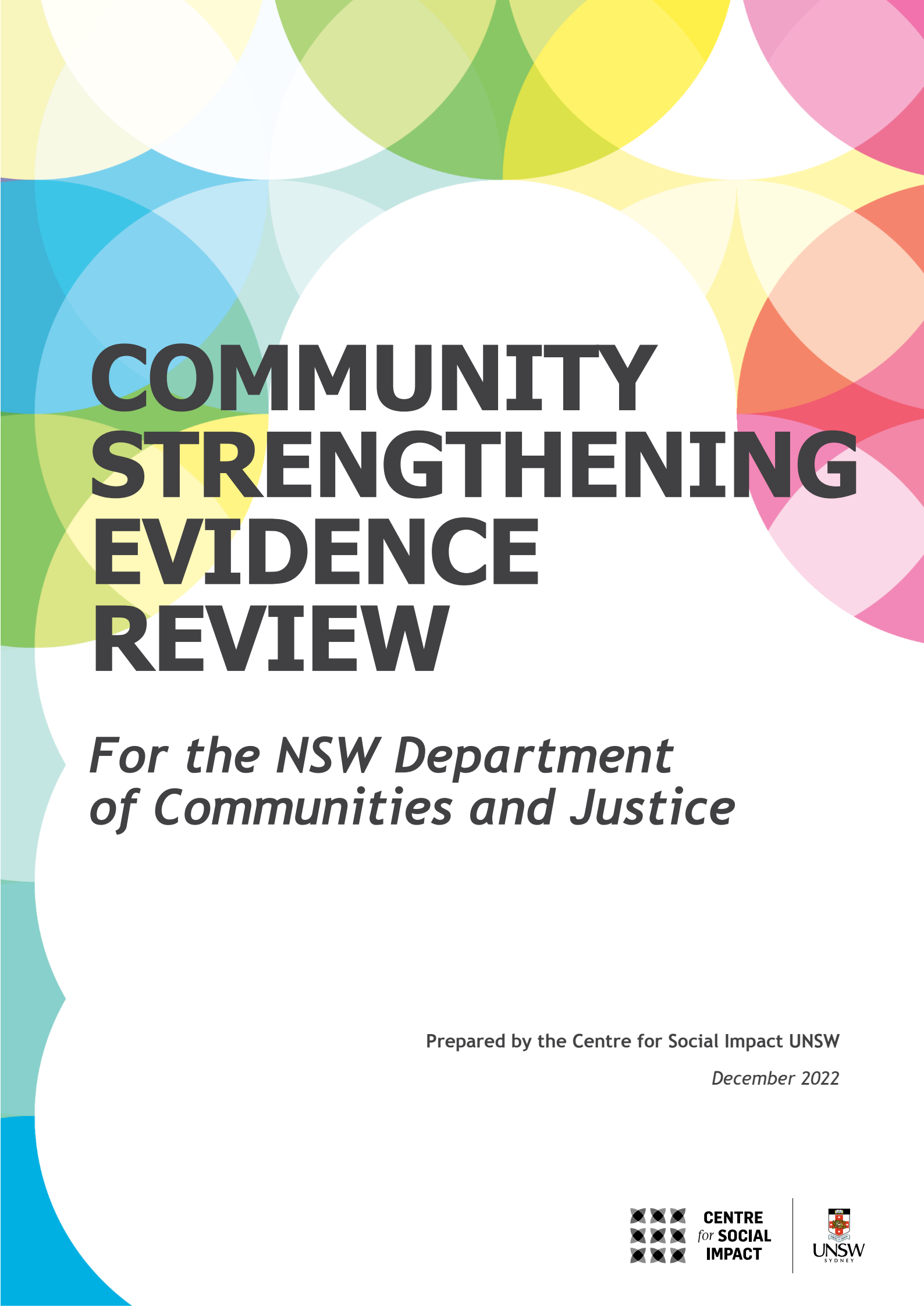


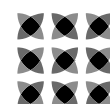


COMMUNITY STRENGTHENING EVIDENCE REVIEW

*For the NSW Department
of Communities and Justice*

Prepared by the Centre for Social Impact UNSW

December 2022



CENTRE
for **SOCIAL**
IMPACT



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Centre for Social Impact

The Centre for Social Impact (CSI) is a national research and education centre dedicated to catalysing social change for a better world. CSI is built on the foundation of three of Australia's leading universities: UNSW Sydney, The University of Western Australia, and Swinburne University of Technology. Our **research** develops and brings together knowledge to understand current social challenges and opportunities; our postgraduate and undergraduate **education** develops social impact leaders; and we aim to **catalyse change** by drawing on these foundations and translating knowledge, creating leaders, developing usable resources, and reaching across traditional divides to facilitate collaborations.

Disclaimer

The opinions in this report reflect the views of the authors and do not necessarily reflect those of UNSW Sydney or the Department of Communities and Justice.

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EXECUTIVE SUMMARY

The NSW Department of Communities and Justice (DCJ) commissioned The Centre for Social Impact (CSI) to conduct an evidence review on:

What community engagement or community development theories, practices, and activities have been found to contribute to community wellbeing for vulnerable children, young people and families?

Based on this question, this review identified 74 documents from searches and 22 documents provided from community strengthening service providers. The final 96 documents were thematically analysed. The analysis identified five critical elements common across the evidence on community engagement or community development theories, practices, and existing activities that contribute to community wellbeing for vulnerable children, young people and families.

These critical elements are:

Critical Element 1

Inclusive and genuine co-design and partnership

- ⇒ Successful initiatives build authentic partnerships with community that work towards community ownership while also ensuring that the diverse voices of that community are represented.

Critical Element 2

Leveraging strengths and building capacity

- ⇒ Community wellbeing initiatives not only need to be strengths-based but should also actively build community capacity.

Critical Element 3

Creating safe and effective spaces

- ⇒ The effective engagement of diverse community members requires spaces that are safe and accessible to everyone.

Critical Element 4

Intersectional and safe approaches

- ⇒ Accounting for the ways in which different aspects of a person's identity (e.g. gender, ethnicity, disability) can expose them to overlapping and intersecting forms of discrimination and marginalisation will enable initiatives to target people experiencing multiple and inter-related forms of disadvantage and provide a platform for the delivery of a more integrated, safe and holistic suite of services.

Critical Element 5

A whole system approach

- ⇒ Successful early interventions are part of a whole-system approach that inter-connects multiple levels of people and agencies within a community.

KEY TERMS

Community wellbeing: a collective sense of belonging, participation, trust, and access to resources and services that allow individuals and their communities to flourish and fulfil their potential.

Community engagement: the process of establishing an ongoing partnership with the community and proactively seeking and incorporating community values and concerns into decision-making processes and service design.

Community development: a process that includes and empowers individuals and groups to make changes within their communities.

Intersectionality: recognises the complex and cumulative way in which different aspects of a person's identity (e.g. gender, sexuality, disability, ethnicity) can expose them to overlapping forms of discrimination and marginalisation.

Social capital: is an asset in the form of social norms, networks and trust that facilitates cooperation within or between groups.

KEY ABBREVIATIONS

ACCOs: Aboriginal and Torres Strait Islander community-controlled organisations

CALD: Culturally and linguistically diverse

DCJ: NSW Department of Communities and Justice

DFV: Domestic and family violence

TEI: NSW Targeted Earlier Intervention program

BACKGROUND

The Centre for Social Impact (CSI) has been commissioned by the NSW Department of Communities and Justice (DCJ) to conduct a review of evidence on:

What community engagement or community development theories, practices, and activities have been found to contribute to community wellbeing for vulnerable children, young people and families?

The review will also focus on contributions to the wellbeing of Aboriginal and culturally and linguistically diverse (CALD) communities.

IMPROVING COMMUNITY WELLBEING

Community wellbeing is a collective sense of belonging, participation, trust, and access to resources and services that allow individuals and their communities to flourish and fulfil their potential. It is a multifaceted concept and occurs at both the individual and group level ¹. Strong community wellbeing is critically important for helping children, young people and families thrive, especially when they are experiencing, or at risk of experiencing, vulnerability.

Targeted early intervention has the potential to influence life outcomes and pathways ². It can have a significant impact on the health and wellbeing of children, young people, families, and ultimately, communities. While all children benefit from early interventions, children experiencing vulnerability experience the biggest benefits ³. The presence of risk factors can increase a child's chances of poor development or problems later in life such as school disengagement, incarceration, unemployment or homelessness ⁴. To thrive, children need 'protective factors' such as relationships with supportive adults, safe home environments and places to play, high-quality early learning experiences, clean air and good nutrition ⁴. The presence of more than one protective factor can reduce risks to a child's development and life outcomes. At a community level, positive outcomes can be achieved for children, young people and families by reducing risk factors and increasing protective factors. Such approaches have a significant impact on community wellbeing.

There are a growing number of initiatives aimed at improving the wellbeing of communities. Yet there is persistent cumulative disadvantage in communities throughout Australia ⁵. A true indicator of community wellbeing cannot ignore the inequalities experienced by subgroups ¹. Those who have unequal access to resources and support, or who aren't considered as a part of the community, can experience poor personal wellbeing, even when the wellbeing of the community overall is high ⁶. There is growing evidence that the best way to address this disadvantage is through community engagement and development approaches that occur as a relational process at a local level. ⁷

Compared to more traditional, often top-down approaches, community engagement and development approaches are proving more effective at improving outcomes for children, young people and families ⁷. Engaging clients in the design and implementation of initiatives results in services that better meet their needs and desires ⁸. Community development has shown positive outcomes for children, young people and families. This includes improvements to parenting skills and confidence, individual self-awareness and confidence, education and employment levels and increased use of mental and health services ⁹. It has also been shown to reduce rates of suicide, injury, and crime ⁹.

Despite the significant impact that community engagement and development approaches can have on community wellbeing, the literature has not been recently reviewed to identify those which are shown to be the most effective. The purpose of the current review is to examine the evidence on community engagement and development approaches and conduct a content synthesis of predominant practices and theories shown as positively impacting community wellbeing.

CONSIDERATIONS

The concepts of “community wellbeing”, “community development” and “community engagement” are variously defined and measured in the literature. This review uses definitions that closely align with these concepts in the context of children, young people and families.

Community strengthening practices are often characterised by non-standardised interventions of a qualitative nature which may limit the ability to make authoritative claims about the success of such practices. The review also incorporated practice-based knowledge identified through stakeholder submissions. However, the purpose was to ensure a broad, inclusive strength-based approach to the study designs captured as part of the review.

Whilst the thematic analysis of extracted data involved a subjective element from the research team, the critical elements distilled from the findings are rich and insightful and are common across the evidence.

It is probable that there may be additional effective interventions that operate to improve community wellbeing for vulnerable children, families and communities but which have not yet been evaluated or identified through this evidence review.

The evidence review draws on the best available research evidence that was available within these parameters as a starting point. However, as noted in the conclusion to this report, additional work is needed to expand on this, including further evaluating the quality of the evidence and identifying what further evaluations need to take place.

METHODOLOGY

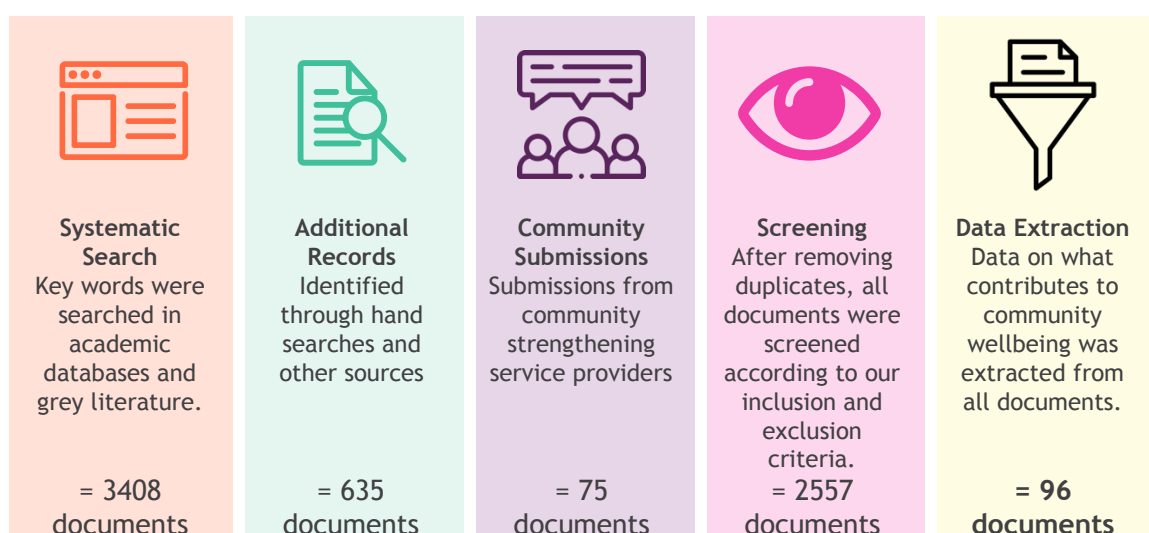
The methodology for this review involved six key steps:

1. Develop a search strategy, including inclusion and exclusion criteria
2. Search academic databases, grey literature, document references and Google results
3. Consult community strengthening service providers for local information
4. Screen documents by title, abstract and then full text
5. Extract data from the final documents
6. Analyse data to identify critical elements common across the evidence.

To identify documents relevant to the research question, a search strategy was developed, based on the research question, and in consultation with DCJ. This included the development of an inclusion and exclusion criteria, and the identification of what sources would be searched and how. We then started the process of searching, screening and extracting data (see Figure 1).

We searched academic databases and grey literature and supplemented the results through hand searches of document reference lists and Google searches. The search was limited to articles written in English and published between 2012 and 2022. On our behalf, DCJ also sent out a call to community strengthening service providers to share practice evidence information and materials about their work on this topic. In response to this call, 17 service providers submitted 75 additional pieces of evidence. After removing duplicates, we had a total of 2557 documents that needed to be screened for relevance.

Figure 1. Our approach to searching, screening and extracting data



Using the inclusion and exclusion criteria, documents were screened for relevance at title, abstract, and then full text. After screening, we identified 96 relevant documents. From these documents, we extracted data on the outcomes, theories, practices, barriers, and enablers to improving community wellbeing.

The details of our methodological approach can be found in the Evidence Review Protocol in Appendix A.

Data analysis:

A thematic analysis of the extracted data was conducted by the team to identify the five critical elements that contribute to strengthening community wellbeing. This involved several stages of coding, categorising and refining themes as outlined by Braun and Clarke¹⁰. The analysis was completed by three members of the CSI research team. For the first stage, team members worked independently to identify themes from the documents. The same thematic ideas emerged for each team member, although some were divided into multiple themes and others were combined. Two team members came together to review these results and workout which themes needed to be differentiated, recombined, and grouped. The third team member was brought in to modify disagreements. After discussion and repeated reviews of the literature, the team agreed on five themes that were accurate representations of which elements were common across the documents. The following document outlines these findings.

RESULTS

This review examined 96 documents produced in the past 10 years (2012-2022). From these documents we identified common theoretical approaches, community wellbeing outcomes and five elements that are critical for improving community wellbeing.

THEORIES AND APPROACHES

The documents detailed a number of theories and approaches used in community engagement and development initiatives. These primarily included:

- Place-based approaches ¹¹⁻¹⁴
- Person/client-centred approaches ^{7,15}
- Community-centred approaches ^{16,17}
- Participatory and bottom-up approaches ^{18,19}
- Strengths- and asset-based approaches ^{20,21}
- Capacity building approaches ^{13,22}
- Social-ecological approaches ¹⁶
- Theory of change ^{11,12,23-25}
- Intersectional approach ²⁶
- Social capital theory ¹²
- Self-determination theory ²⁰

The broad range of approaches, many used in combination with each other, show that no single approach will provide benefits for all communities. The context, needs, and resources are so diverse that a menu of approaches needs to be available ²⁴.

OUTCOMES

Community wellbeing is a multifaceted concept that is impacted at multiple levels. This was clearly reflected in the literature. The documents detailed outcomes across a wide range of domains that contributed to community wellbeing (See Appendix B for outcomes by source). These outcomes occurred at the individual, group and community level. In seeking to improve outcomes at the community level, initiatives not only worked to improve individual wellbeing, but also to change and improve the community itself. This was particularly the case when working to increase a community's sense of belonging and connection.

Community engagement and development process are complex and dynamic, making them difficult to evaluate. Nevertheless, the documents reviewed here were able to show evidence of a range of outcomes. Overall, there is growing evidence that community engagement and development approaches can have a positive impact on community wellbeing. Some key examples include:

- Dudgeon and colleagues²⁷ found that engaging Indigenous families and communities in developing, implementing and evaluating programs means they are more likely to be culturally safe and responsive.
- Baba and colleagues²⁸ found evidence that involving communities through engagement and empowerment during an urban regeneration program was significantly associated with improved health and wellbeing outcomes.
- Milton and colleagues²⁹ conducted a rapid review on the impact of community engagement found evidence that it had a positive influence on reducing homelessness and crime, and increasing social capital and community empowerment.

Common Outcomes

Community wellbeing initiatives Increased:

Wellbeing, resilience, healing, safety, health, mental health, physical activity, self-determination, participation & engagement in community life, resourcefulness, sense of belonging, social networks, social connection, connection to culture, knowledge of culture, use of support services, access to service information and resources, volunteering pathways, Parenting/grandparenting/caregiver skills, child/young people behaviours, relationship skills, family communication skills, school attendance, self-identity, confidence, leadership skills.

Community wellbeing initiatives Reduced:

Contact with the child protection system, contact with criminal justice systems, domestic, family and sexual violence, homelessness, social isolation, racism, social and financial disparity.

CRITICAL ELEMENTS

A thematic analysis of the evidence identified five critical elements (summarised in Table 1).

Table 1: Descriptions of critical elements

Critical Element	Description
Genuine and inclusive co-design and partnership	Successful initiatives build authentic partnerships with community that work towards community ownership while also ensuring that the diverse voices of that community are represented.
Leveraging strengths and building capacity	Community wellbeing initiatives not only need to be strengths-based but should also actively build community capacity.
Creating safe and effective spaces	The effective engagement of diverse community members requires spaces that are safe and accessible to everyone.
Intersectional and safe approaches	Accounting for the intersectional nature of inequality will enable initiatives to target people experiencing multiple and inter-

	related forms of disadvantage and provide a platform for the delivery of a more integrated and holistic suite of services.
A whole system approach	Successful early intervention initiatives need to be part of a whole-system approach that inter-connects multiple levels of people and agencies within a community.

CRITICAL ELEMENT 1: Genuine and inclusive co-design and partnership

Evidence across the literature indicates that co-designed, bottom-up initiatives that aim to strengthen wellbeing result in stronger engagement, greater success and better sustainability^{20,24,30,31}. Initiatives developed in authentic partnership with the community are critical for tailoring and evolving approaches in response to the community's needs^{26,32}. True engagement with a community cannot be achieved by assessing their response to pre-decided program content and implementation strategies. The starting point is the engagement³². This includes assessing and prioritising a community's interest and "negotiating mutually agreed parameters"²⁰.

For example, the Women's Community Ally Network (CAN) project spent the initial stages of their project setting up trusting partnerships with community "by attending and getting-to-know communities within their established networks, events and community spaces"²⁶. Once these relationships were established, women who had survived violence and their support systems were invited to help co-design the content of the project. Inclusion of the community continued during in all stages of the project.

The effort required to build and maintain a strong partnership with community is considerable. The process of engaging and building relationships with community members is complex and dynamic⁷. The time and effort required of staff can't be underestimated. It also requires a fundamental shift in traditional perspectives from 'doing to/for' to 'doing with'. But the return on this investment is more responsive, efficient and sustainably effective services.

The evidence also emphasised that community wellbeing cannot be defined in a way that excludes one or another group of individuals. To truly meet the needs of a whole community, co-design and partnership should be inclusive of the diverse range of voices that might be impacted by an initiative³¹. The intention behind this is not just to nominally include these voices but to give power and agency back to communities and ensure that their needs are successfully met. This is critically important when helping reduce power imbalances for vulnerable or marginalised communities (including Aboriginal and Torres Strait Islander, culturally and linguistically diverse, refugee and LGBTIQ+ communities)^{33,34}.

For example, the literature repeatedly shows that in order to reach and meaningfully impact Aboriginal people and communities, Aboriginal voices must be intentionally included throughout the decision making, planning, and implementation processes³⁵.

From the literature, authentically partnering with community to improve wellbeing looks like:

1. Spending time and resources on understanding and building relationships with community
2. Developing a shared vision, a clear rationale and, in many cases, a theory of change

3. Incorporating and leveraging local community assets and strengths (see critical element 2)
4. Embedding community engagement and partnership practices into governance models
5. Providing space for legitimate access and opportunity to engage (see critical element 3)
6. Engaging in culturally safe and relevant practices (see critical element 4)
7. Working towards community independence, autonomy and control.



PLACE PLANNING INITIATIVE

Kempsey Neighbourhood Centre's (KNC) Place Planning initiative aims to build community cohesion and connection in social housing communities through programs that are initiated and co-designed by the community. The development of programs involved extensive consultation and engagement with community members and agencies. The programs included the voices and met the needs of diverse populations within the community. KNC make sure that the centre is a space for the community to legitimately help develop ideas that are then included in their approach. They also developed strong partnerships with a number of local services and organisations (including community groups, churches, and school groups). This resulted in more effective service delivery.



WEAVE YOUTH & COMMUNITY SERVICES

Weave Youth & Community Services (Weave) partnered with Aboriginal and non-Aboriginal clients, community, and staff voices through their Stories of Lived Experience project. In understanding what is most useful about how Weave and the sector can improve, Weave aimed to better support local Aboriginal people and families.

To better support local Aboriginal people and families, Weave Youth & Community Services partnered with consultants to understand what is most useful about how Weave and the sector can improve. By including Aboriginal and non-Aboriginal clients, community, and staff voices through a Stories of lived experience project, Weave shows how genuine inclusive initiatives designed in partnership with community can give power, agency and ownership back to vulnerable communities.

CRITICAL ELEMENT 2: Leveraging strengths and building capacity

A strengths-based approach to community wellbeing initiatives was consistently shown throughout the literature as important for successful and long-lasting change within communities^{20,21,36,37}. Communities have a broad range of assets that can be pivotal to an initiative's success including the skills, capacity, knowledge, passions, networks and connections of local community members as well as local associations, organisations, institutions, and physical and economic resources.

A strengths-based approach helps communities realise their collective strengths and vision for change, enables them to take control of decision-making and helps them mobilise their existing assets^{19,38}. The evidence indicates that strength-based approaches are successful as they are tailored to build on the unique assets of communities while also empowering these communities. In addition, using a community's assets is important for protecting and maintain existing resources and opportunities¹.

A strengths-based approach is also vital for addressing issues of discrimination and inequity within a community. Aboriginal and Torres Strait Islander communities have repeatedly advocated for strengths-based solutions to community issues^{18,20}. For example, in domains such as domestic and family violence (DFV), the primary response of top-down legal and non-Aboriginal criminal justice interventions is particularly problematic for Aboriginal and Torres Strait Islander peoples. Indigenous scholar Victoria Hovane explains that “this occurs within the context of a historical and ongoing mistrust of the police, courts and justice systems, and the perceived inability of these systems to provide responses that meet the specific needs of Aboriginal and Torres Strait Islander peoples” (cited in 17). She advocates that a strengths-based responses to DFV can be found in the strengths and opportunities of Aboriginal justice models and Aboriginal Law and Culture which can provide “a pathway for achieving positive environments in which communities and families stand in support of those experiencing DFV, to curb the behaviour of perpetrators” (cited in 17).

Capacity development

While the literature overwhelmingly supports a strengths-based approach, it is also clear that leveraging community assets requires support. Initiatives need to avoid the risk of asking too much of a community and causing undue stress⁷. Sharing knowledge and supporting community learning and capacity building is an important step in circumventing this. Capacity building includes approaches that focus on enhancing individuals' capabilities to provide advice, information and support, organise activities around health and wellbeing in their communities (e.g., volunteering and peer support) or increase skill sets that can protect against poor wellbeing¹⁴. Other examples of community capacity building include the development of infrastructure, organisational networks, new power relations, and social and structural changes that provide sustainable solutions to collective problems^{37,39}.

Initiatives aimed at improving community wellbeing should therefore include an appraisal of not only the community's potential contributions and assets but also its capacity for independent action. The capacity of a community to use the evidence base on best practices coupled with their access to and ability to negotiate the resources and infrastructure needed, indicates the level of external assistance that may be necessary. However, external assistance should include the involvement of the community in prioritising what resources are needed while also providing the opportunity for community members to learn the processes and skills themselves. For example, professionals from outside organisations may be the initial leaders of a project, able to use their knowledge to help implement the project as well as their status and social connections to advocate it. But as time passes, community representatives should fill, and be accepted into, the primary leadership roles of a project³².

Long-term outcomes rely on communities being able to successfully continue the practices and activities that outside organisations have helped initiate and the success of initiatives often depends on genuine ownership by the community¹³. As a community's assets and capacity are built up, their independence and autonomy are increased. Working towards community ownership of an initiative is particularly important for vulnerable and marginalised communities. This allows communities who have felt disempowered to gain control over decisions that influence their lives²⁸.

To remain responsive to community needs, a strengths-based approach should therefore include:

- An assessment of a community's capacity for independent action
- Development of mechanisms and resources for ongoing problem-solving
- Monitoring of effects over time
- Development of the capacity for evolution and self-renewal to address changing conditions.

**WEAVE YOUTH & COMMUNITY SERVICES**

[Weave Youth & Community Services](#) (Weave) is a Sydney and Southeast Sydney program that provides casework, counselling, social activities, creative arts and community development projects for children, young people, and women with a focus on supporting Aboriginal people and families. Weave's client-centred focus means that their approach not only draws on their clients' strengths and capacities but also works to empower them to make changes in their lives that are meaningful for them.

Client assessments take a strengths-based, narrative approach that identifies a client's strengths and interests and then incorporates these into their case plans. But Weave's strengths-based focus is also balanced by building their client's skills, capacities, confidence, knowledge and connections. While this is primarily done at an individual level, Weave recognises that building shared hope across the community not only aids individual resilience and recovery, but also builds the capacity of the community.

**LAZOS HISPANOS**

The Lazos Hispanos program was developed to enhance the health and well-being of Latinx residing in low-income communities in the Southeastern United States. The program both incorporated assets and built community capacity. Mobilising existing assets, the program trained promotoras (A Hispanic/Latino community member who received specialised training to provide basic health education in the community without being a professional healthcare worker) in the community to serve as a bridge connecting community, providers of health and social services. This benefitted the whole community knowledge on resources, services and support and resulted in an empowered committed community driven to connecting people to resources.

**LEEDS' COMMUNITY BUILDER**

The city of Leeds in the UK established an asset-based approach to improving community wellbeing. Within this approach they hired a Community Builder for each initiative site who gained extensive knowledge of the community, found active community members and connected them to each other and to local organisations. That is, the Community Builder identified strengths in the community (people and organisations) and increased their capacity for change by connecting them.

CRITICAL ELEMENT 3: Creating safe and effective spaces

A commonality across many of the initiatives in the literature is the importance of spaces that allow community members to come together to build and improve social relations. An effective and safe space encourages social connection and allows people to be honest about their experiences and identities. Such spaces can help facilitate sharing of knowledge and resources, can operate as a supportive community of care and can create cohesive solidarity among community members²⁴. The evidence indicated that space has the potential for encouraging healing, cultural inclusion, identity-building, and the promotion of anti-racism^{34,40,41}. By providing opportunities for communities to connect, dream and be open about their stories, individuals are more likely to feel safe enough to “be honest, real about frustrations, challenges”^{42,43}. Further, spaces that are safe and accessible for all community members, especially marginalised, vulnerable, Aboriginal and CALD communities, are important for engaging, and thus improving the wellbeing of, the whole community.

From the literature, safe and effective space that contribute to community wellbeing often provide access to:

1. Direct services that meet the community's specific needs (e.g., childcare, family support and parenting program)
2. Soft-entry points to important external services and information (e.g. mental and physical health services)
3. Peer support and experience
4. Volunteering pathways
5. Social networks and capital
6. Activities or other reasons to interact

Soft-entry points are particularly important for engaging hard-to-reach children, young people and families.

Community hubs and neighbourhood centres are often good examples of safe and effective spaces that have a strong impact on wellbeing outcomes. They can provide a single-entry point to a range of services and supports, they are embedded, and therefore known and trusted, within the community and they are often staffed by people with strong knowledge of the community². They are also particularly important for providing social infrastructure for disadvantaged communities

Spaces that provide social activities are also a significant part of encouraging social connection, reducing isolation and improving wellbeing¹⁷. Recreational activities can help community members, and especially young people, bond over common interests and expand their social networks of support and influence^{44,45}. Effective spaces include activities that allow community members to specifically come together to discuss community challenges and collaboratively help solve them^{32,46}. They can play an important role in the development of young people's identity, sense of self, social and emotional skills and social networks, especially if it allows them to participate in identifying solutions and contributing decision making⁴⁷.

Effective spaces also provide avenues for volunteering. Volunteering is beneficial to individuals in that it increases confidence, skills, aspiration and employment opportunities¹². It also boosts civic engagement, encouraging both volunteers and others to be more engaged in their community.

Beyond the services and opportunities that these spaces provide, effective community wellbeing initiatives make sure that spaces are:

- Easily navigable and accessible by safe, efficient and affordable transport
- Well-designed, safe and pleasant physical spaces
- Include culturally competent, empathetic and safe staff
- Include peers with lived experience
- Provided opportunities for community to make changes to the space
- Availability of interpreters and multi-language written and audio resources for migrants and refugees as well as resources for those with disabilities.

These elements are particularly important for ensuring the comfort safety of vulnerable and marginalised communities.



THE PARENT PEER SUPPORT

The Family Inclusion Strategies in the Hunter Inc (FISH) implemented the Parent Peer Support Project (PPSP) which provides parents navigating the child protection system with emotional support, companionship and information. Child protection caseworkers and lawyers often have difficulty establishing trusting relationships in an environment where parents and children fear removal. As a result, the project uses parents with lived experience to support parents encountering the child protection system and help them overcome barriers to these services. Using peers with lived experience reduces power imbalances, builds trusts, and encourages connections. PPSP provide cohesive solidarity in a space that commonly feels disempowering and isolating.



THE PAO ARTS CENTRE

The Pao Arts Centre is another example of how creating safe and effective spaces is a key to strengthening community wellbeing. Located in an ethnic enclave community within Greater Boston in the U.S., the Pao Arts Centre is a space that fosters a sense of belonging, security, and cultural identity through creative placemaking using art and culture. Pao Arts Centre emerged as a cultural space owned by, created for, and based in the community. This creation of safe and effective spaces allows for stories about the forgotten history of immigrant communities to be heard and amplified.

CRITICAL ELEMENT 4: Intersectional and safe approaches

Successful initiatives understand that the social factors that lead to discrimination and marginalisation do not exist in a vacuum and can often overlap or intersect to create different experiences within the same system. It is therefore important for initiatives to widen their understanding of vulnerability and inequality by seeing the complex and cumulative way that social identity affects wellbeing. An intersectional approach recognises that there are multiple factors of a person's identity (e.g. gender, sexuality, disability, ethnicity) which can have an influence on inequality and disadvantage^{2,26,48}. For example, Indigenous Australian women face disadvantage based on both race and gender. Similarly, gay men from a migrant background might face discrimination due to both their sexual identity and their migrant status. Accounting for the intersecting nature of inequality will enable initiatives to target people experiencing multiple and inter-related forms of disadvantage and provide a platform for the delivery of a more integrated and holistic suite of services and supports.

A significant part of tailoring initiatives to the needs of a community involves not just an awareness of the intersections of inequality, but the incorporation of approaches that are safe for all vulnerable populations. This is also an essential part of creating a safe space for these communities (see Critical Element 3 above).

According to the literature,^{18,27,49} safe approaches:

- Are developed with and supported by local communities and community leaders from vulnerable and marginalised populations
- Incorporate cultural and spiritual practices, principles, laws and ways of knowing
- Acknowledge the historical and social context of vulnerable and marginalised populations
- Are trauma informed
- Enable people to maintain their identity
- Employ diverse staff who are able to be reflexive and aware of their own biases and privileges
- Respect family, language and gender groups

- Holistically meet the diverse and intersecting needs of children, young people, families and communities

Much of the evidence on safety specifically addressed cultural safety, which is a critical when working with Aboriginal, Torres Strait Islander and CALD children, young people and families⁴. A culturally safe initiative is important for addressing community wellbeing as it is more likely to encourage healing, cultural inclusion, identity-building, and promote anti-racism and anti-colonialism. The literature on cultural safety emphasises the need for staff to be aware of a population's historical context, their own biases and privilege and to be culturally trained prior to implementation of initiatives¹⁸. It similarly highlights the need for mechanisms such as data sovereignty and the delegation of statutory powers to Aboriginal and Torres Strait Islander community-controlled organisations (ACCOs) in order to safeguard Aboriginal and Torres Strait Islander people's right to self-determination⁴⁶.

Closely engaging with and learning about a community's intersections of vulnerability and marginalisation is necessary for designing a nuanced approach that includes an in-depth understanding of the local context, history, practices and needs⁵⁰.



THE CAN PRACTICE STUDIO

The Women's Community Ally Network (CAN) Practice Studio based in Queensland engaged community members to identify a model for responding to and preventing gendered violence in families, workplaces, and communities. The CAN project is underpinned by an intersectional understanding that women's experiences of inequality and discrimination vary when things like gender identity, culture, and socio-economic status are considered. As a result, they aimed to make sure that the perspectives and knowledge of women from diverse backgrounds, including CALD communities, were given a voice in designing the project's content. Accessibility was ensured by including interpreters and child-minding services, transport subsidies, using well-known venues and accessible time frames. Staff also made sure to acknowledge their own privilege and community members were recognised and compensated for their time and expertise.



ABORIGINAL INFANT DEVELOPMENT PROGRAM

The Aboriginal Infant Development Program (AIDP) based in British Columbia, Canada implements a culturally safe approach. Aware that families are wary towards them due to the historical trauma of children being taken away and their connection to welfare authorities, staff explicitly deferred developmental screenings and extensive paperwork in the early stages of their relationships with Aboriginal caregivers during the program. This allowed for greater trust and relationships to be established and built between workers and communities during the early stages. In addition, staff practiced reflexivity, acknowledged their own privileges and were aware of the historical trauma of the communities in which they served.

CRITICAL ELEMENT 5: A whole system approach

The drivers of disadvantage and inequality often occur at multiple and systematic levels within a community²⁴. The success of early interventions for children, young people and families can be limited if issues around environment, poverty and care are not addressed. To achieve enduring change initiatives need to be considered at the system level in order to provide comprehensive, protective and preventative support^{18,43}. This highlights the need not only to target both place and person, but to also ensure that services and supports are multi-levelled, integrated across different sectors and mutually reinforcing¹¹. Thus, successful early intervention initiatives need to be part of a whole-system approach that inter-connects multiple levels of people and agencies within a community. Such an approach is also more likely to be preventative rather than reactionary^{2,31}.

Integrating people and services at every level is important for meeting the complex needs of families and communities. Fragmented services available to young children and their families undermines the capacity of those services to support children and their families⁵¹. Further, this is more likely to negatively impact disadvantaged families who may have limited skills, confidence, cultural or linguistic knowledge or support to interact with or negotiate these often complex systems⁵¹. A truly integrated system means that all relevant services partner with each other, families and communities to provide holistic support to families. For example, there is increasing support within the literature for the use of a 'web of accountability' to protect women and children from DFV⁵². The aim is to create an accountability system made up of people and agencies within a community who share information and work collaboratively. This includes legal and service systems as well as the informal networks of victims, families and communities. The aim is to hold perpetrators accountable through monitoring, engagement and early intervention. One of the significant aspects of this web is that services who encounter perpetrators where violence may not be the primary focus (e.g., mental health services) are also brought into the system to help manage risk.

Multi-level approaches are also important for addressing the multiple factors that shape the development of young children and the relational functioning of families. Unlike a single program or activity, systematic approaches can provide holistic, preventative and protective support, while helping address social determinants of poor wellbeing²⁰. A

multilevel intervention can impact the multiple levels of the local ecology and change the social and structural contexts that contribute to community wellbeing. Indeed, community level change is more likely to occur when a whole community is involved. That is, when people and services are synchronised and supported across the levels of a community's social system.

Nevertheless, it is important to note that organising service collaboration and coordination, especially across already fragmented and siloed service systems, is challenging⁵³. The high level of organisation and the establishments of working community partnerships is not easily achieved. However, there are many initiatives that have found avenues for integrating other services and supports. For example, many of the activities in the Community Strengthening stream of the TEI program are one-off events, but they still provide soft-entry points to the service system⁵⁴. This often saw better and more long-term impacts.



EARLY LEARNING COMMUNITIES

In the UK, the Early Learning Communities program uses a whole system approach to improve outcome for children living in poverty. The program works to improve children's learning environments and systems so that they have access to relationships, interactions and experiences that will support their development at home, in school and in the community. The UK government is working with program partners across the UK to form a network of 'Early Learning Communities' that will co-design and improve early learning systems in



CHILDREN'S COMMUNITY

In 2016, Save the Children UK launched the Children's Community initiative in Wallsend. This initiative established a whole system, neighbourhood-level partnership between schools & children's centres, the local authority, public health, the clinical commissioning group, the local churches & voluntary sector, police and the community. The goal was integration and collaboration between all local partners in order to provide children with holistic support across home, school, community, education, and health. The Children's Community is also seamlessly support children throughout their lives with the understanding that progress made during the early years needs to be sustained and built-on as children get older.

SERVICE PROVIDER FEEDBACK

CSI presented the results from this review to community strengthening service providers during an online session. Fifty participants interacted with the presentation by providing written responses to questions facilitated through the presentation.

The feedback from the presentation indicated that service providers found the five critical elements to be important for their work on improving community wellbeing. Almost all of their comments aligned in some way with these elements, while also providing important nuance to the findings. Findings from these sessions have been integrated into the findings above.

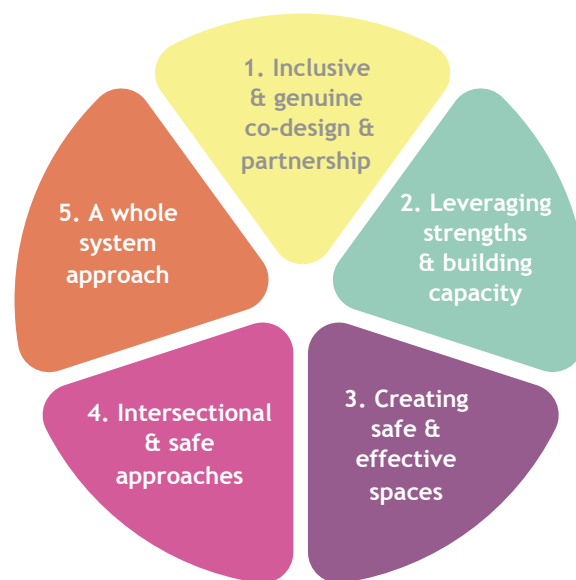
From the feedback it was also clear that one of the biggest challenges that service providers faced was having the capacity to implement the critical elements. Of course, limited time, funds, resources and training results in limited capacity and effectiveness. Moving forward, the challenge of capacity will need to be addressed in some way.

The feedback from service providers indicates that they will be able to provide important details about the barriers and enablers to implementing the critical elements, as well as support in identifying and filling the gaps in the evidence base.

CONCLUSION

There is growing evidence that community engagement and development approaches are important for sustainably strengthening community wellbeing. This review identified a broad range of projects that used these approaches to produce outcomes that directly or indirectly improved community wellbeing. The findings presented here show that actively engaging community allows interventions to be designed and delivered more effectively. The critical elements are also important for supporting and integrating disadvantaged and vulnerable people within communities. To leverage the strengths of community engagement and development strategies to improve outcomes initiatives should be:

1. Collaboratively designed and conducted
2. Using community strengths and increasing community capacity
3. Creating safe and effective spaces
4. Using intersectional and safe approaches
5. Multileveled and systematically integrated.



WHERE TO FROM HERE?

The findings of this evidence review have implications for the design and delivery of community strengthening services. The five critical elements identified here have the potential to improve the wellbeing of communities, and may be particularly important for vulnerable, Aboriginal and CALD populations.

It is important to note that this requires a long-term commitment to local projects and the communities involved in them. A significant part of this investment is building both the capacity of service providers and the local evidence base. Community strengthening initiatives not only need to be well integrated and coordinated but also need to undertake rigorous evaluations and remain flexible to the needs of diverse community members. Providing evidence that a community's engagement is having a meaningful impact is important, not only for maintaining that engagement, but also for making sure that the content and implementation practices of an initiative remain relevant to that community.

The next steps in achieving better community wellbeing outcomes could be to:

- Further evaluate the quality of the evidence, identify what evidence is missing or unknown (for instance, what is the evidence on how to best train service providers to be culturally safe and reflexive?) and identify what further evaluations need to take place
- Identify the capacity of service providers and how this can reasonably be expanded

- Equip service providers with the capacity to do rigorous evaluations that can effectively inform local decisions and generate local evidence
- Develop research tools that are appropriate and accessible for local service providers to use
- Explore methods on how to negotiate, strengthen and integrate relationships between local service providers (for example, by improving referral pathways).

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APPENDIX A: EVIDENCE REVIEW PROTOCOL

Research Question and Scope

The aim of this review is to contribute to the evidence base on:

What community engagement or community development theories, practices, and activities have been found to contribute to community wellbeing for vulnerable children, young people and families?

The review also focuses on contributions to the wellbeing of Aboriginal and culturally and linguistically diverse (CALD) communities.

Search and Inclusion Strategy

Our protocol is based on recommendations from the Cochrane Collaboration and reported according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement⁵⁵ (see figure 2).

To conduct this evidence review, a search strategy was established that involved the key concepts from the above research questions. These steps are outline in Table 2.

Table 2. The strategy used to search for documents relevant to the research question.

SEARCH STRATEGY	
Keyword search parameters	<i>(ab(Community-led OR "community develop*" OR "community engage*" OR "community based" OR "community consult*" OR "community empower*") AND ab(intervention* OR program* OR theor* OR initiative* OR practice* OR activit*) AND ab(wellbeing OR well-being)</i>
Filters	Timeline: 2012-2022 Language: English Countries: Australia, New Zealand, the United Kingdom, The United States of America and Canada.
Sources	Academic databases: • PsychINFO • Medline • SocIndex • CINAHL • Family and Society Collection • ERIC Grey literature: • Cochrane Library • Campbell Collaboration • Child Family Community Australia (CFCA)

-
- Closing the Gap Clearinghouse
 - Analysis & Policy Observatory (APO)
 - California Evidence Based Clearinghouse for Child Welfare
 - Early Intervention Foundation (What Works Network)
 - Children's Social Care (What Works Network)

Hand Searching Google and document reference lists

Submissions from Community Strengthening Service Providers

- | | |
|---------------------------|---|
| Inclusion criteria | <ul style="list-style-type: none"> • Systematic reviews (with or without meta-analyses) • Empirical Research • Dismantling studies • Practice-informed reviews • Community engagement or development theories, practices and activities run by community organisations, undertaken with the express purpose of building community wellbeing as either a primary or secondary aim, including those falling within the remit of the DCJ TEI Program. • Local, placed based initiatives. • Studies originating from Australia, New Zealand, the United Kingdom, The United States of America and Canada. • Studies published within the past 10-years (2012 to 2022). • School-based interventions are included if the programs are delivered by an external team rather than by teachers as part of the school curriculum. • Studies published after 2012 |
| Exclusion criteria | <ul style="list-style-type: none"> • Interventions delivered as part of a schools-based curriculum, where the program is delivered by school-staff and teachers • Social media/networking as an intervention (note this does not refer to interventions that are delivered online) • Programs delivered by a primary or secondary health care professional, such as a doctor or nurse • Interventions that are not designed with the express purpose of building community wellbeing as either a primary or secondary aim • Interventions that do not target children, young people and families. • Studies that are not written in English • Studies evaluating interventions in countries other than Australia, New Zealand, the United Kingdom, The United States of America & Canada • Studies published before 2012 |
-

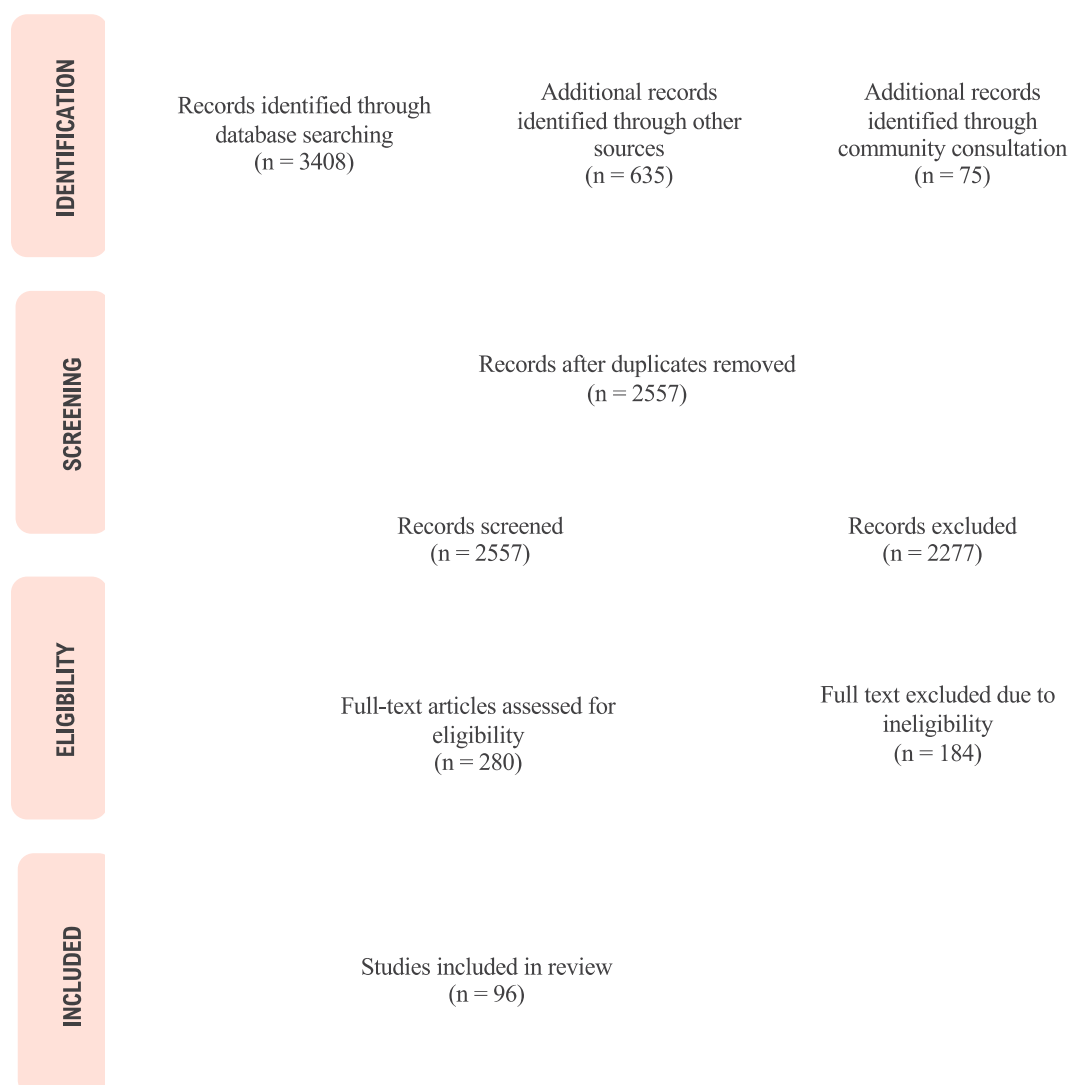
Using the research question, we identified key search terms. These key terms were searched on academic search engines and grey literature and resulted in a total of 3408 sources. Searches were supplemented by manual searches of document citations and

Google results. This resulted in an additional 635 sources. An email was also sent out for submissions from Community Strengthening Service Providers which resulted in an additional 75 sources.

We removed duplicate sources from final 4118 documents, resulting in a total of 2557 sources that needed to be screened. Using the inclusion and exclusion criteria, these sources were screened by titles and abstracts removing 2277 sources. The full text for the remaining 280 documents were then retrieved and reviewed for their relevance. Any questions about the relevance of a source were discussed and resolved through team consensus. Following this stage an additional 184 source were excluded resulting in a final 96 sources being included for this evidence review. This process is laid out in the PRISMA Flow Diagram below (Figure 2).

From the extracted data, the researchers conducted a thematic analysis and synthesized the themes found within the sources.

Figure 2. PRISMA Flow Diagram



The PRISMA flow diagram above provides an outline of the process for screening evidence resulting in the final number of documents used in the analysis.

Summary of the literature review sources

This review examined 96 articles published in the past 10 years (2012-2022). Tables 3-5 below detail the types of sources.

Table 3. Reference types

Reference type	Number of results
Journal articles, theses, and book chapters	39 (1 book chapter, 2 theses, and 36 journal articles)
Grey Literature	35 (33 reports, 2 web pages)

Community submissions	22 (19 reports, 1 web page, 1 research paper)
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Table 4. The populations target by the references

Target groups	Number of results
Aboriginal and Torres Strait Islander	n = 17
Aboriginal and Torres Strait Islander Young People	n = 8
CALD community	n = 6
Whole Community	n = 29
Families	n = 15
Children & young people	n = 13
Multiple	n = 8

Table 5. Reference countries

Country	Number of results
Australia	n = 35 (References) n = 21 (Community submissions)
New Zealand	n = 1 (References)
United Kingdom	n = 16 (References)
United States	n = 15 (References)
Canada	n = 7 (References)
International	n = 1 (References)

APPENDIX B: REVIEWED DOCUMENTS SUMMARY

Summary of 74 documents identified through systematic searching

Reference	Year	Type of source	Country	Target group	Initiative type	Outcomes
Akinsulure-Smith, AdeyinkaM., Dachos, N., & Jones, WilmaL. (2013). Nah We Yone's De Fambul Camp: Facilitating Resilience in Displaced African Children. <i>Journal of Immigrant & Refugee Studies</i> , 11(3), 221–240.	2013	Journal Article	US	CALD children	Camp	1. Increase belonging 2. Develop positive self-identity 3. Promote emotional wellbeing.
Ali, S., & Awaad, R. (2019). Islamophobia and public mental health: Lessons learned from community engagement projects. In H. S. [Ed Moffic, J. [Ed Peteet, A. Z. [Ed Hankir, & R. [Ed Awaad (Eds.), <i>Islamophobia and psychiatry: Recognition, prevention, and treatment</i> (pp. 375–390, Chapter xx, 420 Pages). Springer Nature: Switzerland.	2019	Book chapter	US	CALD	Multiple	Improve mental health and wellbeing.
Australian Institute of Health and Welfare, & Australian Institute of Family Studies. (2013). Strategies and practices for promoting the social and emotional wellbeing of Aboriginal and Torres Strait Islander people. https://www.aihw.gov.au/getmedia/1c9d820f-4bf4-437d-8b15-dec682b9774c/ctgc-rs19.pdf.aspx?inline=true	2013	Report	AUS	Aboriginal and Torres Strait Islander communities	Multiple	1. Cultural healing 2. Social and emotional wellbeing.
Australian Institute of Health and Welfare, Appendix B-D Summary of Research and Evaluation Register items}. (n.d.). https://www.aihw.gov.au/getmedia/9ed8e636-9732-4e4d-92c9-10487d0f6083/15161-appendix-b-d.pdf.aspx	2013	Report	AUS	Community	Multiple	Improve community health and wellbeing.
Australia's National Research Organisation for Women's Safety (ANROWS). (2021). Interventions for perpetrators of domestic, family and sexual violence in Australia (ANROWS Insights, 02/2021). ANROWS: Sydney.	2021	Report	AUS	Women and Families	Multiple	Reduced and prevent domestic, family and sexual violence.
Baba, C., Kearns, A., McIntosh, E., Tannahill, C., & Lewsey, J. (2017). Is empowerment a route to improving mental health and wellbeing in an urban regeneration (UR) context? <i>Urban Studies</i> (Sage Publications, Ltd.), 54(7), 1619–1637.	2017	Journal Article	UK	NA	Urban Regeneration	Improve community mental health and wellbeing.
Bagnall, A. (2018). Well-being and community life: Keeping isolation at bay? <i>Psychreg Journal of Psychology</i> , 2(2), Article 2. https://eprints.leedsbeckett.ac.uk/id/eprint/5511/	2018	Report	UK	NA	What Works Centre for Wellbeing	Reduce isolation.

Bagnall, A., South, J., Di Martino, S., Southby, K., Pilkington, G., Mitchell, B., Pennington, A. and Corcoran, R. (2018) A systematic review of interventions to boost social relations through improvements in community infrastructure (places and spaces). May 2018, What Works Centre for Wellbeing	2018	Systematic Review	UK	Community	Multiple	Improve social relations.
Bagnall, A., Southby, K., Mitchell, B., & South, J. (2015). BIBLIOGRAPHY AND MAP OF COMMUNITY-CENTRED INTERVENTIONS FOR HEALTH AND WELLBEING. https://eprints.leedsbeckett.ac.uk/id/eprint/1782/	2015	Scoping Review Report	UK	NA	Multiple	Improve community health and wellbeing.
Beck, B., & Henning-Smith, C. (2012). Development and Implementation of a Multi-Sectoral Fatherhood Collaborative: Lessons from Milwaukee. <i>Fathering: A Journal of Theory, Research & Practice about Men as Fathers</i> , 10(1), 91–100. https://doi.org/10.3149/fth.1001.91	2012	Journal Article	US	Fathers and Children	Fatherhood Program	Improve parent-child relationships and wellbeing.
Bennett, C. T., Buchan, J. L., Letourneau, N., Shanker, S. G., Fenwick, A., Smith-Chant, B., & Gilmer, C. (2017). A realist synthesis of social connectivity interventions during transition to parenthood: The value of relationships. <i>Applied Nursing Research</i> , 34, 12–23. https://doi.org/10.1016/j.apnr.2016.11.004	2017	Journal Article	CAD	NA	Multiple	Increase social connection.
Blagg, H., Tulich, T. A., Hovane, V., Aye, D. A. R., Worrigal, T., & May, S. (2020). Understanding the role of Law and Culture in Aboriginal and Torres Strait Islander communities in responding to and preventing family violence.	2020	Report		Aboriginal and Torres Strait Islander families	Multiple	Reduce and prevent family violence.
Bowes, J., & Grace, R. (2014). Review of early childhood parenting, education and health intervention programs for Indigenous children and families in Australia. 8. https://www.aihw.gov.au/getmedia/bf7f4034-cfde-4f80-b07f-043b5304f923/ctgc-ip08.pdf.aspx?inline=true	2014	Government report	AUS	Aboriginal and Torres Strait Islander people	Multiple	Improved parenting skills.
Budowle, R., Arthur, M. L., & Porter, C. M. (2019). Growing intergenerational resilience for Indigenous food sovereignty through home gardening. <i>Journal of Agriculture, Food Systems, and Community Development</i> , 9(B), 145–165. https://doi.org/10.5304/jafscd.2019.09b.018	2019	Journal Article	US		Sustainability	Improve resilience.
Bulloch, H., Fogarty, W., & Bellchambers, K. (2019). Aboriginal health and wellbeing services: Putting community-driven, strengths-based approaches into practice. https://apo.org.au/sites/default/files/resource-files/2019-11/apo-nid269031.pdf	2019	Report	AUS	Aboriginal and Torres Strait Islander people	Aboriginal health and wellbeing intervention	Improve community health and wellbeing.
Burnside, E. J. (2016). Features of the organized youth activity setting that protect against exposure to community violence.	2016	Thesis	US	CALD	Sport	1. Develop social connectivity 2. Improve mental health.

Castle, E. E. (2019). Health aspects of community-engaged natural play space planning, design and implementation.	2019	Thesis	US	Children	Natural spaces	Improve community mental health and wellbeing.
Closing the Gap Clearinghouse. (2013). The role of community patrols in improving safety in Indigenous communities. https://www.aihw.gov.au/getmedia/6709c52a-95f0-4592-a1b9-78a429638fb6/14455.pdf.aspx?inline=true	2013	Government report	AUS	Community	Community patrol	Increase community safety.
Closing the Gap Clearinghouse. (2016). Family violence prevention programs in Indigenous communities. https://www.aihw.gov.au/getmedia/c0e5bdde-e9c4-4a1f-808e-256191835cde/ctgc-rs37.pdf.aspx?inline=true	2016	Government report	AUS	Aboriginal and Torres Strait Islander families	Family violence prevention	1. Attitude changes 2. Reduce family violence.
Coan, S., Woodward, J., Bagnall, A.-M., Rippon, S., & South, J. (2021). ABCD Evaluation Report Summary. https://eprints.leedsbeckett.ac.uk/id/eprint/7763/	2021	Report	UK	Community	Asset based community development program	Improve community wellbeing.
Creative Community Concepts. (2022). The Parenting Through Sport Footy For Fun Program.	2022	Report	AUS	Parents and Children	Children playing together - Football	1. Increase social inclusion, a sense of belonging, and positive self-identity 2. Improve parenting skills 3. Provide greater access to those services and links within the communities.
Cruwys, T., Fong, P., & Rathbone, J. (2022). Neighbour Day Evaluation 2021: Creating Connection to Community. The Australian National University. https://aifs.gov.au/resources/short-articles/neighbour-day-its-time-reconnect-those-around-us	2022	Report	AUS	Community	Campaign building social connectedness in community	Increase social connection.
Day, A., Francisco, A., & Jones, R. (2013). Programs to improve interpersonal safety in Indigenous communities: Evidence and issues. https://www.aihw.gov.au/getmedia/7715972c-8813-4493-a2de-505e773efdb7/ctg-ip04.pdf.aspx?inline=true	2013	Government report	AUS	Aboriginal and Torres Strait Islander communities	Multiple programs	1. Increase community safety 2. Reduce violence 3. Reduce contact with criminal justice systems.
Derges, J., Clow, A., Lynch, R., Jain, S., Phillips, G., Petticrew, M., Renton, A., & Draper, A. (2014). "Well London" and the benefits of participation: Results of a qualitative study nested in a cluster randomised trial. <i>BMJ Open</i> , 4(4), e003596. https://doi.org/10.1136/bmjopen-2013-003596	2014	Journal Article	UK	Community	Co-partnership with community	Improve community wellbeing.
Dudgeon, P., Walker, R., Scrine, C., Calma, T., & Ring, I. (2014). Effective strategies to strengthen the mental health and wellbeing of Aboriginal and Torres Strait Islander people. 12. https://www.aihw.gov.au/getmedia/6d50a4d2-d4da-4c53-8aeb-9ec22b856dc5/ctgc-ip12-4nov2014.pdf.aspx?inline=true	2014	Government report	AUS	Aboriginal and Torres Strait Islander communities	Multiple	1. Improve community wellbeing 2. Improve parenting skills / family relationships. 3. Increase resilience 4. Healing

						5. Improve mental health.
Early Intervention Foundation. (2018, August 23). <i>Neighbourhood Alliance, Sunderland (Improving Futures)</i> . Early Intervention Foundation. https://www.eif.org.uk/resource/neighbourhood-alliance-sunderland	2018	Webpage	UK	Families and young children	Family support	1. Develop positive self-identity 2. Improve children behaviours 3. Improve family resilience.
Early Intervention Foundation. (2018, August 23). <i>Wallsend Children's Community, North Tyneside</i> . Early Intervention Foundation. https://www.eif.org.uk/resource/wallsend-childrens-community-north-tyneside	2018	Webpage	UK	Children	Children's Community	Improve and strengthen the community system.
Edwards, B., Mullan, K., Katz, I., & Higgins, D. (2014). The stronger families in Australia (SFIA) study: Phase 2. Australian Institute of Family Studies. https://apo.org.au/sites/default/files/resource-files/2014-09/apo-nid41158.pdf	2014	Report	AUS	Children	Initiatives for children	Improve child behaviour, outcomes, and wellbeing.
Emerson, L., Fox, S., & Smith, C. (2015). Good beginnings: Getting it right in the early years. https://apo.org.au/sites/default/files/resource-files/2015-10/apo-nid60776.pdf	2015	Evidence Review	AUS	Children	Multiple	Improve early years of children.
Fanian, S., Young, S. K., Mantla, M., Daniels, A., & Chatwood, S. (2015). Evaluation of the Kòts'iìhtla ("We Light the Fire") Project: Building resiliency and connections through strengths-based creative arts programming for Indigenous youth. International Journal of Circumpolar Health, 74, 27672. https://doi.org/10.3402/ijch.v74.27672	2015	Journal Article	CA	Aboriginal and Torres Strait Islander Young People	Creative arts workshop	Build resilience through creative arts.
Fox, S., Southwell, A., Stafford, N., Goodhue, R., Jackson, D. and Smith, C. (2015). <i>Better Systems, Better Chances: A Review of Research and Practice for Prevention and Early Intervention</i> . Australian Research Alliance for Children and Youth (ARACY). https://apo.org.au/sites/default/files/resource-files/2015-08/apo-nid303373.pdf	2015	Report	AUS	Community	Multiple	Improve Child development pathways and processes.
Fraser, S. L., Hordyk, S., Etok, N., & Weetaltuk, C. (2019). Exploring Community Mobilization in Northern Quebec: Motivators, Challenges, and Resilience in Action. American Journal of Community Psychology, 64(1/2), 159–171. https://doi.org/10.1002/ajcp.12384	2019	Journal Article	CA	Indigenous Communities	Community mobilization project across Indigenous communities	Improve wellbeing for Aboriginal communities
Gerlach, A. J., Browne, A. J., & Greenwood, M. (2017). Engaging Indigenous families in a community-based Indigenous early childhood programme in British Columbia, Canada: A cultural safety perspective.	2017	Journal Article	CA	Indigenous Communities	'Aboriginal Infant Development Program' (AIDP)	1. Improve Indigenous families wellbeing 2. Cultural safety.

Health & Social Care in the Community, 25(6), 1763–1773. https://doi.org/10.1111/hsc.12450						
Goodkind, J. R., LaNoue, M. D., Lee, C., Freeland, L. R., & Freund, R. (2012). Involving Parents in a Community-Based, Culturally-Grounded Mental Health Intervention for American Indian Youth: Parent Perspectives, Challenges, and Results. <i>Journal of Community Psychology</i> , 40(4), 468–478. https://doi.org/10.1002/jcop.21480	2012	Report	US	Indigenous Communities	Youth Mental Health	1. improve general youth wellbeing 2. reduce youth violence 3. impact parenting practices and increase parent-child communication.
Goodkind, J., LaNoue, M., Lee, C., Freeland, L., & Freund, R. (2012). Feasibility, Acceptability, and Initial Findings from a Community-Based Cultural Mental Health Intervention for American Indian Youth and Their Families. <i>Journal of Community Psychology</i> , 40(4), 381–405. https://doi.org/10.1002/jcop.20517	2012	Journal Article	US	Indigenous Communities	Youth Mental Health	Improve young people's mental health and wellbeing.
Grace, R., Baird, K., Elcombe, E., Webster, V., Barnes, J., & Kemp, L. (2019). Effectiveness of the Volunteer Family Connect Program in Reducing Isolation of Vulnerable Families and Supporting Their Parenting: Randomized Controlled Trial With Intention-To-Treat Analysis of Primary Outcome Variables. <i>JMIR Pediatrics and Parenting</i> , 2(2), e13023. https://doi.org/10.2196/13023	2019	Journal Article	AUS	Families and young children	Family cohesion	1. Improve belonging 2. Improve parenting skills and child-parent relationships 3. General health and wellbeing for families.
Harkins, C., Garnham, L., Campbell, A., & Tannahill, C. (2016). Hitting the right note for child and adolescent mental and emotional wellbeing: A formative qualitative evaluation of Sistema Scotland's "Big Noise" orchestral programme. <i>Journal of Public Mental Health</i> , 15(1), 25–36. https://doi.org/10.1108/JPMH-11-2015-0047	2016	Journal Article	UK	Children and Young People	Creative arts program	Improving children's mental and emotional wellbeing.
Hervatin, M., & Hinkley, T. (2021). What works to improve young children's social, emotional and behavioural wellbeing? Australian Institute of Family Studies. https://apo.org.au/sites/default/files/resource-files/2021-10/apo-nid314470.pdf	2021	Report	AUS	Children	Early intervention programs	Improving children's social, emotional and behavioural wellbeing.
Hunter, S.-A., Burton, J., Blacklaws, G., Soltysik, A., Mastroianni, A., Young, J., Jones, M., Jayakody, N., Bhathal, A., Krakouer, J., Tan, W. W., Parolini, A., Tilbury, C., Shlonsky, A., Cackett, J., & Hull, D. (2020). The Family Matters report 2020. https://apo.org.au/sites/default/files/resource-files/2020-11/apo-nid309453.pdf	2020	Report	AUS	Aboriginal and Torres Strait Islander children and young people	Multiple	Reducing the over-representation of Aboriginal and Torres Strait Islander children in out-of-home care.

Jackson, C., & Ronzi, S. (2021). Residents' Perceptions of a Community-Led Intervention on Health, Well-Being, and Community Inclusion Through Photovoice. <i>Health Education & Behavior</i> , 48(6), 783–794. https://doi.org/10.1177/10901981211009738	2021	Journal Article	UK	Community	Urban Regeneration	Improve community health, wellbeing and sense of belonging.
Jalaludin, B., Maxwell, M., Saddik, B., Lobb, E., Byun, R., Gutierrez, R., & Paszek, J. (2012). A pre-and-post study of an urban renewal program in a socially disadvantaged neighbourhood in Sydney, Australia. <i>BMC Public Health</i> , 12(1), 521–521. https://doi.org/10.1186/1471-2458-12-521	2012	Journal Article	AUS	Community	Urban Regeneration	Improve community health, wellbeing and sense of belonging.
Jongen, C. S., McCalman, J., & Bainbridge, R. G. (2019). A Systematic Scoping Review of the Resilience Intervention Literature for Indigenous Adolescents in CANZUS Nations. <i>Frontiers in Public Health</i> , 7, 351. https://doi.org/10.3389/fpubh.2019.00351	2019	Journal Article	International	Indigenous Young People	Resilience-focused intervention	Improve resilience
Kelly, D., Steiner, A., Mazzei, M., & Baker, R. (2019). Filling a void? The role of social enterprise in addressing social isolation and loneliness in rural communities. <i>Journal of Rural Studies</i> , 70, 225–236. https://doi.org/10.1016/j.jrurstud.2019.01.024	2019	Journal Article	UK	Community	Social enterprise activity	Increase belonging, increase community connection
Krasinski, J. (n.d.). A whole area approach in Leeds. https://cypmhc.org.uk/wp-content/uploads/2021/03/A_WHOLE_AREA_APPROACH_IN_LEEDS.pdf	n.d.	Summary	UK	Children	Place-based, Mental health support	Improve child overall wellbeing
Kulan, M. (2021). Connecting for change: Implementing research in the practice of community allyship and violence prevention in culturally and linguistically diverse (CALD) communities. <i>Women's Health Queensland</i> .	2021	Report	AUS	CALD	Placed based workshop	1. Preventing family violence 2. Building culturally safe and trusting relationships
Lee, C., Burgess, G., Kuhn, I., Cowan, A., & Lafortune, L. (2020). Community exchange and time currencies: A systematic and in-depth thematic review of impact on public health outcomes. <i>Public Health (Elsevier)</i> , 180, 117–128. https://doi.org/10.1016/j.puhe.2019.11.011	2020	Journal Article	UK	Community	Community exchange systems	1. Increase belonging, 2. Develop positive self-identity, 3. Increase opportunities and social capital.
Lewing, B., Gross, J., & Molloy, D. (2022). Leading and delivering early childhood services: 10 insights from 20 places across England and Wales.	2022	Report	UK	Families and Children	Early intervention programs	Improving child outcomes and wellbeing
Lonne, B., Brown, G., Wagner, I., & Gillespie, K. (2015). Victoria's Child FIRST and IFS differential response system: Progress and issues. <i>Child Abuse & Neglect</i> , 39, 41–49. https://doi.org/10.1016/j.chiabu.2014.08.003	2015	Journal Article	AUS	Children	Program targeted at children	reducing / diverting contact with child protection system
Lowe, Kevin, Harrison, N., Tennent, C., Guenther, J., Vass, G. & Moodie, N. 2019, 'Factors affecting the development of school and Indigenous community engagement: A systematic review', <i>The Australian Educational Researcher</i> , vol. 46, no. 2, pp. 253–71.	2019	Journal Article	AUS	Aboriginal community	Multiple	Increase general health and wellbeing for Aboriginal community

Mance, P., & Robinson, S. (2019). Neighbour Day: It's time to reconnect with those around us. https://aifs.gov.au/resources/short-articles/neighbour-day-its-time-reconnect-those-around-us	2019	Web page	AUS	Community	Campaign building social connectedness in community	Increase social connectedness
McBride, D., & Woodward, L. (2021, May 26). <i>Start Well, Stockport: Early childhood services case example</i> . Early Intervention Foundation. https://www.eif.org.uk/resource/start-well-stockport-early-childhood-services-case-example	2021	Report	UK	Children	Early childhood services	Improve early childhood outcomes
Merati, N., Siedlikowski, S., Puzhko, S., Hamzeh, J., Wary, N., Clark, R., Zekri, H., & Longo, C. (2019). In Their Words: Children's Perspectives on an El Sistema Music Program's Effects on their Well-Being. <i>Progress in Community Health Partnerships : Research, Education, and Action</i> , 13(4), 359–369. https://doi.org/10.1353/cpr.2019.0069	2019	Journal Article	CA	Young People	Creative arts program	Reduce disparity and increase opportunities.
Milton, B., Attree, P., French, B., Povall, S., Whitehead, M., & Popay, J. (2012). The impact of community engagement on health and social outcomes: A systematic review. 47(3), 316–334.	2012	Journal Article	UK	NA	Multiple	Improve health and social outcomes
Moore, T. G., McHugh-Dillon, H., Bull, K., Fry, R., Laidlaw, B., & West, S. (2014). The evidence: What we know about placebased approaches to support children's wellbeing. Parkville, Melbourne: Murdoch Childrens Research Institute and The Royal Children's Hospital Centre for Community Child Health. Retrieved from www.rch.org.au/uploadedFiles/Main/Content/ccch/CCCH_Collaborate_for_Children_Report_The_Evidence_Nov2014.pdf	2014	Report	AUS	Families and Children	Multiple	Improve general health and wellbeing for children
Moore, T.G. (2021). Developing holistic integrated early learning services for young children and families experiencing socio-economic vulnerability. Prepared for Social Ventures Australia. Parkville, Victoria: Centre for Community Child Health, Murdoch Children's Research Institute, The Royal Children's Hospital. https://doi.org/10.25374/MCRI.14593890	2021	Report	AUS	Parents and Children	Early learning services	Improve parent-child relationships and wellbeing.
Moore, T.G., McDonald, M., McHugh-Dillon, H. & West, S. (2016). Community engagement: A key strategy for improving outcomes for Australian families. CFCA Paper No. 39. Melbourne, Victoria: Child Family Community Australia information exchange, Australian Institute of Family Studies. https://aifs.gov.au/cfca/sites/default/files/cfca39-community-engagement.pdf	2016	Report	AUS	Families and Children	Tasmanian Child and Family Centre	Help parents develop positive child, family, school and community connections

Morley, S. (2015). What works in effective Indigenous community-managed programs and organisations. https://aifs.gov.au/sites/default/files/publication-documents/cfca-paper32-indigenous-programs_0.pdf	2015	Report	AUS	Aboriginal and Torres Strait Islander Young People	Indigenous managed programs	Improve wellbeing.
Murrup-Stewart, Aboriginal perceptions of social and emotional wellbeing programs: A systematic review of literature assessing social and emotional wellbeing programs for Aboriginal and Torres Strait Islander Australians perspectives\uc0\u8212{}Murrup\uc0\u8208{}Stewart\uc0\u8212{}2019\uc0\u8212{}Australian Psychologist\uc0\u8212{}Wiley Online Library}. (n.d.). https://aps.onlinelibrary.wiley.com/doi/abs/10.1111/ap.12367	2018	Journal Article	AUS	Aboriginal and Torres Strait Islander Young People	social and emotional wellbeing programs (Multiple)	Improve Social and emotional wellbeing of Aboriginal communities
Olson, J. T. (2020). From vacant lots to community gardens: Health and well-being in the neighborhood. https://www.proquest.com/docview/2348245325/45E93DC6BC54F6DPQ/121	2020	Thesis	US	Community	Community gardens	General health and wellbeing
Orpinas, P., Matthew, R. A., Bermúdez, J. M., Alvarez-Hernandez, L. R., & Calva, A. (2020). A multistakeholder evaluation of Lazos Hispanos: An application of a community-based participatory research conceptual model. <i>Journal of Community Psychology</i> , 48(2), 464–481. https://doi.org/10.1002/jcop.22274	2020	Journal Article	US	CALD	Partnership with community and various stakeholders	1. Increase resources and knowledge 2. Build capacity 3. General health and wellbeing
Pourat, N., Martinez, A. E., Haley, L. A., & Chen, X. (2018). Parks After Dark Evaluation Report. (pp. 1–12).	2018	Report	US	Community	Urban Regeneration	1. Improve social cohesion 2. Increase community safety 3. Increase physical activity 4. Improve health and wellbeing. 5. Improve access to services and supports.
Powell N, Dalton HE, Perkins D (2018). A collaborative approach to community mental wellbeing – a scoping review. Centre for Rural and Remote Mental Health, University of Newcastle.	2018	Report	AUS	Community	Community mental wellbeing	Improve community mental health and wellbeing
Reweti, A., & Severinsen, C. (2022). Waka ama: An exemplar of Indigenous health promotion in Aotearoa New Zealand. <i>Health Promotion Journal of Australia : Official Journal of Australian Association of Health Promotion Professionals</i> . https://doi.org/10.1002/hpia.632	2022	Journal Article	NZ	Aboriginal and Torres Strait Islander People	Indigenous activities, clubs	Improve social, cultural and health of Indigenous community
Ritchie, S. D., Wabano, M. J., Corbiere, R. G., Restoule, B. M., Russell, K. C., & Young, N. L. (2015). Connecting to the Good Life through Outdoor Adventure Leadership Experiences Designed for Indigenous Youth.	2015	Journal Article	CA	Aboriginal and Torres Strait Islander Young People	Outdoor Leadership camp / experience	1. Increase resilience and well-being 2 Develop a sense of identity

Journal of Adventure Education and Outdoor Learning, 15(4), 350–370. https://doi.org/10.1080/14729679.2015.1036455						
Robertson, S., Woodall, J., Henry, H., Hanna, E., Rowlands, S., Horrocks, J., Livesley, J., & Long, T. (2018). Evaluating a community-led project for improving fathers' and children's wellbeing in England. Health Promotion International, 33(3), 410–421. https://doi.org/10.1093/heapro/daw090	2018	Journal Article	UK	Fathers and Children	Co-created intervention (Fathers in community and social enterprise)	Increase wellbeing for fathers and children and wider community
Rosso, E., & McGrath, R. (2016). Promoting physical activity among children and youth in disadvantaged South Australian CALD communities through alternative community sport opportunities. Health Promotion Journal of Australia, 27(2), 105–110. https://doi.org/10.1071/HE15092	2016	Journal Article	AUS	Children	Sports program	Increase participant enjoyment
Rubin, C. L., Chomitz, V. R., Woo, C., Li, G., Koch-Weser, S., & Levine, P. (2021). Arts, Culture, and Creativity as a Strategy for Countering the Negative Social Impacts of Immigration Stress and Gentrification. Health Promotion Practice, 22(1_suppl), 131S-140S. https://doi.org/10.1177/1524839921996336	2021	Journal Article	US	CALD	Creative arts intervention	Increase belonging, identity, connection to culture, cultural healing
Spain, D., Stewart, V., Betts, H., & Wheeler, A. J. (2021). Wheel of Wellbeing (WoW) health promotion program: Australian participants report on their experiences and impacts. BMC Public Health, 21, 1–11. https://doi.org/10.1186/s12889-021-12076-x	2021	Journal Article	AUS	Community	Wellbeing training program	Improve and promote wellbeing for community
Spieker, S. J., Oxford, M. L., & Fleming, C. B. (2014). Permanency Outcomes for Toddlers in Child Welfare Two Years After a Randomized Trial of a Parenting Intervention. Children and Youth Services Review, 44, 201–206. https://doi.org/10.1016/j.childyouth.2014.06.017	2014	Journal Article	US	Parents and Children	Parenting program	improve stability and permanency for vulnerable infants and young children
Stone, K., & Burgess, C. (2017). Parents' perspectives of a universal early attachment programme in Scotland. Health Promotion International, 32(6), 1015–1024. https://doi.org/10.1093/heapro/daw026	2017	Journal Article	UK	Parents and Children	Early attachment program	1. Increase parent wellbeing 2. Increase knowledge of services and resources 3. Increase parenting skills and parent-child relationship
Sun, J., Goforth, A. N., Nichols, L. M., Violante, A., Christopher, K., Howlett, R., Hogenson, D., & Graham, N. (2022). Building a space to dream: Supporting Indigenous children's survivance through community-engaged social and emotional learning. Child Development, 93(3), 699–716. https://doi.org/10.1111/cdev.13786	2022	Journal Article	US	Indigenous children	Social emotional learning (SEL) programs	1. Supporting Indigenous children's development of antiracism and anti-colonialism

						2. Improving Indigenous survivance, centering Indigenous culture, identity, agency, and belonging. 3. Improve SEL
Umstattd Meyer, M. R., Prochnow, T., Pickett, A. C., Perry, C. K., Bridges Hamilton, C. N., Abildso, C. G., & Pollack Porter, K. M. (2021). The Effects of Play Streets on Social and Community Connectedness in Rural Communities. <i>International Journal of Environmental Research and Public Health</i> , 18(19), 9976. https://doi.org/10.3390/ijerph18199976	2021	Journal Article	US	Children and Young People	Urban Regeneration	1. Increase Physical Activity 2. Increase Social connectedness
Ware, V.A. (2014). Supporting healthy communities through arts programs. https://www.aihw.gov.au/getmedia/142afee1-f0b5-40c9-99b5-5198feb255a4/ctgc-rs28.pdf.aspx?inline=true	2014	Report	AUS	Aboriginal and Torres Strait Islander Young People	Arts and sports program	1. Improve attendance, retention at school. 2. Reduce contact with criminal justice system.
Wilks, S., Lahausse, J., & Edwards, B. (2015). Commonwealth Place-Based Service Delivery Initiatives: Key Learnings project. https://aifs.gov.au/sites/default/files/publication-documents/rr32_0.pdf	2015	Report	AUS	Community	place-based initiatives (PBIs)	NA

*AUS = Australia; CA = Canada; UK = United Kingdom; US = United States

Summary of 22 documents submitted by Community Strengthening Service Providers

Reference	Year	Type of source	Country	Target group	Initiative	Outcomes measured
Bay & Basin Community Resources. (n.d.). Home Grown Express Project Brief.	n.d.	Report	AUS	Community	Home Grown Express project	1. Improve knowledge and access to resources 2. Build community capacity
Bay & Basin Community Resources. (n.d.). Regional Youth Summer Break Grant—Case Study redacted.pdf.	n.d.	Report	AUS	Young people	Youth Summer Connect Adventure	1. Increase sense of belonging, 2. Increase social connection, networks and capital
Bay & Basin Community Resources. (n.d.). Sanctuary Point Community Matters Monthly Fair – March.	n.d.	Report	AUS	Community	Monthly Fair	1. Provides opportunity for community members to participate, celebrate where they live, connect, meet people, have fun, and see what services and volunteering opportunities are available. 2. Increased feelings of community connection and rapport built and

						3. Improve holistic delivery of services via innovative networking, outreach and referral between participating services. 4. Asset Based Community Development education and awareness raising.
Bay & Basin Community Resources. (n.d.). Wellness on Point—Bushfire Recovery Community Grants Program.	n.d.	Report	AUS	Community	Wellness on Point – Bushfire Recovery Community Grants Program	1. Developed supportive friendships and relationships 2. Have an improved sense and feelings of health & well-being 3. are better skilled, informed & empowered to respond better in crisis/emergency situations 4. improved awareness of what local services/activities are available 5. Have an increased sense of connection & belonging in their community.
Cocks, J., Stoker, L., Common, S., Evans, R., Geale, A., Johnston, L., Kime, F., & Ross, N. (2020). From Little Things Big Things are Coming: Final Report of the Parent Peer Support Project 2020.	2020	Report	AUS	Parents and children	The Parent Peer Support Project	1. Increase parent participation 2. Increase support and information.
Creative Community Concepts. (2022). The Parenting Through Sport Footy For Fun Program.	2022	Report	AUS	Families and children	Parenting Through Sport program – Footy For Fun	1. Develop Children's gross motor, numeracy and literacy skills 2. Build family capacity to bond 3. improved parenting skills 4. Builds social capital and local networks for parents. 5. Connect service providers to target group 6. Increase belonging and connection 7. Provide referral pathways 8. Improvement of overall health and wellbeing
Ernst & Young, Australia. (2020). Social Return on Investment (SROI) for the Creating Futures Justice program.	2020	Report	AUS	Community	Creating Futures Justice Program	Reduce recidivism.
Harwood, R. C. (2015). Putting Community in Collective Impact (p. 18). The Collective Impact Forum.	2015	Research paper	US	Community	Collective Impact	Improve community wellbeing.
Just Reinvest NSW. (2022). Moree Youth Forum Report. Just Reinvest NSW.	2022	Report	AUS	Young people	Just Reinvest NSW - Youth Forum	Develop leadership skills and space to voice their opinion and to be heard.
Kempsey Neighbourhood Centre. (2020). Place Planning: Our Story.	2020	Report	AUS	Community	Kempsey Neighbourhood	1. Participants feel supported, confident. 2. Capacity building – increase skills, social capital.

					Centre - Kempsey Place Plan (KPP) programs	3. Increase social connection 4. Provide referral services / provide assistance 5. Strong partnerships in community.
Lawton, A., Butler, L., & Kalali, P. (2021). The Role of Community and Legal Services Covering Greater Western Sydney in Addressing Institutional Child Sexual Abuse: Post-Royal Commission to Present. WESTIR.	2021	Report	AUS	Community	Multiple community based services	1. Reduce incidents of CSA 2. Provide better support for Child Sexual Abuse (CSA) victim-survivors and reduce incidents of CSA.
Local Community Services Association. (2015). <i>Building Strong Communities For earlier intervention and prevention.</i>	2015	Report	AUS	Community	Local Community Services Association (LCSA) - Neighbourhood Centres - Community Builder (funding services)	Increase: 1. Trust 2. Respect 3. Resourcefulness 4. Participation and 5. Connectedness.
Relationships Australia NSW. (2021). Support In Every Season: Relationships Australia NSW Community Builders Evaluation Report.	2021	Report	AUS	Community	Community Builders program	
Riverstone Neighbourhood Centre and Community Aid Service. (2020). DVA Wheelie Mates Funding Project Report. Riverstone Neighbourhood Centre and Community Aid Service.	2020	Report	AUS	Veterans	Wheelie Mates project	1. Enhance belonging and community connection 2. Reduce isolation 3. Improve mental health and wellbeing 4. Increase opportunity for role models.
Riverstone Neighbourhood Centre. (2022). Riverstone Flood Response 2021-2022.	2022	Report	AUS	Community	Neighbourhood Centre flood response	Provide support for a community in crisis.
Schulz, S. (2018). Access System Redesign: Evidence Review. Their Futures Matter.	2018	Report	AUS	Community	Community based services	Improve community wellbeing.
Schwartz, M., & Terare, M. (2020). Creating Futures Justice Program: Evaluation Report 2020.	2020	Report	AUS	Young people	Creating Futures Justice Program	Improve outcomes for people who have recently been released from prison
SDN Children's Services. (n.d.). Supported playgroups; benefitting children and families now and into the future. https://www.sdn.org.au/impact/?story=/stories-of-impact/supported-playgroups-benefitting-children-and-families-now-and-into-the-future/	n.d.	Website	AUS	Aboriginal children and families	SDN's Ngara Nanga Mai Aboriginal Playgroup	Developing cultural connection, cultural safety and cultural identity.
Weave Youth & Community Services. (2016). Stories of Lived Experience Weave Youth & Community Services Evaluation Report. Weave Youth & Community Services.	2016	Report	AUS	Aboriginal community	Weave Youth & Community Services	1. Increase independence, and leadership skills. 2. Improve family, community relationship and

						connections - Social capital, social connectedness 3. Capacity building in community
West Street Centre. (2022). Strategic Support. West Street Centre.	2022	Report	AUS	Women and Children	Wollongong West Street Centre	Short-medium term outcome 1. Improve understanding of what constitutes physical and emotional safety and wellbeing 2. Consider a future for themselves 3. Build new social connections 4. Increase their sense of belonging 5. Increase confidence to make decisions that impact their lives. Longer-term outcome 1. Enhanced sense of physical and/or emotional safety and wellbeing.
Williams, T. (2022). Mounty Yarns Brief. Just Reinvest.	2022	Report	AUS	Aboriginal communities	Mounty Yarns program	1. Improve leadership and resilience 2. Allow a voice for those who are not heard.
Wong, S., Byun, H., Byun, Y., & Harvey, S. (2022). Community Builders Focus Group Interview Evaluation Report.	2022	Report	AUS	Children and young people	Community Builders program	Improve outcomes for children and young people.