



Australian Government

Australian Institute of Health and Welfare

Australian Institute of Family Studies

Closing the gap clearinghouse



What works to overcome **Indigenous disadvantage**

Key learnings and gaps in the evidence

Dr Fadwa Al-Yaman and Dr Daryl Higgins

2009–10



What works to overcome
Indigenous disadvantage

2009–10

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1. Main findings

The Closing the Gap Clearinghouse was established by the Council of Australian Governments (COAG) to bring together evidence-based research on overcoming disadvantage for Indigenous Australians. The Clearinghouse provides access to a collection of information on what works to improve Indigenous people's lives across the building blocks identified by COAG. The Clearinghouse not only collects, but systematically analyses and synthesises this evidence.

This paper provides policy makers with key findings about what works and assesses the gaps in the evidence. It also sets out progress of the Clearinghouse towards its objectives in its first year of operation.

In its first year of operation the Clearinghouse collected, assessed and produced a range of evidence on what works through the following products:

- *The Assessed collection*—made up of 298 items, mainly focussed on evaluations of programs and activities. For each item, subject specialists assessed the quality and strength of the research and summarised the findings.
- *Issues papers and resource sheets*—subject specialists produced two issues papers (on schooling) and six resource sheets (on schooling, health, economic participation and safe communities) that analysed and synthesised available evidence.
- *The Research and Evaluation Register*— an online list of research and evaluation projects across Australia relevant to improving Indigenous outcomes and to the COAG building blocks. Recent government research and evaluation activities were mainly in the health building block (210 items), followed by schooling (98) and safe communities (93).

Key learnings

The Clearinghouse processes identified overarching themes for successful programs in overcoming Indigenous disadvantage. Notably, these findings are highly congruent with views of significant Indigenous and non-Indigenous stakeholders, community development principles and 'common sense' approaches. They are also consistent with the *Service delivery principles for programs and services for Indigenous Australians* (set out in Schedule D of the National Indigenous Reform Agreement, effective February 2011).

The Clearinghouse's important contribution is the rigour and impartiality through which available data have been considered. The convergence between 'real world experience', government principles for action and the Clearinghouse's technical assessment builds confidence that emerging themes provide a solid basis for overcoming Indigenous disadvantage.



1. Main findings

What works

- **Community involvement and engagement.** For example, key success factors in Indigenous community-based alcohol and substance-abuse programs were strong leadership, strong community-member engagement, appropriate infrastructure and use of a paid workforce to ensure long-term sustainability.
- **Adequate resourcing and planned and comprehensive interventions.** For example, a systematic approach with appropriate funding arrests the escalating epidemic of end-stage kidney failure, reduces suffering for Indigenous people and saves resources. A strong sense of community ownership and control is a key element in overcoming Indigenous disadvantage.
- **Respect for language and culture.** For example, capacity building of Indigenous families and respect for culture and different learning style were considered to be important for engaging Indigenous families in school readiness programs.
- **Working together through partnerships, networks and shared leadership.** For example, an Aboriginal-driven program increased knowledge about nutrition, exercise, obesity and chronic diseases, including diabetes. The educational component, participation of local Indigenous people in the program and committed partnerships with the organisations involved were important to the program's success.
- **Development of social capital.** For example the Communities for Children initiative, under the Australian Government's former strategy (the Stronger Families and Communities Strategy 2004–2009) highlighted the importance of a collaborative approach to maternal and child health, child-friendly communities, early learning and care, supporting families and parents, and working together in partnership.
- **Recognising underlying social determinants.** For example, data from the Longitudinal Study of Australian Children demonstrated that financial disadvantage was one factor among other variables that may affect school readiness and progress for young children.
- **Commitment to doing projects with, not for, Indigenous people.** For example, the evaluation of the NSW Count Me In Too Indigenous numeracy program found that contextual learning was successful and critical, professional development for teachers was essential, effective relationships were vital and Aboriginal community buy-in was also essential for ongoing success.
- **Creative collaboration that builds bridges between public agencies and the community and coordination between communities, non-government and government to prevent duplication of effort.** For example, a collaborative project between health and education workers at a primary public school in South Australia (The Wadu Wellness project), in which a number of children were screened, has resulted in follow-up and support for children for hearing problems and dental treatment, and social and emotional support.
- **Understanding that issues are complex and contextual.** For example, frequent house moves, neighbourhood conflict, functionality of housing amenities and high rental costs were found to have an impact on children's schooling.



1. Main findings

What doesn't work

- **'One size fits all' approaches.** For example, residential treatment for alcohol and other drugs dependency is generally not more effective than non-residential treatment. However, evidence indicates that residential treatment is more effective for clients with more severe deterioration, less social stability and high relapse risk. As these are characteristics of many Indigenous clients, residential treatment may be most appropriate.
- **Lack of collaboration and poor access to services.** For example, successful interventions require the integration of health services to provide continuity of care, community involvement and local leadership in health-care delivery and culturally appropriate mainstream services. These steps help to ensure the suitability and availability of services, which can thereby improve access by Indigenous Australians.
- **External authorities imposing change and reporting requirements.** For example, a review of evidence from seven rigorously evaluated programs that linked school attendance with welfare payments in the United States found that sanction-only programs have a negligible effect on attendance, but that case management was the most critical variable.
- **Interventions without local Indigenous community control and culturally appropriate adaptation.** For example, evidence indicated external imposition of 'local dry area bans' (where consumption of alcohol is prohibited within a set distance of licensed premises) was ineffective and only served to move the site of public drinking, often to areas where the risk of harm was greater.
- **Short-term, one-off funding, piecemeal interventions, provision of services in isolation and failure to develop Indigenous capacity to provide services.** For example, a one-off health assessment with community feedback and an increase in health service use was unlikely to produce long-term health benefits and improvements. An ongoing focus on community development and sustained population health intervention are needed.

Resources and research themes by building block

This section outlines key Clearinghouse resources categorised by the four COAG building blocks considered in the first year of Clearinghouse operations: early childhood and schooling, economic participation, health and safe communities. It also categorises items in the Assessed collection by research themes. The key learnings specific to each building block are provided in Section 3.

Early childhood and schooling

The following Clearinghouse publications synthesised the evidence on key topics in the early childhood and schooling building block:

- *School attendance and retention of Indigenous Australian students (Issues paper no. 1)*
- *School readiness: what does it mean for Indigenous children, families, schools and communities? (Issues paper no. 2)*
- *Teacher and school leader quality and sustainability (Resource sheet no. 5)*
- *Closing the school completion gap for Indigenous students (Resource sheet no. 6)*



1. Main findings

There were 139 items in the Assessed collection for the early childhood and schooling building block. These were categorised according to research themes shown in Table 1.1.

Table 1.1: Research themes and assessed items: early childhood and schooling

Research themes	Number
Programs targeting disadvantaged or at-risk populations	42
Parental/family involvement	40
Teacher/professional development	13
Community/cultural involvement	9
School-based/VET programs	9
Other	26
Total	139

Economic participation

There was one Clearinghouse publication that synthesised evidence on a topic related to economic participation, *Pathways for Indigenous school leavers to undertake training or gain employment (Resource sheet no. 2)*.

There were 52 items in the Assessed collection for the economic participation building block that were categorised according to research themes shown in Table 1.2.

Table 1.2: Research themes and assessed items: economic participation

Research themes	Number
International labour market training programs	15
Characteristics for successful employment	13
Australian labour market training programs	11
Community development employment projects	7
Housing and employment outcomes	4
Vocational and educational training	2
Total	52

Health

There was one Clearinghouse publication in the health building block that synthesised the evidence, *Anti-tobacco programs for Aboriginal and Torres Strait Islander people (Resource sheet no. 4)*.

The Assessed collection had 54 items for the health building block and these were categorised according to research themes shown in Table 1.3.

**Table 1.3: Research themes and assessed items: health**

Research themes	Number
Lifestyle and chronic disease	35
Maternal and child health	15
Mental health	2
Other	2
Total	54

Safe communities

Two Clearinghouse publications synthesised the evidence on topics related to the safe communities building block:

- *Community development approaches to safety and wellbeing of Indigenous children (Resource sheet no. 1).*
- *Reducing alcohol and other drug related harm (Resource sheet no. 3).*

There were 53 items in the Assessed collection for the safe communities building block that were categorised according to research themes shown in Table 1.4.

Table 1.4: Research themes and assessed items: safe communities

Research themes	Number
Substance use	16
Family functioning	13
Criminal justice and rehabilitation	11
Family violence	6
Other	7
Total	53

Gaps in the evidence

Main gaps

Analysis of the Clearinghouse resources indicated that there was a lack of high-quality quantitative research in both the Australian and the Indigenous contexts. Many of the Australian Indigenous studies were descriptive, while many of the quantitative studies did not include comparison groups that would enable the impact of programs or strategies on Indigenous disadvantage to be determined.

Research relating to the entire Australian population, and overseas research, was also examined and its possible application to Indigenous communities considered. For some interventions, there was evidence of programs and strategies that work for these populations and that therefore have the potential to address Indigenous disadvantage.



1. Main findings

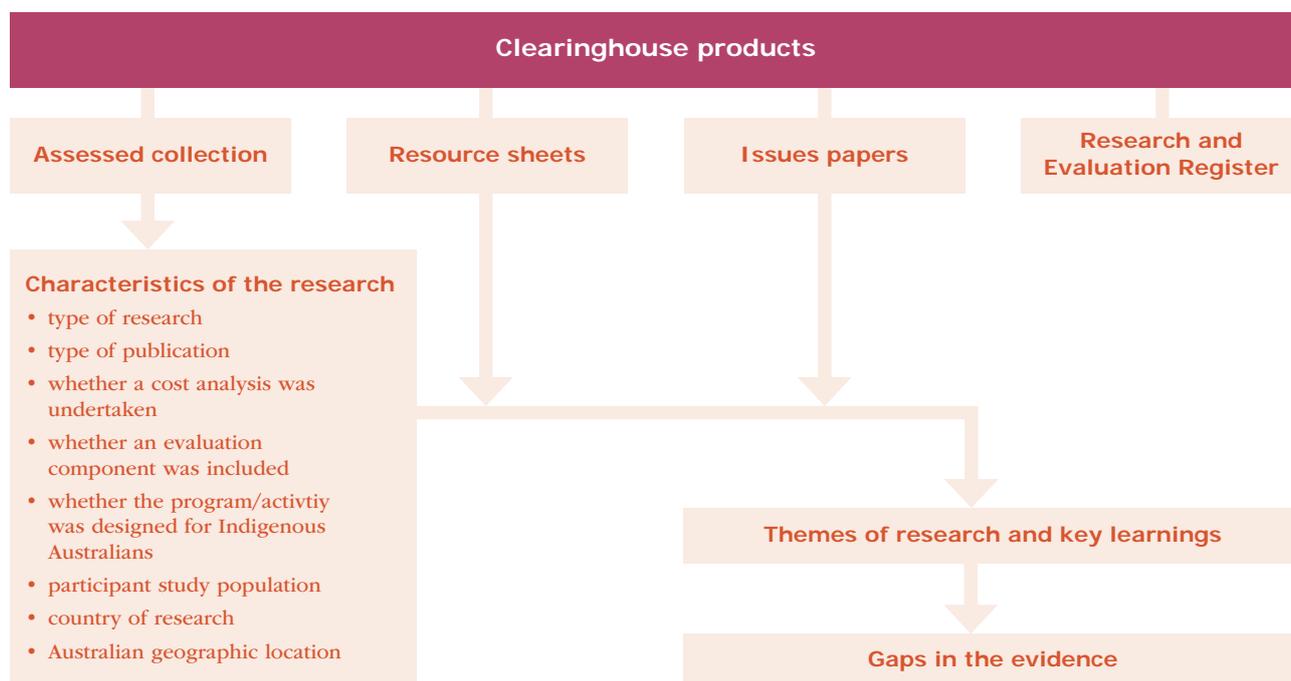
Implications for program design and implementation

The gaps in the evidence should not impede needed program development and implementation. In some cases, such as alcohol and other drugs, there was ample evidence to show what can be done to reduce harm. In others, where data gaps are more significant, the importance of ongoing learning loops is significantly increased. Such learning loops should be based on development and negotiation of shared objectives with target communities and a commitment to long-term funding certainty. Environments of funding certainty and trust promote implementation processes that expect 'teething problems', promote innovation and experimentation, learn from both setbacks and achievements and are adaptive enough to integrate learnings quickly.

Analytical approach

Evidence from across the Assessed collection, issues papers and resource sheets was analysed using an agreed framework (Figure 1.1). Findings were synthesised and key learnings and gaps in the evidence were identified.

Figure 1.1: Analytical framework for the analysis of evidence on what works to overcome Indigenous disadvantage



Characteristics of the research

Categorisation of the items by type of research (Table 1.5) shows nearly four in 10 items in the Assessed collection involved quantitative analyses with some form of comparison group. Another 36% were other quantitative studies, while 15% involved qualitative research only. Early childhood and schooling and health had the highest proportion of items that used quantitative analyses with a comparison group.



1. Main findings

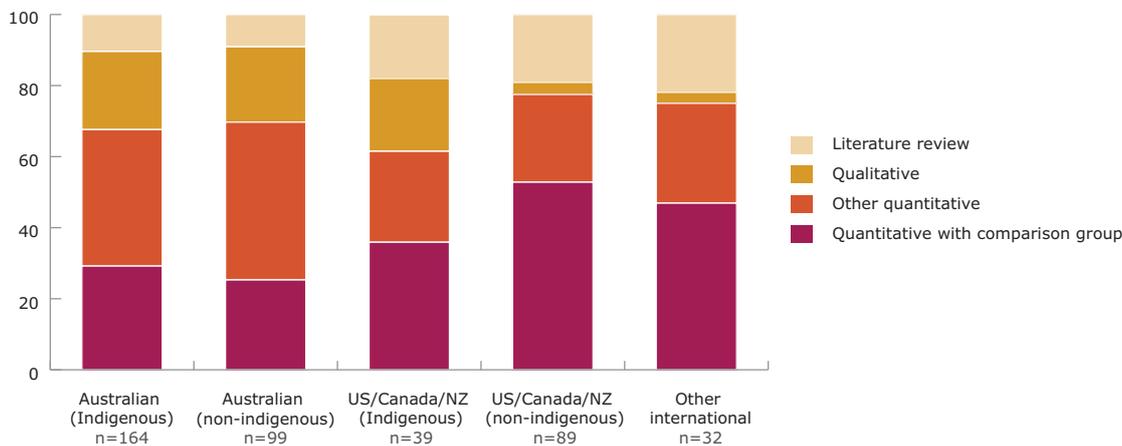
Table 1.5: Assessed items by type of research

	Early childhood/schooling		Health		Economic participation		Safe communities		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Quantitative comparison group	65	46.8	23	42.6	12	23.1	15	28.3	115	38.6
Other quantitative	46	33.1	19	35.2	29	55.8	14	26.4	108	36.2
Qualitative	16	11.5	8	14.8	8	15.4	14	26.4	46	15.4
Literature review	12	8.6	4	7.4	3	5.8	10	18.9	29	9.7
Total	139	100	54	100	52	100	53	100	298	100

Categorisation of the items by type of research and the Indigenous status and country of study participants (Figure 1.2) showed the following:

- A large number of items (164) included Indigenous Australian participants.
- More than one-quarter of Australian studies (both Indigenous and non-Indigenous) were quantitative with a comparison group.
- The majority of Australian studies (Indigenous and non-Indigenous) used other quantitative methods.
- The populations with the highest proportion of quantitative studies with a comparison group were the United States, Canada and New Zealand (non-indigenous) and other international.

Figure 1.2: Assessed items by country and indigenous status and research type



Note: Items have been counted for each population included in the research

Other characteristics of the research in the Assessed collection (Figure 1.3) included:

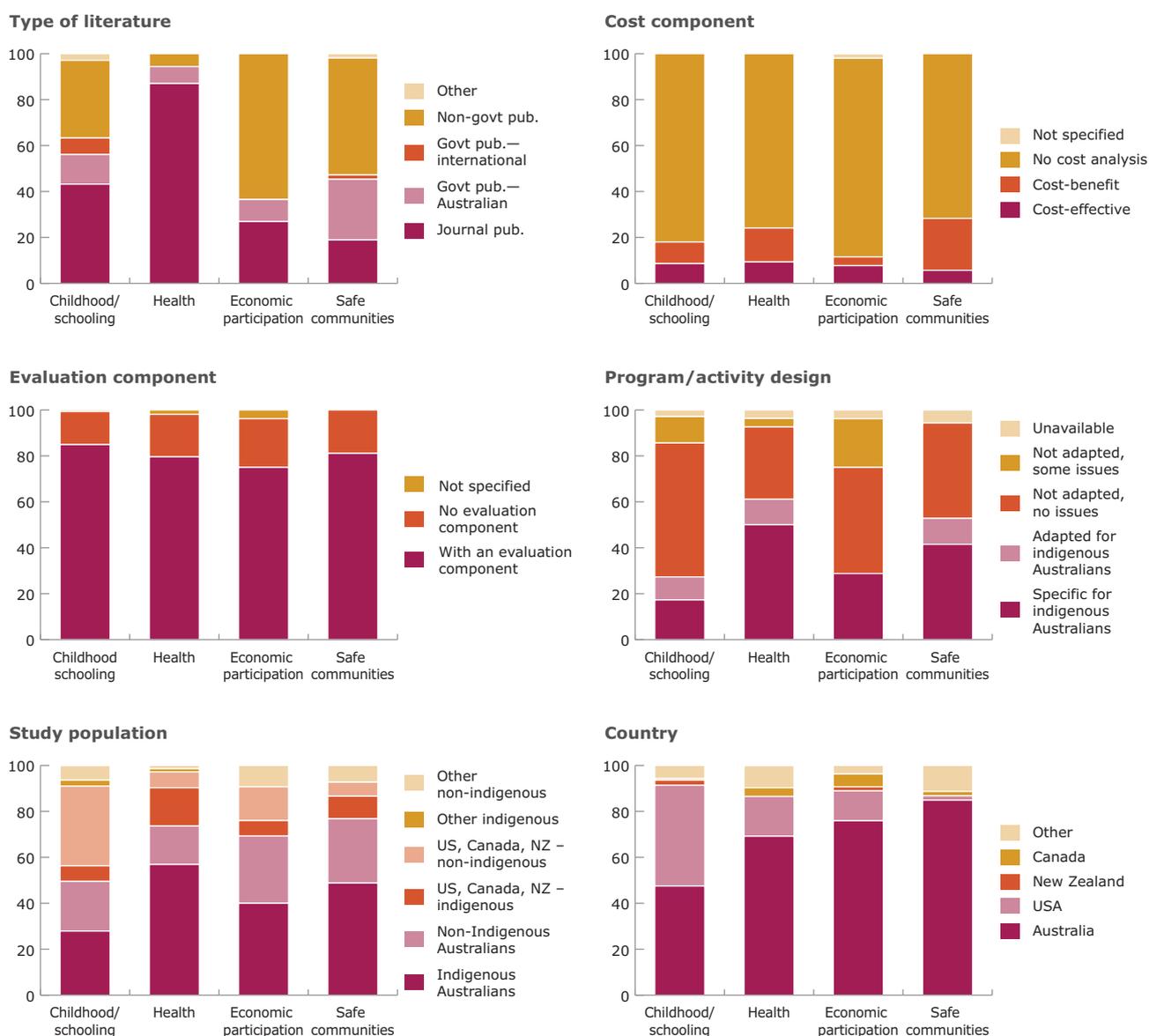
- health had a high proportion of items in that there were journal articles (87%), followed by early childhood and schooling (43%)
- nearly all of the items in the Assessed collection had an evaluation component, with 85% in early childhood and schooling, followed by safe communities (81%), health (80%) and economic participation (75%)



1. Main findings

- there was little cost-benefit and cost-effective analysis completed in all of the building blocks, with safe communities having the highest proportion (28%)
- half of the items in health related to programs designed specifically for Indigenous Australians, followed by safe communities (42%)
- health (57%) had the highest proportion of study participants who were Indigenous, followed by safe communities (49%)
- most of the research in safe communities (89%), health (76%) and economic participation (69%) was conducted in Australia, compared with 59% in the early childhood and schooling building blocks combined.

Figure 1.3: Characteristics of the Assessed collection by building block (per cent)





2. Background

In April 2007 the Council of Australian Governments (COAG) agreed to establish a clearinghouse for evidence on what works to close the gap on Indigenous disadvantage. The Closing the Gap Clearinghouse was jointly funded by all Australian governments for five years under the National Partnership on an Indigenous Clearinghouse. The Clearinghouse Board met for the first time in November 2009.

The Clearinghouse collects and assesses resources that cover the seven COAG building blocks: early childhood, schooling, health, economic participation, healthy homes, safe communities and governance and leadership. The Clearinghouse focuses on what works to overcome problems rather than outlining the nature or extent of them. It is unique, as the quality or rigour of the evidence from each item in the collection is assessed by experts, and summaries of what works to close the gap in Indigenous disadvantage are provided on the website. The Clearinghouse resources include Indigenous and non-Indigenous research, as well as research from overseas that is relevant to the COAG building blocks.

This paper analyses the Closing the Gap Clearinghouse resources to find evidence of what works to address Indigenous disadvantage, and to identify gaps and priorities for further research.

About the Clearinghouse

Board

The board provides strategic directions and oversees the operations of the Clearinghouse. The Hon. Jenny Macklin MP, Minister for Indigenous Affairs, appointed the chair and academic advisers to the board.

Scientific Reference Group

The Scientific Reference Group provides technical advice to the Clearinghouse on operational matters. It comprises academic members with subject-matter expertise relevant to the COAG targets, and representatives from the Australian Institute of Health and Welfare (AIHW) and the Australian Institute of Family Studies (AIFS).

Panel of subject specialists

Subject specialists assist the Clearinghouse by examining the evidence in a selected range of programs, evaluations or activities. The Clearinghouse gratefully acknowledges their contribution.



Clearinghouse resources

In its first year of operation, the Clearinghouse focused on five of the COAG building blocks— early childhood, schooling, health, economic participation and safe communities—the remaining two, healthy homes and governance and leadership were reserved for future years.

Within those five building blocks, the COAG Working Group on Indigenous Reform set the following priority areas to guide the choice of items for the Assessed collection, as well as topics for issues papers and resource sheets:

- school readiness, including the health and learning aspects of early child development
- early literacy and numeracy
- school attendance and retention
- participation in the labour force, particularly by urban/regional/remote areas
- community safety
- Indigenous mortality risk factors, particularly how policies and programs could address these in a culturally appropriate way.

The evidence presented in this paper is based on the following Clearinghouse resources collected during its first year of operation:

- the **Assessed collection**, which included 298 research and evaluation items assessed by subject specialists
- two **issues papers**, which reviewed a large body of evidence on a specific topic
- six **resource sheets**, that summarised the evidence on more narrowly defined areas
- a list of items on the **Research and Evaluation Register** relevant to improving Indigenous outcomes across the seven COAG building blocks.

Table 2.1: Overview of Clearinghouse products and resources

Item	Description
Assessed collection	Material assessed by experts: <ul style="list-style-type: none"> • evaluations of a program or activity • research examining the cost benefit and/or cost effectiveness of programs and activities • research on adopting/implementing non-Indigenous 'mainstream' programs for Indigenous Australian and non-Australian Indigenous populations • programs, strategies and practices for responding to traumatised individuals and communities
Issues papers	Review the overall breadth of the evidence on a particular topic, and what that evidence is saying
Resource sheets	Address narrowly defined issues such as the applicability of specific policies and/or programs to Indigenous contexts
Research and Evaluation Register	An online, searchable database of research and evaluations (both completed and currently underway) relevant to overcoming Indigenous disadvantage



The Assessed collection

Subject specialists assessed each item in the Assessed collection using a standard assessment tool. The assessment focused on the quality or strength of the evidence, and the implications of the research for overcoming Indigenous disadvantage.

As shown in Table 2.2, of the 298 items in the collection at October 2010, the schooling building block had the largest number (113 or 38%), followed by health (54 or 18%), safe communities (53 or 18%) and economic participation (52 or 17%). A brief summary of each item added to the Assessed Collection in the first year of operation is provided in Appendix B, grouped under the various building blocks.

Table 2.2: Assessed collection items by building block, Nov. 2009–Oct. 2010

	Early childhood	Schooling	Health	Economic participation	Safe communities	Total
No.	26	113	54	52	53	298
%	8.7	38.0	18.1	17.4	17.8	100.0

Note: The healthy homes and governance building blocks were not included in the table as the collection did not cover these in Year 1.

Resource sheets and issues papers

Two issues papers and six resource sheets were published for year one and are shown by building block in Table 2.3. As they focused on themes related to priority topics, the schooling building block had the highest number of publications prepared. Summary extracts of these publications are provided in Appendix A.

Table 2.3: Issues papers and resource sheets by building block

Building block	Topic
Schooling	School attendance and retention of Indigenous Australian students (Issues paper no. 1)
	School readiness: what does it mean for Indigenous children, families, schools and communities? (Issues paper no. 2)
	Teacher and school leader quality and sustainability (Resource sheet no. 5)
	Closing the school completion gap for Indigenous students (Resource sheet no. 6)
Health	Anti-tobacco programs for Aboriginal and Torres Strait Islander people (Resource sheet no. 4);
Economic participation	Pathways for Indigenous school leavers to undertake training or gain employment (Resource sheet no. 2)
Safe communities	Community development approaches to safety and wellbeing of Indigenous children (Resource sheet no. 1)
	Reducing alcohol and other drug related harm (Resource sheet no. 3)



2. Background

Research and Evaluation Register

There were 385 items on the Research and Evaluation Register as at the end of September 2010. Table 2.4 shows the items by building block, although items may be counted in more than one building block. Health had the largest number of studies, followed by schooling and safe communities. The majority of items in the register were assigned only one building block (227).

Table 2.4: Research and Evaluation Register items by building block, Nov. 2009–Sept. 2010

Early childhood	Schooling	Health	Economic participation	Healthy homes	Safe communities	Governance/ leadership	Total
78	98	210	75	91	93	45	385

Note: Items could be assigned to multiple building blocks, so the item numbers add to more than the total.

Of the 385 items in the register at end September 2010, most were classified as research (67%) or evaluations (26%) (Table 2.5).

Table 2.5: Research and Evaluation Register items by type of study, Nov. 2009–Sept. 2010

	Research	Evaluation	Performance audit	Cost-benefit analysis	Review	Unspecified	Total
No.	259	98	5	3	16	4	385
%	67.3	25.5	1.3	0.8	4.1	1.0	100

The Research and Evaluation Register includes information about the public availability of a project. Items shown as publicly released include those currently available or will be available in the future. Items shown not to be publicly released include those that will not be available to the public or have an undetermined release date. The departments that have contributed to the register have indicated that 35% of the completed commissioned work has been made publicly available, 35% is still in progress and 25% had been completed but the release was unknown.

The data on availability of items by building block show that health had the most items publicly available, followed by schooling and safe communities. There were also a large number of items in the health building block that had not been publicly released.



3. In-depth analyses by building block

Methodology used

Research that addressed the COAG-identified areas critical to overcoming Indigenous disadvantage was considered in order to identify key findings and major gaps. The resource sheets and issues papers produced by the Clearinghouse synthesised material in the Assessed collection and other evidence with summary extracts provided in Appendix A. A brief summary of each item added to the Assessed collection in the first year of operation is provided in Appendix B, grouped under the various building blocks. The main findings from these key products are briefly outlined in this section.

The Clearinghouse used an analytical framework (outlined in Figure 1.1) to assess the evidence from the Assessed collection and the Clearinghouse publications. The framework included the following elements:

- themes of the research and key learnings for policy makers—as identified through qualitative analysis of assessed items, with an emphasis on quantitative studies with a comparison group, as well as resource sheets and issues papers
- characteristics of the assessed research—including research type, type of publication, whether a cost analysis was undertaken, whether an evaluation component was included, whether the program activity was designed for Indigenous Australians, participant study population, country and location of the research
- the gaps in the evidence were identified from the analyses above and from the resource sheets and issues papers.

Early childhood and schooling

What works

These findings are drawn from synthesised evidence provided in the 2 issues papers and 2 resource sheets on topics related to early childhood and schooling.

School readiness and attendance

- Effective interagency partnerships, for example, positive professional links and regular communication between prior-to-school educators and school educators support children's transition to school.
- Education practitioners and policy makers need to be well versed in the importance of cultural factors in schooling and development of policies and programs that take account of Indigenous cultures and history should continue. Schools that employ and value Indigenous staff provide 'ready' links between school, families and communities, which can enhance the transition to school for Indigenous children.
- Positive involvement of families and engagement with other community members in Indigenous children's transition to school are important components of making a school 'ready'.
- High-quality early-childhood education helps prepare children for school (Dockett et al. 2010; Purdie & Buckley 2010).



School completion

Comprehensive programs that work at three levels are more likely to be effective:

- School cultures and leadership that acknowledges and supports Indigenous students and families, including:
 - a shared vision for the school community
 - high expectations of success for both staff and students
 - a learning environment that is responsive to individual needs
 - a drive for continuous improvement
 - involvement of the Indigenous community in planning and providing education.
- School-wide strategies that work to maintain student engagement and improve learning outcomes, including:
 - broad curriculum provision
 - quality vocational education and training (VET) options
 - school absenteeism and attendance programs
 - quality career education.
- Student-focused strategies are also needed. These should directly meet the needs of students at risk of low achievement or early leaving, including:
 - targeted skill development
 - mentoring
 - school engagement programs
 - welfare support (Helme and Lamb 2011).

Teachers and school leaders

Teachers and school leaders were most effective when they were:

- contextually literate (understand the broader environment)
- organisationally savvy (organise their schools to respond to this environment)
- leadership smart (act with others, focus on areas where they can make a difference, make changes based on evidence, make sure all changes are heading in the same direction, use a range of leadership styles and develop leadership in others).

Teachers and school leaders achieve positive educational outcomes when they act independently, are community-minded, supportive of differences and have a capacity for change.

Schools work better when they operate as flexible organisations that focus on developing networks, trust and resources (social capital) at three levels:

- within the school as a community of professional learners
- between schools
- between the school and its community (Mulford 2011).



Key evidence from the Assessed collection

The key evidence was primarily drawn from quantitative studies with comparison groups, or where there were common findings across a number of studies. Some of the key themes that emerged across the three priority topics in the schooling and early childhood building blocks are below:

- Successful programs or strategies were supported by the local community, delivered by highly skilled and committed teachers and recognised Indigenous culture.
- Projects characterised by a high degree of Indigenous involvement and control produced significant benefits for participants.
- Engaging parents in children's learning was of critical importance.

Early literacy and numeracy

There were 26 quantitative studies, including 10 Australian studies that involved some form of comparison group on early literacy and numeracy.

- Reading programs had the most impact when they were started early.
- Some studies in the United States found that Reading-Recovery programs conducted in the first year of primary school can be effective for up to three years.
- The more intensive programs had the best outcomes.
- Parent/family involvement and participation in literacy and numeracy programs had positive outcomes for the child, including increased reading ability and literacy skills, improved language skills and higher self-esteem.
- Starting preschool at age four, reading-specialist support, digital media training and computer-administered instruction were shown to produce positive early literacy and numeracy outcomes.
- An Australian study with Indigenous children found that linking kindergartens with preschools; professional development and continuity of teachers; good relationships between Indigenous and non-Indigenous teachers; and community involvement were critical to the success of literacy and numeracy programs.
- Involving parents in children's literacy and numeracy learning led to increased interest in their children's education.

School readiness

There were 25 school-readiness items, including four Australian studies, that were quantitative studies involving some form of comparison group.

- Studies from the United States and the United Kingdom showed that quality public preschools had positive effects on school readiness.
- The American Head Start program had positive results with 3-year-olds.
- A prekindergarten year was important in improving school readiness.
- Parenting education programs for at-risk children were found to reduce behavioural problems.
- Training of preschool teachers had positive effects on the quality of teaching and children's readiness.



3. In-depth analyses by building block

Box 3.1: Case study: Cherbourg Primary School

Chris Sarra (2003) has documented how he reversed high absenteeism and low academic achievement in a short time at Cherbourg Primary School in Queensland using a range of leadership approaches. Practical steps were taken to address specific issues such as:

- engaging with community powerbrokers to help build a vision for the school
- children monitoring their own absences as a class, and then having to explain them to the whole assembly every Friday, with the class with the least absences winning free ice blocks from the tuckshop
- introducing a school motto ('strong and smart'), uniform and song
- assigning students to keep different areas of the school tidy and litter-free, and altering the school maintenance contract so that local Indigenous people were engaged to work at the school
- making an Indigenous studies program integral to the curriculum in all years.

Sarra concludes that 'the most important thing I did was to believe in the people already at Cherbourg, and to be prepared to value what they had to say, to the extent that it truly influenced the directions of the school'. (Sarra 2003)

School attendance and retention

There were 14 school attendance and retention items that were quantitative studies, including six Australian studies that involved some form of comparison group. Findings supported by evidence are outlined below:

- Programs that provided job-related and life skills training were more successful in engaging students.
- Program/strategies were more effective when they took into account students' prior skills and provided remedial teaching if required.
- Online study was effective when supported by trained facilitators who provided personal and technical support.
- The issues paper and resource sheet concluded that the following aspects were important for school attendance and completion:
 - educational programs involving creative collaboration, which built bridges between public agencies and the community, often by engaging parents or community-based organisations (Purdie & Buckley 2010)
 - a school culture and leadership that supports Indigenous students, intensive school-wide strategies and student-focused strategies (Helme & Lamb 2011—see Box 3.2).

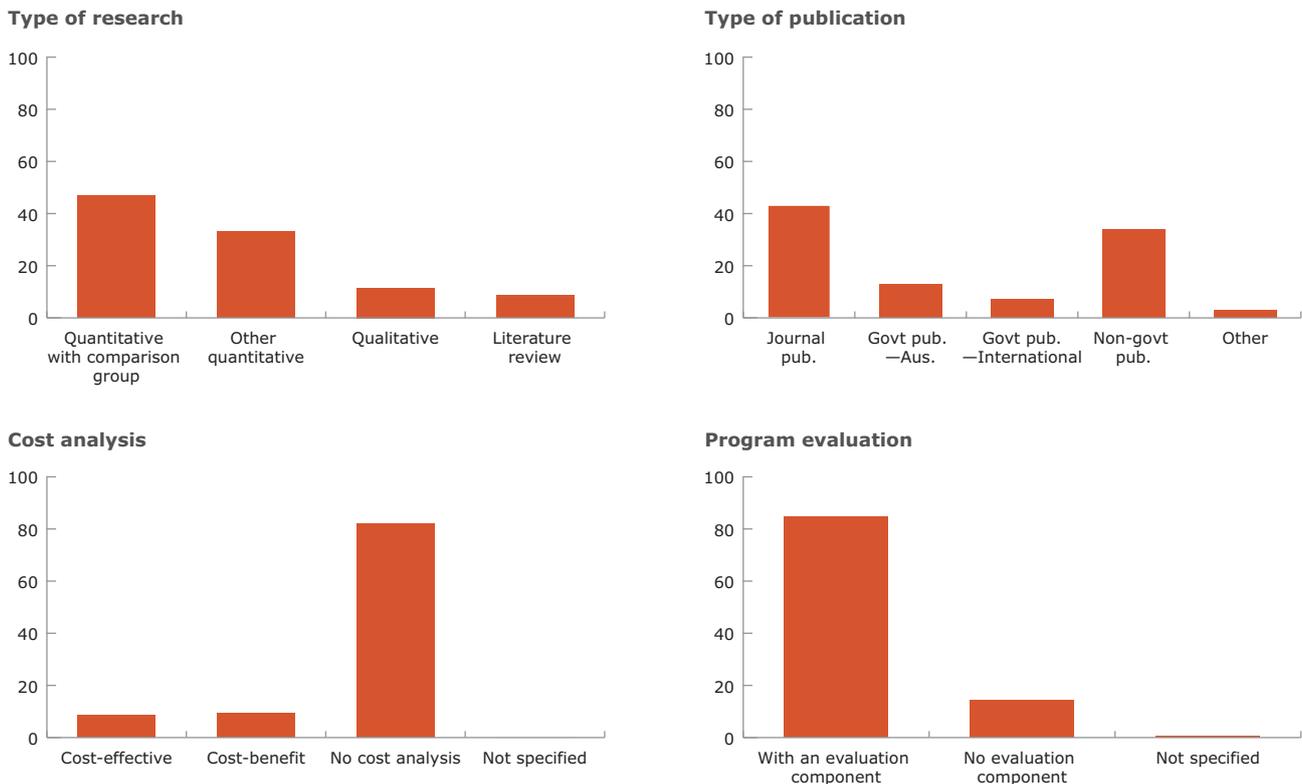


3. In-depth analyses by building block

Characteristics of the research

- The Assessed collection for the early childhood and schooling building blocks contained 139 items.
- Just under half (47%) were quantitative studies with a comparison group, followed by other quantitative studies (33%) (Figure 3.1).
- Forty three per cent were journal publications and 34% were non-government publications. The rest were Australian Government or international government publications, and other types.
- Eighteen per cent included a cost-effectiveness or cost-benefit analysis.
- Eighty-five per cent were evaluations of programs/activities.

Figure 3.1: Characteristics of the research for early childhood and schooling building blocks (per cent)



- About 17% of programs/activities addressed in these studies were designed specifically for Indigenous Australians, 10% were adapted for them, 58% were not adapted but could be, and 11% were not adapted but would be more difficult to adapt (Figure 3.2).
- In 28% of items, Indigenous Australians were study participants and 22% of items studied non-Indigenous Australians. A further 35% had non-Indigenous participants from the United States, Canada or New Zealand and 7% had indigenous participants from these countries.

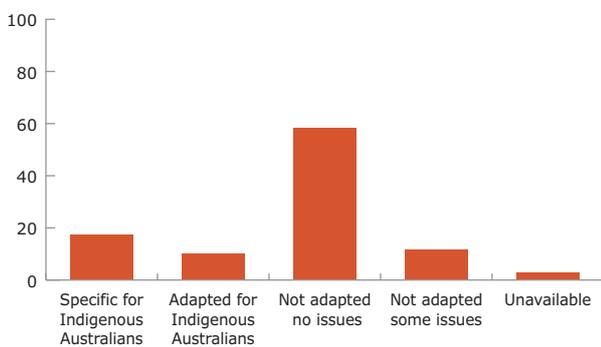


3. In-depth analyses by building block

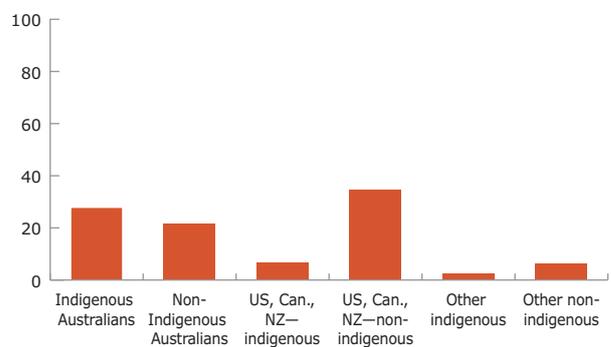
- Forty-eight per cent were Australian studies and 44% were United States studies. A small number were New Zealand and Canadian studies.
- Australian studies were fairly evenly conducted throughout major cities, regional, rural and remote locations.

Figure 3.2: Characteristics of programs/activities for early childhood and schooling building blocks (per cent)

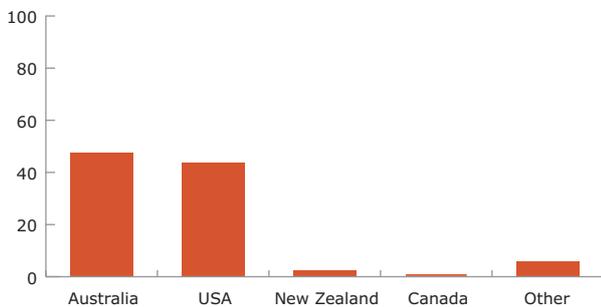
Program/activity design



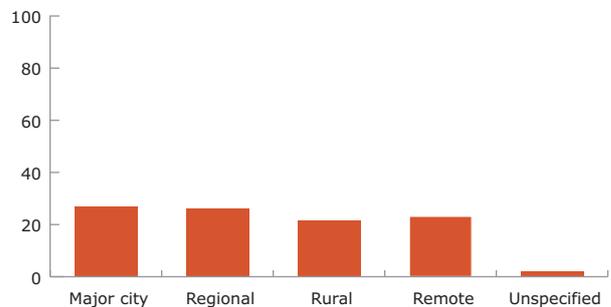
Participant study population



Country



Australian geographic location



- School readiness and early literacy and numeracy items were mostly quantitative with a comparison group (48% and 55% respectively), while school attendance and retention items used mostly other quantitative methods (40%) (Table 3.1).
- More than half of all items within each research theme were either quantitative with a comparison group or other quantitative.

3. In-depth analyses by building block



Table 3.1: Early childhood and schooling items by priority topic and research themes and type of research

	Quantitative comparison group		Other quantitative		Qualitative ¹		Literature reviews ²		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Priority topic										
School readiness	25	48.1	15	28.8	6	11.5	6	11.5	52	100
Early literacy and numeracy	26	55.3	15	31.9	4	8.5	2	4.3	47	100
School attendance and retention	14	35.0	16	40.0	6	15.0	4	10.0	40	100
Total	65	46.8	46	33.1	16	11.5	12	8.6	139	100
Themes of the research										
Programs targeting disadvantaged or at-risk populations	29	69.0	10	23.8	1	2.4	2	4.8	42	100
Parental/family involvement	18	45.0	16	40.0	4	10.0	2	5.0	40	100
Teacher/professional development	7	53.8	4	30.8	1	7.7	1	7.7	13	100
Community/cultural involvement	3	33.3	3	33.3	2	22.2	1	11.1	9	100
School-based/VET programs	2	22.2	5	55.6	2	22.2	0	0.0	9	100
Other	6	23.1	8	30.8	6	23.1	6	23.1	26	100
Total	65	46.8	46	33.1	16	11.5	12	8.6	139	100

¹This value is understated as some qualitative research is included in quantitative research.

²Literature reviews include systematic, meta-analysis and other reviews.

- Looking at indigenous status and the country of the study population, the research showed that non-indigenous studies in the United States, Canada or New Zealand had the largest proportion (58%) of studies that were quantitative with a comparison group (Table 3.2).

Table 3.2: Early childhood and schooling items by type of research and Indigenous status and country of study

	Australian (Indigenous)		Australian (non-indigenous)		US/Canada/NZ (indigenous)		US/Canada/NZ (non-indigenous)		Other international	
	No.	%	No.	%	No.	%	No.	%	No.	%
Quantitative comparison group	14	26.4	13	31.7	5	38.5	38	57.6	12	70.6
Other quantitative	18	34.0	17	41.5	3	23.1	20	30.3	1	5.9
Qualitative	13	24.5	7	17.1	3	23.1	1	1.5	1	5.9
Literature review	8	15.1	4	9.8	2	15.4	7	10.6	3	17.6
Total	53	100.0	41	100.0	13	100.0	66	100.0	17	100.0

Note: Items may be counted in multiple categories.



3. In-depth analyses by building block

Gaps in the evidence

The early childhood and schooling building blocks had 139 items in the Assessed collection. Most of them (85%) had an evaluation component, with 18% of evaluations having a cost analysis included. It was difficult to find enough items on the three priority topics in this building block that were a focus of the Clearinghouse in the first year.

Compared with the other building blocks, early childhood and schooling had a lower proportion of Australian research, this was partly related to the larger number of items in this building block. Less than one in five of the programs/strategies evaluated were designed specifically for Indigenous Australians.

The schooling and early childhood building blocks had 65 studies (47%) that were quantitative studies involving some form of comparison group, a relatively high proportion compared with some of the other building blocks. There were, however, only 21 Australian studies in this category.

In relation to priority topics, there were 26 items on early literacy and numeracy that were quantitative studies involving some form of comparison group, but only 11 Australian studies. For school readiness there were 25 items that were quantitative studies involving some form of comparison group but only four Australian studies. As Dockett et al. (2010) noted of the evidence on school readiness:

- We don't know whether United States' and other international interventions will work in Australia.
- There was no solid evidence of benefits, particularly cost benefits, of many early childhood interventions in Australia.

The priority topic, school attendance and retention, had only 14 assessed items that were quantitative studies involving some form of comparison group, and it was difficult to draw conclusions about the effectiveness of various interventions and the key success factors from them. As noted by Purdie and Buckley (2010) in the resource sheet on school attendance and retention, there were few high-quality evaluations done in the area and the evidence for Indigenous students was not strong.

The resource sheet on school completion by Helme and Lamb (2011) noted the following gaps in the evidence:

- There was insufficient evidence demonstrating the effectiveness of many programs that are designed to improve the outcomes for Indigenous young people.
- Much of the work undertaken has been short term and piecemeal, or has not been evaluated robustly enough.
- There are insufficient longitudinal data that track the progress of Indigenous individuals and accurately measure the effects of different approaches. Furthermore, Indigenous samples within longitudinal studies are small, which makes it difficult to generalise on the basis of such limited information.
- Little information is available on the conditions needed for programs to work—on resources, quality of implementation, and the sorts of arrangements on which interventions or strategies work.
- As much of the research describes outcomes for Indigenous students as a whole, there is insufficient evidence on outcomes for particular types or subgroups of Indigenous students.



Health

What works

These findings were drawn from synthesised evidence provided in the resource sheet on anti-tobacco programs (Ivers 2011). In tobacco control, the evidence showed the following programs were effective:

- health professionals providing brief advice on how to quit, when delivered with pharmacotherapy such as nicotine replacement
- training health professionals to deliver cessation advice
- quit groups
- well-delivered multicomponent anti-tobacco programs.

Key evidence from the Assessed collection

The key evidence was primarily drawn from quantitative studies with comparison groups, or where there were common findings across a number of studies.

- A number of interventions achieved small but measurable reductions in modifiable risk factors for chronic disease, such as weight and blood pressure, among Indigenous people.
- Systematic treatment of Indigenous people with chronic disease was found to reduce death rates.
- A Northern Territory program to reduce kidney disease risk factors was found to be cost effective.
- A community-based antenatal program was found to increase the number of women's antenatal visits and reduce the number of preterm births and perinatal mortality.

Box 3.2: Case study: Smokecheck

The Smokecheck program was established in New South Wales in 2005, and involves using a culturally appropriate, evidence-based training package (including DVD, desktop tool and brochures) to train health professionals—including Aboriginal health workers, nurses, doctors and other community workers—to deliver a brief intervention to help smokers quit. Since August 2007, over 800 people have been trained through the program. Evaluation of the program showed that participants had much greater confidence in their ability to deliver cessation advice (Smokecheck 2009).



3. In-depth analyses by building block

The following key success factors were found to contribute to successful health interventions for Indigenous people:

- strong and ongoing support by key community leaders, possibly through a project steering committee and/or strong community ownership and control
- an integrated multidisciplinary team approach where local health and liaison workers implemented the project, with technical and professional support by experts
- screening for early risk factors, including opportunistic screening as a key strategy.

In developing programs or strategies it would be useful to consider:

- including a cost-effectiveness or cost-benefit analysis at different stages of intervention (i.e. primary, secondary and tertiary)
- using screening results to inform medical treatment and pathology testing, with rapid feedback of the results to individuals and their health team
- health monitoring as a part of the project, including recall systems that may be used to ensure that regular health checks are carried out
- the implementation of a care plan that is easily accessible by members of the care team
- providing communities with skills and resources to implement, monitor and evaluate programs and, as a result, enabling them to adapt programs when needed.

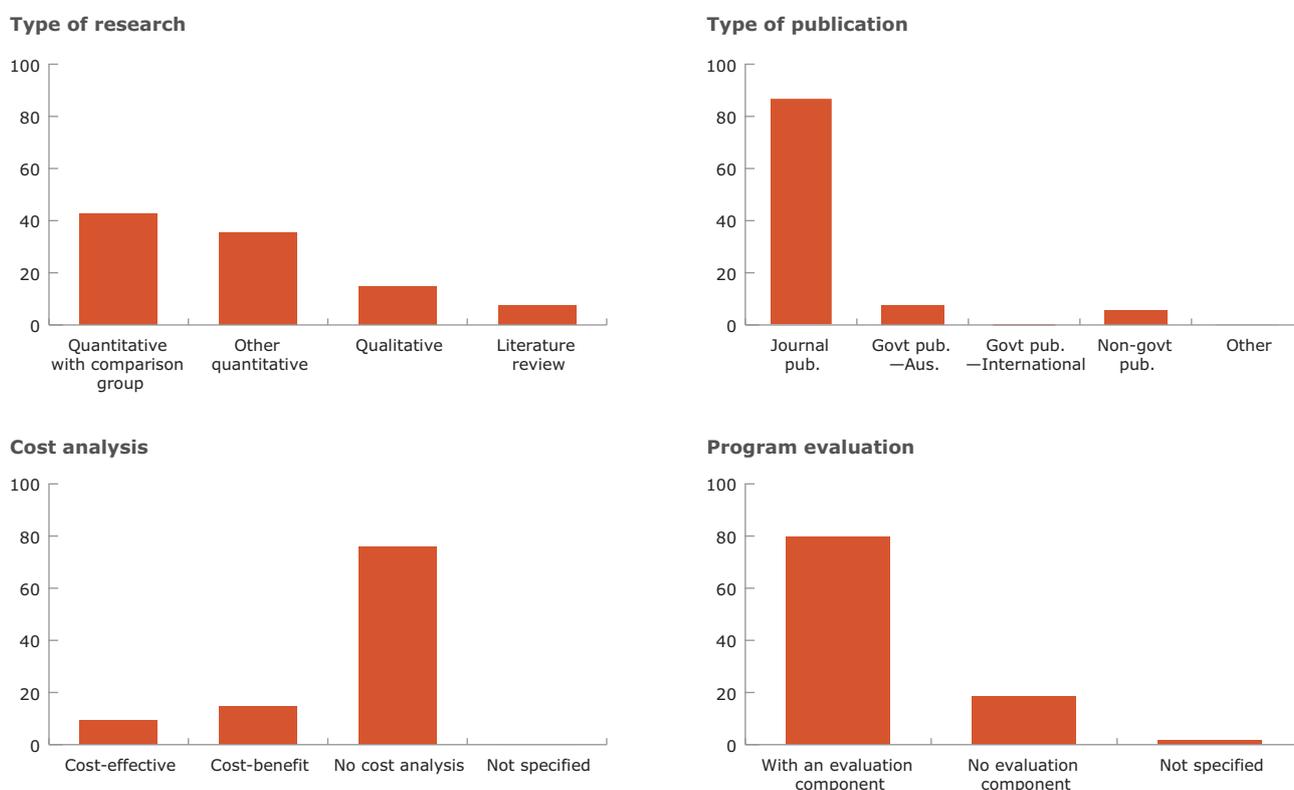
Characteristics of the research

- There were 54 items in the Assessed collection for the health building block.
- The majority were quantitative studies with a comparison group (43%), followed by other quantitative studies (35%) (Figure 3.4).
- Eighty-seven per cent were journal publications. There was a small number of Australian Government and non-government publications.
- Twenty-four per cent included a cost-effectiveness or cost-benefit analysis.
- Eighty per cent were evaluations of programs/activities.

3. In-depth analyses by building block



Figure 3.3: Characteristics of the research for health building block (per cent)

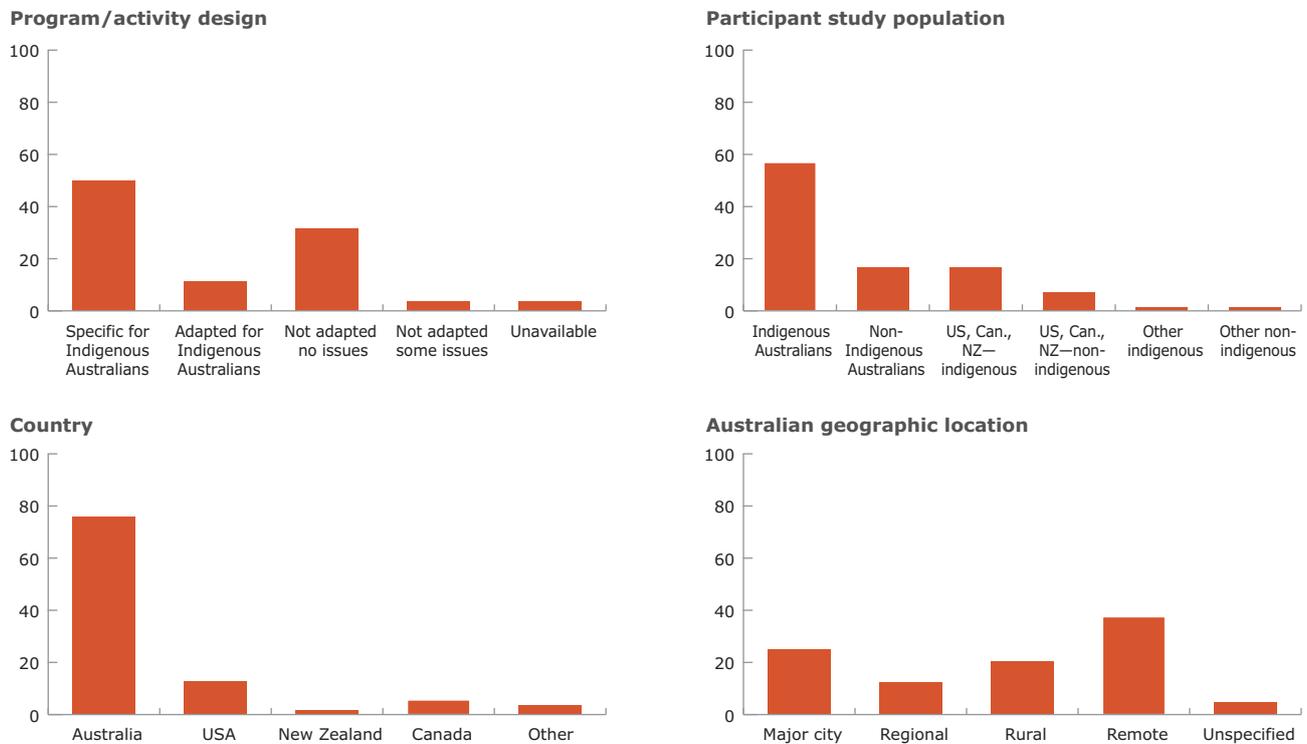


- Half (50%) of the programs/activities addressed in these studies were designed specifically for Indigenous Australians, 11% were adapted for them, 32% were not adapted but could be, and 4% were not adapted but would be more difficult to adapt (Figure 3.5).
- Indigenous Australians made up 57% of study participants and non-Indigenous Australians 17%. A further 17% had indigenous participants from the United States, Canada or New Zealand and 7% had non-Indigenous participants from these countries.
- More than three-quarters of the items were Australian studies, followed by United States studies (13%). Of the studies conducted in Australia, 25% were in metropolitan areas, 13% in regional areas and 38% in remote areas.



3. In-depth analyses by building block

Figure 3.4: Characteristics of programs/activities for health building block (per cent)



- Health had a relatively high proportion (43%) of studies that used quantitative methods with a comparison group (Table 3.3).
- Over 80% of lifestyle and chronic disease and maternal and child health items were quantitative studies with a comparison group, or other quantitative studies.
- All mental health items used qualitative methods.

Table 3.3: Health items by research themes and type of research

	Quantitative comparison group		Other quantitative		Qualitative ¹		Literature reviews ²		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Lifestyle and chronic disease	18	51.4	10	28.6	5	14.3	2	5.7	35	100.0
Maternal and child health	5	33.3	8	53.3	1	6.7	1	6.7	15	100.0
Mental health	0	0.0	0	0.0	2	100.0	0	0.0	2	100.0
Other	0	0.0	1	50.0	0	0.0	1	50.0	2	100.0
Total	23	42.6	19	35.2	8	14.8	4	7.4	54	100.0

¹This value is understated as some qualitative research is included in quantitative research.

²Literature reviews include systematic, meta-analysis and other reviews.



3. In-depth analyses by building block

- A high proportion of studies with Australian Indigenous participants were quantitative with a comparison group (Table 3.4).

Table 3.4: Health items by type of research and Indigenous status and country of study participants

	Australian (Indigenous)		Australian (non-Indigenous)		US/Canada/NZ (indigenous)		US/Canada/NZ (non-indigenous)		Other international	
	No.	%	No.	%	No.	%	No.	%	No.	%
Quantitative comparison group	18	43.9	4	33.3	5	41.7	2	40.0	0	0.0
Other quantitative	14	34.1	6	50.0	5	41.7	1	20.0	2	100.0
Qualitative	7	17.1	2	16.7	1	8.3	0	0.0	0	0.0
Literature review	2	4.9	0	0.0	1	8.3	2	40.0	0	0.0
Total	41	100.0	12	100.0	12	100.0	5	100.0	2	100.0

Note: Items may be counted in multiple categories.

Gaps in the evidence

The health building block had 54 items in the Assessed collection. Most of these items (80%) had an evaluation component and 24% included a cost analysis. It was easier to find health items that fit the criteria for the Assessed collection than for other building blocks.

Health had a relatively high proportion of both Australian and Indigenous research. Eighty-one per cent of the studies were Australian, with 25% of these in metropolitan areas, 13% in regional areas and 38% in remote areas. More than half (57%) had Indigenous Australians as study participants. Half of the programs/strategies evaluated were designed specifically for Indigenous Australians, and a further 11% were adapted for them.

Compared with the other building blocks, health also had a relatively high proportion of quantitative studies (43%) that involved some form of comparison group, including 17 Australian studies. There were, however, only a few studies that used randomised control groups.

The resource sheet *Anti-tobacco programs for Aboriginal and Torres Strait Islander people*, brought together the evidence on this topic and provided useful information on what works and what is not known. It found there was good evidence that a range of interventions worked for the general Australian community, but there was a lack of research showing their effectiveness for Indigenous people.



Box 3.3: Anti-tobacco programs: what we don't know

There is good evidence that the following interventions work for the general Australian community. However, there is a lack of research showing their effectiveness for Aboriginal and Torres Strait Islander people or communities in:

- brief interventions such as advice from health care
- varenicline (a nicotine receptor partial agonist)
- bupropion (an antidepressant)
- interventions for pregnant women
- specialist tobacco workers
- quitlines
- hospital cessation programs
- media campaigns
- price increases and taxation.

Some interventions evaluated in other populations have not demonstrated an effect in reducing the harm resulting from tobacco; for example, school-based anti-tobacco programs and sports sponsorship programs.

Broader initiatives such as raising standards of living, and improving educational and employment opportunities, are also critical to reducing the harm resulting from tobacco use. (Ivers 2011)

Economic participation

What works

These findings were drawn from synthesised evidence provided in the resource sheet *Pathways for Indigenous school leavers to undertake training or gain employment* (Hunter 2010).

- Enhancing the potential productivity of the Indigenous workforce by facilitating training and education is the policy most likely to be effective. Accordingly, it is important to first overcome barriers to Indigenous participation in education and training. The recognition of the diverse and distinct cultural and social life experiences of Indigenous school-leavers is crucial.
- There are good theoretical reasons to expect that Indigenous input is imperative for all activities aimed at increasing Indigenous participation in programs and hence enhancing their effect. This principle holds for schools, university/vocational education and training (VET) sectors and labour market

3. In-depth analyses by building block



programs. The evidence on outcomes is consistent with the benefits of Indigenous participation in program design, but the existing evaluations are largely descriptive.

- Among labour market programs, wage subsidy programs are consistently identified as having the best outcomes for Indigenous jobseekers.

Key evidence from the Assessed collection

The key evidence was primarily drawn from quantitative studies with comparison groups, or where there were common findings across a number of studies.

- There was evidence from evaluations of international labour market training programs that labour market programs have a small positive effect on employment rates.
- Mandatory job-search training and wage subsidies in the United Kingdom increased the probability of employment for young men.
- Among international studies there was some evidence that intensive case management support was effective.
- One Australian study showed that labour market training programs had a small positive effect, with wage subsidies the most effective.
- Wage subsidy programs were found to have the best outcomes for Indigenous job seekers. Such subsidies helped Indigenous job seekers find long-term jobs either through Job Network or by their own efforts, and were shown to increase earnings.
- For Indigenous Australians, completion rates for training programs decreased as the length of training increased.
- Some of the studies that were quantitative studies without a comparison group supported these findings for Indigenous Australians.
- Intensive assistance, which involves receiving a range of assistance such as counselling, training, work experience, financial assistance and referrals to jobs, increased employment.

Box 3.4: Longitudinal Survey of Indigenous Jobseekers

The Longitudinal Survey of Indigenous Jobseekers tracked the experiences, over an 18-month period to September 1997, of 1,580 Indigenous job seekers who were registered with the Commonwealth Employment Service. Arguably, low response rates and the short timeframe of the survey period make it difficult to generalise from the results of that survey—but the various reports to the Department of Education, Employment and Workplace Relations are still the most credible analysis of dynamics of Indigenous labour market participation and job search to date. This research highlighted the importance of education in achieving and maintaining employment.

See: www.workplace.gov.au/workplace/Publications/ProgrammeEvaluation/LongitudinalSurveyofIndigenousJobSeekers.htm



3. In-depth analyses by building block

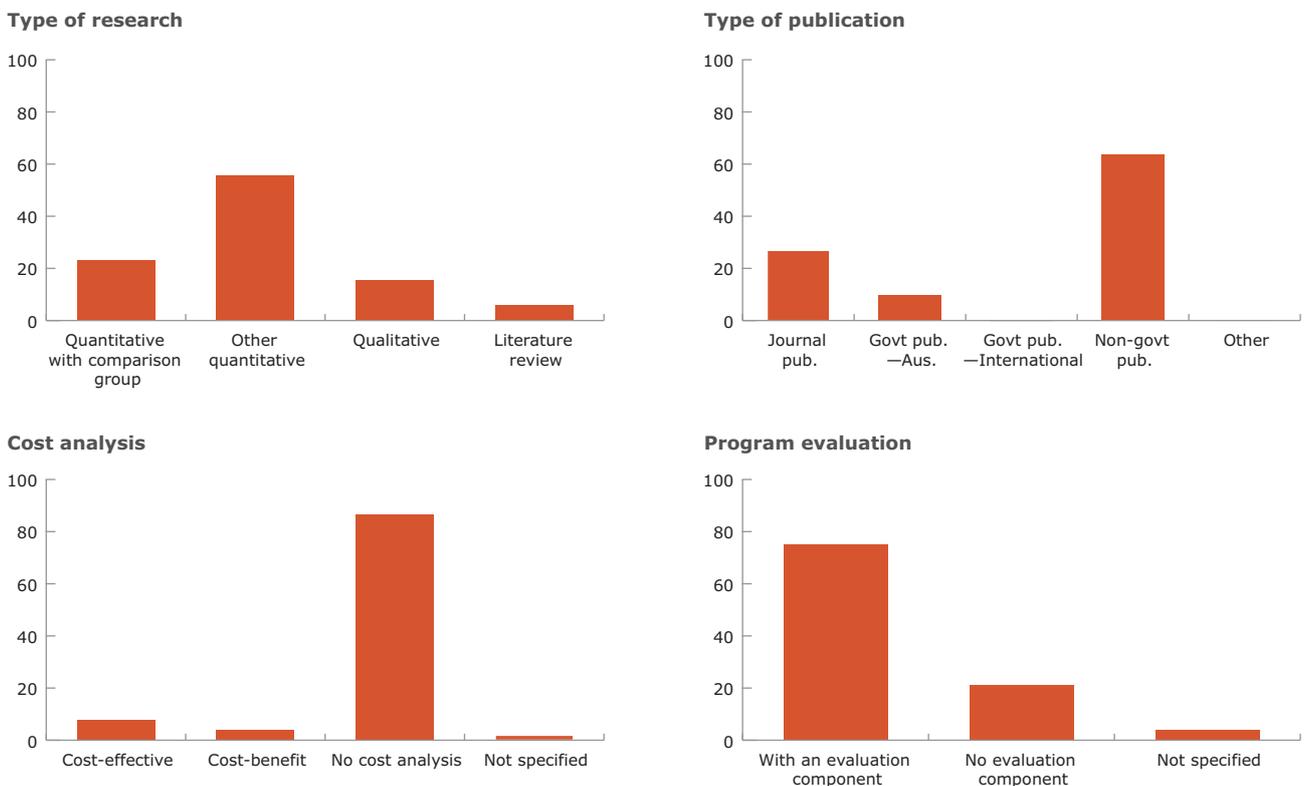
None of the studies on the Community Development Employment Projects Program were quantitative or involved some form of comparison group. They found:

- there were benefits from undertaking training to fill skilled vacancies in rural and remote regions but it is important to address the barriers that prevent people from completing training
- the importance of flexibility and the need to create an environment conducive to work, cultural and family commitments to improve job outcomes
- intensive support including case management, mentoring, employment training and work placements was shown to be effective.

Characteristics of the research

- There were 52 items in the Assessed collection for the economic participation building block.
- More than half were other quantitative studies, followed by quantitative studies with a comparison group (23%), qualitative studies (15%) and literature reviews (6%) (Figure 3.5).
- Over two-thirds were non-government publications, followed by journal publications (27%) and Australian Government publications (10%).
- Twelve per cent included a cost-effectiveness or cost-benefit analysis.
- Three-quarters were evaluations of programs/activities.

Figure 3.5: Characteristics of the research for economic participation building block (per cent)

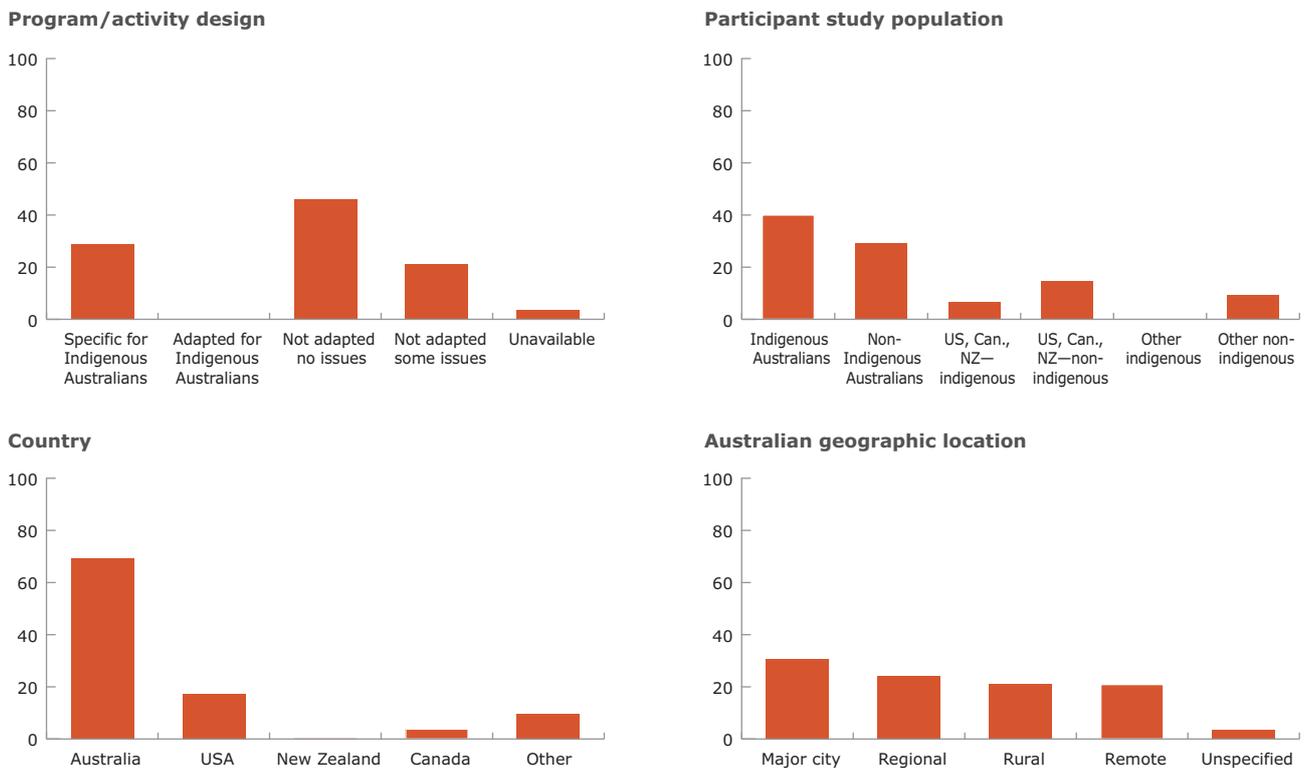




3. In-depth analyses by building block

- Just under 30% of programs/activities addressed in these studies were designed specifically for Indigenous Australians, while 46% were not adapted for them but could be. Twenty-one per cent were not adapted but would be more difficult to adapt (Figure 3.6).
- Indigenous Australians made up 40% of study participants and non-Indigenous Australians made up 29%. A further 15% had non-Indigenous participants from the United States, Canada or New Zealand and 7% had Indigenous participants from these countries.
- Sixty-nine per cent of items were Australian studies, followed by United States studies (17%).
- Of those studies conducted in Australia, 31% were in metropolitan areas, 24% in regional areas and 21% in remote areas.

Figure 3.6: Characteristics of programs/activities for economic participation building block (per cent)



- In relation to type of research, more than half of all studies in each theme of the research used other quantitative methods (Table 3.5).
- Sixty per cent of International labour market programs were quantitative with a comparison group.
- Over a quarter of Australian labour market items and housing and employment outcomes items used qualitative methods.



3. In-depth analyses by building block

Table 3.5: Economic participation items by research themes and type of research

	Quantitative comparison group		Other quantitative		Qualitative ¹		Literature reviews ²		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
International labour market programs	9	60.0	3	20.0	2	13.3	1	6.7	15	100.0
Characteristics for successful employment	2	15.4	10	76.9	1	7.7	0	0.0	13	100.0
Australian labour market programs	1	9.1	7	63.6	3	27.3	0	0.0	11	100.0
CDEP	0	0.0	5	71.4	1	14.3	1	14.3	7	100.0
Housing and employment outcomes	0	0.0	2	50.0	1	25.0	1	25.0	4	100.0
VET	0	0.0	2	100.0	0	0.0	0	0.0	2	100.0
Total	12	23.1	29	55.8	8	15.4	3	5.8	52	100.0

¹This value is understated as some qualitative research is included in quantitative research.

²Literature reviews include systematic, meta-analysis and other reviews.

- Two-thirds (64%) of the non-indigenous research from the United States, Canada and New Zealand was quantitative with comparison group (Table 3.6).

Table 3.6: Economic participation items by type of research and Indigenous status and country of study participants

	Australian (Indigenous)		Australian (non-Indigenous)		US/Canada/NZ (indigenous)		US/Canada/NZ (non-indigenous)		Other international	
	No.	%	No.	%	No.	%	No.	%	No.	%
Quantitative comparison group	3	10.0	2	9.1	1	20.0	7	63.6	2	28.6
Other quantitative	21	70.0	14	63.6	1	20.0	1	9.1	4	57.1
Qualitative	4	13.3	5	22.7	2	40.0	1	9.1	0	0.0
Literature review	2	6.7	1	4.5	1	20.0	2	18.2	1	14.3
Total	30	100.0	22	100.0	5	100.0	11	100.0	7	100.0

Note: Items may be counted in multiple categories.

Gaps in the evidence

The economic participation building block had 52 items in the Assessed collection. Three-quarters of these had an evaluation component, with 12% of evaluations having a cost analysis included. More than 60% were impact/outcome evaluations.

Most of the studies (83%) were Australian, and 41% had Indigenous Australians as study participants and 29% non-Indigenous Australians. Just under 30% of the programs/strategies evaluated were designed specifically for Indigenous Australians. Compared with the other building blocks, economic participation



3. In-depth analyses by building block

had a low proportion of studies in the collection that showed what works (56%) and a low proportion of quantitative studies that involved some form of comparison group (23%).

A low proportion of the Australian studies were quantitative with some form of comparison group, while a higher proportion conducted overseas used this methodology. As noted by Hunter (2010) (Box 3.5) in relation to pathways for Indigenous school-leavers, much of the work in this area was descriptive and did not allow us to confidently identify outcomes of programs.

The strength of the evidence on international labour market training programs was significantly better but there was insufficient research on how well these would translate into the Australian Indigenous context.

Box 3.5: Pathways for Indigenous school leavers to undertake training or gain employment: what we don't know

The main issue for identifying effective pathways is that there are many assertions about what works, but the evidence is not sufficiently informative. Most claims are based on descriptions of outcomes, rather than structured analysis that allows us to confidently identify activities that do not work. Evaluations of pathways require longitudinal data that are available for scrutiny to ensure that the evidence is credible and uses best-practice methodology. The international literature emphasises the greater use of social experiments that control for confounding factors, as such factors can make it difficult to issue definitive statements about 'what works'. (Hunter 2010)

Safe communities

What works

These findings were drawn from synthesised evidence provided in the resource sheets on the safety and wellbeing of Indigenous children (Higgins 2010) and reducing alcohol and other drug related harms (Gray & Wilkes 2010).

Safety and wellbeing of Indigenous children

Principles and practices showing 'promise' for preventing and responding to maltreatment of Aboriginal and Torres Strait Islander children include:

- actions that take into account the historical context and prioritise cultural safety
- control of services and responsibility for outcomes resting with Indigenous-managed agencies that provide holistic services, and which are appropriately resourced and supported
- providing support for all families when they need it, as well as targeting services for vulnerable families that address the risk factors for child maltreatment, including parental risk factors such as substance misuse, family violence, mental illness and poor parenting skills
- empowering families to make decisions to protect children or create safe arrangements for their care
- community-level strategies based on social inclusion and situational crime prevention principles.



3. In-depth analyses by building block

Reducing alcohol and other drug related harm

- The National Drug Strategy Aboriginal and Torres Strait Islander Peoples Complementary Action Plan provides a comprehensive framework for the provision of alcohol and other drugs (AOD)-specific interventions—including supply, demand and harm-reduction strategies.
- There is an extensive national and international evidence base for effective intervention and, although it is limited, the evidence from Indigenous studies is congruent with these broader findings.
- Effective supply-reduction strategies include price controls, restrictions on trading hours, reducing alcohol outlet density, dry community declarations, substitution of Opal fuel for unleaded petrol, and culturally sensitive enforcement of existing laws.
- Effective demand reduction strategies include early intervention, provision of alternatives to AOD use, various treatment modalities and ongoing care to reduce relapse rates.
- Effective harm reduction strategies include provision of community patrols, sobering-up shelters and needle and syringe exchange programs.
- Factors which facilitate the effective provision of AOD services to Indigenous Australians include Indigenous community control, adequate resourcing and support, and planned, comprehensive intervention.

Key evidence from the Assessed collection

The key evidence was primarily drawn from quantitative studies with comparison groups, or where there were common findings across a number of studies.

Substance use

The findings on substance use from mainly Australian studies in the Assessed collection were consistent with the findings of the resource sheet on reducing AOD-related harm:

- Reducing supply was effective in reducing demand and AOD-related harm.
- The most successful interventions to reduce drug-related harms were needle syringe programs, supervised injecting rooms and outreach activities.
- Appropriate legislation that prohibited or restricted the sale of alcohol or regular unleaded petrol resulted in harm reduction.
- Intensive case management as part of a drug diversion program was likely to assist in reducing recidivism.
- Court diversion programs are most effective in rural and remote areas when alcohol use is the primary concern.
- An international study found that community-based programs were likely to be more effective when they had strong leadership and community engagement.



Family functioning

There was also some evidence of success in a small number of family-functioning interventions:

- A structured behaviour modification program for primary school-aged children and their parents in a Northern Territory community improved child behaviour.
- A program providing intensive support services to Indigenous young people in metropolitan South Australia found a marked positive change in the young persons' offending behaviour.
- A United States study found that culturally sensitive evidence-based programs implemented by respected elders resulted in improvements in child behaviour.

Box 3.6: Indigenous Group Triple P (Positive Parenting Program)

This is a version of the Group Triple P behavioural family intervention, which has a strong evidence base to support its effectiveness. The group program has been tailored for Australian Indigenous families presenting with concerns about their parenting, or about their child's behaviour or development. Indigenous health and child-health workers conducted the parenting group training and support in community settings. The randomised control trial evaluation showed that the Indigenous parents attending Group Triple P reported significantly lower rates of problematic child behaviour, relied less on dysfunctional parenting practices (such as an authoritarian disciplinary style) and displayed less anger and irritability than those on a waiting list.

See: www16.triplep.net/?pid=2027#list3_item5

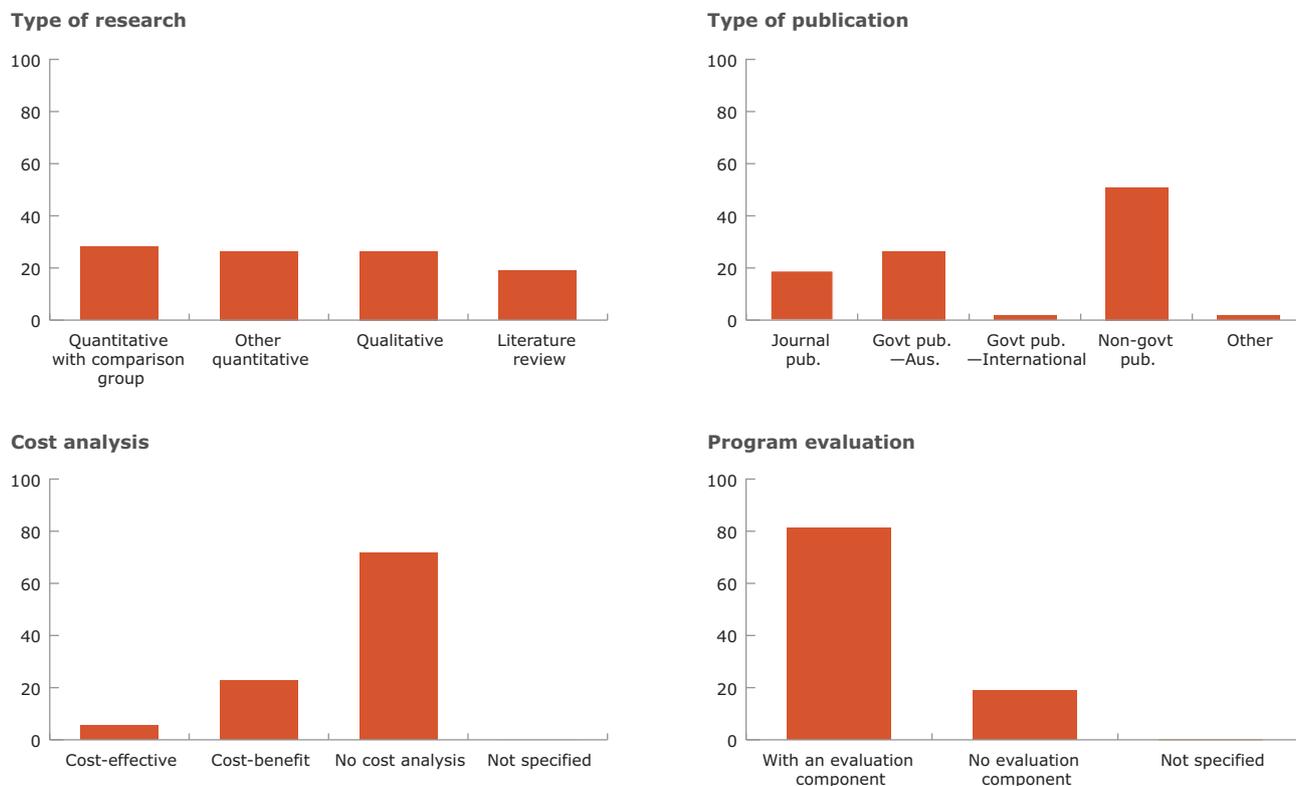
Characteristics of the research

- There were 53 items in the Assessed collection for the safe communities building block.
- Safe communities items were a fairly even distribution of quantitative studies with a comparison group (28%), other quantitative studies (26%), qualitative studies (26%) and literature reviews (20%) (Figure 3.7).
- More than half of the items were non-government publications (51%), followed by Australian Government publications (26%) and journal publications (19%).
- Twelve per cent included a cost-effectiveness or cost-benefit analysis.
- Three-quarters of the items were evaluations of programs/activities.



3. In-depth analyses by building block

Figure 3.7: Characteristics of the research for safe communities building block (per cent)

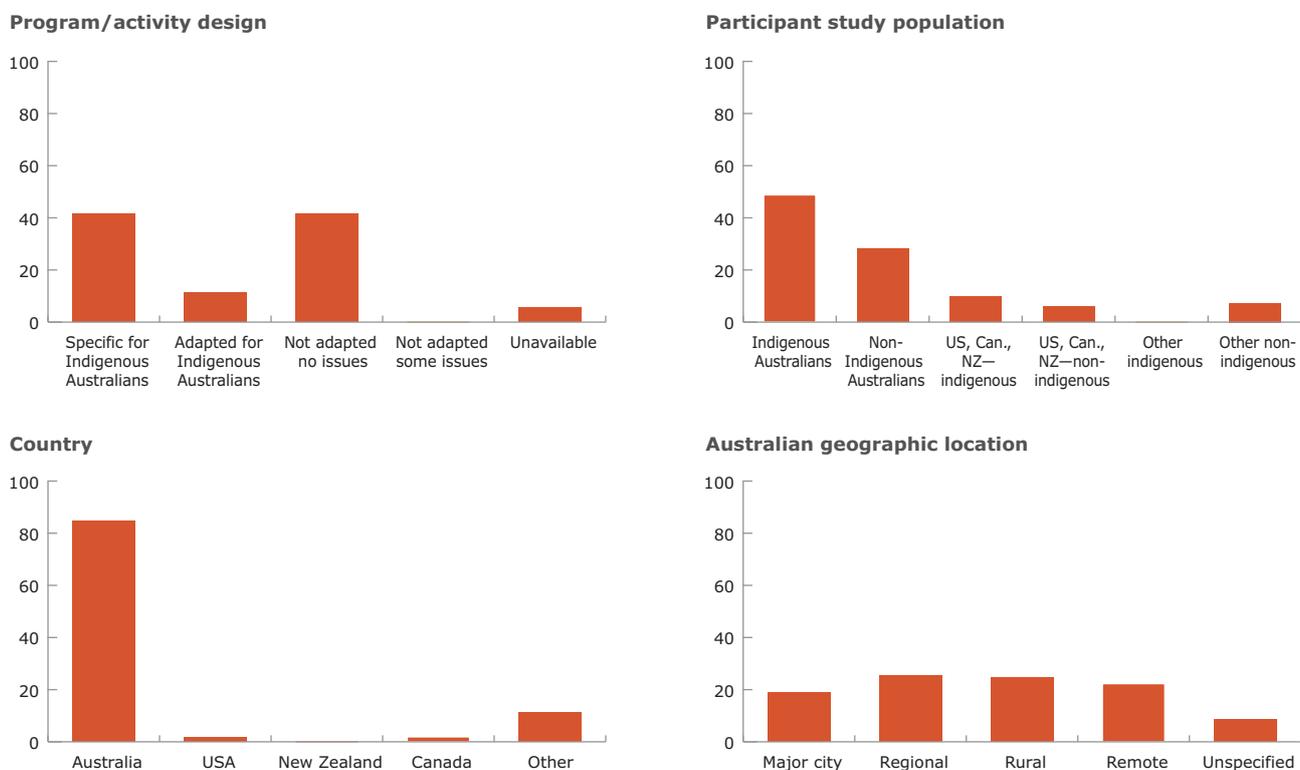


- Just under 30% of programs/activities addressed in these studies were designed for Indigenous Australians, while 46% were not adapted for them but could be. Twenty-one per cent were not adapted but would be more difficult to adapt (Figure 3.8).
- Indigenous Australians made up 40% of study participants and non-Indigenous Australians made up 29%. A further 15% had non-indigenous participants from the United States, Canada or New Zealand and 7% had indigenous participants from these countries.
- Eighty-five per cent of items were Australian. A small number were United States or Canadian.
- Of those studies conducted in Australia, 31% were in metropolitan areas, 24% in regional areas and 21% in remote areas.

3. In-depth analyses by building block



Figure 3.8: Characteristics of programs/activities for safe communities building block (per cent)



- In relation to type of research, just under 30% of all items were quantitative with a comparison group, while one-third used other quantitative methods and one-third were qualitative (Table 3.7).
- Over 30% of items in all themes, except substance use, used other quantitative methods.



3. In-depth analyses by building block

Table 3.7: Safe communities items by research themes and type of research

	Quantitative comparison group		Other quantitative		Qualitative ¹		Literature reviews ²		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Substance use	10	62.5	1	6.3	2	12.5	3	18.8	16	100.0
Family functioning	4	30.8	4	30.8	1	7.7	4	30.8	13	100.0
Criminal justice and rehabilitation	1	9.1	4	36.4	3	27.3	3	27.3	11	100.0
Family violence	0	0.0	2	33.3	4	66.7	0	0.0	6	100.0
Other	0	0.0	3	42.9	4	57.1	0	0.0	7	100.0
Total	15	28.3	14	26.4	14	26.4	10	18.9	53	100.0

¹This value is understated as some qualitative research is included in quantitative research.

²Literature reviews include systematic, meta-analysis and other reviews.

- One-third of the Indigenous Australian studies and the indigenous United States, Canada or New Zealand studies were quantitative with a comparison group (Table 3.8).

Table 3.8: Safe communities items by type of research and Indigenous status and country of study participants

	Australian (Indigenous)		Australian (non-Indigenous)		US/Canada/NZ (indigenous)		US/Canada/NZ (non-indigenous)		Other international	
	No.	%	No.	%	No.	%	No.	%	No.	%
Quantitative comparison group	13	32.5	6	25.0	3	33.3	0	0.0	1	16.7
Other quantitative	10	25.0	7	29.2	1	11.1	0	0.0	2	33.3
Qualitative	12	30.0	7	29.2	2	22.2	1	14.3	0	0.0
Literature review	5	12.5	4	16.7	3	33.3	6	85.7	3	50.0
Total	40	100.0	24	100.0	9	100.0	7	100.0	6	100.0

Note: Items may be counted in multiple categories.

Gaps in the evidence

The safe communities building block had 53 items in the Assessed collection. More than 80% of these had an evaluation component, and 28% of evaluations included a cost analysis. Most of the studies (90%) were Australian, and a relatively high proportion (40%) of the programs/strategies evaluated were designed specifically for Indigenous Australians.

Compared with the other building blocks, safe communities had a relatively low proportion of quantitative studies with some form of comparison group (28%), and many of these evaluations were limited by data quality issues such as small samples and lack of statistical analysis. Most of these were Australian studies on substance use. There was also a paucity of good evidence on the themes of family functioning, family violence, or criminal justice and rehabilitation.

3. In-depth analyses by building block



The resource sheets identified a lack of evaluation evidence on:

- Indigenous-specific interventions, which can guide the enhancement of alcohol and other drug treatment interventions (Gray & Wilkes 2010)
- whether economic strategies to improve the financial wellbeing of families reduce the incidence of child abuse or, in particular, neglect, in Indigenous communities (Higgins 2010)
- whether voluntary child-health screening is useful in identifying child sexual abuse, or that alcohol bans or pornography restrictions alone are useful responses to child abuse (Higgins 2010).



Appendix A

Summary extracts from issues papers and resource sheets

School attendance and retention of Indigenous Australian students (Purdie & Buckley): Issues paper No. 1

The paper concluded that the current evidence about attendance and retention strategies that work for Indigenous Australians is not strong. The main findings in relation to the evidence base were:

- large-scale research is needed
 - the current evidence base is small and mainly relates to contextualised investigations. It is difficult to extrapolate sound policy and generalised practice from these findings, particularly when findings are based on small samples that are from diverse communities. However, it is difficult to conduct large-scale research due to funding, time constraints and quality limitations in evaluation methods used
- programs and strategies should have an inbuilt monitoring and evaluation component including:
 - guidelines for researchers to evaluate the merit of the initiatives
 - the inclusion of mixed methods with a combination of qualitative and quantitative approaches for assessment
 - longitudinal analyses to enable the tracking of progress and confirmation that programs are sustaining positive outcomes
 - testing of programs for transferability in different contexts
- improved data collection procedures are required
 - for example, the Ministerial Council for Education, Early Childhood Development and Youth Affairs annual *National report on schooling in Australia* does not disaggregate attendance data by remoteness area nor list any source of such disaggregated data in the statistical annex.

The paper noted that issues of non-enrolment must also be recognised as important rather than just non-attendance. It is estimated that about 20,000 children of compulsory school age are not enrolled in school, and many of them are thought to be Indigenous. Ongoing efforts are required to identify and work with families and communities to engage with the education system.

School readiness: what does it mean for Indigenous children, families, schools and communities? (Dockett et al. 2010): Issues paper No. 2

What we know

- School readiness is a multidimensional construct, recognising the interplay of children's individual characteristics and the contexts in which they live, and have lived, as they grow and develop.
- School readiness incorporates three major components:
 - children's readiness for school
 - schools' readiness for children
 - the capacity of families and communities to provide the necessary opportunities, conditions and supports to optimise children's development and learning.



What works

- Schools that employ and value Indigenous staff provide 'ready' links between school, families and communities that can enhance the transition to school for Indigenous children.
- Positive professional links and regular communication between prior-to-school educators and school educators support children's transition to school.
- Positive involvement of families and engagement with other community members in Indigenous children's transition to school are important components of making a school 'ready'.
- High-quality early childhood education helps prepare children for school.

What doesn't work

- 'Lack of readiness' is not a problem of children being insufficiently skilled to learn at school, but instead it is where there is a mismatch between the attributes of individual children and families, and the ability and resources of the school and/or system to engage and respond appropriately.
- Assessment of Indigenous children via tests based in non-Indigenous culture can reinforce 'gaps' in knowledge and skills, rather than building positive images of Indigenous children as learners.
- Approaches to readiness and transition to school that focus only on developing Indigenous children's skills, and not on broader factors such as schools, families and communities, do not necessarily lead to improved school success.

What we don't know

- There is insufficient information on what Indigenous parents and communities understand by readiness for school.
- There is no national agreement on what is important in terms of readiness for school, how to measure it and what the indicators of readiness might be.
- Whether United States and other international interventions aimed at enhancing school readiness will work in Australia.
- We do not have solid evidence of benefits, particularly cost benefits, of many early childhood interventions in Australia.

Community development approaches to safety and wellbeing of Indigenous children (Higgins 2010): Resource sheet No. 1

This paper examined child abuse and neglect in Indigenous communities from a societal perspective by applying a community development framework to understand effective strategies for reducing risks and enhancing children's safety and wellbeing.

What works

There was evidence that the following principles and practices show 'promise' for preventing and responding to maltreatment of Aboriginal and Torres Strait Islander children:



- actions that take into account the historical context and prioritise cultural safety
- control of services and responsibility for outcomes resting with Indigenous-managed agencies that provide holistic services, and which are appropriately resourced and supported
- providing support for all families when they need it, as well as targeting services for vulnerable families that address the risk factors for child maltreatment, including parental risk factors such as substance misuse, family violence, mental illness, and poor parenting skills
- empowering families to make decisions to protect children or create safe arrangements for their care
- community-level strategies based on social inclusion and situational crime prevention principles.

What doesn't work

- Current data trends regarding child protection service activity (i.e. escalating demand for services, represented by increases in notifications, substantiations, and children placed in out-of-home care) show the limitations of adversarial risk-management-driven/forensic systems that do not support families in need.
- Evidence is lacking to show that voluntary child health screening is useful in identifying child sexual abuse, or that alcohol bans or pornography restrictions alone are useful responses.

What we don't know

Currently, we don't have evaluation data to know whether:

- economic strategies to improve the financial wellbeing of families (e.g. employment, income support, income quarantining, voluntary income management, housing and so forth) actually reduce the incidence of child abuse or, in particular, neglect, in Indigenous communities
- 'promising practices', if coordinated and comprehensively rolled out, lead to reductions in actual rates of child abuse and neglect at the community level.

Pathways for Indigenous school leavers to undertake training or gain employment (Hunter 2010): Resource sheet No. 2

- This sheet discussed the concept of pathways that indicate many possible journeys to some destination or outcome. It focused on the pathways that can enhance (or obstruct) the attainment of productive employment outcomes for Indigenous school-leavers.

What works

- Enhancing the potential productivity of the Indigenous workforce by facilitating training and education is the policy most likely to be effective. Accordingly, it is important to first overcome barriers to Indigenous participation in education and training. The recognition of the diverse and distinct cultural and social life experiences of Indigenous school-leavers is crucial.
- There are good theoretical reasons to expect that Indigenous input is imperative for all activities aimed at increasing Indigenous participation in programs and hence enhancing their effect. This principle holds for schools, university/VET sectors and labour market programs. The evidence on outcomes is



consistent with the benefits of Indigenous participation in program design, but the existing evaluations are largely descriptive.

- Among labour market programs, wage subsidy programs are consistently identified as having the best outcomes for Indigenous job seekers.

What doesn't work

- Moving people to cities with better labour markets is not an option because it fails to address the inadequate productivity of a migrating population. School-leavers from remote areas do not currently have the skill-sets that allow them to compete in urban labour markets.
- Imposing solutions on Indigenous school-leavers is unlikely to be successful as the targets of the policy are more likely to passively (or perhaps actively) resist the implementation of such programs.

What we don't know

- The main issue for identifying effective pathways is that there are many assertions about what works, but the evidence is not as informative as many would like us to believe. Most claims are based on descriptions of outcomes, rather than structured analysis which allow us to confidently identify activities that do not work.
- Evaluations of pathways require longitudinal data that are widely available for scrutiny to ensure that the evidence is credible and uses best-practice methodology. The international literature emphasises the greater use of social experiments that control for confounding factors. It is important that these factors are taken into account if we want to issue definitive statements about 'what works'.

Reducing alcohol and other drug related harm (Gray & Wilkes 2010): Resource sheet No. 3

The harmful use of AOD (that is, any use that has a negative impact on the health, social and emotional wellbeing of users and others) is a significant public health problem for the Australian community as a whole and incurs significant economic costs. In this paper, we focus on one aspect of this wider problem and provide an overview of:

- harmful AOD use within Indigenous communities
- its relationship to the health gap between Indigenous and non-Indigenous Australians
- strategies that are known to be effective in reducing harm
- the necessary conditions for such effectiveness.

What we know

- Rates of risky AOD consumption and related harms among Indigenous Australians are generally twice those in the non-Indigenous population.
- High levels of AOD-related harm among Indigenous Australians are a consequence of, and contribute to, the health and social gap between them and non-Indigenous Australians.



- Reduction of harmful AOD-use must include broad strategies to address the underlying social factors that predispose towards, or protect against, harmful use, and strategies specifically targeting harmful use itself.
- AOD-specific strategies should aim to prevent or minimise the uptake of harmful use, provide safe care for those who are intoxicated and treatment for those who are dependent, support those whose harmful AOD use has left them disabled or cognitively impaired, and whose lives are affected by others' harmful AOD use.

What works

- The National Drug Strategy Aboriginal and Torres Strait Islander Peoples Complementary Action Plan provides a comprehensive framework for providing AOD-specific interventions—including supply, demand and harm-reduction strategies.
- There is an extensive national and international evidence base for effective intervention and, although it is limited, the evidence from Indigenous studies is congruent with these broader findings.
- Effective supply-reduction strategies include price controls, restrictions on trading hours, reducing alcohol outlet density, dry community declarations, substitution of Opal fuel for unleaded petrol, and culturally sensitive enforcement of existing laws.
- Effective demand-reduction strategies include early intervention, provision of alternatives to AOD use, various treatment modalities and ongoing care to reduce relapse rates.
- Effective harm-reduction strategies include provision of community patrols, sobering-up shelters and needle and syringe exchange programs.
- Factors that facilitate the effective provision of AOD services to Indigenous Australians include Indigenous community control, adequate resourcing and support, and planned, comprehensive intervention.

What doesn't work

- Interventions designed for the non-Indigenous population that are imposed without local Indigenous community control and culturally appropriate adaptation.
- Local dry area bans (i.e. location-specific as opposed to community-wide) are not effective in reducing AOD use and simply shift it to other areas, often where there is greater risk of harm.
- Voluntary alcohol accords have limited effect.
- On their own, education and persuasion programs have limited impact. They need to be employed in conjunction with other interventions.
- Interventions that stigmatise AOD users are counterproductive.
- Interventions that focus on dependent users and ignore episodic 'binge' users have limited impact.
- Barriers to effective service provision include short-term, one-off funding, provision of services in isolation and failure to develop Indigenous capacity to provide services.



What we don't know

- There is a paucity of regional and local level AOD-use prevalence data that can enable better targeting of intervention and service provision.
- There are too few high-quality outcome and process evaluations of Indigenous-specific interventions, which can guide the enhancement of AOD interventions.
- Despite gaps in our knowledge, there is ample evidence to show what can be done to reduce AOD-related harm. What is needed is the commitment to do it—with Indigenous people, and not for them.

Anti-tobacco programs for Aboriginal and Torres Strait Islander peoples (Ivers 2011): Resource sheet No. 4

This resource sheet discusses the harm resulting from tobacco use in Aboriginal and Torres Strait Islander communities and evidence-based approaches to reducing this harm. To be effective, strategies to address tobacco use need to acknowledge the historical context for its use and the many socioeconomic influences. Tobacco interventions that have been developed by and/or for Aboriginal and Torres Strait Islander communities and interventions that may be suitable for translation for use in such communities are considered. Best-practice should involve community involvement in design, delivery and evaluation of programs.

What we know

- Tobacco use is a major preventable contributor to the gap in life expectancy between Aboriginal and Torres Strait Islander people and other Australians.

What works

- Health professionals providing brief advice on how to quit, when delivered with pharmacotherapy such as nicotine replacement.
- Training health professionals to deliver cessation advice.
- Quit groups.
- Well-delivered multicomponent anti-tobacco programs.

What we don't know

- There is good evidence that the following interventions work for the general Australian community, but there is a lack of research showing their effectiveness for Aboriginal and Torres Strait Islander people or communities:
 - brief interventions such as advice from health care professionals
 - varenicline (a nicotine receptor and partial agonist)
 - bupropion (an anti-depressant)
 - interventions for pregnant women
 - specialist tobacco workers
 - quitlines



- hospital cessation programs
 - media campaigns
 - price increases and taxation.
- Some interventions evaluated in other populations have not demonstrated an effect in reducing the harm resulting from tobacco, for example, school-based anti-tobacco programs and sports sponsorship programs.
 - Broader initiatives, such as raising standards of living and improving educational and employment opportunities, are also critical to reduce the harm from tobacco use.

Teacher and school leader quality and sustainability (Mulford 2011): Resource sheet No. 5

What we know

There is a remarkable similarity between recent Australian and international research on teacher and school leader quality and sustainability, and the more broadly recommended policy and practice in Indigenous education that recognises the importance of:

- self determination
- increased and sustained individual and collective capacity building to provide knowledge, skills and attitudes that enable school communities to create their own futures
- education practices that are culturally relevant and context specific
- working together through partnerships, networks and shared leadership.

What works

Teachers and school leaders are most effective when they are:

- contextually literate (understand the broader environment)
- organisationally savvy (organise their schools to respond to this environment)
- leadership smart (act with others, focus on areas where they can make a difference, make changes based on evidence, make sure all changes are heading in the same direction, use a range of leadership styles and develop leadership in others).

Teachers and school leaders achieve positive education outcomes when they act independently, are community-minded, supportive of differences and have a capacity for change.

Schools work better when they operate as flexible organisations that focus on developing networks, trust and resources (social capital) at three levels:

- within the school as a community of professional learners
- between schools
- between the school and its community.



Improving teacher and school leader quality and sustainability is a developmental journey with targeted interventions appropriate to each stage of that journey.

What doesn't work

- A stand-alone leadership development strategy (other initiatives like ensuring the cultural relevance of school-wide practices are equally important).
- Failing to understand context and its implications for the organisation and function of schools.
- Teachers and school leaders choosing to be dependent, focused on the individual, supportive of sameness and involved in constant, unfocused change.
- Narrowing what counts for good schooling to a few areas that are relatively easy to measure.
- External authorities imposing change and reporting requirements on schools.
- Leaders who are position-based, do not work through others, are inflexible or rigid in their approach, act in areas they cannot influence and adopt only one leadership style, especially if this doesn't develop leadership in others.

What we don't know

Currently, we don't have evaluation data to know:

- how Indigenous school leadership best operates
- how to measure what we value, such as child and community social development (instead of just focusing on what can be easily measured)
- what valid, reliable, efficient, administered evidence-gathering instructions represent the 'best' choices for use by schools.

Closing the school completion gap for Indigenous students (Helme & Lamb 2011): Resource sheet No. 6

School completion rates for Aboriginal and Torres Strait Islander students are well below the rates for non-Indigenous students. The target of halving the gap by 2020 in Year 12 (or equivalent) attainment rates between Indigenous and non-Indigenous students is a major national challenge.

What we know

The main factors that influence completion rates for Indigenous students are access, attendance and achievement. The barriers to their access to school are:

- physical (for example, due to geographic isolation)
- cultural (for example, due to discrimination)
- economic (for example, due to the costs associated with attending school)
- informational (for example, due to the lower levels of literacy in Indigenous communities).



What works

Research in Australia and overseas points to strategies in three main areas that have shown to be effective in secondary schools for increasing engagement, achievement and school completion among Indigenous students:

- a school culture and leadership that acknowledges and supports Indigenous students and families, including:
 - a shared vision for the school community
 - high expectations of success for both staff and students
 - a learning environment that is responsive to individual needs
 - a drive for continuous improvement
 - involvement of the Indigenous community in planning and providing education
- school-wide strategies that work to maintain student engagement and improve learning outcomes, including:
 - broad curriculum provision
 - quality VET options
 - school absenteeism and attendance programs
 - quality career education
- student-focused strategies that directly meet the needs of students at risk of low achievement or early leaving, including:
 - targeted skill development
 - mentoring
 - school engagement programs
 - welfare support
 - intensive case management.

What doesn't work

The following strategies have not been effective in increasing the engagement, academic achievement or school completion rates for Indigenous students:

- a 'one size fits all' approach that either treats Indigenous students the same as non-Indigenous students or assumes that all Indigenous young people are the same
- short-term, piecemeal interventions that are not funded adequately or implemented for long enough to make a significant impact
- interventions that are adopted without considering local needs and collaborating with Indigenous communities
- attempting to solve the problem of leaving school early without dealing with its underlying causes and providing sustained institutional support. An example is raising the school-leaving age without putting programs in place to retain students at school.



What we don't know

- There is insufficient evidence demonstrating the effectiveness of many programs designed to improve the outcomes for Indigenous young people.
- Much of the work undertaken has been short term and piecemeal, or has not been robustly evaluated.
- There are insufficient longitudinal data that track the progress of Indigenous individuals and accurately measure the effects of different approaches. Furthermore, Indigenous samples within longitudinal studies are small, which makes it difficult to generalise on the basis of such limited information.
- Little information is available on the conditions needed for programs to work—on resources, quality of implementation and the sort of arrangements on which interventions or strategies work or not (facilitators and inhibitors).
- As much of the research describes outcomes for Indigenous students as a whole, there is insufficient evidence on outcomes for particular types or subgroups of Indigenous students.



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Early childhood and schooling

Table B.1: Assessed Collection items for early childhood and schooling building block

Assessment ID	Title	Year	Author
101	HIPPY New Zealand: an evaluation overview	1999	BarHava-Monteith G, Harre N & Field J
103	Does Head Start make a difference?	1994	Currie J & Thomas D
104	The Pathways to Prevention Project: the first five years, 1999–2004	2006	Homel R, Freiberg K, Lamb C, Leech M, Carr A, Hampshire A et al.
105	Making a difference in the lives of infants and toddlers and their families: the impacts of Early Head Start	2002	Love J, Kisker E, Eliason R, Christine M, Schochet P, Brooks-Gunn J et al.
106	The school readiness of Australian Indigenous children: a review of the literature	2008	McTurk N, Nutton G, Lea T, Robinson G & Carapetis J
107	Head Start impact study: first year findings, June 2005	2005	U.S. Department of Health and Human Services
109	Adapting the Family Wellbeing empowerment program to the needs of remote Indigenous school children	2005	Tsey K, Whiteside M, Daly S, Deemal A, Gibson T, Cadet-James Y et al.
110	Randomised clinical trial of a group parent education programme for Australian Indigenous families	2007	Turner Karen T, Richards M & Sanders M
113	Early learnings: Indigenous community development projects	2005	Higgins D
114	Home-to-school transitions for financially disadvantaged children: final report	2008	Smart D, Sanson A, Baxter J, Edwards B, Hayes A,
115	Economic evaluation of a community based early intervention program implemented in a disadvantaged urban area of Queensland	2006	Manning M, Homel R & Smith C
116	The efficacy of early childhood interventions: a report prepared for the Australian Government Department of Family and Community Services	2005	Wise S, Silva L, Webster E & Sanson A
117	Three-year-old outcomes of a brief universal parenting intervention to prevent behaviour problems: randomised controlled trial	2010	Bayer J, Hiscock H, Ukoumunne O, Scalzo K & Wake M
118	Community learning for parenthood	2008	Silburn S & Walker R
119	Engaging Indigenous families in preparing children for school	2008	Shepherd C & Walker R

Assessment ID	Title	Year	Author
120	Let's Start: Exploring Together: an early intervention program for Northern Territory children and families: final evaluation report	2009	Robinson G, Zubrick S, Silburn S, William B, Jones Y, D'Aprano A et al.
121	Dollars and sense: a review of economic analyses of Pre K		Wat A
122	Building a solid foundation for school: a communities approach	2008	Sorin R & Markotsis J
123	The benefits and costs of Head Start	2007	Ludwig J & Phillips D
124	A cost-benefit analysis of early childhood intervention: evidence from a randomised evaluation of a parenting programme	2009	O'Neill D & Forschungsinstitut zur Zukunft der A
125	Colorado Even Start: 2007–2008 progress report	2008	Anderson B
126	Does the Triple P-Positive Parenting Program provide value for money?	2007	Mihalopoulos C, Sanders M, Turner K, Murphy-Brennan M & Carter R
127	Effects of fully-established Sure Start Local Programmes on 3-year-old children and their families living in England: a quasi-experimental observational study	2008	Melhuish E, Belsky J, Leyland A & Barnes J
128	Kentucky Education Reform Act (KERA) Preschool Programs: third party evaluation: final report	1992	Peck C & Bridge C
129	School-based early intervention and child well-being in the Chicago Longitudinal Study	2003	Reynolds A, Temple J & Ou S
130	Benefits, costs, and explanation of the High/Scope Perry Preschool Program	2003	Schweinhart L
131	A benefit cost analysis of the Abecedarian Early Childhood Intervention	2002	Masse L. & Barnett W
132	The case for early, targeted interventions to prevent academic failure	2007	Perez-Johnson I & Maynard R
133	Updating the economic impacts of the High/Scope Perry Preschool Program	2005	Nores M, Belfield C, Barnett S & Schweinhart L
134	Executive functions and school readiness intervention: impact, moderation, and mediation in the Head Start REDI program	2008	Bierman K, Nix R, Greenberg M, Blair C & Domitrovich C
135	Father involvement program effects on fathers, father figures, and their Head Start children: a quasi-experimental study	1999	Fagan J & Iglesias A

Assessment ID	Title	Year	Author
136	An evaluation of graduates of a toddlerhood home visiting program at kindergarten age	2007	Astuto J, Allen L & Sethi A
137	Successful transition programs from prior-to-school to school for Aboriginal and Torres Strait Islander children: final report submitted to the Project Reference Group, 2007	2008	Dockett S, Perry B, Mason T, Howard P, Gilbert S, Pearce S et al.
138	Responses to an early childhood educational intervention with disadvantaged families: an exploratory study	2006	Godfrey C
139	Effects of preschool curriculum programs on school readiness: report from the Preschool Curriculum Evaluation Research Initiative	2008	Preschool Curriculum Evaluation Research Consortium
140	Preschool participation and the cognitive and social development of language-minority students	2006	Rumberger R & Tran L
141	The Palm Beach County Family Study second annual report	2007	Spielberger J, Lyons S, Gouvea M, Haywood T & Winje C
142	Supporting low-income parents of young children: the Palm Beach County Family Study third annual report	2009	Spielberger J, Rich L, Gouvea M, Winje C, Scannell M, Harden A et al.
143	Supporting low-income parents of young children: the Palm Beach County Family Study fourth annual report	2010	Spielberger J, Rich L, Winje C & Scannell M
144	Preparing for school: report of the Queensland Preparing for School Trials 2003/4	2004	Thorpe K, Tayler C, Bridgstock R, Susan P, Danby S & Petriwskyj A
145	Effectiveness of comprehensive professional development for teachers of at-risk preschoolers	2009	Landry S, Anthony J, Swank P & Monseque-Bailey P
146	School readiness gains made by ethnically diverse children in poverty attending center-based childcare and public school pre-kindergarten programs	2008	Winsler A, Tran H, Hartman S, Madigan A, Manfra L & Bleiker C
147	The Early ON School Readiness Project: a preliminary report	2007	Winter S, Zurcher R, Hernandez A & Yin Z
148	First grade school readiness of former child participants in a South Carolina replication of the Parent-Child Home Program	2002	Levenstein P, Levenstein S Oliver D
149	Collateral benefits of the Family Check-Up on early childhood school readiness: indirect effects of parents' positive behavior support	2008	Lunkenheimer E, Dishion T, Shaw D, Arin M, Gardner F, Wilson M et al.

Assessment ID	Title	Year	Author
150	How can parents get involved in preschool? Barriers and engagement in education by ethnic minority parents of children attending Head Start	2010	Mendez J
151	Preventing conduct problems and improving school readiness: evaluation of the Incredible Years Teacher and Child Training Programs in high-risk schools	2008	Webster-Stratton C, Reid J & Stoolmiller M
152	An effectiveness-based evaluation of five state pre-kindergarten programs	2008	Wong V, Cook T, Barnett W & Jung K
153	An intervention to promote social emotional school readiness in foster children: preliminary outcomes from a pilot study	2007	Pears K, Fisher P & Bronz, K
154	Head Start impact study: final report	2010	Puma M, Bell S, Cook R & Heid C
155	Parent engagement and school readiness: effects of the Getting Ready intervention on preschool children's social-emotional competencies	2010	Sheridan S, Knoche L, Edwards C, Bovaird J & Kupzyk K
156	What works?: explorations in improving outcomes for Indigenous students	2000	McRae D, Ainsworth G, Cumming J, Hughes P, Mackay T, Price K et al.
202	The evaluation of bilingual programs in the Northern Territory, Australia, 1973–1993	1995	Devlin B
205	Bridging the gap: improving literacy outcomes for indigenous students	2008	Freeman L & Bochner S
206	Evaluation of the University of Canberra Programme for Advanced Literary Development 'Scaffolding Literacy Program with Indigenous Children in School'	2002	Cresswell J, Underwood C, Withers G & Adams I
207	Toward a community-based transition to a Yup'ik first language (immersion) program with ESL component	1995	Hartley E & Johnson P
209	Who dem gardiya?: literacy learning in remote community schools	1994	Louden W
211	Literacy for life: a scoping study for a community literacy empowerment project	2004	Schwab R & Sutherland D
213	The impact of early numeracy engagement on four-year-old Indigenous students	2008	Warren E, Young J & deVries E

Assessment ID	Title	Year	Author
214	Context and literacy: young Aboriginal learners navigating early childhood settings: Narang Guudha project (Wiradjuri language meaning 'little child')	2001	Simpson L & Clancy S
215	Progress report on the effectiveness of the Count Me In Too Indigenous Project during 2002	2003	Perry B & Howard P
216	Early days, much promise: an evaluation of the Home Instruction Program for Preschool Youngsters (HIPPY) in Australia	2003	Gilley T
217	Estimating cognitive gaps between Indigenous and non-Indigenous Australians	2008	Leigh A & Gong X
218	Birth to school study: a longitudinal evaluation of the Peers Early Educational Partnership (PEEP) 1998–2005	2005	Evangelou M, Brooks G, Smith S & Jennings D
219	Final report of the National Evaluation of National Indigenous English Literacy and Numeracy Strategy (NIELNS)	2003	Australian Department of Education, Science and Training & Hugh Watson Consulting
220	What makes parenting programmes work in disadvantaged areas?: the PALS trial	2006	Scott S, O'Connor T & Futh A
221	Evaluation of the Home-School Partnership - Literacy programme	2007	Brooking K & Roberts J
222	Shifting the bell curve: the benefits and costs of raising student achievement	2009	Yeh S
223	Reading Recovery: an independent evaluation of the effects of an early instructional intervention for at-risk learners	1995	Shanahan T & Barr R
224	Does Reading Recovery work in Kansas? A retrospective longitudinal study of sustained effects	2003	Briggs C & Young B
225	Is Reading Recovery worth the cost?	2003	Marina B & Gilman D
226	Preventing early reading failure with one-to-one tutoring: a best-evidence synthesis	1990	Wasik B & Slavin R
227	Home, school and community partnerships to support children's numeracy	2004	Goos M, Lincoln D, Coco A, Frid S, Galbraith P, Horne M et al.
228	Improving the implementation of an early literacy program by child health nurses through addressing local training and cultural needs	2006	Hewer L & Whyatt D
229	National evaluation of the Country Areas Program, 2002–03	2003	Australian Department of Education, Science and Training

Assessment ID	Title	Year	Author
230	Field-based evaluation of two-tiered instruction for enhancing kindergarten phonological awareness	2008	Schuele C, Justice L, Cabell S, Knighton K Kingery B & Lee M
231	Aboriginal students and numeracy	2006	Watson P, Partingto G, Gray J & Mack L
232	An evaluation of curriculum, setting and mentoring on the performance of children enrolled in pre-kindergarten	2007	Assel M, Landry S, SwankP & Gunnewig S
233	Final report: program evaluation of the Beginning with Books Center for Early Literacy Project BEACON Plus	2002	Bagnato S, Suen H, Lee S, Whitacre C, Shair, E & Swartz M
234	A trial evaluation of SWELL (Schoolwide Early Language and Literacy): a whole class early literacy program for at-risk and disadvantaged children	1997	Center Y & Freeman L
235	Evaluation of curricular approaches to enhance preschool early literacy skills	2007	Fischel J, Storch Bracken S, Fuchs-Eisenberg A, Spira E, Katz S & Shaller G
236	Does reading recovery improve phonological skills?	1998	Fletcher-Flinn C, White C & Yahya T
237	An evaluation of MULTILIT—'Making Up Lost Time In Literacy'	2000	Wheldall K & Beaman R
238	Making a difference: the report on the evaluation of the Better Beginnings family literacy program 2007–2009	2009	Barratt-Pugh C, Kilgallon P & Statkus S
239	Literacy promotion for Hispanic families in a primary care setting: a randomized controlled trial	1999	Golova N, Alario A, Vivier P, Rodriguez M &High P
240	Project EASE: the effect of a family literacy project on kindergarten students' early literacy skills	2000	Jordan G, Snow C & Porche M
241	Evaluating the practicability and sustainability of a reading intervention programme, using preservice teachers as trained volunteers	2009	Dawkins S, Ritz M & Louden W
242	Evaluation of a clinic-based program to promote book sharing and bedtime routines among low-income urban families with young children	1998	High P, Hopmann M, LaGasse L & Linn H
243	The effects of computer software for developing phonological awareness in low-progress readers	2001	Mitchell M & Barbara J
244	The impact of a literature-based program on literacy achievement, use of literature and attitudes of children from minority backgrounds	1992	Morrow L

Assessment ID	Title	Year	Author
245	A randomized experimental evaluation of the impact of Accelerated Reader/Reading Renaissance implementation on reading achievement in grades 3 to 6	2006	Nunnery J, Ross S & McDonald A
246	Preschool teachers can use a media-rich curriculum to prepare low-income children for school success: results of a randomized controlled trial	2009	Penuel W, Pasnik S, Bates L, Townsend E, Gallagher L, Llorente C et al.
247	The National Accelerated Literacy Program in the Northern Territory, 2004–2008: implementation and outcomes: final evaluation report	2009	Robinson G, Rivalland J, Tyler W, Lea T, Bartlett C, Morrison P et al.
248	Comparing four literacy reform models in high-poverty schools: patterns of first-grade achievement	2005	Tivman T & Hemphill L
249	Does Rainbow Repeated Reading add value to an intensive literacy intervention program for low-progress readers? An experimental evaluation	2000	Wheldall K
250	Mind the gap: effective literacy instruction for Indigenous low-progress readers	2010	Wheldall K, Beaman R & Langstaff E
251	The impact of an early literacy initiative on the long term academic success of diverse students	2008	Zimmerman S, Rodriguez M, Rewey K & Heidemann S
252	National assessment of Title 1 interim report: first year findings from a randomised trial of four reading interventions for striving readers / Volume II, Closing the reading gap	2006	Torgesen J, Myers D, Schirm A, Stuart E, Vartivarian S, Mansfield W et al.
253	PA-EFL: a phonological awareness program for Indigenous EFL students with hearing disabilities	2000	Yonovitz L & Yonovitz A
301	The Secondary Pathways Project	2001	Harms A
302	Welfare payments and school attendance: an analysis of experimental policy in Indigenous education	2008	Behrendt L & McCausland R
303	Better practice in school attendance: improving the school attendance of Indigenous students	2000	Bourke C, Rigby K & Burden J
304	Kids, skidoos and caribou: the Junior Canadian Ranger program as a model for re-engaging Indigenous Australian youth in remote areas	2006	Schwab R
305	Why only one in three? The complex reasons for low Indigenous school retention	1999	Schwab R

Assessment ID	Title	Year	Author
306	VET-in-school for Indigenous students: success through 'cultural fit'	2001	Schwab R
307	Developing a theoretically-based, psychometrically sound, multidimensional measure of student motivation for use in diverse cultural settings	2006	Ali J
308	Education, training and careers: young Torres Strait Islanders, 1999	2000	Arthur W & David-Petero J
309	Evaluation of the Indigenous Education Strategic Initiatives Programme—Away-from-Base for 'Mixed-Mode' Delivery (IESIP-AFB)	2006	Department of Finance and Administration
312	Breaks in the Road: evaluation of the Indigenous Youth Partnership Initiative (IYPI): final report	2003	Powers and Associates Pty Ltd
313	What is working in good schools in remote indigenous communities?	2007	Storry K
319	Growing the desert: educational pathways for remote Indigenous people	2007	Young M, Guenther J & Boyle A
320	The benefits of early child development programs: an economic analysis	1998	Gaag J & Tan J
321	Indigenous students and vocational education and training in schools: ladder of opportunity or corrugated iron ceiling?	2005	Helme S
322	Equity programs for government schools in New South Wales: a review	2005	Lamb S, Teese R & Helme S
323	Evaluative research into the Office of the Board of Studies' Aboriginal Careers Aspiration Program for Aboriginal students in NSW high schools	2000	Lester J
324	Impact evaluation of Burkina Faso's BRIGHT program: final report	2009	Levy D, Sloan M, Linden L & Kazianga H
325	Pathways and barriers: Indigenous schooling and vocational education and training participation in the Goulburn Valley region	2007	Alford K & Richard J
326	VET in schools: a post-compulsory education perspective	2004	Polesel J, Helme S, Davies M, Teese R, Nicholas T & Vickers M
327	Non-shelter outcomes of housing: a case study of the relationships between housing and children's schooling	2002	Young P
329	Investing in Aboriginal education in Canada: an economic perspective	2009	Sharpe A & Arsenault J

Assessment ID	Title	Year	Author
330	Evaluation of the sustainability and benefits of swimming pools in the Anangu Pitjantjatjara Yankunytjatjara Lands (APY Lands) in South Australia: final report	2009	Healthcare Planning and Evaluation Pty. Ltd. & Department of Health and Ageing
331	Halls Creek Engaging Families trial February–July 2006: evaluation report	2006	Australian Department. of Employment and Workplace Relations
332	Effectiveness of an intensive, school-based intervention for teen mothers	2008	Key J, Gebregziabher M, Marsh L, O'Rourke L & Kathleen M
333	Mentor One evaluation report	2009	Boystown
334	School Attendance Demonstration Project: an evaluation of a program to motivate public assistance teens to attend and complete school in an urban school district	2002	Jones L, Harris R & Finnegan D
335	Rethinking welfare school-attendance policies	2005	Campbell D & Wright J
336	Mentoring high-risk minority youth: evaluation of the Brothers Project	1998	Royse D
337	Summer Training and Education Program (STEP): report on long-term impacts	1992	Grossman J & Sipe C
338	The Quantum Opportunity Program demonstration: final impacts	2006	Schirm A, Stuart E & McKie A
339	A two-year evaluation of the Woodrock Youth Development Project	1999	LoSciuto L, Hilbert S, Fox M, Margaretta P & Lanphear A
340	The impact of alternative food for education programs on school participation and education attainment in Northern Uganda	2008	Alderman H, Gilligan D & Lehrer K
341	Best practices: a cross-site evaluation	2006	DeJong J & Hall P
342	National evaluation report: Full Service Schools Program 1999 and 2000	2001	Strategic Partners in association with the Centre for Youth Affairs and Development & Department of Education, Training and Youth Affairs
343	Effectiveness of using learning-centered principles on student retention in distance education courses in rural schools	2008	Hannum W, Irvin M, Lei P & Farmer T
344	NACCHO Ear Trial & School Attendance Project	2003	National Aboriginal Community Controlled Health Organisation & Australian Department of Education, Science and Training
345	Does cultural programming improve educational outcomes for American Indian youth?	2003	Powers K, Potthoff S, Bearinger L & Resnick M

Assessment ID	Title	Year	Author
346	Engaging Indigenous students at school: an evaluation of the Deadly Vibe magazine	2004	Purdie N, Ellis L & Stone A
347	Anemia and school participation	2006	Bobonis G, Miguel E & Puri-Sharma C
348	Evaluation of the middle years reform program: final report	2004	Elsworth G, Kleinhenz E & Beavis A

Table B.2: Early childhood and schooling items by priority topic, themes and type of study

	Type of research			
	Quantitative comparison group	Other quantitative	Qualitative ¹	Literature reviews ²
Priority topic				
School readiness	101,104,105,107,110,117, 120,124, 127,129,130,131, 133,134,135,139,145,146, 147,149, 150,151,152,153, 154	103,114,115,125, 126,128,136,138, 140,141,142,143, 144,148,155	109,113,119, 122, 137,156	106,116,118, 121, 123,132
Early literacy and numeracy	205,207,213,215,218,219, 220,223,224,225,232,233, 234,235,236,237,239,240, 241,243,244,246,249,250, 252,253	214,216,217,221, 222,227,228,230, 231,238,242,245, 247,248,251	206,209,211, 229	202,226
School attendance and retention	307,319,322,323,324,333, 334,337,338,339,340,343, 344,347	301,308,309,312, 320,321,326,329, 330,332,335,336, 342,345,346,348	304,306,325, 327, 331,341	302,303,305, 313
Themes of the research				
Programs targeting disadvantaged or at-risk populations	107,130,131,133,134,146, 154,213,215,219,223,224, 225,233,234,235,236,237, 243,244,250,322,323,324, 334,337,338,339,340	103,128,214,251, 309,320,332,335, 336,342	206	123,226
Parental/family involvement	101,104,105,110,117,120, 124,127,129,135,149,150, 153,205,218,220,239, 240	115,125,136,138, 141,142,143,148, 155,216,221,227, 228,238,242,126	109,119,327, 331	118,302
Teacher/professional development	139,145,151,241,246,249, 343	230,245,247,348	209	313
Community/cultural involvement	207,307,333	231,345,346	122,304	202
School-based/VET programs	319,347	301,308,312,321, 326	306,325	
Other	147,152,232,252,253,344	114,140,144,217, 222,248, 329,330	113,137,156, 211 ,229,341	106,116,121, 132,303,305

¹This value is understated as some qualitative research is included in quantitative research.

²Literature reviews include systematic, meta-analysis and other reviews.

Summaries of early childhood and schooling assessed items

- HIPPY is a program designed to improve children's educational attainment and self-esteem in the early years of school. It is delivered by parents to their children, with the assistance of home tutors, who are trained paraprofessionals recruited from the community. Small-scale evaluations of the effectiveness of HIPPY undertaken in Victoria and New Zealand found that the program can result in improved literacy, but is strongly affected by the level of engagement of families and the commitment of the home tutors. {101}
- The Head Start program aims to improve the school readiness of low-income children and has been operating in the United States for over 40 years. It provides preschool education, health care, nutrition services and parent education and support in metropolitan, regional and rural areas of the United States. {103}
- The Pathways to Prevention Project is a community-based early intervention program targeting school readiness and is implemented in a disadvantaged suburb of Brisbane. It has three components: a preschool intervention, a school-based intervention and a family and community-based intervention.

An evaluation of the project based on a sample of 647 children (444 in the treatment/activity group and 203 in the comparison group) found that the preschool intervention improved children's communication skills and reduced their level of difficult behaviour, compared with the comparison group. An economic analysis of the project found that the cost of the preschool intervention was lower than the cost of other remedial behaviour programs.

The family intervention was successful at engaging vulnerable families and there was a range of positive results for parents, caregivers and children. {104}

- Early Head Start has also been developed and provides prenatal care services and services infants and children aged 2 to 3 years old. An evaluation of the program involved a randomised control trial involving 3,001 families with 2 to 3-year-old children. Early Head Start was found to have positive impacts on children's cognitive ability and language, and parenting, especially in at-risk families. {105}
- Ways to define and assess the school readiness of Australian Indigenous children were researched by a systemic literature review. The review found that school readiness is a holistic concept that accords well with Indigenous cultural models of learning and that mainstream assessment tools are likely to be effective. {106}
- The Head Start group performed significantly better than the control group on every measure. Enrolling in Head Start at age 3 was more beneficial than enrolling at age 4. The impact of Head Start declined as the children became older. {107, 154}
- Two schools in remote Indigenous communities in Far North Queensland implemented a personal development and empowerment program and found that students learn well through participation. There were positive effects on thinking, goal setting and relationships, and a reduction in teasing and related behaviours. {109}
- The Group Triple P – Positive Parenting Program is a group-based parenting program that promotes positive, caring family relationships and helps parents develop effective management strategies. The program was adapted to meet the cultural values and needs of Indigenous families and evaluated with 51 parents and carers, who reported a decline in children's problem behaviours and an increase in more effective parenting styles. {110}

- A qualitative evaluation of 14 community development projects with a focus on the role of schools in facilitating change found that projects characterised by a high degree of Indigenous involvement and control significantly benefited people who participated in them. {113}
- Analysis of data from the Longitudinal Study of Australian Children indicated that children from financially disadvantaged families were at greater risk of poor school readiness than children from other families. School readiness was found to be an accurate predictor of school achievement two years later. {114}
- The Pathways to Prevention project is a community-based early intervention program targeting school readiness implemented in a disadvantaged suburb of Brisbane. It has three components: a preschool intervention, a school-based intervention and a family and community-based intervention.

An evaluation of the project based on a sample of 647 children (444 in the treatment/activity group and 203 in the comparison group) found that the preschool intervention improved children's communication skills and reduced their level of difficult behaviour, compared with the comparison group. An economic analysis of the project found that the cost of the preschool intervention was lower than the cost of other remedial behaviour programs.

The family intervention was successful at engaging vulnerable families and there were a range of positive outcomes for parents, caregivers and children. {115}

- A systematic review of evaluations of 32 Australian and international early childhood interventions found that many had positive short-term effects on cognitive function, language development, behaviour and school achievement. Very few of the evaluations examined long-term effects. Those that did, however, found that cognitive effects diminished over time, but effects on delinquency, crime and employment continued into late adolescence and adulthood. Most of the positive effects on child outcomes were the result of centre-based interventions, as opposed to 'home visiting' or 'case management' interventions. {116}
- The Head Start program aims to improve the school readiness of low-income children and has been operating in the United States for over 40 years. It provides preschool education, health care, nutrition services and parent education and support in metropolitan, regional and rural areas of the United States.

The most recent evaluation of Head Start comprised a large randomised control trial and qualitative study, which followed approximately 5,000 three and 4-year-old children through their preschool, kindergarten and first grade years. Data were collected across cognitive, social-emotional, health and parenting domains.

Toddlers Without Tears, a brief intervention for parents of children aged 8 to 15 months, did not produce long-term improvements in children's behaviour or parenting practices. {117}

- A literature review of programs to promote early child development found that place-based programs informed by data and tailored to meet local needs are effective in improving early childhood outcomes. The review cites the West Pilbara Communities for Children project, which increased access to early childhood services and resulted in higher levels of school readiness, as an example of good practice. {118}
- An analysis of international programs with Indigenous peoples, interviews with Australian practitioners, case studies and analysis of survey data concluded that capacity

building of Indigenous families and respect for culture and different learning style are important for engaging Indigenous families in school readiness programs. {119}

- The Let's Start: Exploring Together Preschool Program (ETPP), a 10-week parent education program for Indigenous parents with young children aged 4–6 years who have behavioural problems. A pre- post evaluation of the program that did not use a control group found a decline in problem behaviours among the children, both at home and at school. {120}
- A review of 10 economic analyses of Pre-K (pre-kindergarten) programs in the United States found there are substantial long-term returns on Pre-K investments resulting from productivity gains from program participants and their families. {121}
- A qualitative study undertaken as part of the Communities for Children Initiative funded by the Australian Government found that strong, positive relationships among practitioners working with young children and their families are essential in promoting school readiness, and that continuity between the culture of home and school are also important. {122}
- A benefit-cost analysis of Head Start found the short-term educational benefits of the program justified its cost, and evidence of long-term benefits. {123}
- The BASIC Preschool/Early School Years Training Program (which is part of the Incredible Years Series) was used to improve the skills and parenting strategies of parents, particularly those who found their child's behaviour difficult or challenging. The program was found to significantly reduce behavioural problems in young children 6 months after the intervention, when compared to the control group. {124}
- After participating in the Colorado Even Start literacy program, there are indications that parents provided better support for their children, improved their own and their children's literacy skills and gained stable employment. However, these outcomes should be viewed with caution, given the lack of methodological rigour of the evaluation. {125}
- A study investigating the economic case for implementing the parenting program Triple P across Queensland concluded that if the program was implemented on a one-off basis to all Queensland children between the ages of 2 and 12 years, and that it averted at least 1.5% of conduct disorder cases, then it would be cost-effective. Alternatively, if the program were to target all 2 year-olds over time, then a 7% reduction in conduct disorder cases would be required for the program to be cost effective. {126}
- Sure Start local programs have been established in deprived neighbourhoods of England to address the health and wellbeing of children. Children in Sure Start areas showed more positive social behaviour and greater independence than children in control areas, and parents provided a more stimulating home-learning environment. However, these beneficial effects might have been related to the increased service use reported by the parents in Sure Start areas {127}
- The Kentucky Education Reform Act Preschool Program was developed to assist children of low-income families and children with a disability. An evaluation of the program indicated that 90% of the participating children scored average or better in the social skills questionnaire. Parental involvement was considered important, but was very low. At times there was also a failure to cooperate with existing early childhood providers. {128}

- Chicago Child-Parent Centers provide government-funded centres and family support services for low-income children from preschool to third grade. Program participation was found to be associated with significantly higher levels of school readiness and educational attainment. {129}
- The High/Scope Perry Preschool Program is a preschool intervention in the United States targeting children from disadvantaged backgrounds. A case-control evaluation of the program involving 123 children found improved readiness for school and educational achievement, as well as long-term impacts on economic success and reduced criminal activity. {130, 133}
- The Abecedarian Early Childhood Intervention program targets disadvantaged children in the United States. It provides intensive preschool services to children from infancy to 5-years of age and was found to provide long-term gains in IQ, mathematics and reading, and to have an economic rate of return of between 3% and 7%, depending on which benefits were included in the calculations. {131}
- A review of eight evaluations of early childhood interventions, including the Perry Preschool Program, the Abecedarian Project, Head Start and Chicago Child-Parent Centers, found that early childhood educational interventions are a good public investment, and that there is a relationship between the intensity and duration of such interventions and their effects, with high-intensity programs having larger and more lasting benefits. {132}
- A study undertaken in Pennsylvania, United States, measured the executive functioning skills of 356 disadvantaged preschool children and found the skills to be important predictors of the acquisition of language, emergent literacy and social-emotional competencies. Executive functioning skills enable people to respond appropriately to novel or challenging situations. {134}
- Parent involvement is a central part of the Head Start approach. Strong parent-teacher relationships were found to benefit children's social development and academic skills. There were positive effects on mathematics readiness in children when fathers became involved in Head Start, but only if they became highly involved in the program. {135, 150}
- An evaluation of the Parent-Child Home Program (PCHP), a school readiness intervention developed in the United States, which targeted families with toddlers, found that at-risk children involved in PCHP achieved school readiness scores comparable to the state-wide scores of all children. {136, 148}
- The characteristics of successful transition to school programs for Indigenous children in New South Wales were identified in a qualitative study as being good communication and positive relationships between all parties, community involvement, contextually and community-relevant programs, and opportunities for staff to learn from others and share ideas. {137}
- HIPPY is a program designed to improve children's educational attainment and self-esteem in the early years of school. It is delivered by parents to their children, with the assistance of home tutors, who are trained paraprofessionals recruited from the community. Small-scale evaluations of the program's effectiveness undertaken in Victoria and New Zealand found that it can result in improved literacy, but is strongly affected by the level of engagement of families and the commitment of the home tutors. {138}

- Research undertaken in the United States evaluated the impact of 14 different preschool curricula targeted to low-income families in relation to early reading skills, phonological awareness, language development, early mathematics knowledge, and behaviour. The research was a randomised control trial involving a sample of almost 3,000 children. The following four curricula were found to be much more effective than the controls:
 - DLM Early Childhood Express supplemented with Open Court Reading Pre-K (reading, phonological awareness and language)
 - Pre-K Mathematics supplemented with DLM Early Childhood Express Math software (mathematics)
 - Curiosity Corner (reading)
 - Early Literacy and Learning Model (language). {139}
- Analysis of a national sample of about 20,000 kindergarten children in the United States investigated the relationship between preschool participation and cognitive and social development at entry to kindergarten and at the end of third grade. The research found that attending preschool improved the school readiness of children from non-English speaking backgrounds. A modest but statistically significant impact of attending preschool still remained at grade 3. {140}
- Annual research reports on the Palm Beach study in Florida found that some support services were not reaching families who might benefit from them and that these families needed to be informed of their children's right to services {141, 142, 143}
- Evaluation of the effects of preparatory year trials in 39 schools in Queensland found that preparatory class children made greater progress than those in Year 1 or preschool in language and communication, social emotional behaviour and motor development. The greatest gains were made by children from lower-income families. Indigenous children made less progress in social and communication development than non-Indigenous children. {144}
- Research comparing the effectiveness of four professional development programs for teachers of at-risk preschoolers in the United States found that a year-long intensive training program comprising online professional development, classroom mentoring and rapid feedback on children's progress improved the quality of teaching and children's early literacy skills. {145}
- Research investigating the effectiveness of school readiness programs for nearly 4,000 ethnically and linguistically diverse children in poverty in the United States found that providing them with access to quality public preschool programs had a bigger impact on their readiness for school than centre-based care. {146}
- The Early ON School Readiness Project targets 3 to 5-year-old children in a metropolitan area of the United States with a predominantly Latino (Mexican-American) population and aims to enhance school readiness opportunities through community awareness, parent education, professional development for child care teachers and quality of child care environments. An evaluation of the project found small increases in children's scores for language and motor skills as compared with the control group. {147}
- The Family Check-Up (FCU) project is a home-based, early intervention program in the United States that provides parents with a brief, three-session intervention using a motivational interviewing approach. An evaluation of the impact of FCU in low-income families found that the program improved parents' support of their children's positive behaviours which, in turn, improved the children's school readiness. {149}

- The Incredible Years Teacher Classroom Management and Child Social and Emotion curriculum (Dinosaur School) is a prevention program in the United States for children enrolled in Head Start, kindergarten and Year 1 classrooms in schools selected because of high rates of poverty. A randomised control evaluation of the program found that intervention teachers used more positive classroom strategies and the children showed more social competence and emotional self-regulation and had fewer conduct problems than control students. {151}
- An evaluation of the impact on cognitive skills of a range of state-based prekindergarten programs on children's cognitive skills (Michigan School Readiness Program, Abbott Preschool Program in New Jersey, Early Childhood Four-Year-Old Program in Oklahoma, West Virginia Early Childhood Education Program and two early childhood programs in South Carolina) found that, in general, such programs have a positive effect on children's cognitive skills, but the size of the effect varies with the program and the aspect of cognition being measured. {152}
- An intervention aimed at improving the school readiness of foster children in the United States featured therapeutic playgroups, held over the summer, focusing on improving self-regulation and social competence skills. A pilot evaluation found that children in the intervention group had increased social competence and lower emotional instability than children in the comparison group. {153}
- The Getting Ready intervention aims to promote parent engagement with their child and schools to help improve school readiness. The intervention was conducted with low-income United States families with children aged from birth to 5 years who are already participating in early education programs. An evaluation found that children in the intervention group had improved interpersonal competence than the control group, but there were no differences between the groups in relation to behavioural problems. {155}
- A report summarising findings from 83 projects aimed at improving practice in Indigenous education found that successful projects are supported by the local community, delivered by highly skilled and committed teachers and recognise Indigenous culture and integrate it into the training and education. {156}
- Research charting the history of the evaluation of bilingual programs in the Northern Territory concludes that while the current system recognises the importance of Indigenous people as key stakeholders in the evaluation, not using student performance data compromises evaluations. {202}
- A home book-reading program implemented in Western Sydney led to gains in the mean reading age of the 22 participating children, as well as increases in listening comprehension, phonemic awareness and receptive language. Other positive outcomes were enhanced interaction between Aboriginal Educational Assistants and parents and the involvement of members on local Indigenous community. {205}
- A qualitative evaluation of the Scaffolding Literacy Programme with Indigenous Children in School in 17 primary schools in Western Australia found that it improved students' literacy and improved teaching practices. {206}
- An Indigenous language immersion program in a primary school in Alaska resulted in improved mean scores in maths and reading, improved self-esteem among students and higher attendance and participation in school. {207}
- A qualitative study of the implementation of the First Steps program (a professional development course for primary school teachers) in a remote primary school in Western

Australia found that the program supports teachers to make language and literacy learning more explicit for students. {209}

- A community literacy project in the Katherine region of the Northern Territory involved the entire community in planning the project. No results were available on the impact of the project. {211}
- Case studies of two Indigenous Queensland children who entered preparatory school as 4 (rather than as 5)-year-olds found that their understanding of number concepts, patterning and oral language was significantly enhanced. The extra year of schooling put them on an even footing with students from more advantaged backgrounds. {213}
- A project to learn why young rural Aboriginal students are most at risk of not achieving adequate literacy skills found that Aboriginal children learn in a different way to non-Aboriginal children and that many speak Aboriginal English as their first language and may find Standard Australian English hard to understand. {214}
- An evaluation of the Count Me In Too Indigenous numeracy program – a numeracy development program in New South Wales for students from preschool to Year 2 – found that linking kindergartens with preschools; professional development and continuity of teachers; good relationships between Indigenous and non-Indigenous teachers; and community involvement were critical to the success of the program. {215}
- Small-scale evaluations of the effectiveness of HIPPIY undertaken in Victoria and New Zealand found that the program can improve literacy, but is strongly affected by the level of engagement of families and the commitment of the home tutors. {216}
- Analysis of data from the Longitudinal Study of Australian Children indicated that the cognitive ability of typical Indigenous 5-year-olds is similar to that of typical non-Indigenous 4-year-olds. Socioeconomic differences account for between one-third and two-thirds of this test score gap. {217}
- The Peers Early Educational Partnership (PEEP) began as a program for children from birth to age 5 and their parents in a disadvantaged area of Oxford, England. It has since expanded to other areas of England. A 6-year evaluation of the program found that children in the intervention group made better progress in several literacy-related skills and had better self-esteem. {218}
- The National Indigenous English Literacy and Numeracy Strategy was implemented in all Australian states and territories from 2000. It focused on increasing attendance, addressing students' health problems, preschools, improving teacher quality and teaching methods, accountability and measuring results. An evaluation using case studies found that Scaffolding techniques applied to both literacy and numeracy were effective and that reporting to parents and involving them in their children's learning led to increased interest in their children's education. {219}
- The Primary Age Learning Study (PALS) was a parenting intervention in a highly disadvantaged part of London. It comprised a parent personal development program and a reading readiness program. An evaluation of PALS found that it was well used by parents from ethnic minorities and positively affected the parent-child relationship 6 months after the intervention. {220}
- The Home-School Partnership: Literacy program (HSP:L) is a New Zealand program that aims to strengthen children's learning by involving parents. An evaluation found that the program was successful in the majority of schools. Success factors were:

- choosing lead teachers and lead parents who were strongly committed to the program
- running the program as a whole school/ whole family initiative, which increased the participation rates of families, the potential for all teachers to learn from parents and children's literacy.

Grouping parents into ethnic or language groups was counterproductive in some schools. Parents were more comfortable if they were given choices about joining groups and often preferred to join their children's year group. {221}

- Reading and math assessment programs, which provide computerised rapid assessment of students' performance 2 to 5 times a week, were found to improve children's reading and maths skills in three interventions undertaken for periods of between 18 weeks and 9 months. {222}
- Reading Recovery is an intensive, highly structured early intervention delivered by trained teachers to at-risk children. While some evaluations found that the program improved reading, others found minimal benefit. Methodological flaws were evident in some of the evaluations. {223, 224, 225, 236}
- A systematic review of programs in the United States focusing on one-to-one tutoring found that the use of trained teachers to provide 30 minutes of one-to-one reading tuition per day to Grade 1 children experiencing difficulties with reading for a full year improved reading skills. {226}
- Case studies from the Numeracy Research and Development Initiative in Australia, showed that effective partnerships to support children's numeracy were characterised by a focus on local needs, leadership by one or two 'champions', and a horizontal structure. The following programs were provided as examples of good practice for Indigenous children: The Mobile Preschool Pilot Program and the Gateways to Literacy Project. {227}
- Child health check nurses in regional Western Australia gave parents information on the importance of reading to children and an appropriate book at the 7-9 month health check. An evaluation of the program found potential for child health nurses to encourage early literacy, but that the program was not effective in Aboriginal communities. {228}
- The Country Areas Program aims to address educational disadvantage among students in rural and isolated areas by providing top-up funding to local education authorities. An evaluation of the program found that parents, students and teachers value the program it and that it is having an impact on addressing geographical disadvantage. {229}
- An evaluation of a classroom literacy intervention, supplemented by 12 weeks of intensive small-group teaching for low-achieving kindergarten children, did not significantly improve the literacy of average-performing children, but resulted in literacy gains for low-achieving children. {230}
- A meta-analysis of case studies on Indigenous numeracy found that successful numeracy teaching strategies were not effective on their own in enabling Indigenous students to improve their understanding of mathematics. It was also necessary to have strong partnerships between the child's community, family and the school and a committed and stable teaching staff. {231}
- A randomised controlled trial undertaken in the United States compared two language/literacy curricula (Let's Begin with the Letter People and Doors to Discovery)

across three types of preschool (Head Start, Title 1 and universal prekindergarten). The research found that children in classrooms using the curricula showed greater rates of improvement in many of the key language/literacy areas than children in control classrooms. This was especially true in Head Start preschools, which target children from low socioeconomic backgrounds. {232}

- BEACON Plus is a literacy training and mentoring program for child care workers in the United States. An evaluation of the program found that it improved the literacy knowledge of workers. It was not clear if improvements in children's literacy skills were attributable to the program or to changes in the physical environment of the child care settings. {233}
- The Schoolwide Early Language and Literacy (SWELL) program is an Australian program that aims to develop critical prerequisite literacy concepts such as oral language, comprehension skills and early phonological awareness in kindergarten children. An evaluation was undertaken involving children across four schools in New South Wales that received disadvantaged schools funding. It found that treatment children outperformed control children on words read in context, but not on words read in isolation. {234}
- A randomised control evaluation of two early literacy programs (Let's Begin with the Letter People and the Waterford Early Reading Program, Level 1) found that both resulted in small but positive gains in children's early literacy skills. Let's Begin with the Letter People (a teacher-directed program) improved more key emergent literacy skills than the Waterford Early Reading Program (which provides individual computer-based teaching). {235}
- Making Up Lost Time in Literacy (MULTILIT) is an intensive literacy intervention for children and young people. An evaluation of its impact on two target groups (mid-primary school aged children and late primary/early high school-age young people) and using four different teaching intensities (full-time out of school, half-day school-based, one-and-a-half hours-a-day school-based and 30 minutes a day delivered by parents/care givers) found that the highest average literacy gain resulted from the one-and-a-half-hour-a-day program delivered by teachers to primary school-age children. The implementation of MULTILIT to high-school students was not successful for a range of reasons. {237}
- Better Beginnings, an early intervention family literacy program developed by the State Library of Western Australia, supports parents to provide positive language and literacy influences for young children. An evaluation of the program found that it influenced parents' beliefs about the importance of sharing books with their child. {238}
- A culturally appropriate intervention to promote literacy among low-income Hispanic families with children aged between 5 and 11 months in the United States was evaluated using a randomised control trial. Intervention parents were more likely to read books with their child at least 3 days a week and to own more books. {239}
- Project EASE (Early Access to Success in Education) was a year-long intervention targeting the parents of preschool children in the United States. An evaluation of the project found that the children of participants made greater gains in language skills than the control group and that the intervention had a greater impact on children who scored low at the pretest. {240}
- An 8-week tutoring program by volunteers was run with six Grade 1 students in Perth, Western Australia, and found that:

- all volunteers were able to implement the intervention successfully
- reading specialists who provided support to the volunteers were critical to the success of the program
- children's reading improved. {241}
- A study evaluating the effectiveness of a clinic-based program to promote book sharing and bedtime reading found that the program increased the enjoyment of books and book sharing among low-income families. {242}
- A United States study that investigated the effectiveness of two computer programs (DaisyQuest and Daisy's Castle) in increasing phonological awareness in low-progress kindergarten and first-grade children found that:
 - the phonological awareness of at-risk kindergarten and first grade children was enhanced by using computer-administered and teacher-delivered instruction
 - computer-administered instruction was as effective for kindergarten students as it was for first graders. {243}
- A United States study investigating whether the reading attitudes and literacy achievement of children from minority backgrounds could be enhanced by a literacy program emphasising the enjoyable, skills-oriented experience of reading literature found that children in the experimental groups:
 - substantially increased their literacy performance on several measures
 - used books more
 - predominantly identified reading and writing in the literature program as fun. {244}
- The United States School Renaissance reading program comprises:
 - a teacher professional development component to help teachers produce student reading logs and diagnostic reports
 - a computerised management program to enable students to choose books to read and then answer a small quiz on completion of the book.

A randomised control evaluation of the impact of the program on the reading achievement of at-risk primary school students found that:

- the reading of students in the treatment group improved significantly more than those in the control group
- the improvement was greater for students in Grades 3 and 4 than for those in Grades 5 and 6. {245}
- A randomised control trial of the impact of incorporating video content (*Super Why!*, *Between the lions* and *Sesame Street*) into literacy education for preschool children found that:
 - digital media (including public television programs and web-based games), when integrated with teacher-led interactive activities can support early literacy skills of 4 and 5-year-old children, including those from low-income families
 - the training and ongoing coaching (2 hours a week) provided to the teachers was a crucial element in the intervention. {246}
- The National Accelerated Literacy Program (NALP) was implemented in 100 primary and secondary schools in the Northern Territory. It aims to improve literacy outcomes for all students, in particular Indigenous students from very remote areas. An evaluation

examined the program's implementation, teacher practice and student outcomes and found that:

- The program produced measurable improvements for students in urban areas or with a basic level of literacy or reading competence, but was ineffective for students without basic reading skills, who are concentrated in very remote locations. Indigenous students in Alice Springs and Katherine had higher rates of acceleration than their non-Indigenous peers, so NALP contributed to closing the reading gap in these locations.
- The program's success was critically dependent on the level of training and support provided to teachers. Teachers in very remote areas received much less in-school support. {247}
- Four reading programs (Building Essential Literacy, Developing Literacy First, Literacy Collaborative and Success for All) were evaluated in 16 schools servicing very low socioeconomic communities in Boston, United States. The schools were all in the 'mature' phase of literacy reform, i.e. had been implementing literacy reform for 3 to 5 years. All four programs were found to improve First Grade reading. {248}
- The Rainbow Repeated Reading Program, which uses a taped read-along text to enhance understanding of content was not found to enhance the efficacy of MULTILIT. {249}
- MULTILIT was found to be equally effective in improving the literacy of older Indigenous and non-Indigenous students from disadvantaged backgrounds in an urban high school. The report stated: 'Aboriginal students do not need different instruction from non-Aboriginal students, as is often claimed, but just effective instruction per se appears to be effective for all'. {250}
- A 6-year-long evaluation of the long-term benefits of the Words Work literacy intervention for at-risk preschool children in the Head Start program found that the program had a positive effect on students' reading and mathematics performance in the long term. {251}
- Four reading programs (Spell Read Phonological Auditory Training, Failure Free Reading, Corrective Reading and Wilson Reading) were evaluated regarding their efficacy in improving the reading skills of third and fifth grade primary students in the United States. Third graders who received one of the four programs improved their reading more than the control students. For fifth graders the impacts were generally not significant. {252}
- An phonological awareness program designed for Indigenous children who are at high risk of hearing disability and who are learning English as a foreign language resulted in a one-year progress in phonological awareness, with consequent gains in literacy. {253}
- Research undertaken in 10 independent schools in South Australia investigated the reasons for the poor attendance, retention and completion rates of Indigenous students in Years 9-12. The author found that Indigenous students can feel isolated and recommended mentoring and setting up student networks. Critical incidents outside the control of the school were also found to affect attendance, retention and completion rates. Attendance was found to increase dramatically when Vocational Education and Training (VET) options were made available. {301}
- A review of current Australian Government policies of making Indigenous welfare payments conditional upon school attendance concluded that quarantining welfare

payments is an expensive and ineffective means of increasing Indigenous children's participation in education. {302}

- A report investigating reasons for the high rates of absenteeism among Indigenous students highlighted the importance of local and community contexts in contributing to the success of any program to reduce absenteeism. {303}
- A qualitative evaluation of the Junior Canadian Rangers program concluded that a similar program in Australia may have the potential to re-engage disaffected Indigenous youth. {304}
- An overview was conducted of factors affecting the low percentage of Indigenous young people who progress to Year 12, including: socioeconomic factors, family and household structure, geography, school-related factors, literacy and numeracy and school attendance. Recommendations are made in relation to future data collection and research. {305}
- Two case studies of VET-in-School programs were successful because there was a cultural fit between course delivery, content, student aspirations and the realities of local employment opportunities; they were community-based; and they both had strong leadership and committed staff. {306}
- A study that developed a multidimensional measure of school motivation and tested it in cross-cultural contexts using a large-scale longitudinal database (n=8,963) found that some motivational orientations were more or less important to particular cultures. {307}
- A survey of 105 young people in the Torres Strait Islands found that while they viewed education positively, more emphases on job-related and life skills training at school would be beneficial. {308}
- An evaluation of the Indigenous Education Strategic Initiatives Program – Away-from-Base for 'Mixed-Mode' Delivery found that the courses may have contributed to sustaining strong enrolment, but that anticipated improvements in student outcomes were not evident. The current funding formula may have provided incentives for institutions to enrol students with insufficient basic literacy and numeracy skills to undertake and complete courses. {309}
- Projects funded under the Indigenous Youth Partnerships Initiative aim to support young Indigenous people to develop the core skills they need to live fulfilling and independent lives. An evaluation of 18 projects funded under the initiative found that there was minimal data available on outcomes, but there was some indication of increased attendance at school and increased knowledge of career/vocational options. {312}
- Remedial skills and secondary-school readiness programs (such as MULTILIT and Scaffolding Literacy) and secondary boarding schools have shown the potential to achieve results in relation to attendance, achievement and retention in remote schools. {313}
- A report examining Indigenous people's participation in VET courses in Australia's desert regions found that participation rates were fairly high, but pass and completion rates were well below those of non-Indigenous students. Interviews with stakeholders indicated that VET courses in desert areas are often misaligned with the local needs, aspirations and prior skills of Indigenous people. {319}

- A methodology for estimating the economic benefits of early childhood programs developed by the World Bank was used to estimate the benefit-cost ratio of an early childhood development project in Bolivia. {320}
- A study reporting the results of a survey and interviews with Indigenous students found that VET in Schools addresses their needs by providing work experience and pathways to employment. {321}
- Five equity programs developed by the NSW Government to assist children living in disadvantaged areas and children from non-English speaking backgrounds were evaluated for their impact on student participation and achievement. The Priority Action School Program was found to have a small positive impact on student achievement and both teachers and students were satisfied with the program. The quality and stability of teaching staff are critical to the success of equity programs. {322}
- A review of the implementation of the Aboriginal Careers Aspiration Program in NSW high schools recommended the expansion of career education in schools. {323}
- The Burkinabe Response to Improve Girls' Chances to Succeed (BRIGHT) Program implemented in Burkino Faso, West Africa, was effective in increasing the level of school enrolment, as well as the mathematics and French language test scores of Indigenous girls and boys. {324}
- Research investigating the low participation and completion rates in VET programs of Indigenous students in the Goulburn Valley of Victoria found that while Indigenous young people are interested in VET, they do not complete courses. Young people do not consider that there are effective pathways from VET to employment. {325}
- A report investigating the place of VET in schools found that while the program was useful overall, significant challenges exist with regard to institutional structures and financial arrangements of schools. Indigenous students' participation in VET programs while at school is likely to result in positive educational and employment outcomes. {326}
- Research investigating relationships between housing and children's schooling for public housing tenants in Queensland found that frequent house moves, neighbourhood conflict, housing amenity (including state of needed repair) and high rental costs affected children's schooling {327}
- A report estimated the economic benefits of improved educational outcomes for aboriginal Canadians and concluded that investing in disadvantaged children is both equitable and cost-effective. {329}
- A 2 year study on the health and social impacts of swimming pools in the Anangu, Pitjantjatjara and Yankunytjatjara (APY) Lands of South Australia found positive effects on child behaviour and child health (skin diseases) but no impacts on school attendance or the prevalence of ear disease. There was strong support from communities for the No School, No Pool policy. {330}
- A trial in Halls Creek, Western Australia, to improve school attendance among children of welfare recipients and improve employment outcomes for their parents and carers was largely unsuccessful. The trial did not increase school attendance, despite the support of parents. Parenting style, school culture, school commitment and teaching quality were influential factors. Engaging parents in job-related activities was successful, but only with very high levels of active, on-the-ground support. {331}

- A United States study evaluating the effectiveness of providing intensive school-based case management by a social worker, as well as coordinated medical care and group therapy for secondary students who had one child or were pregnant, found the approach achieved a 50% reduction in the rate of subsequent births during adolescence, as compared with a control group. {332}
- The Mentor-One Program was developed in Queensland and targets young people at risk of disconnecting from their families, schools and communities. An evaluation of the program found an increase in participants' engagement with education, family and community, as well as improved self-esteem. {333}
- A randomised-control evaluation of a United States program that required urban teenagers aged 16 to 18 years to attend school on a full-time basis as a condition of receiving public financial assistance (The School Attendance Demonstration Project) found that, although there was an increase in school attendance among teenagers from two-parent families with relatively few risk factors, teenagers from single-parent families were less likely to increase their school attendance. The proportion of participants graduating from secondary school did not increase. {334}
- A review of evidence from seven programs that linked school attendance with welfare payments in the United States found that sanction-only programs have a negligible effect on attendance, but that sanctions combined with case management can be effective. {335}
- An evaluation of a mentoring project for African-American 14 to 16 year-old young people (the Brothers Project) found that the project did not significantly improve self-esteem, attitudes towards drugs and alcohol, or school grades and attendance. However, no data were collected on the quality of the mentor-mentee relationship. {336}
- The Summer Training and Education Program (STEP), an employment, academic remediation and life skills intervention targeting low-income, under-achieving 14 to 15-year-old high school students in the United States, was found to improve reading and maths skills of young people, but it did not result in long-term educational or economic improvements. {337}
- The Quantum Opportunity Program was a demonstration after-school program that offered intensive and comprehensive services to at-risk youth when they entered ninth grade. Its goal was to increase rates of high-school graduation and enrolment in postsecondary education or training. An evaluation of the program found that overall it did not achieve its objectives, although there were promising results in three of the seven evaluation sites. {338}
- The United States Woodrock Youth Development Project aims to reduce the use of alcohol, tobacco and other drugs among at-risk minority young people by improving family, school and community supports; training in drug resistance skills; and developing general living and interpersonal skills. An evaluation of the project found reductions in alcohol and drug use and increases in self-reported school attendance. {339}
- A randomised control evaluation of in-school and take-home food for education programs for primary school-aged children in refugee camps in Africa found that both types of programs increased children's school attendance and educational attainment. The in-school feeding program performed better than take-home rations. {340}
- Research examining student retention rates at five boarding schools set up for American Indian children found that successful boarding schools focused on the needs of children

(modifying their programs if required to meet the needs of children), encouraged staff/student bonding, provided structure and support for the children, and rarely used medication. {341}

- The aims of the Full Service Schools Program are to encourage young people to return to or remain at school until the end of Year 12 and to achieve quality learning outcomes and work-related skills. A national evaluation involving a survey and interviews found that approximately 77% of participants remained at school during their participation in the program. The main changes reported by schools were more flexible delivery, the acceptance of part-time attendance and improved links between schools and community agencies. {342}
- A randomised control evaluation undertaken with 246 students from 36 matched rural schools in the United States investigated whether the student engagement and completion of online courses is enhanced by providing adult facilitators trained in learner-centred psychological principles. Students supported by the trained adult facilitators persevered with the online course for more weeks and had a higher completion rate. {343}
- An evaluation of the NACCHO Ear Trial found that treating ear infections had no effect on school attendance in the timeframe of the study. While the treatment significantly cleared ear discharge, hearing did not improve in the short term, so it is possible that school attendance may have improved in the longer term. {344}
- Analysis of survey data from the Indian Youth Resiliency Impact study in the United States found that the impact of cultural programming on school success was small. The strongest predictor of school success was the extent to which schools have supportive teachers and a drug-free environment. {345}
- The *Deadly Vibe* magazine, which aims to promote the benefits of schooling, was evaluated through a survey of students, teachers and principals. Respondents valued the magazine. {346}
- A randomised control trial was implemented in India to determine whether providing iron supplements and de-worming medication positively affects children's health and preschool attendance. The program resulted in weight gain, increased preschool participation and less absenteeism. {347}
- An evaluation of the Victorian Middle Years Reform Program, which provided funds to employ additional classroom teachers, found evidence of small improvements in literacy in the first two years of implementation, but no improvements in school attendance or retention. {348}

Health

Table B.3: Assessed Collection items for health building block

Assessment ID	Title	Year	Author
601	A multifaceted health-service intervention in remote Aboriginal communities: 3-year follow-up of the impact on diabetes care	2004	Bailie RS, Si D, Robinson GW, Togni SJ & d'Abbs PHN
602	Cost-effectiveness analysis of a kidney and cardiovascular disease treatment program in an Australian Aboriginal population	2005	Baker PR, Hoy WE & Thomas RE
603	Does health assessment improve health outcomes in Indigenous people? An RCT with 13 years of follow-up	2005	Calver J, Wiltshire A, Holman C, D'Arcy J, Hunter E, Garfield C et al.
604	Monitoring the 'Strong Women, Strong Babies, Strong Culture Program': the first eight years	2003	d'Espaignet ET, Measey ML, Carnegie MA & Mackerras D
606	An Aboriginal-driven program to prevent, control and manage nutrition-related 'lifestyle' diseases including diabetes	2006	Gracey M, Bridge E, Martin D, Jones T, Spargo RM, Shephard M et al.
607	Evaluation of the NSW Aboriginal Vascular Health Program 2000–2003: building blocks for sustainable change	2009	NSW Health & Hackett J
608	Secondary prevention of renal and cardiovascular disease: results of a renal and cardiovascular treatment program in an Australian Aboriginal community	2003	Hoy WE, Wang Z, Baker PRA & Kelly AM
609	Evaluation of a multi-component community tobacco intervention in three remote Australian Aboriginal communities	2006	Ivers RG, Castro A, Parfitt D, Bailie RS, d'Abbs PH & Richmond RL
611	The Kahnawake Schools Diabetes Prevention Project: intervention, evaluation, and baseline results of a diabetes primary prevention program with a native community in Canada	1997	Macaulay AC, Paradis G, Potvin L, Cross EJ, Saad-Haddad C, McComber A et al.
612	The Koori Tobacco Cessation Project	2004	Mark A, McLeod I, Booker J & Ardler C
614	Impact of a collaborative shared antenatal care program for urban Indigenous women: a prospective cohort study	2005	Panaretto KS, Lee HM, Mitchell MR, Larkins SL, Manassis V, Buettner PG et al.
615	Sustainable antenatal care services in an urban Indigenous community: the Townsville experience	2007	Panaretto KS, Mitchell MR, Anderson L, Larkins SL, Manassis V, Buettner PG et al.
616	Effectiveness of a community-directed 'healthy lifestyle' program in a remote Australian Aboriginal community	2000	Rowley KG, Daniel M, Skinner K, Skinner M, White GA & O'Dea K
617	Laramba Diabetes Project: an evaluation of a participatory project in a remote Northern Territory community	2003	Tyrrell M, Grundy J, Lynch P & Wakerman J

Assessment ID	Title	Year	Author
619	The Aberdeen Indian Health Service Infant Mortality Study: design, methodology, and implementation	2001	Randall LL, Krogh C, Welty TK, Willinger M & Iyasu S
620	Universal family-focused interventions in alcohol-use disorder prevention: cost-effectiveness and cost-benefit analyses of two interventions	2002	Spoth RL, Guyll M & Day SX
626	Alukura—for my daughters and their daughters and their daughters: a review of Congress Alukura	2004	Carter E, Lumley J, Wilson G & Bell S
627	An evidence-based formative evaluation of a cross cultural Aboriginal mental health program in Canada	2006	Thomas W & Bellefeuille G
628	Evaluating performance of and organisational capacity to deliver brief interventions in Aboriginal and Torres Strait Islander medical services	2010	Panaretto K, Coutts J, Johnson L, Morgan, A, Leon D & Hayman N
629	Sometime they run away, that's how scared they feel: the paediatric hospitalisation experiences of Indigenous families from remote areas of Australia	2004	Tanner L, Agius K & Darbyshire P
630	Implementing research outcomes for better medication management for Aboriginal people	2004	De Crespigny C, Kowanko I, Murray H & Emden C
631	Obstetric health services in Far North Queensland: is choice an option?	1995	Fitzpatrick JM
634	Lessons for Aboriginal tobacco control in remote communities: an evaluation of the Northern Territory 'Tobacco Project'	2010	Thomas D, Johnston V & Fitz J
636	What works to prevent adolescent smoking?: a systematic review of the National Cancer Institute's research-tested intervention programs	2009	Sherman EJ & Primack BA
637	An holistic economic evaluation of an Aboriginal community-controlled midwifery programme in Western Sydney	2004	Jan S, Conaty S, Hecker R, Bartlett M, Delaney S & Capon T
638	Knowledge and attitudes regarding smoking during pregnancy among Aboriginal and Torres Strait Islander women	2009	Gilligan C, Sanson-Fisher, Robert W, D'Este C, Eades S & Wenitong M
639	An evaluation of tobacco brief intervention training in three indigenous health care settings in north Queensland	2002	Harvey D, Tsey K, Cadet-James Y, Minniecon D, Ivers R, McCalman J, et al.
640	Outcomes of cardiac surgery in Indigenous Australians	2009	Lehman SJ, Baker RA, Aylward PE, Knight JL & Chew DP
642	Barriers to participation of Aboriginal people in cancer care: communication in the hospital setting	2009	Shahid S, Finn LD & Thompson SC

Assessment ID	Title	Year	Author
643	Improving access to specialist care for remote Aboriginal communities: evaluation of a specialist outreach service	2001	Gruen RL, Bailie RS, d'Abbs PH, O'Rourke IC, O'Brien MM & Verma N
644	Survival tucker: improved diet and health indicators in an Aboriginal community	1994	Lee AJ, Bailey APV, Yarmirr D, O'Dea K & Mathews JD
645	Improving diabetes care in the primary health care setting: a randomised cluster trial in remote Indigenous communities	2001	McDermott RA, Schmidt BA, Sinha A & Mills P
646	Adult health checks for Indigenous Australians: the first year's experience from the Inala Indigenous Health Service	2009	Spurling GKP, Hayman NE & Cooney AL
647	Cost-effectiveness of motivational interviewing for smoking cessation and relapse prevention among low-income pregnant women: a randomized controlled trial	2008	Ruger JP, Weinstein MC, Hammond SK, Kearney MH, Emmons KM
648	Economic evaluations of smoking cessation and relapse prevention programs for pregnant women: a systematic review	2008	Ruger JP & Emmons KM
650	An economic evaluation of the Expanded Food and Nutrition Education Program	2008	Dollahite J, Kenkel D & Thompson CS
651	Evaluation of an Aboriginal health promotion program: a case study from Karalundi	1998	Gray D, Sputore B & Walker J
652	Reaching hard-to-reach, high-risk populations: piloting a health promotion and diabetes disease prevention programme on an urban marae in New Zealand	2003	Simmons D & Voyle JA
653	Short term efficacy of a lifestyle intervention programme on cardiovascular health outcome in overweight Indigenous Australians with and without type 2 diabetes mellitus: the healthy lifestyle programme (HELP)	2007	Chan LCK, Ware R, Kesting J, Marczak M, Good D, Shaw JTE
654	A cost-based equity weight for use in the economic evaluation of primary health care interventions: case study of the Australian Indigenous population	2009	Ong KS, Kelaher M, Anderson I & Carter R
655	A study of the use of free nicotine patches by Indigenous people	2003	Ivers RG, Farrington M, Burns CB, Bailie RS, D'Abbs PH, Richmond RL et al.
656	Identifying cost-effective interventions to reduce the burden of harm associated with alcohol misuse in Australia	2008	Doran C, Vos T, Cobiac L, Hall WD, Asamoah I, Wallace AL et al.
657	Evaluation of the Healthy for Life Program: final report	2009	Urbis Australia & Office for Aboriginal and Torres Strait Islander Health

Assessment ID	Title	Year	Author
658	The RACGP Aboriginal and Torres Strait Islander Women's Project: supporting GPs to improve early detection and management of breast and cervical cancer in Aboriginal and Torres Strait Islander women: evaluation report	2003	Carey M
659	Evaluation of the Lighten Up to a Healthy Lifestyle Program	2005	Queensland Health
660	An education intervention for childhood asthma by Aboriginal and Torres Strait Islander Health Workers: a randomised controlled trial	2010	Valery PC, Masters IB, Taylor B, Laifoo Y, O'Rourke PK & Chang AB
661	The effectiveness of a community/academic health center partnership in decreasing the level of blood pressure in an urban African-American population	2003	Levine DM, Bone LR, Hill MN, Stallings R, Gelber AC, Barker A et al.
662	A review of tobacco interventions for Indigenous Australians	2003	Ivers RG
666	Are rural people getting HeartSmart?	2004	Aoun S & Rosenberg M
667	Evaluation of a mobile diabetes care telemedicine clinic serving Aboriginal communities in Northern British Columbia, Canada	2004	Jin AJ, Martin D, Maberley D, Dawson KG, Seccombe DW & Beattie J
668	Two-year results from a community-wide diabetes prevention intervention in a high risk indigenous community: the Ngati and Healthy project	2009	Coppell KJ, Tipene-Leach DC, Pahau HLR, Williams SM, Abel S, Iles M et al.
669	Maternal education and child health: an exploratory investigation in a central Australian Aboriginal community	2002	Ewald D & Boughton B
670	Are hygiene and public health interventions likely to improve outcomes for Australian Aboriginal children living in remote communities? A systematic review of the literature	2008	McDonald E, Bailie R, Brewster D & Morris P
671	Wadu Wellness: improving the health & wellbeing of Aboriginal children at Alberton Primary School (SA): evaluation report	2008	Riggs L

Table B.4: Health items by theme and type of study

	Type of research			Literature reviews ²
	Quantitative comparison group	Other quantitative	Qualitative ¹	
Lifestyle and chronic disease	601,602,603,606,608,609,617,620,640,645,646,650,651,652,653,655,661,666	611,612,616,628,644,656,658,659,667,668	607,634,639,642,657	636,662
Maternal and child health	614,615,638,647,660	604,619,626,631,637,669,670,671	629	648
Mental health			627,630	
Other		643		654

¹This value is understated as some qualitative research is included in quantitative research.

²Literature reviews include systematic, meta-analysis and other reviews.

Summaries of health assessed items

- A diabetes care intervention in two remote areas of the Northern Territory involved health-care system reform, including the transfer of purchasing and planning responsibility to local health boards, the development of clinical guidelines, electronic registers and reminder systems, and staff training. An evaluation of the longer-term effectiveness of the intervention found an initial improvement in overall service levels from 40% to 49%, but this was not sustained over the 3-year period. {601}
- An evaluation of the efficacy of a Northern Territory program to reduce risk factors for kidney disease comprising treatment for high blood pressure and diabetes, and health education, found that while the program cost between \$1,200 and \$1,400 per client per year, it produced estimated cost savings of between \$3.4 and \$11.1 million in dialysis years avoided. {602}
- An evaluation of the impact of a multicomponent health assessment on mortality and morbidity in Kimberley Aboriginal residents during a 13-year follow-up found there was no overall mortality benefit, despite increased health service contact associated with the intervention. The authors state that systematic and sustained interventions and investment in community development are required to achieve improved health outcomes. {603}
- It is possible to increase the birth weight of Indigenous infants through community-based interventions, but differences in outcomes between treatment communities mean that more understanding of implementation issues is required. {604}
- A program of health screening, dietary and exercise interventions and treatment was undertaken in four remote WA communities. One community withdrew from the program. After several months of operation of the program in one community, almost half (49%) of participants lost weight, and over half had improved HbA1c (a measure of blood glucose) levels (54%) and improved cholesterol levels (59%).{606}
- A largely qualitative evaluation of the NSW Aboriginal Vascular Health Program concluded that the program's overall strategic direction was sound. Respondents considered early detection and screening to be strengths of the program, but were concerned about the capacity of health services to undertake the follow-up work required. {607}
- Systematic treatment of Indigenous people with high blood pressure, diabetes and/or kidney disease in the Tiwi Islands resulted in a 57% reduction in deaths from kidney disease and a 46% reduction in non-kidney disease deaths over a period of 4 years. {608}

- An evaluation of a multicomponent community tobacco intervention (including sport sponsorship, health promotion, training for health professionals, school education and policies on smoke-free places) conducted in three Aboriginal communities in the Northern Territory did not find any significant change in tobacco use, although knowledge of the health effects of tobacco and readiness to quit increased. {609}
- An evaluation of a diabetes project targeting aboriginal Canadian primary school children over a period of 3 years did not report increased physical activity or improved eating habits, which were the objectives of the project {611}
- Six per cent of the Indigenous volunteers who participated in a 4-week quit smoking program in regional Australia reported abstinence from tobacco at 3 months. The program comprised free nicotine replacement therapy, information and counselling {612}
- An evaluation of a community-based antenatal program in north Queensland found that the program significantly increased mothers' number of antenatal visits and significantly decreased preterm births and perinatal deaths. {614, 615}
- A study that assessed the sustainability and effectiveness of a 2-year community-directed program for the primary and secondary prevention of obesity, diabetes and cardiovascular disease in a remote Aboriginal community in Western Australia found mixed results. Significant reductions were found in fasting insulin concentration, but no change in the prevalence of diabetes, overweight or obesity. {616}
- An evaluation of a project to increase the knowledge of diabetes risk factors and consequences and improve the management of diabetes in one remote Central Australian Aboriginal community found that, although there was increased use of health services during the project, there was no evidence of improved management of existing diabetes. The community's purchasing behaviour changed in favour of healthier foods and there was increased activity in the area of diabetes prevention. {617}
- A 4-year case control study investigating the causes of Sudden Infant Death Syndrome among American Northern Plains Indians was characterised by high levels of participation by community members. Health outcomes were not reported. {619}
- A United States study examining the impact of two parenting programs on delaying the onset of alcohol use among adolescents found both programs to be cost effective. The demography of the sample was very different from the Australian Indigenous population, consisting almost entirely of white households with two parents, so the results may not apply to Indigenous adolescents. {620}
- A review of an Aboriginal women's health service in Central Australia, found that client visits increased by 42% over a 2-year period. The proportion of women having a first trimester antenatal visit increased, as did the mean birth weight of Aboriginal infants, although the latter was not attributable to the health service. Other primary and maternity care providers perceived the quality of care provided by the health service to be high and saw the service playing a key role through transport, liaison, screening and follow-up. {626}
- A qualitative evaluation of a Canadian cross-cultural Aboriginal mental health program involving six participants found that the psychotherapy technique known as 'focusing' has potential in therapeutic practice. {627}
- An evaluation of the extent to which staff of a Queensland Aboriginal and Torres Strait Islander health service implemented brief interventions for smoking, nutrition, alcohol and physical activity (SNAP) found there was an increasing trend to record SNAP factors. Of clients identified as being at risk, 78% received at least one brief intervention. The

research did not investigate whether brief interventions resulted in clients changing their behaviour. {628}

- A study of the hospitalisation experiences of Indigenous families from remote areas of Australia found that they experience extreme culture shock when their children are hospitalised. Communication difficulties amplify the challenges for both families and hospital staff. {629}
- A paper describing a South Australian research project on improving the mental health of Indigenous Australians through better medication management recommends improved health information, coordination and access to services. {630}
- A study of the birth experiences of women living in remote areas of Queensland found that all women interviewed (both Indigenous and non-Indigenous) expressed anguish about their separation from home and family for their confinement. However, all women indicated that the urban-based hospital was a safer place to deliver than their local health facility. {631}
- An evaluation of a pilot project to reduce tobacco use in six remote Northern Territory communities found that the project had minimal impact on tobacco consumption overall. {634}
- A systematic review of school-based tobacco prevention programs in the United States found five programs that were successful in the short term. The evaluation concluded that the above programs may need to be updated (they were implemented in the 1990s) and that new programs should be more specifically targeted. {636}
- An evaluation of an Aboriginal community-controlled midwifery program in western Sydney found that women participating in the program attended their first antenatal visit much earlier in pregnancy and attended more antenatal visits. However, there were no significant differences in birth weight or perinatal survival compared with Aboriginal women who received antenatal care in conventional settings. {637}
- An investigative study that interviewed 145 pregnant Aboriginal and Torres Strait Islander women who attended a health service in Far North Queensland found that 41% of them were daily or occasional smokers. Knowledge about the harms of smoking was generally high. Women who were smokers had a much higher rate of smoking partners than women who were non-smokers. Levels of stress were higher among smokers than non-smokers. {638}
- An evaluation of a tobacco brief intervention program implemented in rural and remote north Queensland found changes in clinical practice among health workers, but no evidence that anyone had given up smoking at 6 months after the intervention. {639}
- A study of patients undergoing cardiac surgery at Flinders Medical Centre in Adelaide, found that Indigenous Australians present for cardiac surgery nearly 20 years earlier than non-Indigenous Australians and have higher death rates following surgery. {640}
- In-depth interviews with 30 Aboriginal cancer patients conducted in Western Australia examined patients' views about effective communication between themselves and health providers in a hospital setting. The study concluded that a better understanding by hospital staff of Aboriginal customs, values, lifestyle and the importance of family and land can improve service delivery to Indigenous people. {642}
- An evaluation of the Specialist Outreach Pilot Project (which provided a range of specialist surgical services to remote Aboriginal communities in the Northern Territory) found that, when compared with hospital based outpatient services alone, outreach is a

more accessible, appropriate and efficient method of providing specialist medical services to remote Aboriginal communities. {643}

- A year-long health and nutrition project undertaken with an Indigenous community in the Northern Territory resulted in community readiness and a commitment to improving nutrition uptake and health outcomes. Work is in progress to assess the sustainability, cost-effectiveness and generalisability of the project. {644}
- An evaluation of improved Type 2 diabetes care in the Torres Strait found that a simple recall system managed by local health care workers and supported by a diabetes outreach service achieved significant improvements in diabetes care and reduced hospitalisations. {645}
- A cross-sectional study of Indigenous patients opportunistically recruited from a metropolitan Indigenous health service to evaluate the role of adult health checks concluded that the checks are effective in evaluating health status, identifying chronic risk factors and implementing preventive health care. {646}
- A randomised control evaluation of the cost-effectiveness of motivational interviewing in encouraging low-income pregnant women in the United States to quit smoking found that motivational interviewing helps to prevent smoking relapse, but was no more effective than usual care in promoting smoking cessation. {647}
- A systematic review of economic evaluations of smoking cessation and relapse prevention programs for pregnant women found eight United States research papers that met the inclusion criteria. All eight studies found significant net positive economic benefits for prenatal smoking cessation interventions. It is unclear whether these programs would be cost-effective if implemented with Aboriginal mothers. {648}
- An economic evaluation of the New York State Expanded Food and Nutrition Education Program, which promoted nutrition skills and positive behaviours among low-income adults, found that, based on self-reported changes in diet and food preparation, the cost effectiveness of the program compared well to that of other health interventions. However, the cost to government of delivering the program was higher than the benefit gained in decreased health care costs and increased productivity. {650}
- An evaluation of a health promotion program in Western Australia aimed at enhancing self-esteem and reducing drug use among Aboriginal students found inconclusive results. {651}
- A study investigating whether urban maraes are appropriate locations for diabetes prevention programs concluded that the maraes have the potential to reach large numbers of those at high risk of Type 2 diabetes. {652}
- A healthy lifestyle project conducted with overweight volunteers from urban Indigenous communities featured self-monitoring of fasting plasma glucose and physical activity. At 6 months the project was found to have resulted in small but significant reductions in waist circumference and blood pressure. There were no significant changes in smoking rates and small but significant increases in HbA1c and cholesterol levels. {653}
- A paper proposes the use of cost-based equity weights for the economic evaluation of interventions delivered by primary health care services. Cost-based equity weights are the ratio of the cost of providing interventions delivered by Indigenous primary health services compared to the cost of the same interventions delivered by mainstream health services. The impact of using equity weights would be to deflate the cost of providing health services through Indigenous providers. {654}

- Indigenous smokers in two remote communities and one urban community in the Northern Territory were provided with free nicotine patches and/or a brief intervention. No participant completed the full course of patches. At 6 months 10% of those in the nicotine patches group had quit and 1% of the brief intervention-only group had quit. Barriers to cessation included high smoking rates in these communities and the perception of tobacco use as non-problematic. {655}
- A study examining the cost-effectiveness of interventions to reduce the burden of harm associated with alcohol misuse in Australia found taxation and advertising bans to be the most cost-effective interventions considered. The interventions evaluated were taxation; licensing controls; advertising bans; brief intervention by primary care practitioners, with or without support; provision of residential treatment to individuals with alcohol dependence; drink-driving mass media campaigns; increasing the minimum legal drinking age to 21 years; and random breath testing. {656}
- An evaluation of the Healthy for Life Program, which aims to improve the capacity and performance of Indigenous primary health care services to deliver maternal and child health services and chronic disease care, found that progress is being made towards the short-term goals for the program. {657}
- A model of practice to improve the early detection and management of breast and cervical cancer among Indigenous women was piloted over a 15-month period in three locations. An evaluation of the implementation of the model found some indication of increased participation by Indigenous women in screening in two of the pilot sites. {658}
- A prepost evaluation of a 10-week, group-based healthy lifestyle program for adults at risk of chronic disease found that, at the end of the program, almost two-thirds (65%) of the participants had lost weight. The majority of the participants were female and aged between 40 and 69 years. Over half (55%) were self-referred and the remainder were referred by a health professional. About 3% of participants identified as Indigenous. {659}
- A randomised control evaluation of a community-based education program, conducted by trained Indigenous health care workers in the Torres Strait, for managing childhood asthma found no significant difference in the number of unscheduled medical visits for asthma between the intervention and control groups. However, the schoolchildren in the intervention group missed fewer days of school because of wheezing and significantly more carers in the intervention group could answer questions about asthma medication, knew where the child's asthma action plan was kept and could describe it. {660}
- A study investigating the effectiveness of a 4-year randomised clinical trial using nurse-supervised community health workers and two different levels of intervention intensity (low and high) to control high blood pressure in an urban African-American population found a significant decrease in blood pressure and a significant increase in the percentage of individuals with controlled blood pressure for both intervention intensities. The less intensive intervention comprised usual medical care, community education, counselling and referral at a home visit, while the more intensive intervention included five additional home visits to help individuals reduce barriers to controlling their high blood pressure. {661}
- A systematic review of interventions aimed at reducing the harm resulting from tobacco use among Indigenous Australians found that only four interventions had been evaluated. {662}
- A study evaluating the impact of a hospital-based cardiac rehabilitation program comprising 7 weeks of education and exercise sessions in a regional town in Western Australia found that participants improved their quality of life, complied with medication

and diet, increased their physical activity and lost weight. There were no Aboriginal participants and the report recommends that a similar program be staffed by Aboriginal health workers in a location outside the hospital. {666}

- An evaluation of a mobile diabetes telemedicine clinic providing care to Aboriginal communities in northern Canada reported that in its first year of operation 25 clinics were held at 22 sites and examined 339 clients with diabetes. The cost per client was estimated to be lower than the cost of transporting clients to care in the nearest cities. Exit surveys found that client satisfaction with the clinic was high. {667}
- A diabetes prevention program in a high-risk Maori community resulted in a significant decrease (from 35.5% to 25.4%) in the prevalence of insulin resistance 2 years after the program was implemented. Most changes occurred among women in the 25–49 year age group, with the percentage of this group achieving minimum recommended exercise levels increasing from 45.1% to 60.3%, and the percentage of those eating wholegrain bread rising from 42.2% to 65.4%. {668}
- Research undertaken in a large Indigenous community in Central Australia that used qualitative methods and health and education data found that children whose carer-mothers were employed had better health than those whose carer-mothers were not employed. This was investigative research and did not evaluate any intervention. {669}
- The efficacy of public health interventions to improve the health of children living in developing countries found that education and hand washing with soap were highly effective in preventing diarrhoeal disease. The purpose of the research was to identify possible interventions to reduce the rate of infectious diseases among Indigenous children living in remote Indigenous communities. {670}
- A collaboration between health and education workers at a public primary school in Adelaide resulted in increased follow-up and support for children with hearing problems, dental caries and social and emotional problems. {671}

Economic participation

Table B.5: Assessed Collection items for economic participation building block

Assessment ID	Title	Year	Author
405	Institutional factors underpinning Indigenous labour force participation: the role of the CDEP scheme and education	2002	Hunter B
407	Independent review of the Community Development Employment Projects (CDEP) Scheme	1997	Spicer I
408	Empowerment as a framework for Indigenous workforce development and organisational change	2006	Whiteside M, Tsey K, McCalman J, Cadet-James Y & Wilson, A
409	An analysis of data from the longitudinal survey of ATSI job seekers, topic 3: labour market programs and Indigenous Australians	2003	Hunter B, Gray M & Chapman B
410	An analysis of data from the longitudinal survey of ATSI job seekers, topic 1: labour market participation patterns and pathways to Indigenous employment	2003	Hunter B, Gray M & Jones R
413	An analysis of data from the longitudinal survey of ATSI job seekers, topic 2: Indigenous job search behaviour	2003	Gray M & Hunter B
414	A comparative analysis of the industrial relations experiences of Indigenous and other Australian workers	2001	Hunter BH & Hawke A E
415	Determinants of employment and labour force participation: a cohort analysis of indigenous and non-indigenous Australians, 1986–96	1999	Gray MC & Hunter B H
416	Education and labour market outcomes for Indigenous young people	2005	Rothman S, Frigo T & Ainley J
418	Welfare assistance and the indigenous labour force: an analysis	1996	Hunter B & Altman JC
419	Indigenous job search success	2005	Gray MC & Hunter BH
420	The CDEP in town and country Arnhem Land: Bawinanga Aboriginal Corporation	2000	Altman JC & Johnson V
421	Investing in people: intermediate labour market as pathways to employment	2007	Mestan K & Scutella R
422	Housing assistance and non-shelter outcomes: final report	2003	Bridge C, Flatau P, Whelan S, Wood G & Yates J
423	Housing assistance and economic participation: collaborative research venture 1: housing assistance and non-shelter outcomes: Stage 1 Report	2005	Wood G & Ong R

Assessment ID	Title	Year	Author
424	Home life, work and housing decisions: a qualitative analysis: National Research Venture 1, Housing assistance and non-shelter outcomes	2008	Hulse K & Saugeres L
425	Housing assistance and non-shelter outcomes: final report	2005	Phibbs P & Young P
426	Career aspirations and orientation to work: young Torres Strait Islanders, 1999	2000	Arthur WS & David-Petero J
427	Young Visions 2003: a follow-up study of Young Visions participants and their destinations one year later	2004	Helme S & Polesel J
428	Careers and aspirations: young Torres Strait Islanders, 1999–2003	2004	Arthur BS, Hughes JP, McGrath V & Wasaga E
429	The role of Community Development Employment Projects in rural and remote communities	2004	Misk J
430	Career moves: destination and satisfaction survey of 2005 HSC VET students in New South Wales	2007	Polesel J, Teese R, Lamb S, Helme S, Nichola T & Clark K
432	Does 'Work for the Dole' work?	2004	Borland J & Tseng Y
433	Aboriginal and Torres Strait Islander occupational health and safety: a pilot study in Queensland	1996	Mayhew C, Vickerman L
434	Indigenous small enterprise and the Community Development Employment Projects Scheme	2000	Fuller D, Howard M, Cummings E & Holmes, Scott
435	Indigenous employment policy evaluation: stage one: progress report	2002	Grey K, Jonczyk M, Hubbard E & Shand K
436	Indigenous employment policy evaluation: stage two: effectiveness report	2003	Grey K, Gatenby P, Hubbard E, Seveque C & Divett M
437	From school to work: the role of traineeships	2005	Dockery AM, Koshy P & Stromback T
438	Get Set for Work Program: Valley evaluation report 2002	2002	Muirhead B & Sunderland N
439	Evaluation of modern apprenticeships and national traineeships in Wales: a report to National Council for Education and Learning Wales (NC-ELWa)	2003	Wiseman J, Rose P & Boothby D
440	Results from the Los Angeles Reach for Success Program: The Employment Retention and Advancement Project	2009	Anderson J, Freedman S & Hamilton G

Assessment ID	Title	Year	Author
441	Welfare to Work evaluation report	2008	Australia. Dept. of Education, Employment and Workplace Relations. Research Branch, Australia. Dept. of Education, Employment and Workplace Relations. Evaluation and Program Performance Branch
442	Customised Assistance, Job Search Training, Work for the Dole and Mutual Obligation: a net impact study	2006	Australia. Dept. of Employment and Workplace Relations. Evaluation and Programme Performance Branch
443	Evaluating the employment impact of a mandatory job search program	2004	Blundell R, Meghir C, Costa D, Monica V & Reenan J
444	Growing community enterprise: an evaluation of the Community Enterprise Development Initiative	2008	Bond S
445	Youth apprenticeship programs for Aboriginal youth in Canada: smoothing the path from school to work?	2006	Brigham S & Taylor A
446	Does early intervention help unemployed youth?	2005	Carling K & Larsson L
447	A couples-based approach to the problem of workless families	2006	Cobb-Clark D, Ryan C & Breunig R
448	Windows of opportunity: creating pathways to education and employment: an evaluation of the Young Women Who Are Parents program	2004	Flannery K & Irwin J
449	Does subsidised temporary employment get the unemployed back to work?: an econometric analysis of two different schemes	2002	Gerfin M, Lechner M & Steigher H
450	Given the Chance: an evaluation of an employment and education pathways program for refugees	2008	Mestan K
451	Results from the Valuing Individual Success and Increasing Opportunities Now (VISION) Program in Salem, Oregon: The Employment Retention and Advancement Project	2008	Molina F, Cheng WL & Hendra R
452	Alternative welfare-to-work strategies for the hard-to-employ: testing transitional jobs and pre-employment services in Philadelphia	2009	Bloom D, Rich S, Redcross C, Jacobs E, Yahner J & Pindus N
453	Community Jobs outcomes assessment and program evaluation	2001	Case A, Burchfield E & Sommers P
454	JOBSTART: final report on program for school dropouts	1993	Cave G, Bos H, Doolittle FC & Toussaint C

Assessment ID	Title	Year	Author
455	Evaluating the differential effects of alternative welfare-to-work training components: a reanalysis of the California GAIN Program	2006	Hotz VJ, Imbens GW & Klerman JA
456	Job readiness, self-efficacy and work personality: a comparison of trainee and instructor perceptions	2000	Kleim J & Strauser DR
457	A comparison of two job club strategies: the effects of enhanced versus traditional job clubs in Los Angeles: The Employment Retention and Advancement Project	2008	Navarro D, Azurdia GL & Hamilton G
458	Transitional jobs for ex-prisoners: implementation, two year impacts and costs of the Center for Employment Opportunities (CEO) Prisoner Reentry Program	2009	Redcross C, Bloom D, Azurdia GL, Zweig JM & Pindus N
459	Direct job creation programs: evaluation lessons on cost-effectiveness	2000	Roy AS & Wong G
460	Tipping points: what participants found valuable in labour market training programmes for vulnerable groups	2010	Graham JR, Jones ME & Shier M
461	CDEP as a stepping stone to employment: the Port Augusta case	2001	Gray M C & Thacker E

Table B.6: Economic participation items by theme and type of study

	Type of research			Literature reviews ²
	Quantitative comparison group	Other quantitative	Qualitative ¹	
International labour market programs	440,443,446,451,452,454,455,457,458	439,449,453	445,460	459
Characteristics for successful employment	414,447	410,413,415,416,419,426,428,433,444,456	408	
Australian labour market programs	442	409,432,435,436,437,441,450	421,438,448	
CDEP		405,418,420,429, 461		434
Housing and employment outcomes		423,425	424	422
VET		427,430		

¹This value is understated as some qualitative research is included in quantitative research.

²Literature reviews include systematic, meta-analysis and other reviews.

Summaries of economic participation assessed items

- This report examined the institutional factors that underpin Indigenous labour force participation, specifically the role of the Community Development Employment Projects (CDEP) scheme. The paper found that the scheme enhanced Indigenous labour force participation by overcoming established barriers. This was achieved by providing work that was managed by, and on behalf of, the local community. {405}
- An independent review of the CDEP scheme demonstrated that the scheme has provided employment and services for Indigenous communities – and a skilled Indigenous workforce, matched with business opportunities, is likely to decrease the disadvantage experienced by Indigenous Australians. {407}
- This report examined the Family Wellbeing Empowerment pilot program as a framework for Indigenous Australian workforce development and organisational change. The findings suggested that participants were particularly appreciative of the opportunity to work together and develop relationships with other Indigenous colleagues that lasted beyond the program. It was also reported that the skills developed as part of the program had been of use in both personal and professional contexts. {408}
- The main aim of this report is to examine the appropriateness, quality and effectiveness of different mixes of assistance to Indigenous Australians, including case management and labour market programs. The labour market programs in place prior to the Job Network program appear to have a small positive effect on employment outcomes, with wage subsidy programs providing the largest positive effect. More research into the effectiveness of various types of labour market assistance for Indigenous people with more rigorous methodologies is warranted. {409}
- The results from a longitudinal survey described the strengths and limitations of the data collected in the Longitudinal Survey of Indigenous Job Seekers and provided an overview of how Indigenous labour market behaviour changes over time. This research highlighted the importance of education in achieving and maintaining employment. {410}
- The results of the Longitudinal Survey of Indigenous Job Seekers discussed whether Indigenous job-search activity affected employment outcomes, how important attitudes are to work in the process of job search, and job search among Indigenous youth. The research increased the understanding of the attitudes and behaviours of unemployed and employed Indigenous job seekers. {413}
- An analysis of data from the Australian Workplace Industrial Relations Survey 1995 found several areas of concern about Indigenous workers. These included an apparent lack of control or influence by Indigenous workers over their work environment, a relatively high rate of work-related injury and illness and a higher probability of leave taken and longer periods of absence on average. The survey results have provided important information about Indigenous people's concerns in the workplace. {414}
- A cohort analysis of the probability of employment and participating in the labour force for Indigenous and non-Indigenous Australian males and females was conducted using 1986, 1991 and 1996 Census data. The results suggested that marital status was important in explaining employment, especially for Indigenous females, perhaps reflecting financial disincentives inherent in the social security system. Improvements in school retention rates must be achieved with high-quality education if Indigenous employment outcomes are to be improved. {415}

- Findings relating to Indigenous Australian students in Year 9 from the 1995 and 1998 Longitudinal Surveys of Australian Youth cohorts were examined. The findings of the paper highlighted the importance of early engagement with schooling, lifting confidence and aspirations, and targeting literacy and numeracy achievement of students. Therefore, intervention in the early school years will help increase retention rates in later years. {416}
- An analysis of how geography of unemployment-related benefits and employment-related CDEP affects Indigenous labour market activity was assessed. The CDEP scheme alters geographic patterns of unemployment and long-term unemployment, and partially redresses the spatial mismatch between employment demand and Indigenous labour supply. As a result, employment programs, such as CDEP, are useful in providing employment opportunities for Indigenous people. {418}
- One important and under-researched aspect of labour market policy is the extent to which policy interventions are effective in modifying job-search behaviour. Using longitudinal survey data collected over a 19-month period, this paper examined the job-search behaviour of Indigenous Australian job seekers and identified the characteristics of successful job-search behaviours. One successful characteristic was the use of the Job Search Diary. It was suggested that people who used the diary were more successful in their job search. {419}
- This case study of a CDEP scheme administered by the Bawinanga Aboriginal Corporation, Maningrida (Central Arnhem Land), highlights the importance of addressing the effects of a small economic base in remote Indigenous communities. The CDEP scheme offers a vehicle to develop local enterprises and activities that may become self-sustaining in the long run and contribute to the development of remote areas. However, there are also dangers of the passive welfare model and the scheme should be used to promote active participation in the local mixed economy. {420}
- Given the Chance is a pilot employment and education pathways program for refugees in Victoria, operated by the Brotherhood of St Laurence. The program consisted of multiple components: case management, mentoring, employment training and work placements. All of the components exert a positive impact because they help refugees develop support networks. The program's success (particularly in relation to encouraging employment outcomes) appears to relate to the intensive support provided to refugees. {421}
- This systematic literature review studied Australian and international evidence for links between housing and broader wellbeing outcomes, and to identify the pathways by which these links might occur. In regards to employment, living in public housing reduces the mobility of households and is likely to exacerbate local unemployment problems. However, having lived in public housing as a child increases a person's likelihood of being employed as a young adult. Providing housing assistance to low-income families decreases poverty, but can have adverse impacts on employment and crime. {422}
- This report is a description of Stage 1 of the National Research Venture 1: Housing Assistance and Economic Participation. Stage 1 of the research program showed that the employment outcomes of housing assistance recipients, particularly public housing tenants, had deteriorated over time. There were a range of potential impediments to employment participation, including poverty and unemployment traps. Further work was required to determine how these were caused and how they can be addressed. {423}

- Qualitative research into the links between government housing assistance and economic participation in Australia was presented, particularly on demand subsidies for private renters and supply subsidy programs such as public and community rental housing. The research found that public housing tenants and rent assistance recipients do not make employment, housing and life decisions solely in response to financial incentives or disincentives. As a result, programs are needed not only to reconnect people with paid employment, but also to deal with family issues, low education levels and health problems. {424}
- The research investigated the non-shelter impacts, employment, health, education and crime after being allocated public or community housing in Australia. There were mixed findings about the impact on employment. Some people reduced their employment, while others started a small business. Also, people reported an improvement to their health and parents reported that their children's school performance improved after the family was allocated public or community housing. {425}
- This aim of this paper was to determine the views 105 young Torres Strait Islanders about their careers and to assess their orientation or approach to work. It found that young Torres Strait Islanders expressed their future in terms of their work – wanting better jobs and/or to embark on some form of study or training. Men were more likely to express this in terms of training and apprenticeships while women were more likely to seek formal study. This was a research project that considered the broader situation of Indigenous people's career aspirations in Torres Strait Islands. However, it did not link to any program to enhance career opportunities. {426}
- The Young Visions study surveyed Year 10, 11 and 12 students in Australia. It examined their experiences of school and career education, VET in Schools programs, labour force participation, and their future work, study and career plans. Students who participated in VET in Schools programs valued the experiential learning and workplace training, with industry recognising the qualifications that were offered. {427}
- In 1999, 105 young Torres Strait Islanders aged between 15 and 24 years were asked about their career goals. In 2003, 59 of them were reinterviewed. About half of the respondents had been able to achieve a short-term career goal and identified assistance from family and friends as the predominant factor that had assisted them – highlighting that family and friends are important in helping young people achieve their career goals. {428}
- This report examined and evaluated the CDEP scheme by investigating its role in rural and remote Australia and the extent to which it was meeting the needs of Indigenous Australians. It concluded that there are benefits from undertaking training to fill skilled vacancies in these regions, but it is important to address the barriers that prevent people from completing training. {429}
- VET in Australian schools has been used to help increase school retention. To examine the value of VET subjects to students, a survey and interviews were conducted with NSW Government Year 12 school students. VET contributed to the retention of students to Year 12, including those at risk of early leaving. The survey results confirmed the value of creating strong links between school and employers, and the utility of VET in Schools programs in creating such links. {430}
- A case comparison of Work for the Dole, a community-based work experience program for young, unemployed people (18–24 years) showed there was a significant

adverse effect on the likelihood of obtaining employment within 12 months. This is possibly due to less time spent in job-search activities than the comparison group, although how applicable this is to unemployed Indigenous Australians is unclear. {432}

- This article established information about the occupational health and safety (OHS) status of Aborigines and Torres Strait Islanders. Some key findings included distinctive differences identified between the work-related injury and illness experiences of Indigenous Australians compared to non-Indigenous Australian workers and poor recognition by Indigenous Australians that OHS was an important concern, unless the issues were severe. This information could be used to form background information when developing a program. {433}
- This review discusses the methodological diversity that has been used to analyse the effectiveness of CDEP. The scheme has affected more than 30,000 Indigenous Australians in 1997-98 and has had a significant impact on Indigenous employment by stimulating large numbers of unskilled job opportunities. Also, inherent management processes appear to have a varying degree of influence, both positive and negative. {434}
- This stage-one report covers the first 2 years of operation of the Indigenous Employment Program (IEP), and its interaction with Job Network services. In the second year, IEP commencements reached levels achieved by the earlier Training for Aborigines Programme and delivered employment opportunities at a lower cost. In general, a flexible program design that allows adjustments according to local circumstances and needs had the most impact. {435}
- This second evaluation report on the IEP provides an assessment of the effectiveness of the program in meeting its objectives and examines factors that contribute to its effectiveness. Comments on broader issues relating to the provision of employment services to Indigenous job seekers in Australia were also provided. The IEP had an impact because it was multifaceted. It targeted employers and job seekers, provided opportunities for skill development and increased job opportunities. {436}
- This study analysed the role of traineeships in the transition from school to work, using data from a sample of a group of young Australians who were in Year 9 in 1995. The characteristics associated with participation in a traineeship were examined and found that young people who undertake traineeships do better in the labour market than those who leave school and do not undertake any postschool education and training. Traineeships afford youth who are unlikely to go on to higher VET courses, apprenticeships or university the opportunity to pursue an alternative pathway into employment. {437}
- The report evaluated the Fortitude Valley Get Set for Work Program, a pilot job training program for disadvantaged youth in inner-city Brisbane. The evaluation found that the program participants lacked fundamentals such as housing, clothing and food. While employment outcomes were disappointing, some participants decided to further their education or seek treatment for their problems. Job-training programs need to be carefully designed and there also needs to be greater cooperation between government agencies, allowing simultaneous access to help for a wide range of issues. {438}
- This report presents a review of the two national apprenticeship and training schemes offered in Wales: National Traineeship and Modern Apprenticeship. At the time the report was written the apprenticeship scheme had undergone some recent changes to

make its operations more effective. This evaluation showed that, despite the best of intentions, it can be hard to engage disadvantaged groups and sometimes structural changes are required. The overarching idea is to build more flexibility into programs to ensure responsiveness to context. {439}

- The report presents the results of a randomised-controlled trial and 2-year impact evaluation for the Los Angeles Reach for Success Program, in the United States, which was aimed to help clients, who were mostly single mothers, retain their employment and secure better jobs. The personalised and flexible case management services provided to program participants appeared to have the most impact on achievement of outcomes. {440}
- Australia's Welfare to Work policy is a mutual obligation approach to increase workforce participation and reduce welfare dependence among working-age income-support recipients. It was particularly focused on principal carer parents, people with disability, mature-age job seekers and the very long-term unemployed. The reforms seemed to have been most successful for principal carer parents and people with disability, suggesting that welfare systems should encourage workforce participation as early as possible. {441}
- An Active Participation Model was introduced in Australia to help the unemployed move away from welfare and into employment, with continuous support provided until a job seeker is employed. Job Search Training was identified as highly effective in helping job seekers gain employment. Additionally, the report notes that Job Search Training was an effective program for 'the most disadvantaged job seekers'. {442}
- The New Deal program in the United Kingdom was a mandatory program of job-search training and employer wage subsidies for young people who had been unemployed for 6 months. The program was estimated to increase the probability of employment for young men by about 5 percentage points. At least 1 percentage point of this effect was attributed to the job-search component. The results for women were less clear. The job-search training appears to have been more effective than wage subsidies. However, this was also found to be effective in increasing the probability of finding employment. {443}
- The Community Enterprise Development Initiative (CEDI) was funded by the Victorian Government and delivered by the Brotherhood of St Laurence. The report found that, in addition to assisting in the development of various community enterprises, CEDI built a knowledge base about critical success factors and best practice, and fostered collaboration and networking. In particular, through being involved in the initiative, people who would otherwise be alienated are engaged in their community on productive work (i.e. community engagement). {444}
- This article examined a school-to-work transition program called the Aboriginal Youth Career Pathway in northern Alberta communities, Canada. The vocational training program offered a pathway to a career for many of the indigenous youths – especially where workplace roles become increasingly more involved and gradually more complex. However, the structure and program content were also important dimensions that need greater consideration to ascertain those key components of the program that may need to be strengthened. {445}
- This article evaluated a labour market initiative for Swedish youth in the late 1990s. The intervention involved a guarantee that unemployed youth would be assigned to a labour market program within 100 days of becoming unemployed. The research revealed that in the short term the intervention slightly increased employment.

However, this small positive impact was not sustained over time. The research uncovered no evidence that early intervention for unemployed youth significantly improved labour market participation. {446}

- A 'couples-based' policy intervention was designed to reduce the number of Australian families with dependent children in which no adult was in paid employment. Women were randomly invited to participate in a series of Centrelink interviews that developed individual participation plans designed to increase economic activity, including referral to government services, study or training. Overall, there was a slight increase in the proportion of individuals undertaking some form of economic activity. The study concluded that 'moving individuals entrenched in unemployment off welfare is a difficult task'. {447}
- The Young Women Who Are Parents program has been operating since 1995 in New South Wales and includes the Opportunities and Choices Training Program for parents aged between 15–25 years. The program was positive in enhancing the networks and support of young mothers. However, it was noted that this program may not be suitable for marginalised young mothers, although in previous years culturally and linguistically diverse groups have used it. {448}
- This study compared two types of subsidised temporary employment programs; non-profit employment programs (EP) and a subsidy for temporary jobs in private and public firms (TEMP). Both EP and TEMP supported the long-term unemployed back into work. However, TEMP was more effective as it had lower direct costs and generated higher rates of employment for both the short-term and long-term unemployed. Programs that support people into jobs in competitive markets are highly valuable. {449}
- Given the Chance is a pilot employment and education pathways program for refugees in Victoria operated by the Brotherhood of St Laurence. The program consisted of multiple components: case management, mentoring, employment training and work placements. All of these components exerted a positive impact because they helped refugees develop support networks. The program's success (particularly in relation to encouraging employment outcomes) appears to relate to the intensive support provided to refugees. {450}
- A randomised-controlled trial evaluated the Valuing Individual Success and Increasing Opportunities Now (VISION) program as the treatment group, and the Jobs Opportunities and Basic Skills Training (JOBS) as the control group, in Oregon, United States. The employment, retention and advancement impacts of the VISION program were not encouraging. However, the focus on long-term career goals and job advancement (rather than purely job placement) and the customised, intensive support delivered to participants were. {451}
- This report presents interim results from an evaluation of two different welfare-to-work strategies for hard-to-employ people in Philadelphia, United States. The first model is a transitional jobs approach operated by the Transitional Work Corporation (TWC) and the second model, Success Through Employment Preparation, addresses participants' barriers to employment. Only the TWC employment program was shown to have had significantly higher employment and earnings than the control group, although this appeared to fade after the first year. {452}
- Community Jobs was the first and largest wage-based public job creation program for 'hard-to-employ' welfare recipients implemented in Washington State, United States, in 1998. The program helped people who were reliant on welfare and had suffered

disadvantage and trauma to regain their economic independence, gain skills and experience and enter the paid workforce. It had a marked impact in helping to build self-esteem and confidence, and developed workplace skills and knowledge. {453}

- The JOBSTART Demonstration was developed to trial an alternative approach to move disadvantaged school leavers into employment. The program was implemented across 13 sites in the United States between 1985 and 1988. Overall, the program did not reach expectations in terms of its key outcomes. However, its largest impact was on youth with relatively serious barriers to employment. It suggested that intensive and holistic support (in the sense that it addressed issues like housing, health care and personal safety) was most effective for enabling disadvantaged youth to change their life circumstances. {454}
- A longitudinal study combined experimental and non-experimental methods, to assess the benefits of two welfare-to-work programs in California, United States; the Labour Force Attachment (LFA) programs, which focused on workforce entry, and Human Capital Development programs (HCD), which focused on workforce skills development. The study's most important finding was that quick fixes were counterproductive in the long term, while programs that included work training skills resulted in more sustained employment over time (i.e. the HCD program). {455}
- A job readiness program in the United States provided training to 77 trainees with disabilities in the areas of resume writing, job-search skills, employment interviews, and social and interpersonal skills training. The study compared the instructors' and the trainees' perception on their job readiness after the program, and found that the trainees had more confidence in their abilities than the instructors did. The research suggests that social skills training contributed to employment success. {456}
- The study compared two job-club models from Los Angeles, United States; the Enhanced Job Club (EJC) and Traditional Job Club (TJC). The EJC was 5 weeks of group search activities with a focus on career advancement. The TJC was 3 weeks of job-search activities to place participants in jobs as soon as possible. Past research showed that the TJC achieved some increases in employment and earnings but did not help people retain jobs. The EJC focused more on employment retention and advancement. The study found that this increased focus did not have the desired or expected effect on employment retention and advancement. {457}
- The Center for Employment Opportunities Program in New York, United States, was evaluated using a randomised-controlled trial. The program supported people who have spent time in prison to secure transitional jobs, typically in the public or not-for-profit sectors, and assigned a job coach for support and advice. The most significant finding was that the program reduced recidivism. It is difficult to discern which element of the program reduced recidivism, although it is suspected that the one-on-one coaching in conjunction with work experience contributed to the sustained behavioural and attitudinal change for participants. {458}
- This non-systematic review provided an evaluation on the findings of Canadian direct job creation programs introduced by the Canadian federal government. A diverse range of programs are considered in the paper. While it is difficult to identify one factor that exerts the most impact, it appears that direct job creation programs achieve the best results if they are responsive and flexible, i.e. designed and implemented to address a pressing need within the labour market or broader community. {459}
- The program evaluated the perceptions of 72 individuals who had completed labour market programs in Canada, but who were still having difficulty attaining

employment. The key finding was that when people develop life skills (i.e. life meaning and interpersonal skills) there is the equivalent of a 'tipping point' that prompts behavioural change that supports job attainment. It is important to incorporate the development of life skills, rather than just labour market skill, that support enhanced personal and employment outcomes. {460}

Safe communities

Table B.7: Assessed Collection items for safe communities building block

Assessment ID	Title	Year	Author
501	Kooraa the Kangaroo: violence prevention at Woorabinda State School: evaluation report	2005	Bradford MA & Nancarrow H
503	What works?: a review of evaluated alcohol misuse interventions among Aboriginal Australians	2000	Gray D, Sagggers S, Sputore B & Bourbon D
504	Ending Family Violence Program, Woorabinda	2006	Hennessy A & Willie C
505	Healing the community to heal the individual: literature review of aboriginal community-based alcohol and substance abuse programs	2008	Jiwa A, Kelly L & St Pierre-Hansen N
506	Fitzroy Valley alcohol restriction report: an evaluation of the effects of alcohol restrictions in Fitzroy Crossing relating to measurable health and social outcomes, community perceptions and alcohol related behaviours after a 12 month period	2009	Kinnane S., Farringdon F, Henderson-Yates L & Parker H
507	Safe Dreaming Trail to School: community participation and Indigenous culture	2000	Morriss M, Mann S & Byrnes T
508	Evaluation of the FaCSIA family violence programs: Family Violence Regional Activities Program ; Family Violence Partnership Program (FVRAP-FVPP)	2007	Australia. Dept. of Finance and Deregulation. Office of Evaluation and Audit (Indigenous Programs)
509	Alcohol education in an Indigenous community school in Queensland, Australia	1995	Sheehan M, Schonfeld C, Hindson E & Ballard R
510	Culturally competent program: the first family violence program for Aboriginal men in prison	2003	Zellerer E
514	Evaluation of Circle Sentencing Program: report	2008	Cultural and Indigenous Research Centre Australia; New South Wales. Attorney General's Dept.
515	Restriction of the hours of sale of alcohol in a small community: a beneficial impact	1998	Douglas M
517	Indigenous families and children: coordination and provision of services: Stronger Families and Communities Strategy 2004–2009	2009	Flaxman S, Muir K & Oprea I
518	A cost-benefit analysis of Hollow Water's Community Holistic Circle Healing process	2001	Couture JE
520	Barriers, incentives and strategies to enhance recruitment of Indigenous carers	2007	Bromfield L, Higgins JR, Higgins DJ & Richardson N

Assessment ID	Title	Year	Author
528	Initial evaluation of a cultural approach to implementation of evidence-based parenting interventions in American Indian communities	2009	Renda D, Davis B, Sheeber L & Madrigal L
530	Training carers	2007	Richardson N, Bromfield L, Higgins JR & Higgins DJ
531	Voices of Aboriginal and Torres Strait Islander children and young people in care	2007	Higgins JR, Higgins DJ, Bromfield L & Richardson N
532	What interventions are effective in improving outcomes for children of families with multiple and complex problems?	2006	Katz I, Spooner C & Valentine K
534	Strengthening Aboriginal family functioning: what works and why?	2008	Walker R & Shepherd C
536	Evaluation of the Bringing Them Home and Indigenous Mental Health Programs: final report	2007	Wilczynski A, Reed-Gilbert K, Milward K, Taylor B, Fear J & Schwartzkoff J
537	An analysis of suicide in Indigenous communities of North Queensland: the historical, cultural and symbolic landscape	2001	Hunter EM, Reser JP, Baird M & Reser P
539	National evaluation (2004–2008) of the Stronger Families and Communities Strategy 2004–2009	2009	Muir K, Katz I, Purcal C, Patulny R, Flaxman S, Abellto D et al.
540	Approach to treatment of mental illness and substance dependence in remote Indigenous communities: results of a mixed methods study	2009	Nagel T, Robinson G, Condon J & Trauer T
541	WA Diversion Program: evaluation framework (POP/STIR/IDP): final report for the Drug and Alcohol Office	2007	University of Western Australia. Crime Research Centre; Western Australia. Drug and Alcohol Office
542	A cost-benefit analysis of child sex-offender treatment programs for male offenders in correctional services	1999	Donato R, Shanahan M & Higgins R
543	Evaluation of the New South Wales Youth Drug Court Pilot Program: final report for the NSW Attorney-General's Department	2004	Eardley T, McNab J, Fisher K, Kozlina S, Eccles J & Flick M
544	Ending domestic violence? Programs for perpetrators. Full report	1999	Keys Young
545	Resolving family violence to children: the evaluation of Project Magellan, a pilot project for managing Family Court residence and contact disputes when allegations of child abuse have been made	2001	Brown T, Sheehan R, Frederico M & Hewitt L
547	The impact of crime prevention on Aboriginal communities	2001	Cunneen C

Assessment ID	Title	Year	Author
548	Solid work you mob are doing: case studies in Indigenous dispute resolution and conflict management in Australia	2009	National Alternative Dispute Resolution Advisory Council (Australia); Indigenous Dispute Resolution & Conflict Management Case Study Project; Australian Federal Court; Australian Institute of Aboriginal and Torres Strait Islander Studies
549	A meta-analysis of the impact of community-based prevention and early intervention action	2001	Gauntlett E, Hugman R, Kenyon P & Logan P
550	Evaluation of the Stronger Families and Communities Strategy 2000–2004: qualitative cost benefit analysis	2008	Stevens K, Rogers P, Boymal J & Humble R
551	Family preservation services: literature review	2008	Tully L
552	The comparative costs and benefits of programs to reduce crime	2001	Aos S, Phipps PA, Barnoski RP & Lieb R
553	Does circle sentencing reduce Aboriginal offending?	2008	Fitzgerald J
554	Responding to substance abuse and offending in Indigenous communities: review of diversion programs	2008	Joudo J
555	The effectiveness of the illicit drug diversion initiative in rural and remote Australia	2008	York L, Psychogios C, Blakey-Fahey K, Bullock S & Sebbens C
556	Staying strong on the outside: Indigenous young adults: final report	2009	National Justice Chief Executive Officers Group
557	Evaluation of the Drug Diversion Pilot Program: a report prepared for the Drugs and Health Protection Services Branch	1999	Stewart G, McLeod J, Meade J & Munro G
558	A systematic review of harm reduction	2005	Ritter A & Cameron J
559	The Cannabis Cautioning Scheme three years on: an implementation and outcome evaluation	2004	Baker J & Goh D
560	Panyappi Indigenous Youth Mentoring Program: external evaluation report	2004	Beyond-Kathleen Stacey & Associates (Firm); Panyappi Indigenous Youth Mentoring Program
561	Unlocking value: how we all benefit from investing in alternatives to prison for women offenders	2008	Lawlor E, Nicholls J & Sanfilippo L
563	Alternative and improved responses to domestic and family violence in Queensland Indigenous communities	2010	Cunneen C
564	Circle sentencing in New South Wales: a review and evaluation	2003	Potas IL, Smart J, Brignell G, Thomas B & Lawrie R
565	Final report of the Aboriginal Healing Foundation	2006	Aboriginal Healing Foundation (Canada)

Assessment ID	Title	Year	Author
566	Family skills training evaluation report	1992	Sansom D
567	Moving beyond the restrictions: the evaluation of the Alice Springs Alcohol Management Plan	2009	Senior K, Chenhall R, Ivory W & Stevenson C
568	Cost benefit analysis of legislation to mandate the supply of opal fuel in regions of Australia: final report	2010	Hancock J, Stephens E, Kosturjak A, Whetton S, Pietsch A, Williams JM et al.
569	A broad evaluation of the Petrol Sniffing and Other Solvents Kit: a report for the Aboriginal Drug and Alcohol Council of South Australia	2004	MacKenzie M & Johnson PM
570	Koori Fathering Program: pilot phase evaluation report	2006	Newell S, Franks A, Lloyd D, Telford G & Binge C
571	Policing anti-social behaviour: constraints, dilemmas and opportunities	2007	Hodgkinson S & Tilley N
572	Ngaripirliga'ajirri: an early intervention program on the Tiwi Islands: final evaluation report	2006	Robinson G & Tyler WB

Table B.8: Safe communities items by theme and type of study

	Type of research			
	Quantitative comparison group	Other quantitative	Qualitative ¹	Literature reviews ²
Substance use	506,509,515,540,541,543,555,559,567,568	557	554,569	503,505,558
Family functioning	528,560,570,572	517,539,563,566	550	532,534,549,551
Criminal justice and rehabilitation	518	514,553,561,565	548,556,564	542,547,552
Family violence		504,508	501,510,544,545	
Other		536,537,571	507,520,530,531	

¹This value is understated as some qualitative research is included in quantitative research.

²Literature reviews include systematic, meta-analysis and other reviews.

Summaries of safe communities assessed items

- The Koorra the Kangaroo violence prevention program was trialled and evaluated with students at Woorabinda State School in Queensland. The program challenged children's attitudes towards violence; explored respectful and cooperative ways of solving problems; emphasised themes of respect for self, culture and elders; encouraged reconnection with culture; shared cultural knowledge; and supported children to develop a strong sense of pride in being Aboriginal. Knowledge of pride of culture can provide a useful tool for overcoming Indigenous disadvantage. {501}
- This article explores what works in reducing excessive alcohol consumption and related harm for Indigenous people. The authors conducted a systematic review of Australian evaluation studies of intervention projects, identifying 14 suitable projects that involved treatment and/or rehabilitation, health promotion education, acute interventions, and

supply reduction. The authors found that the nature of the evaluation methodologies prevented clear generalisations, but the findings suggest that adequate resourcing is an issue, that a broader range of treatment models and complementary intervention strategies should be used, and that supply reduction interventions may be effective. {503}

- The Woorabinda Ending Family Violence Program in Queensland was developed for Indigenous offenders in the area of domestic and family violence-related offending. The program uses culturally appropriate offender intervention to divert domestic and family violence offenders from violent offending, and aims to allow offenders to stay in the community while rehabilitating themselves. Methods used to deliver the program included discussions, information giving, videos, group activities, private discussions and homework activities. {504}
- A systematic review of the Healing the Community to Heal the Individual program aimed to understand the development of cultural and community-based alcohol and substance abuse treatment programs for Aboriginal patients in an international context. The findings of the review indicate that community-based programs are likely to be very effective, provided they have strong leadership, community engagement and sustainable funding. {505}
- The Fitzroy Valley alcohol restriction report is a mixed-method evaluation that reviews the effectiveness of alcohol restrictions in Fitzroy Valley 12 months after implementation. This small-scale Australian program reduced the severity of domestic violence and severity of injuries from general public violence and resulted in a quieter town and less litter. However, there are concerns about the potential impact of such restrictions on heavy drinkers with insufficient access to appropriate services if the program were to be implemented elsewhere. {506}
- The Safe Dreaming Trail to School initiative was a small-scale injury prevention project conducted in Australia, using school as the setting and students as agents for change. The program was successful because it implemented cultural models and methods to represent and convey health-related information, which built community and cultural resilience and competence. {507}
- The evaluation of two Indigenous-specific family violence prevention programs managed by the Department of Families, Community Services and Indigenous Affairs (FaHCSIA) in Australia found mixed evidence about the effectiveness of the programs – the Family Violence Regional Activities Program and the Family Violence Partnerships Program. {508}
- The When You Think About It program for Aboriginal teenagers aims to raise awareness on responsible alcohol drinking. It was developed because of concerns by a small rural Aboriginal community in Queensland, but its effectiveness could not be measured because of high absentee rates. However, the evaluation provides useful information on the design, development and implementation of educational programs for young Aboriginal people, supporting the use of programs that are explicitly located within the community and incorporate local language and usage. {509}
- The Culturally Competent program was the first family violence program implemented for Aboriginal men in prison in North America. Most men believed the program helped them understand and control their violence, as well as helping them in other areas of their lives such as communication. It was recommended that when implementing this program at least one facilitator should be Indigenous and program managers must be from outside the institution. {510}

- The Circle Sentencing Program, originally developed in Canada and trialled in Nowra, NSW, was implemented statewide in Local Courts of New South Wales. The program offers an alternative approach to court procedures by allowing input from the victim and offender and directly involving Aboriginal people in the sentencing, with the goal of empowering Aboriginal communities through their involvement. Its implications may be long-term reduction of recidivism and, overall, less engagement with the criminal justice system. {514}
- Restricting the hours of sale of takeaway alcohol in Halls Creek, Western Australia, was a small-scale measure to address the negative influence of alcohol on the community. Overall, the crime rate declined and the hospital recorded fewer presentations related to alcohol and domestic violence, relative to the equivalent quarterly period before the intervention. There was a coordinated approach to the problem, with community organisations and government agencies working together. {515}
- *The Indigenous families and children coordination and provision of services* report examines the impact of community development programs on Indigenous children and their families as part of the 2004–08 evaluation of the Australian Government's Stronger Families and Communities Strategy 2004–2009. The greatest reported change was increased access to services and an increase in first-time Indigenous family engagement with services. Many service providers reported limited outcomes for families and attributed this to the program's short timeframe and the extensive time needed to consult and build trust with Indigenous families and communities. {517}
- The Hollow Water First Nation Community Holistic Circle Healing strategy is a restorative justice model for indigenous people in Manitoba, Canada. The strategy has been shown to achieve a relatively low rate of aboriginal recidivism compared to government justice strategies. Also, the monetary cost of the strategy is almost 4 times lower than the cost of services offered by the government. The strategy's success is attributed to the high level of indigenous community involvement. {518}
- *Barriers, incentives and strategies to enhance recruitment of Indigenous carers in Australia* presents survey participant's views on barriers to becoming foster parents of Indigenous children and children with complex needs. The research proposes the following strategies to increase recruitment of Indigenous carers: employ Indigenous workers with personal contacts in the community, use community-generated recruitment strategies, e.g. word-of-mouth or community events and strengthen collaboration across agencies. {520}
- *Initial evaluation of a cultural approach to implementation of evidence-based parenting interventions in American Indian communities* examines the efficacy of a culturally sensitive model for adapting 'mainstream' programs. The approach involves two phases: the motivational phase, which sets an historical context for current difficulties, and the intervention phase, which links evidence-based skills with cultural traditions, beliefs and values. There were significant improvements in parenting and child behaviour. {528}
- The *Training carers* papers is a collection that summarise the findings from a survey of child welfare professionals, foster parents, and Indigenous young people in care, and examines issues involved with recruitment and support of Indigenous foster parents and services to Indigenous foster care children. Among the training needs identified by carers is understanding how state and territory departments work and the need for Indigenous cultural awareness training. The authors noted that cultural awareness training conducted by an Indigenous organisation was available to all carers of Indigenous children. This approach is considered best practice in meeting the training needs of both Indigenous and non-Indigenous carers of Indigenous foster children. {530}

- *Barriers, incentives and strategies to enhance recruitment of Indigenous carers in Australia* presents survey participant's views on barriers to becoming foster parents of Indigenous children and children with complex needs. The research found that many young people in care have challenging behaviours, and that carers need considerable skills to manage them. It also found that Indigenous young people in care value connection to family and community and enjoy participating in cultural activities. {531}
- A large-scale systematic review of what interventions are effective in improving outcomes for children of families with multiple and complex problems was conducted to support the Australian Government's Stronger Families and Stronger Community Strategy. The paper was intended as a practical guide for practitioners, service managers and policy makers on the most effective interventions. The review uncovered a number of good and best-practice interventions and identified research gaps. {532}
- *Strengthening Aboriginal family functioning: what works and why?* is a non-systematic review of state-specific research and data that provides insights into the protective effects and risks that influence forms of functioning among Aboriginal families. The report proposes ways to measure Indigenous family functioning and identifies examples of good policy and practice. {534}
- *Evaluation of the Bringing them Home and Indigenous Mental Health Programs* evaluated four Commonwealth programs for Indigenous people relating to mental health and services for those affected by forced removal of children. Linking people together and giving them the opportunity to discuss their experiences appeared to be one of the most positive outcomes. The programs appear to have been more successful with females; male clients did not engage as readily. This may be an area for future focus. {536}
- *An analysis of suicide in Indigenous communities of North Queensland: the historical, cultural and symbolic landscape* is the first systematic and comprehensive examination of suicides in Aboriginal communities and is based on community records and available mortality figures. The authors noted that, to be useful in responding to Indigenous suicide, there must be a shift from consideration of individual-level risk factors, to a community level. Programs must also be sustained with ongoing funding, have community support and empower Indigenous individuals, communities and organisations. {537}
- The *National evaluation (2004–2008) of the Stronger Families and Communities Strategy* report presents findings from the 2004–08 evaluation conducted by the National Evaluation Consortium, which focused on the service models and their outcomes – Communities for Children in particular. A range of sources and methodologies were used, including a longitudinal survey of 2,202 families, interviews with professional staff, themed studies, costs analysis and progress reports. The evaluation concludes that the strategy successfully engaged hard-to-reach families and the majority of projects were well implemented. {539}
- *Approach to treatment of mental illness and substance dependence in remote Indigenous communities* evaluates the effectiveness of a brief intervention for chronic mental illness that had been adapted for use among Indigenous Australians in Far North Queensland. The key factors for success were the use of motivational care planning; discussion about family support; and exploration of strengths and stresses, followed by goal setting. The benefits of this approach may equate to lower healthcare costs, increased economic participation and safer communities. {540}
- The Western Australian Diversion Framework redirects offenders with underlying drug-use problems into education and treatment programs and away from court. Three programs within the framework were evaluated in the current report. The programs were

generally well accepted by clients and other stakeholders, with more people being referred to the programs and increasing completion rates. Drug diversion programs can reduce drug use and therefore result in fewer health, social, legal and financial problems. {541}

- A cost-benefit analysis of child sex-offender treatment programs for male offenders in correctional services was conducted to examine, from a cost-benefit perspective, whether in-house child sex offenders treatment programs are an appropriate administrative measure to help protect children from sexual abuse. The study was based on South Australian data. Overall, intensive in-prison child-sex offender treatment programs resulted in substantial economic and social gains for the community. The potential benefits include lower costs associated with child sex abuse as a result of reduced recidivism rates. Tangible costs include health care, incarceration and legal costs, and intangible costs include health and social effects (non-monetary consequences). {542}
- The New South Wales Youth Drug Court pilot program is a state-wide initiative that began in July 2000 with the aim of reducing offending and drug use among young people who have become entrenched in the NSW criminal justice system. The program attempts to address this wide range of young offenders' needs and problems in a holistic way through intensive case management. Stakeholders believed the program helped young people to take on responsibilities and therefore made a difference in participants' lives. The program contributed to a decrease in drug use and offending, better health, and access to education and employment. {543}
- *The Ending domestic violence? Programs for perpetrators* report was prepared for the National Campaign Against Violence and Crime, an Australian Government initiative. The study found there were 39 organisations providing 55 programs for male perpetrators of domestic violence. The programs treated a total of about 1600 men in 1999. The study evaluated what works or doesn't in the developing and implementing of such programs. {544}
- *Resolving family violence to children* drew on the Melbourne and Dandenong registries of the Family Court in Victoria to evaluate Project Magellan, a small-scale pilot project for managing 100 Family Court residence and contact disputes arising from allegations of child abuse. The report concludes that Project Magellan achieved its goals for specialised case management. The project also provided faster, less costly and longer lasting resolutions. {545}
- A large-scale, non-systematic review of the impact of crime prevention on Aboriginal communities was conducted on a number of programs and policies in Australia, New Zealand, Canada and the United States. The review outlines some of the key crime prevention programs relevant to night patrols, justice groups, drugs and alcohol, family violence and circle sentencing. It is intended as a practical guide for policy makers and program developers and managers. {547}
- *Solid work you mob* presents findings from a small-scale case-study investigation into effective practices to manage conflict involving Indigenous people. The report concludes that investment in a national dispute management service is necessary and would create social and economic benefits. It would also increase opportunities for sustainable partnerships with Indigenous peoples, help to avoid costs and contact with the criminal justice system, and strengthen governance and social cohesion in Indigenous communities. {548}
- *A meta-analysis of the impact of community-based prevention and early intervention action* was commissioned to explore two principal questions of the Australian Government's

Stronger Families Stronger Communities Strategy: what evidence is there that prevention and early intervention programs promote the development of stronger communities and create measurable positive social outcomes?; and what evidence is there that a cost-benefit can be achieved by government supporting such programs? The report found that programs located in community settings and that respond to local conditions are likely to be the most successful. {549}

- *Evaluation of the Stronger Families and Communities Strategy* looks at the qualitative cost and benefits of the strategy. The authors found that the strategy supported capacity building. It enabled communities with limited pre-existing capacity to fund short-term projects to build their capacity to support themselves and build their expectations of sustainability, and to use strengths-based approaches. Governments have gained greater understanding from the strategy of the diverse needs of communities and how to meet these needs to support individuals and families to develop their potential more fully. {550}
- *Family preservation services: literature review* analyses and critiques the literature on family preservation services to identify strategies that help preserve family units to prevent children and young people entering out-of-home care in New South Wales. The review concentrates on the Homebuilders Model, which supports family preservation. The model's primary principle is that if a child can be safely kept in the home, then it is best for the child to remain with their biological family. The review found that studies that appeared to follow the Homebuilders Model had the best outcomes. {551}
- *The competitive costs and benefits of programs to reduce crime* describes the bottom-line economics of programs that aim to reduce crime. Over 400 evaluations of crime reduction programs undertaken in North America between 1975 and 2000 were systematically reviewed. The report found that the largest and most consistent cost-benefit ratios were for programs designed for juvenile offenders. Implications of successful programs for young Indigenous offenders could include improved health economic participation and community safety. {552}
- Circle sentencing is an alternative method of sentencing Aboriginal offenders in New South Wales that involves the offender's community in the sentencing process. The report *Does circle sentencing reduce Aboriginal offending?* considers whether people who participate in circle sentencing (i) show offend less frequently; (ii) take longer to reoffend; and/or (iii) reduce the seriousness of their offending. The results suggest that circle sentencing has no effect on any of these outcomes. Circle sentencing participants offended less in the 15 months following their circle, but the same was true of Aboriginal people sentenced in a traditional court setting. {553}
- *Responding to substance abuse and offending in Indigenous communities* in a large-scale review that outlines the diversion programs currently operating in Australian jurisdictions, including those for Indigenous offenders. Issues concerning access to diversion programs and barriers to participation and completion determine the effectiveness of programs. The findings suggest there is a strong need to consider the drug-use problems specific to Indigenous offenders and to consider expanding programs to include substances such as alcohol and inhalants. {554}
- The effectiveness of the Illicit Drug Diversion Initiative in rural and remote Australia was examined. Court diversion programs were found to be most effective in rural and remote Australia, especially programs targeting young people with alcohol problems as the primary concern. Practical and philosophical support, and communication between the courts and health providers, were found to have positive outcomes. The authors noted

that the primary barrier to Indigenous young people spending time in treatment was transport. {555}

- The Staying Strong on the Outside project investigated the factors contributing to positive outcomes for Indigenous youth released from custody in Australia and New Zealand. The project identified the following features of program delivery that contribute to better outcomes for young Indigenous offenders: trained and committed staff; targeting high-risk offenders; treatment styles that matched the learning styles of participants; and investment in lengthy and intensive programs. {556}
- The Drug Diversion Pilot Program was trialled in areas of metropolitan Melbourne as an extension of the Cannabis Cautioning Program. It aimed to divert users of illicit drugs away from the court system into drug treatment services. The program's operations, referral capacity, efficiency, harm minimisation effects and potential for state-wide implementation were evaluated. All clients who were interviewed were very positive about the program. Since the evaluation, a number of Indigenous-specific diversion programs have been implemented. {557}
- A systematic review of harm-reduction interventions associated with drug use was conducted, including the cost-effectiveness of such interventions. The most successful were needle syringe programs, supervised injecting facilities, and outreach. HIV education and information, and HIV testing and counselling, had no major effects. Indigenous populations were not considered in this review. {558}
- The NSW Cannabis Cautioning Scheme is a NSW Drug Summit initiative that gave police the discretion to formally caution rather than charge adults for minor cannabis offences. Opinion was divided about the scheme's long-term effectiveness. The scheme was successful in informing offenders about the legal aspects of cannabis use, but not in educating about the health effects of cannabis use. {559}
- The Panyappi program provides intensive support services to Indigenous young people and families in metropolitan South Australia. It provides mentors for disengaged and at-risk young people experiencing problems and who may be involved with drug abuse or the criminal justice system. The small-scale evaluation measures the program's progress towards meeting its aims and includes information on its structure and processes, cultural aspects of mentoring, program management, interagency collaboration and recommendations for program development. Family members, and the young people themselves, reported a positive change in the young people's offending behaviour. {560}
- The report *Unlocking value: how we all benefit from investing in alternatives to prison for women offenders* investigates the financial and social costs of providing support-focused, community-based alternatives to prison for non-violent women offenders in Great Britain. Reduced imprisonment may lead to better health and financial outcomes for women and better health outcomes for their children. {561}
- Alternative and improved responses to domestic and family violence were examined to determine whether the legal system is responding adequately to such violence in a number of Indigenous communities in Queensland. Lack of attendance of Indigenous aggrieved and respondents in court is a significant problem, as police are the applicants for 95% of protection orders rather than the Indigenous aggrieved themselves. The report makes a number of recommendations that aim to improve responses to Indigenous violence. Gaps in information and data collection are also identified. {563}
- Circle sentencing of Indigenous offenders was developed in Canada to empower and heal communities by providing more meaningful sentencing options, rehabilitation support and victim support. The program was trialled in the Local Court in Nowra for 12 months

and yielded a high level of satisfaction among Indigenous defendants, victims and families. This was attributed to the high level of Indigenous involvement in the program. It is recommended that government fosters and resources the program. {564}

- The *Final report of the Aboriginal Healing Foundation of Canada* found the clear majority of Canadian aboriginal people reported immediate satisfaction and goal achievement after receiving healing services. Participants rate healing work with Elders or through ceremony as the most effective activities. Funding of culturally relevant healing services to address the trauma resulting from colonisation is effective in promoting greater wellbeing in indigenous Canadians. {565}
- An evaluation was undertaken to provide information to government on the functioning and merit of the Family Skills Training Program, which was implemented in four projects associated with the program in New South Wales. The project substantially improved all the measures associated with poor parenting and family functioning. These include communication skills, knowledge of and involvement in support services, self-esteem with respect to parenting, confidence in parenting, motivation in good parenting, understanding child behaviour, ability to cope with conflict, tension-management skills, quality of family life and living skills. The program was also cost-effective and had low attrition rates. {566}
- *Moving beyond the restrictions* evaluates the Northern Territory Government's Alice Springs Alcohol Management Plan, which had three key strategies: reducing supply, reducing harm and reducing demand. Analysis of implementation indicated that the plan had an effect on alcohol sales, including a drastic drop in wine cask sales immediately following its introduction. It should be noted that sales of full-strength beer increased at this time, suggesting a shift in consumption. Alcohol- and assault-related hospital presentations fell in the 12 months following the introduction of the plan. Alice Springs Hospital also indicated that, although the absolute number of assaults had not changed significantly, the severity of assaults had decreased since the introduction of the plan. {567}
- An analysis of legislation to mandate the supply of opal fuel in regions of Australia was conducted to evaluate some of the legislative and economic aspects of pursuing such a course. This was a large-scale evaluation. The report recommends that the most effective legislative approach would be to prohibit the sale of regular unleaded petrol in designated areas and to extend eligibility for opal subsidies to them. Reducing petrol-sniffing rates is expected to have positive flow-on effects for Indigenous communities. {568}
- The *Petrol sniffing and other solvents* resource kit was developed by the Aboriginal Drug and Alcohol Council of South Australia for use by community-based groups and agencies. It provides information for health workers in Aboriginal communities and features booklets, reports, and a video. The kit was found to be an effective tool for frontline workers and organisational professionals, but not user-friendly for Indigenous peoples as a whole. {569}
- The Koori Fathering Program was developed in New South Wales to respond to community demand for parenting programs aimed at men and with cultural sensitivity. The report on the pilot study found that the program was a success. It claimed there was a change in participant's knowledge, attitudes, skills and practices in relation to parenting, and that the program was successful because it was developed and facilitated by Aboriginal men, provided free transport, childcare and lunch, and was flexible with

timing. These claims, however, were not sustained by solid data because of the small number of participants. {570}

- *Policing anti-social behaviour: constraints, dilemmas and opportunities* looks at drug dealing and loitering by young people in Britain. The government has responded by increasing police enforcement powers, such as through Anti-Social Behaviour Orders. Reported anti-social behaviour is more widespread in disadvantaged areas and may be a precursor to more serious crime. However, the authors argue that enforcement approaches alone are ultimately not effective. {571}
- The qualitative and quantitative evaluation of Ngaripirriga'ajirri, a structured behaviour modification program for Tiwi Island primary school-age children and their parents, found that the program resulted in measurable improvements in child behaviour {572}

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