the Mayor, Councillors and Council staff, as well as the local MLA, with another 100-150 community members visiting the festival at various stages of the evening. Several family members from the Kimberley host community were invited and funded to attend the Bilyidar festival and were an integral part of the graduation proceedings presenting participants with graduation certificates.

***Recommendation #25: The community development activities are continued as a valued and effective component of the Bilyidar program.***

## **KEY AREA 3 - PROGRAM POLICY AND PROCEDURES**

Most of the policies and procedures for the program are developed collectively as part of the group building processes for the training and facilitation team. The standard operating procedures developed for the camp are comprehensive and make a good start for the development of an overall procedures manual. An example of a particularly well-clarified policy and procedure that can be found in the training team manuals comprehensive clearly stated policy on maintaining confidentiality.

However, even the most clearly stated procedures on their own don’t always ensure appropriate implementation. One participant reported that one of the program leaders “*betrayed my trust*” by breaking confidentiality. This reinforces the need for training and preparation where individual roles and responsibilities are clarified.

There are certain policy areas that are considered inherent to the program and to participant safety. For example, levels of supervision, insurance cover, staff qualifications and clearances, confidentiality, and so on. These things must have a basic standard so the structure and objectives of the program can be maintained. In relation to this, some of the key areas for *Bilyidar* that need further policy clarification include:

**Smoking:** While the use of alcohol and drugs are banned from the program, it appears controlled levels of tobacco smoking are permitted. While the Research Team understands that smoking is a difficult issue to address, we suggest further policy clarification is needed. Particularly given this is a Health Department program smoking should not be

condoned on the trip, or during program activities. Instead of supporting the smoking habits of the training team and participants, the program's schedule should indicate support and encouragement for people to abstain from smoking while on the program. However, if banning smoking precludes someone from participating in the program, and who would otherwise benefit from their involvement, these parameters should be flexible enough to accommodate individual needs.

**Discipline:** In line with recommendation #20, a comprehensive disciplinary policy and procedure needs to be established. Consideration needs to be given to the values that underpin disciplinary action. For example, the program respects the basic rights of the individual and does not support the use of physical disciplinary action.

We suggest that the policies of the program be indexed under individual headings for easy staff reference. For example:

- Supervision
- Confidentiality
- Safety and Injury Prevention
- Discipline
- Smoking, Drugs and Alcohol

Note: there are good already established policy and procedures manuals on which to base some of these requirements – see Billy Dower Youth Centre).

*Recommendation #25: That a comprehensive policy and procedures manual is developed addressing the needs of the Bilyidar program.*

## REPORT SUMMARY AND SUMMARY OF RECOMMENDATIONS

The *Bilyidar* program is a unique program delivering some very real outcomes to local Indigenous and non-Indigenous young people. The particular strength of the program is its capacity to increase cultural awareness and respect for Indigenous culture and providing the opportunity for increasing self-awareness and the potential for behaviour change. The training and facilitation team is a positive contributing influence and have a strong skill capacity for working with and interacting with young participants. However, as a fledgling program a lot of work needs to be undertaken structurally and procedurally to enhance role clarity and program outcomes. The program, at present, is dependant on individual personalities, which can place the program at risk in terms of its future sustainability. As such the underlying theme of the recommendations in this report calls for greater structural and procedural clarity.

## GENERAL RECOMMENDATIONS:

NUMBER	RECOMMENDATION
#1	<b>The evaluation strategy for Bilyidar be simplified and aimed at providing an adequate strategy for each of the program's components, aims and objectives.</b>
#2	<b>Particular attention should be paid in program planning to the separation and clarification of the program structure, the stages of program implementation, and the overall program procedures to further enhance the functioning the Bilyidar program</b>

## KEY AREA 1 - STRUCTURE:

NUMBER	RECOMMENDATION
#3	The program's primary target area – Mandurah and Pinjarra, or, the entire Peel region be further defined, and, wherever possible, community relevant data collected and documented.
#4	The age range of 15-25 years is lowered to 15-21 years to target an average age of 18 years for participants.
#5	Participants aged under 15years are not included in the program.
#6	That an annual budget commitment to the Bilyidar program is sought from each organisation in the form of staffing support and/or matching program funds.
#7	SMPHU continues to support Bilyidar as a valuable youth program with a separate identity from the Peel Peer Education Program.
#8	Consideration is given to Bilyidar being a program based on an eighteen-month structure.
#9	If needed, funding for the trip component of the program, or part of the trip component, is alternatively sourced by sponsorships granted by local businesses and community organizations.
#10	SMPHU support a funding application to appropriate funding bodies, for the position of an Indigenous Program Coordinator, to support the implementation stages of the Bilyidar program.

#11	<b>The Peel Community Development Group (Inc) is approached as the auspice organisation for funding submissions and for the administration of funding.</b>
#12	<b>Members of the management committee are chosen on the basis of roles and responsibilities needed for the program’s on-going administration and management requirements, rather than being drawn from representatives of the organizations providing in-kind support for the program.</b>
#13	<b>A “Terms of Reference” for the Bilyidar Management Committee is developed so the committee becomes fully responsible for overseeing the program’s direction and for the allocation of funding and resources.</b>
#14	<b>The role and function of the Bilyidar Management Committee is recognized and endorsed by the lead organization – the South Metropolitan Public Health Unit and the organization responsible for holding and acquitting program funding (if these are separate).</b>
#15	<b>The positions allocated to the training team are defined according to the needs of the program (in a similar way to the recommendations for the management committee) prior to the formation and appointment of the training team. These roles remain consistent throughout the course of the program (including the trip).</b>
#16	<b>The training needs of the training and facilitation team are identified and funding allocated to support participation in recognized career development courses such as facilitation, coordination, public speaking, and project management.</b>
#17	<b>Further consideration is given to the roles and responsibilities of the youth leaders, and how this functions in terms of the overall purpose of the training and facilitation team.</b>

## KEY AREA 2 - IMPLEMENTATION:

NUMBER	RECOMMENDATION
#18	<b>An Indigenous Program Coordinator is responsible for the implementation of the 2006/2007 Bilyidar program.</b>
#19	<b>The trip is continued as a valuable and integral part of the Bilyidar program.</b>
#20	<b>Clarification over essential trip items such as food, transport, and staffing roles is required, and written confirmation, if externally contracted.</b>
#21	<b>That procedures for disciplinary action be developed or redeveloped and clarified. These should be clearly outlined to all program staff and participants. The procedures need to include a grievance procedure for participants who may feel unfairly treated by any disciplinary action undertaken.</b>
#22	<b>Greater attention is given to the follow-up meetings to capitalize on the impact of the trip and enhance the capacity of participants to make long-term behavioural changes.</b>
#23	<b>The name 'follow-up meetings' is changed to a name that conveys the importance of this program component.</b>
#24	<b>Strategies for retaining program participants are considered to enhance the retention rates at follow-up meetings.</b>

#25	<b>The community development activities are continued as a valued and effective component of the Bilyidar program.</b>
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**KEY AREA 3 – POLICY AND PROCEDURES:**

NUMBER	RECOMMENDATION
#26	<b>That a comprehensive policy and procedures manual is developed addressing the needs of the Bilyidar program.</b>

## PROFORMA 1

### **SAMPLE: BILYIDAR MANAGEMENT COMMITTEE TERMS OF REFERENCE**

The role of the Bilyidar Management Committee is to oversee the Bilyidar Leadership and Cultural Awareness Program. It is responsible for ...*insert* [securing and allocating funding, liaising with contributing organizations and maintaining community partnerships, program publicity and sponsorship promotion, communicating with and supporting the directions of the training team, ensures all the administrative requirements of the program are met such as insurance, legal requirements, and so on, evaluating the program and acquitting grants].

It is an endorsed committee of the South Metropolitan Public Health Unit and the ...*insert* [auspice organization responsible for administering the program funds]

It is comprised of the following positions:

Chairperson

Secretary

Treasurer [it is recommended this position be filled by a representative from the organization responsible for administering program funds]

Program Coordinator

Committee member 1

Committee member 2

Committee member 3

Each position has a defined role and responsibility [insert brief outline]

General Considerations:

At least one position on the management committee must a young person

At least one position on the management committee must be Aboriginal and a representative of the local community

A quorum for decision-making is four members

The management committee has the authority to co-opt non-positioned committee members to undertake specific roles

The management committee can form sub-committees as required

The committee meets ...*insert* [the first Tuesday of every month]

**PROFORMA 2 – SAMPLE PROGRAM CALENDAR 2005 - 2006/2007**

YEAR/MONTH	PROGRAM COMPONENT	RESPONSIBILITY
<b>DECEMBER 2004</b>	Finalise Evaluation Training team wind-up	Existing Program Coordinator
<b>JANUARY – JUNE 2005</b>	<b>GRADUATE SUPPORT</b> <b>Support and Follow up of all 2004 graduates:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> mentoring</li> <li><input type="checkbox"/> community involvement</li> <li><input type="checkbox"/> employment</li> <li><input type="checkbox"/> education</li> <li><input type="checkbox"/> further program opportunities (leadership)</li> <li><input type="checkbox"/> traineeships</li> <li><input type="checkbox"/> counseling and referrals</li> </ul>	Existing Program Coordinator
	<b>PLANNING</b> Implement recommendations from Evaluation Secure funding for 2006/2007 program Develop policy and procedures manuals	Health Promotion Officer
<b>JUNE – DECEMBER 2005</b>	Planning for 2006/2007 Employ Program Coordinator Select Volunteers Secure Trainees Establish training needs Form Management Committee Form Training team	Health Promotion Officer
<b>JANUARY – MARCH 2006</b>	<b>IMPLEMENTATION</b> <b>Stage One</b> Finalise Program Format & Schedule Renew Policies and Procedures Advertise for Participants Recruit Participants Parent and Community Information evening	Health Promotion Officer with assistance from Program Coordinator
<b>APRIL</b>	<b>Stage Two</b> Conduct Trip	Program Coordinator & Training team

YEAR/MONTH	PROGRAM COMPONENT	RESPONSIBILITY
MAY – NOVEMBER	<b>Stage Three</b> Program Meetings and Community Development Activities Program Graduation	Program Coordinator & Training team
DECEMBER – FEBRUARY 2007	Review Budget Program Evaluation Plan for Graduate follow ups	Program Coordinator or Health Promotion Officer (funding dependent)
MARCH – JUNE	Implement Graduate Follow ups	Program Coordinator or Health Promotion Officer (funding dependent)
	PLANNING Finalise Evaluation Strategy Secure funding for 2006/2007 program	Health Promotion Officer
JUNE – DECEMBER 2005	Planning for 2006/2007	Health Promotion Officer

## **PART B: EVALUATION STRATEGY**

This section of the report is aimed at providing a brief evaluation strategy for the Bilyidar Leadership and Cultural Program (*Bilyidar*). The general recommendation for the evaluation strategy (see recommendation #1 in part A of this report) is to simplify the evaluation process and to ensure that it is feasible in terms of the program's resource and staffing capacity to implement the strategy.

The research team suggests two levels of evaluation: First, an external evaluation (such as the one undertaken in part A) to be conducted periodically where the entire program is reviewed. Second, an internal evaluation process that enables information to be consistently collated throughout the course of the program.

### ***External Evaluation Process***

The external evaluation process should be a periodic external assessment of the program. It is in this stage that changes over a period of time can be ascertained through an examination of the information collated internally. It is here that a series of interviews with past *Bilyidar* participants would be useful to assess the impact of the program in the longer-term. The external evaluation should also including an assessment of the internal evaluation processes to ensure these are working well.

The research team suggests that this kind of evaluation be budgeted for every second program, to keep the information well monitored and continually relevant.

### **The Internal Review Process**

The primary aim of the internal review process is to assess how well the program is addressing the needs of participants in line with the program's stated aims and objectives.

The first part of this report identified core areas to address in the internal evaluation process. These are:

- Leadership
- Cultural Awareness
- Communication and interpersonal skills
- Health
- Education and Employment
- Community Engagement

The following table provides a guideline for the kinds of information that need to be collected, how it should be collected and at what stage of the program it is to be collected. Most of the strategies suggest a simple method of on-going data collection through a variety of means including: basic statistics, questionnaires, and where appropriate, the setting of goals and targets.

The main recommendations made in the strategy table suggest:

- An increase in the kind of statistics collated
- The retention of the post trip questionnaire
- The inclusion of a post-program questionnaire
- Changing the parent questionnaire from post trip to post program

Given the limited staffing resources available for *Bilyidar*, interviews have not been included in the internal evaluation strategy. However, should the program move to an eighteen-month program structure, as recommended in the first part of this evaluation report, the following strategy is recommended:

- ❑ A program entry interview for each participant (as per existing recruitment procedures)
- ❑ A program exit interview for each participant (to be conducted in the final six-month intensive follow-up period)

These interviews would value-add to the information collected but are not essential in terms of addressing the program objectives.



## BILYIDAR INTERNAL EVALUATION PROCESS

EVALUATION COMPONENT	SPECIFIC INFORMATION REQUIRED	METHOD OF INFORMATION COLLECTION	TIMEFRAME FOR COLLECTION	COMMENTS
<b>LEADERSHIP</b>	<p>Participants identified as potential youth leaders</p> <p>Opportunities provided for youth leadership training</p> <p>Youth leadership positions on the program</p> <p>Quality of leadership experience</p>	<p>Number of participants identified &amp; group %</p> <p>Internal program training opportunities/ external training &amp; courses attended (not including traineeships)</p> <p>Number of positions available/ number of positions filled/ leaders retained for entire program</p> <p>Simple Questionnaire</p>	<p>Graduation/ Post program collation</p> <p>Continual collation</p> <p>Pre-program/ Post program numbers</p> <p>Post program</p>	<p>Award Certificate for Leadership Potential</p> <p>Separate participants and youth leaders</p> <p>Set goal for retention of youth leaders</p>
<b>CULTURAL AWARENESS</b>	<p>Impact through self -disclosure. Seeking unsolicited comments on the cultural experience</p>	<p>Simple Questionnaire</p>	<p>Post trip</p> <p>Post program</p>	<p>As conducted in 2004</p> <p>Separate feedback from participants from other groups</p>

<b>EVALUATION COMPONENT</b>	<b>SPECIFIC INFORMATION REQUIRED</b>	<b>METHOD OF INFORMATION COLLECTION</b>	<b>TIMEFRAME FOR COLLECTION</b>	<b>COMMENTS</b>
<b>COMMUNICATION &amp; INTERPERSONAL SKILLS</b>	Impact through self-disclosure. Seeking unsolicited comments on self-awareness and interpersonal skills	Simple Questionnaire	Post trip Post program	As conducted in 2004
	Impact through parent/guardian assessment	Simple Questionnaire	Post program	Conduct post program instead of post trip
<b>HEALTH</b>	Impact through self-disclosure. Seeking evidence of change in poor health habits	Simple Questionnaire	Post trip Post program	As conducted in 2004
	Impact through parent/guardian assessment	Simple Questionnaire	Post program questionnaire	Conduct post program instead of post trip



EVALUATION COMPONENT	SPECIFIC INFORMATION REQUIRED	METHOD OF INFORMATION COLLECTION	TIMEFRAME FOR COLLECTION	COMMENTS
<b>EDUCATION AND EMPLOYMENT</b>	Opportunities for participants	Number of participants with a completed resume  Number of participants securing employment  Number of participants securing traineeships or apprenticeships  Number of participants returning to secondary school  Number of participants moving into college, TAFE or tertiary study	On-going, but mainly post-program collation	
	Quality of program assistance	Simple questionnaire	Post program	

