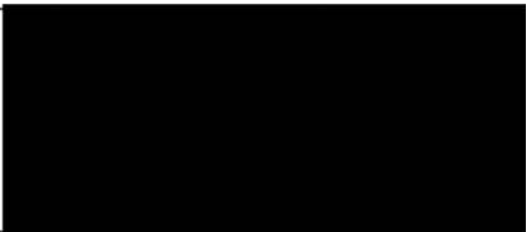


**IN THE MATTER OF THE ROYAL COMMISSION
INTO FAMILY VIOLENCE**

ATTACHMENT JB-8 TO STATEMENT OF JULIANNE HELEN BRENNAN

Date of document: 9 July 2015
Filed on behalf of: State of Victoria
Prepared by:
Victorian Government Solicitor's Office
Level 33
80 Collins Street
Melbourne VIC 3000



This is the attachment marked 'JB-8' produced and shown to **JULIANNE HELEN BRENNAN** at the time of signing her Statement on 9 July 2015.

Before me:



**An Australian Legal Practitioner within
the meaning of the Legal Profession Uniform Law (Victoria)**

Attachment JB-8

Warrnambool City Council: Baby Makes 3 Plus in the Great South Coast Region

Report from the external evaluator May 2015

This report covers findings from a number of different pieces of analysis carried out so far in 2015, plus a summary timetable for the remainder of the work:

- Section 1: Evaluation plan for remainder of 2015
- Section 2: Analysis of facilitators' session evaluation forms
- Section 3: Analysis of group program evaluation forms
- Section 4: Interim report on analysis of interviews with parents
- Section 5: Analysis of gender equity training

Annex 1 summarises details of the data to be supplied by WCC for the final part of the evaluation

May 2015

Professor Ann Taket
Chair in Health & Social Exclusion
Director, Centre for Health through Action on Social Exclusion
School of Health & Social Development, Faculty of Health
Deakin University
Melbourne Burwood Campus, 221 Burwood Highway, Burwood, VIC 3125
+61 3 9244 3798
+61 409 950 385
ann.taket@deakin.edu.au
www.deakin.edu.au/health/chase
Deakin University CRICOS Provider Code 00113B

Acknowledgements:

Interviews with BM3 parents: Dr Georgia Birch, Laura Coady, Dr Mark Furlong, Dr Suganya Selvarajah

Analysis of facilitators' session evaluation forms and production of report in section 2: Dr Cara Büsst

Rest of report and report editing: Professor Ann Taket, Professor Beth Crisp

Contents

1. External evaluation project plan for 2015	1
Referral rates for domestic violence	2
Analysis of sample of family records	2
Analysis of council forward looking plans and policies during 2015	3
2. Analysis of facilitators' session evaluation forms	4
Introduction	4
Method	5
Findings	5
Conclusion	18
3. Group program evaluation forms	19
Overall ratings of program and its different aspects	19
Exploring negative views of the program	21
Challenges in program delivery	23
Exploring positive impacts of the program	23
4. Interim report on analysis of Interviews with parents	28
Introduction	28
Sample to date	28
Interim analysis	29
Implications	32
5. Gender equity training	33
Overall findings	33
Analysis of matched pairs	38
Implications	40
Annex 1: Data to be supplied by WCC for the evaluation	41

1. External evaluation project plan for 2015

Since the last report in November 2014, the piloting of a single Baby Makes 3 session in the antenatal setting has commenced with sessions being delivered in January and February 2015 in Portland. Evaluation of this is planned through interviews with a small sample of the parents and staff involved. Ethics clearance has now been granted for the interviews involved, and for the other staff interviews to be undertaken as part of the summative evaluation.

The following table sets out the remaining external evaluation components to be carried out in 2015.

Date	Activities and milestones
May 2015	Complete parent interviews for BM3
May to Sept 2015	Carry out and analyse interviews in connection with Portland antenatal pilot and other summative interviews with staff and stakeholders for reporting in December 2015 Complete analysis of parent interviews
July to Oct 2015	Analysis and reporting on routine data on 'Plus' component
August to Oct 2015	Analysis of BM3 pre and post group questionnaire for reporting in December 2015
Oct to Nov 2015	Workshop to share and discuss emerging results from the analysis, prior to finalisation of report
Nov to Dec 2015	Production of overall evaluation report synthesising all the different evaluation components ¹
31 December 2015	Report on evaluation of 'Plus' part, Portland pilot and overall synthesis

¹ This will include the results of the economic evaluation being carried out as a separate project by Deakin Health Economics, subject to provision of this report.

A number of components were identified in the evaluation implementation plan to be carried out internally within WCC or possibly using a student on practicum placement, these are summarised below. If practicum students are to be sought for this, action needs to be taken in the near future by WCC. These items are not included in the table above.

Referral rates for domestic violence

To examine changes over the life of the project examined from council annual reports for 2011 onwards. This was supported in discussion as essential once it was identified as a separate possibility.

Timing: Analysis carried out in July to October 2015 for reporting in Year 3 Annual Report to DoJ.

This would be carried out internally or, carried out by Deakin student on practicum placement under supervision from within one of the partner organisations in the BM3+ Project. If such a student is to be applied for, this needs to be done in the near future, further details see <http://www.deakin.edu.au/health/hsd/fieldwork/healthpromotion/hpagencyoffer.php>.

Analysis of sample of family records

Baseline could be established by retrospective examination to allow direct examination of changes in practice (this was supported as essential, but not of the highest priority, reaching only level 3). An analysis that would place emphasis on achievement of recognised good practice standards rather than change over time was regarded as desirable, but not essential.

Timing: Analysis carried out in July to October 2015 for reporting in Year 3 Annual Report to DoJ.

To be pursued only if internal resources allow, and would be carried out internally, or carried out by Deakin student on practicum placement under supervision from within one of the partner organisations in the BM3+ Project. If such a student is to be applied for, this needs to be done in the

near future, further details see

<http://www.deakin.edu.au/health/hsd/fieldwork/healthpromotion/hpagencyoffer.php>.

Analysis of council forward looking plans and policies during 2015

To examine incorporation of gender equity initiatives and other violence prevention initiatives into programs and services provided by GSC Councils. These was regarded as of the lowest priority (level 3) for gender equity initiatives and for partnership working, BM3 and other violence prevention initiatives was regarded as desirable rather than essential.

Timing: Analysis carried out in July to October 2015 for reporting in Year 3 Annual Report to DoJ.

This would be carried out internally or, carried out by Deakin student on practicum placement under supervision from within one of the partner organisations in the BM3+ Project. If such a student is to be applied for, this needs to be done in the near future, further details see
<http://www.deakin.edu.au/health/hsd/fieldwork/healthpromotion/hpagencyoffer.php>.

2. Analysis of facilitators' session evaluation forms

This section presents findings from the analysis of session evaluation forms completed by facilitators of the Baby Makes 3 program (BM3) in the Great South Coast Region. It is set out in the following four major sections:

- Introduction;
- Method;
- Findings;
- Conclusion.

Introduction

Attitudes to gender roles often become more traditional following the birth of a child, fostering inequality within couples². Baby Makes 3 is a program aimed at the primary prevention of violence through the promotion of respect and equality between couples who have recently become first time parents. The program's strategy of engaging with couples at this critical time has been found to be effective and cost-efficient, with many couples reporting a shift in parenting and relationship roles to achieve greater gender equality in response to the program³.

Baby Makes 3 was originally developed by Whitehorse Community Health Service and the City of Whitehorse and has previously only been evaluated in a metropolitan setting. Baby Makes 3 Plus incorporates a number of additional aims and activities, and is the first implementation of the program in a non-metropolitan setting⁴.

This section describes facilitators' perspectives on the content of the program, implementation fidelity and practical issues arising from running the program in the Great South Coast Region.

² Katz-Wise, SL, Priess, HA & Hyde, JS 2010, 'Gender-role attitudes and behavior across the transition to parenthood', *Dev Psychol*, vol. 46, no. 1, pp. 18-28, doi: 10.1037/a0017820

³ Flynn, D 2011, *Baby Makes 3: Project Report*, Whitehorse Community Health Service, Box Hill.

⁴ Taket, A & Crisp, B 2014, *Formative Evaluation of Baby Makes 3*, Deakin University, Melbourne.

Method

This evaluation forms part of the overall evaluation for Baby Makes 3 Plus in the Great South Coast Region and was approved through the Human Research Ethics system of Deakin University in May 2013; reference number HEAG-H 36_2015.

Data Collection

Facilitators of the Baby Makes 3 program were invited to complete a session evaluation form at the completion of each session. One evaluation form was to be completed by the male and female facilitator together. Session evaluation forms were returned to the program manager before being sent to external evaluators at Deakin University.

The session evaluation form invited facilitators to comment on the following topics:

- Number of participants at each session;
- Practical issues that need to be addressed;
- Session highlights/strengths;
- Areas for improvement;
- Challenges and how they were addressed;
- Concerns; and
- General comments.

Data were also collected to analyse cost effectiveness of the program, and will form the basis of another report.

Data analysis

A thematic analysis was undertaken that involved reading the session evaluation forms and identifying key themes.

Findings

The Baby Makes 3 program was run 32 times at six locations between June 2013 and March 2015. The program was cancelled after the first session in one instance due to low attendance, meaning that a total of 94 sessions were held. Session evaluation forms were completed and returned for 87 of the 94 sessions (a return rate of 93%).

Attendance at program sessions

Attendance at the sessions varied from program to program but was relatively similar between locations (See Table 2.1). Attendance declined significantly from session to session, with the loss of an average of four participants between the first and third sessions ($p < 0.001$).

Table 2.1: Average attendance at sessions as recorded by facilitators on session evaluation forms

Location	Session 1	Session 2	Session 3
Camperdown	12	10.5	3
Hamilton	10	7.8	7.2
Portland	10.8	7.4	4
Terang	10	9	9
Warrnambool	10.9	8.6	7.4
Overall average	10.8	8.4	6.7

The decline in attendance, low attendance generally at some sessions, and the lack of attendance by some fathers was regularly commented on by facilitators:

“There were only 2 couples attending with 6 couples invited who had said they would attend. This compromised group dynamics and program integrity, minimising learning outcomes for participants”

“Seems hard to get dads here” “How do we get dads along?” “How do we get the dads along? How do we keep them interested?” (Series of 3 session evaluation comments for one program iteration)

One facilitator pair in Warrnambool, spoke with participants regarding reasons for non-attendance and found that session time and distance may be a contributor:

“The couple who attended advised having spoken with the invited parents who did not attend – and advise that time and distance were the issue, some were dairy farmers and/or living eg Port Campbell and rural areas”

Some of the facilitator pairs suggested strategies to improve attendance, such as reminders via phone or SMS⁵, and incentives for attendance. Another queried whether a Saturday morning session time had been trialled to improve attendance.

It was suggested that it would be beneficial to follow up with participants who did not attend the final sessions in order to ensure that they understand the content within the context of the program, and to ensure their wellbeing:

“Follow up calls to fathers/parents who haven’t turned up to session 3 – to ensure that they get the whole context”

“The other couple who had been attending may be experiencing relationship and parenting difficulties and may need follow up. The couple who attended were concerned for them”

Impact of group size on discussion

Facilitators frequently observed that group size was an important contributor to the level of discussion in each session. Many facilitator pairs noted large group size or ‘good numbers’ as a strength of the session:

“A large group generated much more conversation, active discussion and positive comments - so breakout sessions, although longer, were very productive and stimulating... Very pleased how this went, participants seem to contribute more when there are more people. Altogether a very interesting and interactive and rewarding (for all) session.”

Although small group sizes were occasionally noted as a strength due to the intimacy they created for engaged discussion, they were generally considered a challenge for facilitators requiring adaptation of the session. Adaptations included condensing the program, working through the break, and modifying exercises – particularly role plays:

“Very small group therefore kept material discussion based – included everyone. Facilitators got involved in role play”

⁵ Reminders have now been incorporated into program delivery as standard.

"[Only] one couple [attended] – required modification of the exercises however when we did this, they still worked very well with outcomes achieved"

One session however experienced the opposite, with a very large group of participants in attendance. This posed different challenges, and required:

"Emphasis on ground rules from the start in view of this large group. Seating – not as usual (semi-circle) therefore eye contact difficult at times – more moving around the room for facilitators. Provision in the program to allow extra time when such a large group attends"

Highlights/strengths of the sessions

The most commonly mentioned strengths of the session were good attendance, good level of discussion/participation and good co-facilitation. Another commonly mentioned highlight were the benefits of the session for participants.

Level of discussion/participation

A good level of discussion and participation was cited by facilitators as a highlight of the session on majority of session evaluation forms. In addition to the previously discussed benefits of larger group sizes on the level of discussion, facilitator comments indicate that the group dynamic and level of interaction tended to improve over the course of the program. Participants 'opened up' as they became more relaxed and comfortable with the group:

"Parents all more relaxed and easily [contributed]. Happy to share info & tasks for writing and giving group feedback."

"Good conversations/participation from everyone including those who normally don't speak up."

"Contribution by all participants, especially for some who hadn't contributed previously."

Co-facilitation

Facilitators repeatedly commented on good, supportive co-facilitation as a strength of the session. While some commented that the facilitation improved as the relationship grew:

"Relationship between presenters more comfortable and relaxed."

Another commented that co-facilitation with a new partner:

"makes you look at different elements of the program and take in more of the content."

In the case of new facilitator partnerships it was noted a number of times that discussion prior to commencing resulted in better sessions:

"Discussion with each other prior to session regarding co-facilitation = smooth transition between/into each section, good support of each other"

"Know what scenarios or stories your co-facilitator is going to use to illustrate a point in case you intend to use the same one. E.g. the example of praise given to fathers when walking pram or doing the night time bath"

Participant benefits

Facilitators often described participant appreciation of a session or components of a session as a highlight. Many also described evidence of realisation or "lightbulb moments" as highlights:

"We observed a relief in parents to be able to talk about what is happening for them."

"The process of the program came to fulfilment with parents expressing appreciation for the opportunity to reflect on roles as new parents and their changing relationship"

"All sessions tied in well at the end. Couples seemed to 'get it'."

A highlight for a couple of facilitator pairs was when they noticed the program having an impact on the relationship roles between participant couples:

"Parents spoke and talked with more optimistic/resilient language than previous session"

"Evidence in their interactions with each other the program has been helpful to resolve stress"

A few aspects of the program were highlighted as particularly useful to participants. A number of respondents described the opportunity for separate discussions amongst mothers and fathers as useful:

"Parents said, and it appeared by their participation they enjoyed the separate mum/dad sessions and then bringing the discussion to 'safe' big group."

"Dad session – interactive, good comments and easy forum for them to pass comments/views"

"Good night for mums and dads to express both separately and in large group and put forward their feelings"

There was particularly positive feedback from participants to facilitators surrounding the household portrait activity, with some participants singling it out as the preferred activity across the three week program.

"The couples were all interested to share household portrait homework – I think it helped them to normalise what's happening in their home is not too different from what others are experiencing"

Challenges and how they were addressed

Along with the strengths and highlights described above, there were a number of challenges experienced by facilitators running the sessions. Some of these were able to be addressed, while others may require additional consideration for future implementation of the program.

Privacy

Facilitators noted that it was important to create private spaces for parents to feed or change their babies while remaining in the room, thereby eliminating any potential feelings of isolation. It was also considered important to create privacy for the separate mother and father group work. The issue of privacy was generally addressed during the first session at a location but was thought to have an impact on group participation when it was not able to be addressed:

"Cleaner locked us out of 2nd room! So had to deliver to whole group which impacted on conversation flowing free"

Lone mothers

It was often listed as a challenge when mothers attended the sessions alone. In the case of single parents it was often addressed by tailoring the program accordingly:

"Single parents need to be supported, this was addressed by reframing topics that were presented as of importance and difference to a single/separated parent"

"First single mum attended with baby. Was really good to have her perspective and we were able to tailor the materials to suit"

An exception was one single mother who attended with additional multiple challenging circumstances:

"We have spoken and reflected on the single mum who attended the first two sessions and we felt tonight flowed better [without her]. Both of us happy to talk about this"

When mothers within couples attended without their partners it posed a different set of challenges, and it was actually listed as a highlight in a particular session that all partners had attended. Activities such as reviewing homework or role plays were more difficult, though facilitators mainly felt that it was a concern that the program would not achieve its potential impact:

"There was only 2 dads and 6 mothers which is an unbalanced group and also raises concern for how the mums can raise the issues at home about the imbalance of responsibilities for baby and time spent parenting. Facilitators encouraged mums to talk to dads who were not present at home."

"There is a question of concern for the mums, they seemed to go to a defence of dads who were not present (as a means to protect the relationship/family?)"

Negativity

A couple of facilitator pairs experienced negativity from participants that was difficult to deal with, affected the group dynamics and subsequently affected attendance the following week:

"Some negative parents – particularly dads. Perseverance with key pointers for dads ... Simply sticking to program plan and stressing key points. Statistics were questioned by one parent, 'now things have changed – those studies done in 2008'. We could only stress that these were studies done over a period of time – demonstrating evidence-based practice in Australia."

"Feedback from participants was that many dads found last week's session too confronting therefore did not come tonight"

The facilitators of the program above suggest that it could be worthwhile to introduce:

“Some more strategies on how to deliver session 2 in a less confronting manner. Especially for such a large group ... [and] participants with some very dominant personalities”

Late arrivals

Another challenge mentioned occasionally was late arrivals. While the late arrival of participants to a given session was easily addressed by offering a quick recap during the session break, parents joining the program after missing the first session(s) posed more of a challenge. More time was used to summarise the missed information and there were impacts on group dynamics:

“Main challenge tonight was a mum attended who hadn’t been before. It thoroughly killed the dynamic of the group. There was very little discussion. It was a hard session to deliver. Usually it’s the best session!”

Unique challenges

Some sessions experienced unique challenges that may or may not be experienced in future implementation of the program. One session:

“Had to deal with an emergency case totally independent of BM3. [Female facilitator] mainly dealt with emergency and [male facilitator] mainly ran the session”

There was no mention of any negative impacts arising from this in terms of program delivery.

Another had several of the babies (5-6) crying at one time and found it difficult to maintain focus.

One pair of facilitators:

“had the question ‘is this a violence program?’. Felt we answered honestly and well”

As this is a question that may be experienced in future implementation, they suggest

“For other facilitators to have awareness of how to answer ‘is this a violence program’ etc.”

Two pairs of facilitators noted conflict within participating couples. As this is a situation that is likely to be experienced again given the subject matter under discussion, it may be worth further exploring best approaches to delivering this information to couples experiencing conflict.

“There was clearly a conflict occurring with one couple – some issues were there and we needed to be conscious of this without pointing the finger. Talking through the topic and getting both parents to take on the message”

“Parents were tired after the break, they were more reflective and consideration was given for the relationships being under distress. Facilitators need to be prepared, qualified and experience to be supportive of differences couples may be experiencing”

Subject matter

Certain elements of the program were described as posing a challenge to deliver effectively at the Hamilton location, including household finances, meaningful equality, and intimacy and sex.

“A general ‘hush’ when topics relating to change in lifestyle regarding household finances. Seemed to be a sensitive area of discussion”

“The topic area of ‘meaningful equality’ was difficult to deliver and draw discussion from”

“Session 2.4 ‘Meaningful equality’ was difficult to engage participants to discuss. We explored the topic as much as we could but felt that there wasn’t much input from the group.”

“Don’t be afraid to delve a bit on the topic of intimacy and sex. We found the group were a bit reserved and even though it was not ‘detail’ that we were trying to draw out but random acts of kindness as intimate moments like gestures, consideration etc.”

Intimacy and sex was also described as difficult subject matter to deliver to one group at Camperdown;

“Nobody did intimacy card homework – all stated they are already aware of how to be intimate with their partners. Discussed in terms of “generally” intimacy card decline after childbirth, all couples different, and maybe they can talk about this if they like with each other in the future”

but was described as a highlight for one session at the Archie Graham Centre.

The delivery of session two posed a challenge in relation to 'who does what' when participants did not feel the discussion was relevant to their situation:

"Neither woman/mother valued housework – one lives with parents who do most of it. The other values previous income and career as more important. These discussions were supported in mothers group and big group with subject of equality and acknowledging difference"

"One couple in the group are of European nationality and challenging to their cultural beliefs in regard to who does what and responsibility. We validated their comments and acknowledged differences in everybody's culture, beliefs and differences in family structure"

Program implementation fidelity

In general it appears from the session evaluation forms that the program was implemented according to the program manual, other than slight modifications in response to lone mothers or small group sizes. A number of facilitators did however indicate that they had deviated from the program session as set out in the program manual, or intended to in future sessions.

Session One

One facilitator pair indicated that the female facilitator intended to alter implementation of section 1.4 in future sessions by documenting key words herself rather than allocating a participating mother to scribe for the following reason:

"As noted in the program, this is a challenging exercise to actually get the 'key words' emphasised and documented ... the mums were saying the 'key words' however it was not easily taken up on by the mum doing the list."

Session Two

A couple of facilitator pairs indicated that they adapted session two to discuss time spent with parents at different times, both indicating that it was a successful change:

"Adapted session 2 by not discussing slides on 'time awake with baby' until prior to the small group discussions, worked well"

"Presenting graph of 'time spent with parents' data – withhold until dads break off into their group. Then discuss as a whole group"

Another facilitator pair indicated that they had increased the amount of time spent on this session as they:

“Needed more time to embed the messages from this session. Particularly 1st half of this session – to ensure that everyone has their say and a good understanding by all”

Suggested changes to program implementation

Although it appears that most facilitators delivered the program according to the program manual, a few suggested alterations to either implementation or course material.

A couple of facilitator pairs suggested altering the order of delivery in session three:

“Exercise 3.3 – Get conflict resolution ideas from group first before giving them the list of behaviours – may be more inclusive”

“Tackling sex and intimacy session is followed by conflict session. Maybe change these around?”

There was also a suggestion of turning the intimacy card into a magnet so it could be better utilised.

One facilitator pair commented that:

“All literature uses the term ‘married’ – many couples in our group are not married and have commented that this is an expectation they are dealing with”

Although this is a valid concern, the materials provided in the program guide does not use the term married and may indicate that facilitators need to be careful to use the appropriate terms.

Advice for future facilitators

A number of facilitator pairs gave advice that may be useful for facilitators involved in delivering the program in the future:

“Be cautious not to let the message sound too negative towards fathers... a few eyes rolled”

“Facilitators to keep light-hearted especially on session 2 – facilitates relaxed group session/working”

“Good familiarity and experience with the program is important to maintain a good flow for delivery”

There was also a suggestion that it might be valuable for facilitators to:

“catch up now & again to bounce ideas off, discuss similar challenges and reflections on groups delivered.”

Practical issues associated with session delivery

Venues

In general the venues were well received and considered appropriate, with issues reducing over time. There were however a few exceptions. Sessions at the Archie Graham Centre repeatedly experienced issues with key access, and were occasionally unable to access a baby change mat. It was also considered too small for a very large group with 26 parents and 13 prams.

The only other venue to experience any issues was MCH Camperdown. One session evaluation form reported a number of issues, though none were reported for the other sessions at Camperdown:

“No clear wall to project onto – used TV instead but some powerpoints were not working! Found a long extension lead which helped (cleaners lead -20m long)... Overall this was a small room/space. Breakout room – no chairs + cold... Generally just venue is not really suitable. No room for participants to move/walk about. No tables/surfaces for sandwiches etc. Kitchen was untidy, cluttered... Would be great to change this venue to a more suitable one. Arriving at this - I was not sure this was the right place – poorly lit and didn’t feel safe to come out on my own to the entrance”

Catering

Catering varied between sessions and locations, and issues did not appear to reduce over time. Some sessions were over-catered, some were under-catered and some experienced issues food quality.

Materials

A few sessions reported requiring additional materials such as butcher’s paper or name tags, and a few experienced issues with technology such as the USB containing course material not working or issues with the projector.

It was suggested by a number of facilitators that a resource pack that details local services and resources in relation to parenting and relationship support would be valuable for participants:

“A list of services and current programs to give to parents could be of value for those who may wish or need to know about ongoing support”

Wasted time

A number of facilitators commented on the session time wasted filling out the pre-program evaluation form, and parents chatting on arrival. Specifying an arrival time 15 minutes before the session commencement may alleviate some of this time loss.

Preparation time

Evaluation forms from the first implementation of the program included comments on inadequate time allocated to preparation:

“Review of program with both facilitators is essential – before and after. Realistic time needs to be set aside for this”

This issue appears to have been addressed at the time, with facilitators subsequently recording longer times spent on preparation and reflection, and no further comments on the matter.

Other comments

Facilitators made other comments that did not fall within the categories described above. In general facilitators took the opportunity to state how much they enjoyed working with their co-facilitators and delivering the program in general:

“Thoroughly enjoyed the delivery/facilitation of BM3 – couples seem to be getting some benefit. Already some comments to us have been very positive. Generally a great community to deliver this program – makes it easy”

Others noted how valuable the program was in creating social opportunities for new parents:

“Again, on final feedback comments, parents said how this was a great opportunity for dads to get together, exchange notes with other dads and just hang out/socialise with other new dads”

“One mum missed out on mum’s group coffee/catch up so was able to connect through this session with other new mums”

In early program evaluation forms (November and December 2013) there was mention of a lack of understanding about the program and a suggestion to introduce the concept in the antenatal period:

“Once again, participants didn’t know anything about Baby Makes 3 and why they were turning up tonight. Is there a communication breakdown?”

“Parents suggested a pre-natal mini BM3 for more awareness of these issues – but on a small scale/a heads up”

Changes in communication methods have been implemented since 2013 and these issues were not mentioned on subsequent evaluation forms. A pilot of a single Baby Makes 3 session in the antenatal setting is being carried out, and findings from this will be reported at the end of 2015.

One facilitator pair mentioned that one of the couples attending the session did not bring their baby and that it probably was not an issue. From the attendance breakdown recorded on some session evaluation forms it appears that babies were not present for a number of sessions, yet this was not mentioned as an issue affecting the implementation of the program.

Conclusion

The Baby Makes 3 program has been run in the Great South Coast Region with relatively positive feedback from facilitators. The majority of facilitators expressed an enjoyment in delivering the program and experienced supportive co-facilitation during the delivery of sessions. Facilitators also indicated that the program was having a positive impact on participants, whether through changed relationships within couples, or through an obvious sense of relief in sharing the experience and interacting socially with other new parents.

The major issue experienced by facilitators was a decrease in levels of participation and discussion due to low initial attendance and a high attrition rate. While the implementation of Baby Makes 3 in Whitehorse attained an average first session attendance of 13 participants and a retention rate around 90% (Flynn 2011), the average attendance in the Great South Coast Region at the first session was 11 (± 5) with a retention rate of under 60%. It is highly likely that this is being influenced by the geography of this region, with the potential that parents would need to travel long distances in order to attend a group. While there is some indication that time and distance are influencing attendance and attrition, this should be explored further.

Although there were some challenges experienced by facilitators while delivering the sessions, majority of these were able to be overcome while maintaining program implementation fidelity. A number of suggestions were put forward in relation to potential alterations to program implementation, and these should be considered in conjunction with participant response to particular sessions.

3. Group program evaluation forms

Group program evaluation forms were filled in by parents at the end of the final (third) BM3 session. The forms asked about: views of three different the program (was it enjoyable, was it relevant, and was it helpful); what the individual had learnt from it; how they would describe it to someone who was thinking of doing it; any additional comments; and finally asking for an overall rating of the program.

Data was gathered from a total of 242 parents (133 mothers, 108 fathers and one unspecified response) who attended BM3 programs between May 2013 and March 2015.

Overall ratings of program and its different aspects

As Figure 3.1 shows, overall the program was rated very highly, with the vast majority of parents (98%) considering it was good, very good or excellent. The remaining 2% (4 individuals) rated it as 'fair'. Mothers were more likely to rate the program as excellent than fathers, however the differences shown did not reach statistical significance⁶.

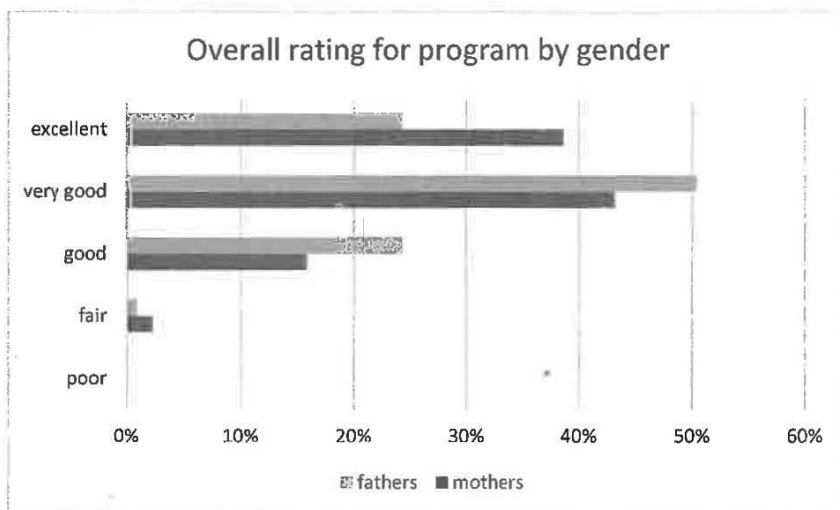


Figure 3.1

⁶ Chi squared test of difference in proportion rating very good or excellent between mothers and fathers, $p=0.204$

Figures 2 to 4 show similarly strong positive views about the three different aspects of the program assessed on the form. There was very little difference between mothers and fathers in their assessment and none of the differences were statistically significant⁷.

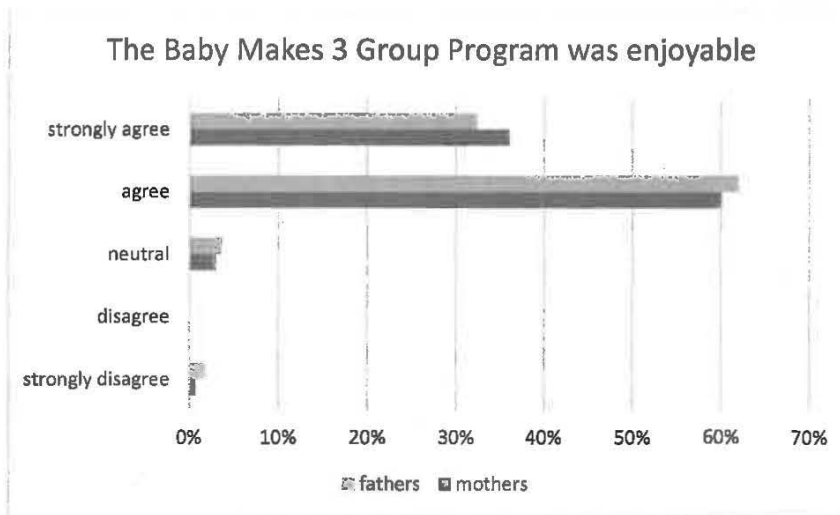


Figure 3.2

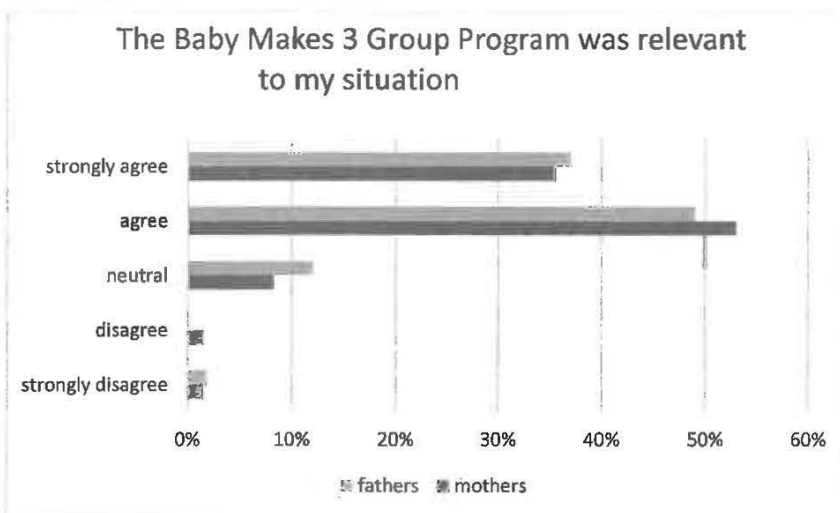


Figure 3.3

⁷ Chi squared test of difference in proportions rating agree or strongly agree, for enjoyability $p=0.535$, for relevance $p=0.55$, for helpfulness $p=0.999$

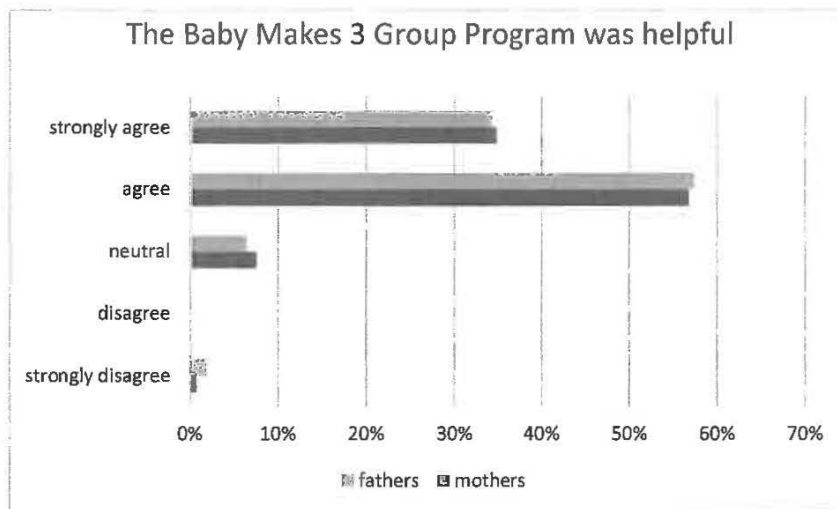


Figure 3.4

Differences between the places where the program was held on overall ratings and on two of the three aspects of the program (enjoyability and helpfulness) were not statistically significant⁸. For relevance, views of the group held at TAFE were significantly different from those of the other locations. For the TAFE group only 45% agreed or strongly agreed that the program was relevant; this is in comparison to an average of 90% across all the over locations⁹ It is worth noting that the TAFE program was delivered on a single day, as a condensed version of the usual BM3 program.

Exploring negative views of the program

Overall there were six people who seemed to hold a negative view of the program through expressing disagreement or strong disagreement with the statements about the different aspects of the program (as shown in Figures 3.2 to 3.4 above).

Three of these people (one mother and two fathers), from three different LGAs selected 'strongly disagree' to all three statements about aspects, yet they also all rated the overall program as 'excellent'. Furthermore, two of the three answered the question about what they had learnt, and the answers they gave to "How would you describe this program to another person who was thinking of doing it?" are positive in nature:

⁸ Chi squared test of difference in proportion rating very good or excellent between locations, $p=0.605$

Chi squared test of difference in proportion rating agree or strongly agree, for enjoyability $p=0.329$, for helpfulness $p=0.329$

⁹ Chi squared test of difference in proportion rating agree or strongly agree, $p<0.0001$

"was good to have a larger number of dads here" (father, Hamilton)

"a chance to talk about issues that may not be usually discussed" (mother, Camperdown)

"Very informative, worth doing. Allows to know others in the same area" (father, Portland)

The other three people, all mothers, and all attending the program run at TAFE, expressed disagreement (2 mothers) or strong disagreement (1 mother) with only one statement, namely 'The Baby Makes 3 Group Program was relevant to my situation'. One rated the overall program as 'fair', answered 'not sure' to the question about what she had learnt and offered no other comment. Another rated the overall program as 'good', reporting learning and gave a positive answer to "How would you describe this program to another person who was thinking of doing it?" The third mother explained her answer in her comments where she wrote: "It was more focused on couples or separated couples whereas I'm a single mum without any contact with an ex". She reported enjoying the program and finding it helpful. One other mother (Warrnambool), while very positive towards the program overall, commented: "would be good to have a program for single mothers as well. As sometimes I feel awkward".

Some negative views about the different parts of the program were also expressed through the answers to 'How would you describe this program to another person who was thinking of doing it?' and 'Any additional comments?' One mother commented:

"I feel it had a negative spin on dads" (mother, Moyne)

Another mother said:

"Sometimes could be a little hard on dads. Maybe a little stereotyped" (mother, Warrnambool)

This was also echoed in the reply one father in Warrnambool gave in response to the first of these: "a great session just didn't take session 2 personally". Finally, a third mother, possibly expressing a similar view commented:

"I felt at times we focused a lot more on the negatives, rather than the positives. It would be nice to finish each session on a positive note." (mother, Moyne)

Challenges in program delivery

The challenges that came across in the answers on the form included: difficulties attending owing to particular times/days of sessions and difficulties in the environment where the program was delivered. The responses and suggestions made illustrate the very real difficulty of finding a single day/time that suits everyone's needs, given that hours of work and baby's feeding time and other routines are by no means uniform across couples.

Exploring positive impacts of the program

Responses to the open questions provided a wealth of examples of how parents had found the group valuable. Parents were very positive about the group facilitators and appreciated the trouble they took in running the sessions and offering opportunities for participation by all. The two sections below summarise findings about what parents reported they learnt from the program and how they would describe the program.

What parents learnt from the program

The question about what they learnt from the program was answered by the vast majority of parents, 232 out of 241 (96%). Figure 3.5 summarises what they said in the form of the word cloud generated from their answers, concentrating on terms that were used in at least 10 responses; in this figure, the larger the word, the higher its frequency of use.

As Figure 3.5 shows, learning about communication was the topic that featured most frequently. Specific items that were mentioned frequently included the value of communicating using "I" rather than "You", the value of understanding one's partner's perspective, and the value of listening.

Other topics that featured frequently were:

- that other parents experience the same problems/challenges as us;
- society's expectations of mothers;
- the importance of team working;
- the importance of father's time with child;
- the importance of partners' time together and building/maintaining intimacy;
- problem solving and conflict resolution as particular relationship skills;
- 'equal' does not mean 'same'.



Figure 3.5: Word cloud generated from replies to 'The three main things I have learned from this program are'

How parents described the program

The question about what they learnt from the program was answered by the vast majority of parents, 229 out of 241 (95%). Figure 3.6 summarises what they said in the form of the word cloud generated from their answers, concentrating on terms that were used in at least 10 responses. The figure quite clearly shows their overall positive views, the descriptor 'good' is the most frequently used words in replies, followed by 'helpful', and then 'great', as well as being fun/enjoyable.



Figure 3.6: Word cloud generated from replies to 'How would you describe this program to another person who was thinking of doing it?'

Parents' responses emphasised the value in meeting other couples in a similar situation to themselves as well as the value of the program content itself:

"It is an opportunity to spend time with other parents who are dealing with the same things" (mother, Camperdown)

"Good for meeting other parents" (father, Camperdown)

"Great for first time parents, getting to know other young / first time parents" (mother, Portland)

"Laid back and friendly, a place to meet other people going thru the same situation. A good network, way to socialise." (father, Warrnambool)

Some of the descriptions parents gave emphasised what they had gained personally from the program, for example:

"A chance for male and female to discover what each other are thinking and feeling in a comfortable environment" (mother, Camperdown)

"It is a great program to share problems, help each other, awareness of things you don't know" (father, Hamilton)

"Worthwhile, as it can help you make a stronger relationship with your partner and to strengthen your family" (father, Portland)

One father, who rated the overall program as very good talked about the program as "a fine way to air your dirty laundry", a quote that is somewhat difficult to fully interpret.

Many of the descriptions recommended the program strongly:

"good fun, helpful, great interaction for baby and parents. Somewhere safe to go and express feelings and thoughts and ideas without getting criticised" (mother, Hamilton)

"Awesome. Really makes you think about things and know / help understand new parents and going thru same issues. Worthwhile." (mother, Moyne)

"An overview of changes in circumstance since having a child and how to manage them. Thought provoking course." (father, Moyne)

"A must for all parents-makes you connect more with partner, as you discuss issues both negative and positive. Really appreciate what you do for one another. Also brings back more intimacy." (mother, Portland)

"Head along it brings up things you would not necessarily discuss with your partner plus you get to meet other couples in the same boat." (father, Portland)

"Good way to work through/discuss changes with a new baby. Helps to reinforce healthy and good relationships between mums and dads and their children (role model)" (mother, Warrnambool)

"A good way to discuss with others in a similar situation. How to deal with major change in the dynamics of our relationship" (father, Warrnambool)

"A good idea and a must do to help you reconnect with your partner and move forward as a couple" (father, Warrnambool)

4. Interim report on analysis of interviews with parents

Introduction

Telephone interviews are being carried out with samples from parents who attended, and from parents recently invited who did not attend at all or attended only some sessions. In contrast to the previous evaluation of BM3 done, we are interviewing parents separately, and aiming to use male researchers to interview the fathers and female researchers to interview the mothers. This is to allow for greater depth of information, and make it easier and safer for expression of any divergent views between mother and father, if such exist.

Sample sizes being sought are as follows:

- Parents who attended all sessions or who attended only some sessions: 40 parents with at least 6 parents drawn from those who attended only some sessions.
- Parents who did not attend at all: 10.

Recruitment started in November 2014 and has proceeded slowly. It will continue until the end of May 2015.

Sample to date

Table 4.1 shows the results of recruitment so far. The analysis in this report is based on the 21 interviews that have been completely transcribed and checked.

Table 4.1 Recruitment results to 30/4/2015

	Mothers	Fathers	Total
Consent forms received	31	17	38
Interviews still being arranged	15	8	23
In transcription/checking	3	1	4
Transcriptions and checking completed	13	8	21

Interim analysis

A full analysis will be carried out once recruitment is complete. This will form a part of the report submitted at the end of this year. An interim analysis was carried out to explore what the interviews could tell us about the program being regarded as directed against men or being negative about men. This was an issue that was raised both in the analysis of the facilitators' forms (section 2) and the group program evaluation forms completed by the parents (section 3).

This issue was raised directly by three of the 21 parents whose interview transcripts were available for this analysis. These are different parents to those who raised the issue on the program evaluation forms, and were also in different groups to those run by the facilitators who raised the issue.

One mother, WF5, was extremely positive about the program overall and the positive impacts it had had on both her and her partner. She raised the issue when she was talking about how the program was run, in the context of giving a suggestion for how it could be better, she said:

"I would say the people that run the program didn't have--I just felt that they were very much following a structure. So this is the question, this is the answers, type of. And it was topics there that were quite sensible or sensitive for the dads, especially when they're saying, you know, this graph shows that they don't spend that much time when they should or things like that. And the dads in our group, a few of them, got quite, I don't know how, they felt they were being attacked type of. Like, well we don't spend that much time because we work more hours, or we work full time work, the mum doesn't. So if the whole, if the two people that were there guiding us, would have just kind of gone with the flow, with the conversation instead of saying, well the graph says, but you don't, then the parents were getting more like the dads. Oh well yeah but this is because of this and that and that. And that put off a few parents to come back to the session. So it would be more, to me the suggestion would be more like, you know, let people talk and you go with it. I'd say."

She notes a fall-off in attendance for the following session.

One father, WM11, had a similar view, as this extract from his interview shows:

Q Was it a difficult decision to go along, or was it pretty straightforward?

A *Yeah, it wasn't too bad going along. After the second session, we decided we'll keep going just because we started. I could understand why the group got a lot smaller all of a sudden after the second session.*

Q *So a few people didn't hang in there?*

A *Oh, a lot of them didn't. Probably half the size of the group for the last session.*

Q *Can you hazard a guess as to why that might have been?*

A *It was very ... they picked on the males a lot. It was very anti-male that second session. { material on other topics omitted}*

Q *was the group then different to what you expected, or was it about what you expected?*

A *Look it was probably what I expected or it's what you expect from those sort of things.*

Q *So are you saying that you kind of expected to be kind of singled out as a bloke, that the blokes would be kind of zeroed in on?*

A *Yeah, I reckon. Yeah you sort of get that impression from a lot of those things. People--I sort of expected that, yeah. { material on other topics omitted} it's just I think it just expected you to be a different sort of person to what they expected there. I think they think there's a lot more male chauvinists in the world.*

{ material on other topics omitted, WM11 is then asked to sum up}

A *Look, yeah it was very anti-male as far as they assumed all males were chauvinist pigs, almost like it's been designed in the 1950s for the males. They haven't changed it for more modern males. I think that's what they might need to look at how they structure it, otherwise they're going to always find after the second night you're going to get a lot of males not turn up.*

WM11 returned to the topic several times over the course of his interview, as the extract above demonstrates. Elsewhere in the interview he notes positively what he and his partner gained from

the program. WM11's partner, WF20, was also interviewed, she also reported a very positive impression of the program and the impact it had had on her and her relationship. The issue did not come up until the end of the interview when she was asked about any other comments or suggestions. The interview proceeded as follows:

Q Are there any other comments or suggestions you'd like to make about the programme for first time families? Just general sort of thoughts and feelings.

WF20 Yeah. I thought that it was really good, the three sessions run one night a week for three weeks. The middle session talks about the roles and responsibilities of the mums and the dads at home. Basically the dads cop an absolute hiding for doing nothing and not interacting with the- you know, not being involved enough with the kids, and you know, the statistics are there but there was certainly a lot of dads that didn't come back.

Q Oh, really?

WF20 Yeah.

Q After that second session?

WF20 After that second session, yeah.

Q When you say, cop a hiding. How did that work?

WF20 Oh, they got defensive which was understandable, because they have like statistics to say how many hours of care the mums do versus the dad. How many hours of the housework and whatever compared to the dads, and then they looked at that progressing over the years because dads always go, oh when they're a bit older and they can tell me what's wrong I'll do more things with them, and when they're a bit older, and that that basically didn't really happen. It doesn't really increase.

Q Right. And they had the stats to sort of...?

WF20 Very much. And they had all the stats there, but a lot of the dads sort of didn't believe the stats. Oh, that's not what happens here, at home, at my house and they found that really hard to listen to, and the mums I think felt a bit like that too. It was just a bit of a- I mean the statistics are there, but it felt like a bit

like [facilitator]. It was quite sort of negative against them, and I mean it was there to show, look this is the statistics. This is the reality of it. So be aware so that you can help more and be more involved and whatever, but quite a few dads from my mother's group didn't come back./

Q Okay. Can you think of any way that that might have been done differently?

WF20 I don't know. Because it's a tricky subject to broach without dads getting defensive, because I'm sure that there are dads that do loads of housework. Yes, they're working and they're out of the house eight, nine, 10 hours a day or whatever anyway. So I'm not sure what a better way, other than making it the last one

The account that WM11 and WF20 is similar to that of WF5; it should be noted from what they each say elsewhere in the interviews about when they attended Baby Makes 3, WF5 attended a different program to WM11 And WF20.

Implications

The issue of the perceived negativity of the program reported by these parents, and especially that of the second session to fathers needs careful consideration. As these parents suggest, as well as data from the facilitators and the parents on the group program evaluation sheets, this perceived negativity may well be implicated in the drop off in attendance during the program. The issue that WM11 raises, that he was expecting the program to be negative to men is also interesting, as it may account for some of the lack of uptake in the program.

It is important therefore to consider whether, and if so what, changes can be made to pre-program material and the delivery of session 2 to ameliorate these effects. In doing this it is important to remember that this issue was raised by only a minority of informants, and they also reported positive satisfaction with the program and its impacts for them. This should thus be regarded as an issue for fine tuning. This is an issue that will be closely examined again once the interview data set is complete.

5. Gender equity training

Data was collected from those attending gender equity training provided as a part of the Plus component of BM3+ during August to December 2014. A short survey was filled out before training was attended and then again 4-8 weeks after training. Respondents were asked for the last four digits of their mobile phone number to enable matching of pre and post replies. A total of 48 pre surveys were completed and 22 post surveys, matching of pre and post replies was possible for only nine respondents.

In this report we analyse responses that describe personal attitudes. Owing to the small numbers of post surveys, no tests of statistical significance have been carried out, this will be done once a larger data set is available. The relevant items on personal attitudes used in the survey comprised the eight items used in the gender equality scale used in the National Community Attitudes Towards Violence Against Women Survey (NCAS)¹⁰, plus four other items selected from items used in the British Cohort Study (BCS)¹¹.

Overall findings

Figures 5.1 to 5.12 below compare the distribution of responses in the pre and post survey for each of these items in turn. Nine of the twelve items show a clear positive change in attitude when survey responses after training are compared to those before training. Particular large shifts are observed for six items, namely:

- 'On the whole, men make better political leaders than women' (Figure 5.1), where 96% of the post training group expressed disagreement compared to 65% of the pre-training group;
- 'When jobs are scarce men should have more right to a job than women' (Figure 5.2), where 100% of the post training group expressed disagreement compared to 85% of the pre-training group;

¹⁰ Webster K, Pennay P, Bricknall R, Diemer K, Flood M, Powell A, Politoff V, Ward A 2014, *Australians' attitudes to violence against women: Full technical report, Findings from the 2013 National Community Attitudes towards Violence Against Women Survey (NCAS)*, Victorian Health Promotion Foundation, Melbourne, Australia.

¹¹ Documented on <http://www.cls.ioe.ac.uk/>

- 'A university education is more important for a boy than a girl' (Figure 5.3) , where 100% of the post training group expressed disagreement compared to 91% of the pre-training group, and within this, those expressing strong disagreement went up from 81% to 95%;
- 'Discrimination against women is no longer a problem in the workplace in Australia' (Figure 5.6), where there was a strong shift from disagree to strongly disagree;
- 'Women prefer a man to be in charge of the relationship' (Figure 5.8) , where 100% of the post training group expressed disagreement compared to 85% of the pre-training group;
- 'There should be more women in senior management positions in business and industry' (Figure 5.9) , where 85% of the post training group expressed agreement compared to 70% of the pre-training group, with a strong shift towards strongly agree.

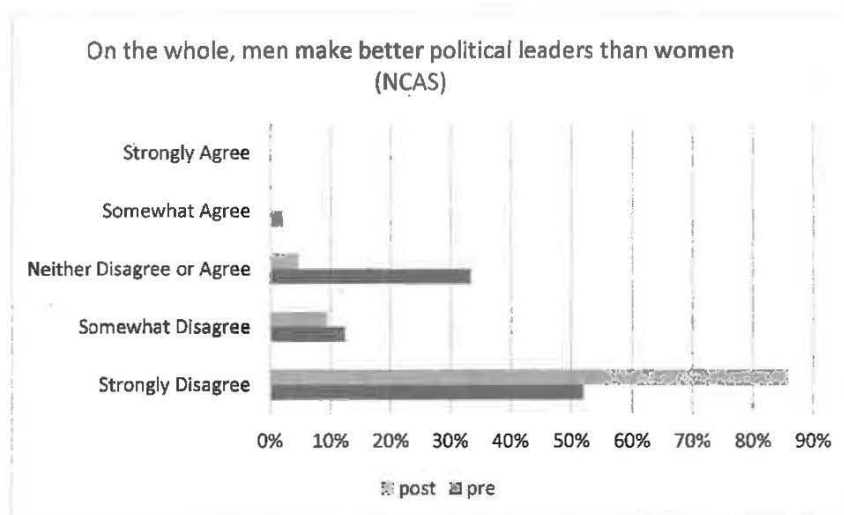


Figure 5.1

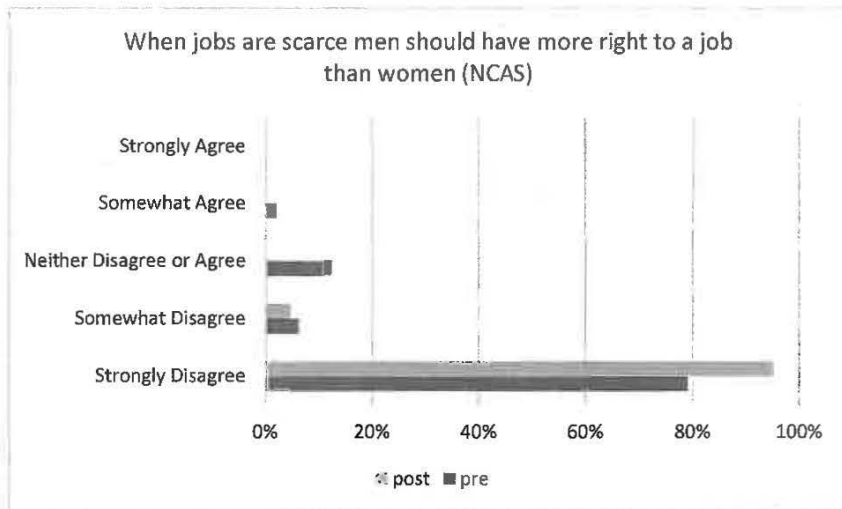


Figure 5.2

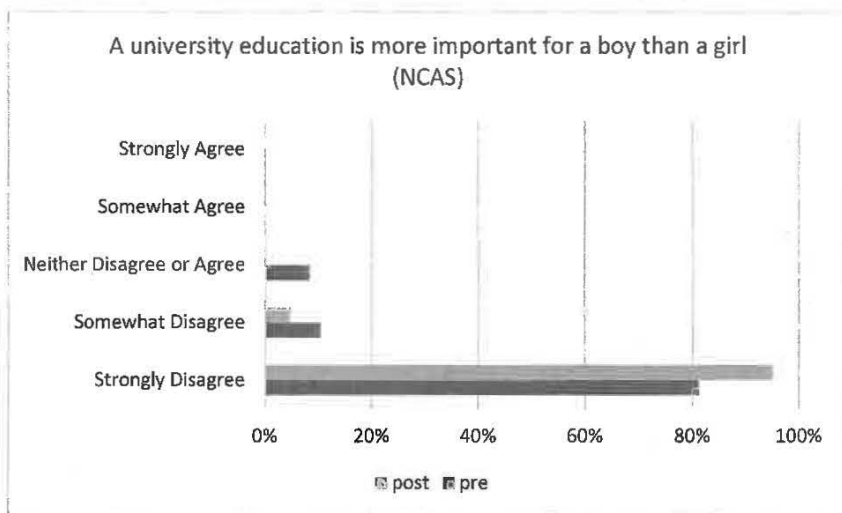


Figure 5.3

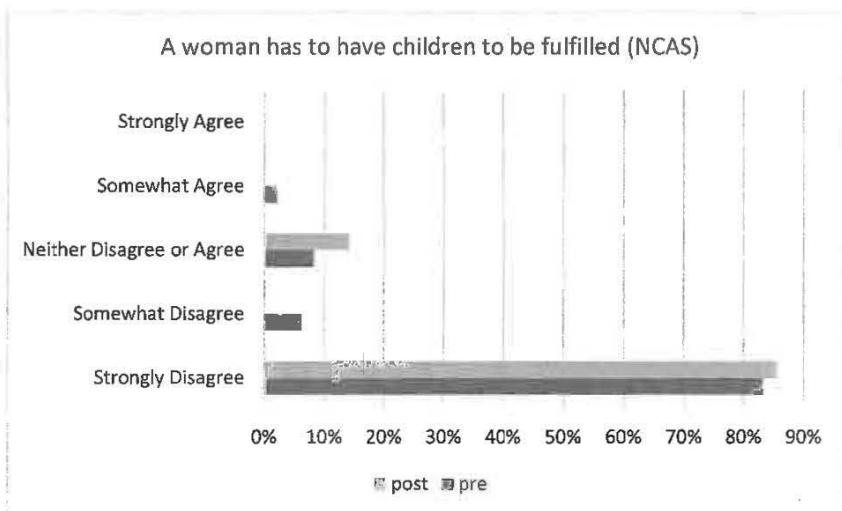


Figure 5.4

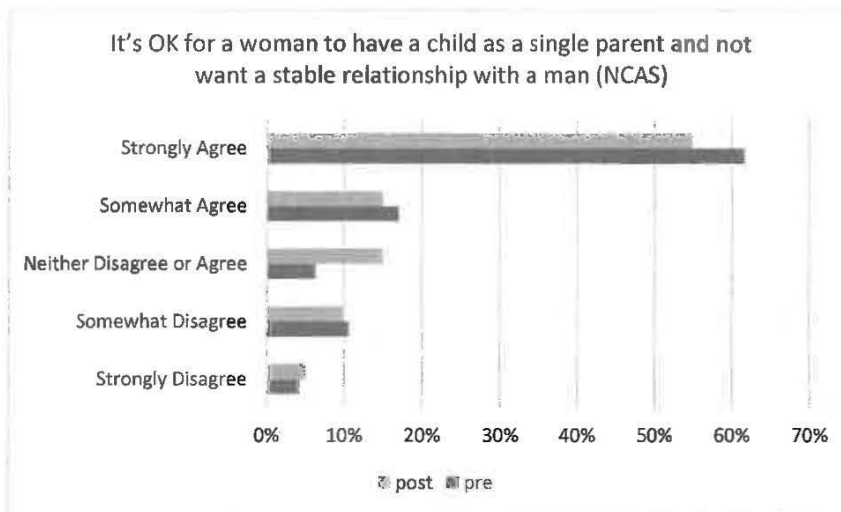


Figure 5.5

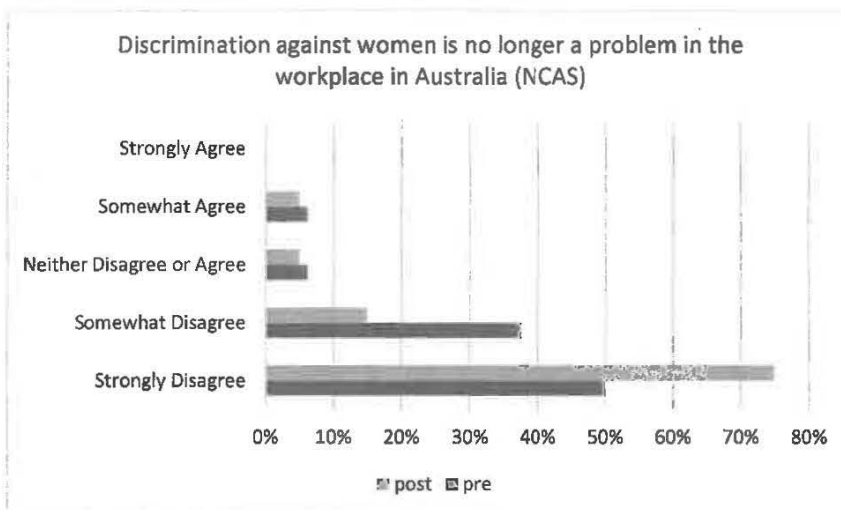


Figure 5.6

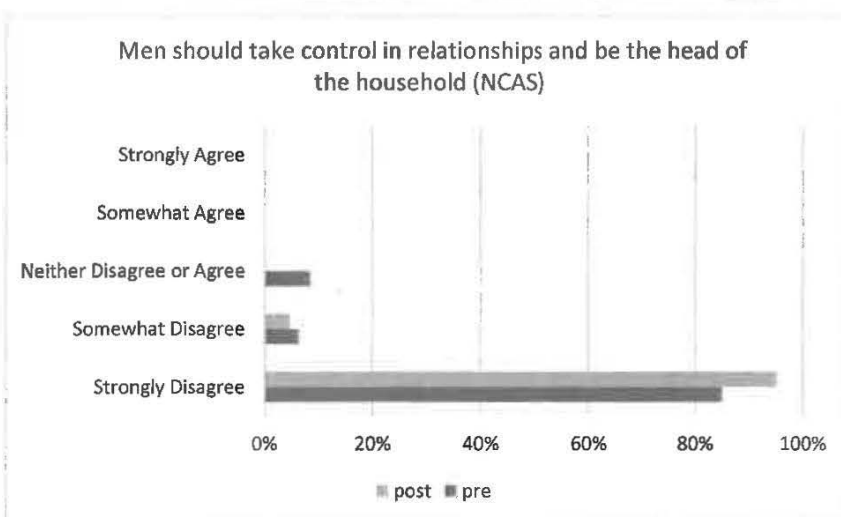


Figure 5.7

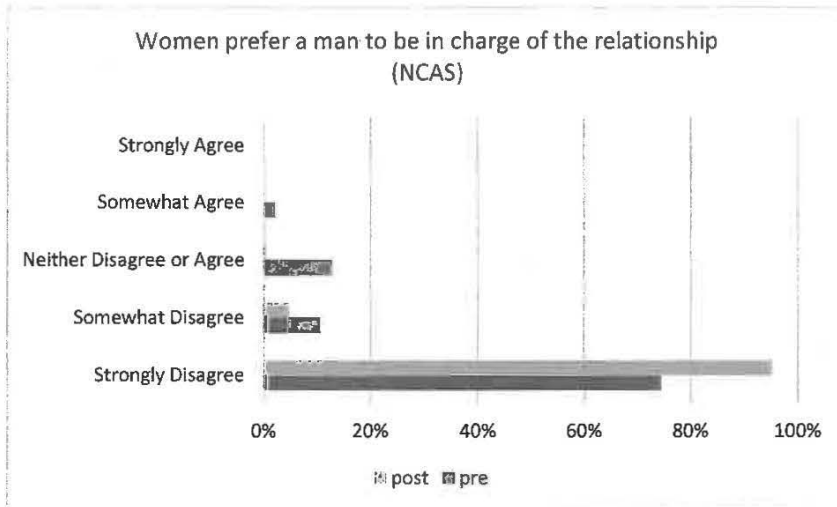


Figure 5.8

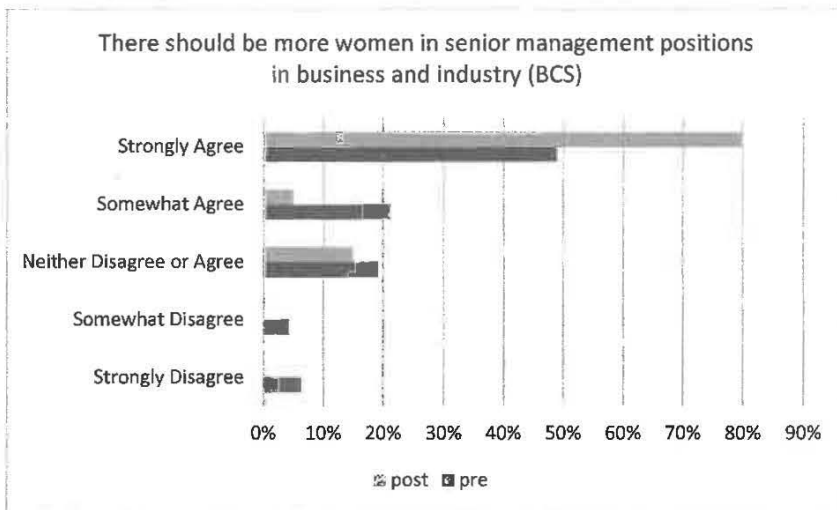


Figure 5.9

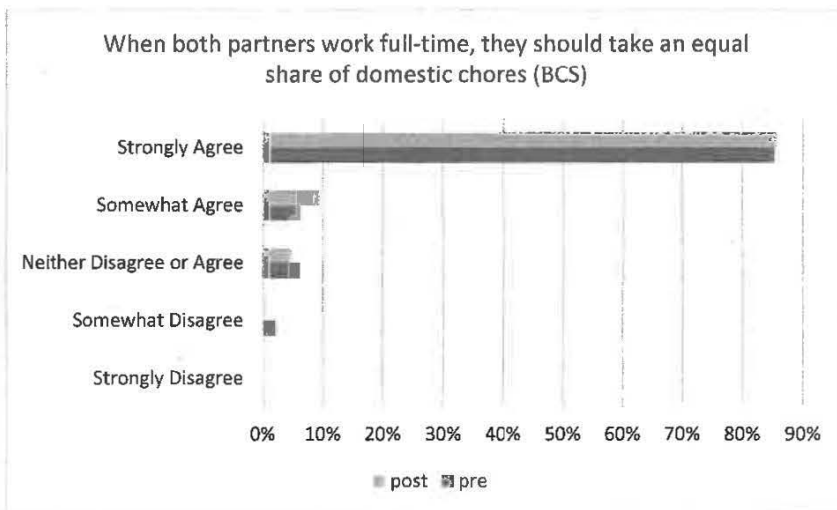


Figure 5.10

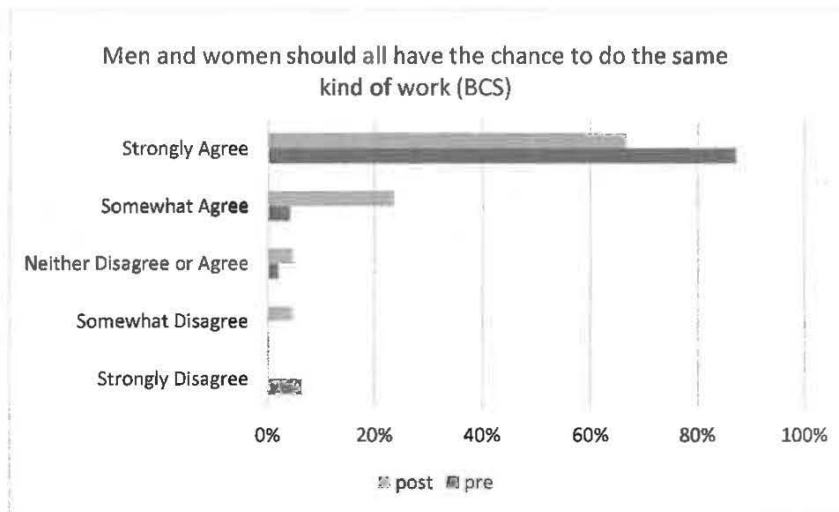


Figure 5.11

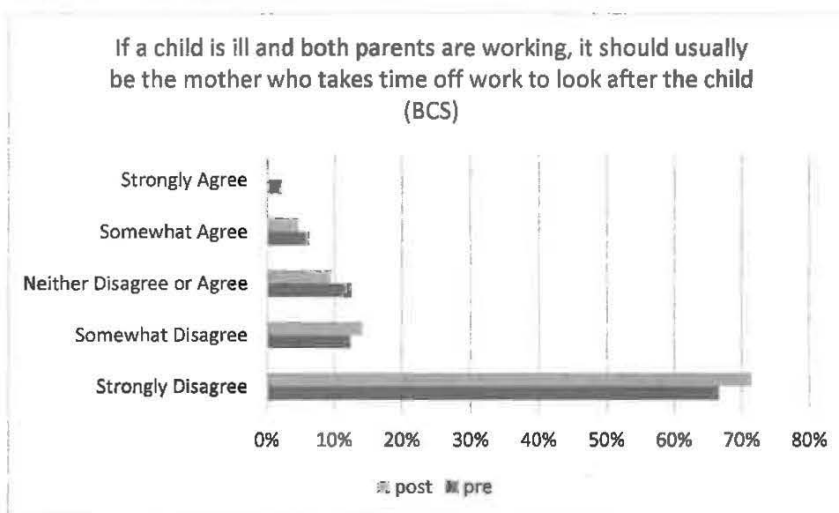


Figure 5.12

Analysis of matched pairs

There were nine people for whom we were able to match pre and post surveys. For these nine people, changes on individual items were examined. Eight of the nine people showed positive change on at least one of the 12 items, Table 5.1 summarises the distribution of number of items that changed positively. Only 3 people showed changes that were not clearly positive, in each case on only one item. One of these represented a shift in degree of disagreement (but not a change in polarity) on the item about political leaders. The other two of these people both showed a change on the item 'It's OK for a woman to have a child as a single parent and not want a stable relationship

with a man', where one shifted from agree to disagree and another from strongly agree to neutral. There were no clearly negative changes.

Table 5.2 shows the number of people showing a positive change and no change for each item. The items where most positive change is shown in this analysis are similar to those identified in the overall analysis above.

Table 5.1: Positive changes consequent on training

Number of items that changed in a positive direction	Number of people
0	1
1	3
2	2
3	1
4	1
5	1

Table 5.2: Positive changes by item

Item	Number of people showing a positive change	Number of people showing no change
On the whole, men make better political leaders than women.	4	5
When jobs are scarce men should have more right to a job than women.	1	8
A university education is more important for a boy than a girl	1	8
A woman has to have children to be fulfilled	1	8
It's OK for a woman to have a child as a single parent and not want a stable relationship with a man	2	5
Discrimination against women is no longer a problem in the workplace in Australia	1	8
Men should take control in relationships and be the head of the household	0	9
Women prefer a man to be in charge of the relationship	2	7
There should be more women in senior management positions in business and industry	4	5
When both partners work full-time, they should take an equal share of domestic chores	1	8
Men and women should all have the chance to do the same kind of work	1	8
If a child is ill and both parents are working, it should usually be the mother who takes time off work to look after the child	1	8

Implications

The above findings are strongly indicative of positive effects from the gender equity training. However, the limitation of small sample sizes needs to be borne in mind. By the time of the next report it will be possible to repeat the analyses on larger sample sizes, and also to add in findings from interviews with a sample of those who received the training about their views on its effects on their practice.

Annex 1: Data to be supplied by WCC for the evaluation

This Annex summarises the data collected internally by project partners that are to be provided through WCC to be analysed as a part of the overall evaluation. Table A1 below sets out the different sets of data, indicating in the second column what we have already received and in the third the data that is outstanding and our understanding of when this will be received. Data for the economic evaluation being carried out by Deakin Health Economics is not included here.

Table A1: Internally collected data for use in the evaluation

Data set	Already received	Still to be received
Pre and post survey data on gender equity training	Data from sessions held in 2014	Data from sessions held in 2015
Pre and post survey data from parents attending BM3		Data for all BM3 programs up to end April 2015
Group program evaluation form completed by parents	Data from BM3 programs delivered up to end of March 2015	Data for programs finishing April 2015 to September 2015
Facilitators' session evaluation form	Data from BM3 programs completing up to 5 March 2015, analysis findings included in this report	Any additional data from programs completing after this