

3. EVALUATION OBJECTIVES

This section outlines the research objectives for this project. The table below also identifies the relevant sections of the report that address each objective.

The three primary objectives for this project were as follows:

Primary Objectives	Relevant Section in Report
1. What makes the Croc Festival™ work and what leads to any positive community impacts:	
a. What infrastructure is required?	6.1, 13.1
b. What partnerships are required for health promotion and education/career messages to be effective?	6.1, 7.1, 8.1, 8.5, 9.1, 10.4
2. Determine what characteristics of the Croc Festival™ are transferable to other festivals and community events?	6.2, 12
3. To explore how the Croc Festival™ contributes to opportunities and strategies related to social and general education skills and opportunities:	
a. Networking	9.1.4, 9.1.5, 10.4, 12, 13.5
b. Co-operating with others	9.1.1, 10.3
c. Reinforcing positive benefits such as improved self-esteem, self-concept, bonding to school, self-efficacy, confidence, co-operation, social skills, self control and communication skills	8.1, 8.3, 8.5, 9.1.1, 9.1.3, 10.2, 10.4.3, 10.5, 12
d. Goal-setting	8.1, 9.1.1, 10.1
e. Problem solving	8.5
f. Teamwork	9.1.1, 10.3
g. Literacy and numeracy	8.5, 11.4

These objectives focus on two key areas, namely the impact of the Croc Festival™ in relation to **community**, and the impact in relation to **social** and **general education skills**. The table below details the specific requirements for this project with regards to community impact and the impact on social and general education skills.

Community Impact Objectives	Relevant Section in Report
1. The development of health enhancing social capital within the ‘Croc Community’: <ul style="list-style-type: none"> a. Increases in sense of local identity b. Increases in levels of trust c. Levels of interaction between different sectors of the community d. Improvements in the use of local facilities 	10.2, 13.6 8.4, 9.1.1, 9.1.4, 10.3, 10.4.1, 13, 13.6 10.4.1 10.4.2
2. The creation and maintenance of protective factors in the community necessary for health promotion, prevention and education efforts to be effective: <ul style="list-style-type: none"> a. The factors that put community members at risk of adopting behaviours that limit life choices b. Quality of relationships between young people and their friends, family, school, and community members and existing organisations c. Development of and improvements in relationships d. Links between schools, community and family that create opportunities for young people to participate actively and meaningfully in life and support students to develop their personal resilience 	9, 9.1 7.1, 7.2, 8.1, 13.3 8.4, 9.1.2, 9.1.4 10.4.3, 13.6 8.1.1, 8.4, 9.1.2, 9.1.4, 10, 10.3, 10.4.1, 10.4.3, 13.6 9
3. The ability of the Croc Festival™ to help create and maintain the positive factors and overcome the barriers that influence health behaviour: <ul style="list-style-type: none"> a. Identified factors that provide opportunities to develop personal autonomy, skills and self-efficacy (developing a sense of self-efficacy and opportunity) b. Croc Festival™ as a vehicle and enabler for achievement of prevention behaviour and health outcomes across the community, both during and beyond the Festival 	7, 7.1, 7.2 7, 7.1, 7.2

Social and general education skills objectives	
1. Whether the Croc Festival™ has contributed, both during and after the Festival, to the school or community’s capacity to: <ul style="list-style-type: none"> a. Stress the importance of school attendance for future life skills for students both during and after the Croc Festival™ b. Provide motivation to students to make positive choices about their careers and education c. Bridge the formal in-school curriculum with informal out of school experience d. Introduce students to positive role models 	8, 8.3, 8.4, and 8.5 8.2, 10.4.3, 10.6 and 11.2 6.6, 7.1 and 8.1 8.3, 9.1.5, 11.1, 11.2, 12, 13.1 and 13.2