The Toolkit

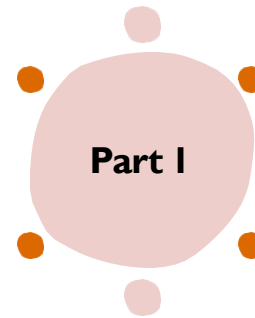Tools for Community Monitoring and Evaluation
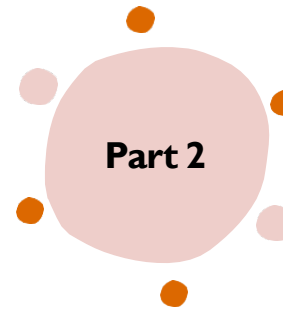
Introduction to Toolkit

Welcome to the Toolkit - Tools for Community Monitoring and Evaluation.

This Toolkit has been developed to support communities to plan, deliver and evaluate community programs, and to enable organisations to make sustainable and positive change in the community.

The Toolkit has 3 parts ...
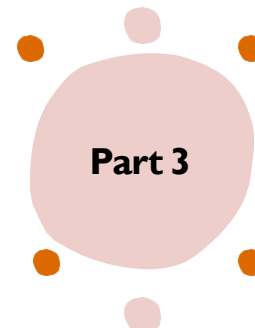
Part 1 — *Overview and Introduction to Toolkit*

Part 2 — *3 Key Stages to Community Evaluation*

Stage 1: Pathway to Change
Stage 2: Pathway to Success
Stage 3: Telling Your Story

Part 3 — *Tools to Collect Key Information*

Tool 1: Yarning Circles
  Yarning Circle 1: Social Yarn
  Yarning Circle 2: Research Topic Yarn
  Yarning Circle 3: Collaborate Yarn
  Yarning Circle 4: Therapeutic Yarn
Tool 2: Picture Talk and Photovoice
Tool 3: Interviews and Surveys
Tool 4: Most Significant Change Technique
Tool 5: Outcome Harvesting

Part 1
Overview and Introduction to Toolkit

Introduction to Toolkit

The Toolkit has 9 goals . . .

Goal 1 — *Support organisations to identify what needs to change to create positive impact.*

Goal 2 — *Support organisations to plan how the program will work and what it intends to achieve.*

Goal 3 — *Support organisations to obtain funding and/or resources to run the program.*

Goal 4 — *Support organisations to engage the community to ensure planning reflects community needs and interests.*

Goal 5 — *Support organisations to identify ways to track how your program is going and who it's reaching.*

Goal 6 — *Support organisations to tell the story about the program's success or its challenges.*

Goal 7 — *Support organisations to collect information that will describe how the program worked, who it reached, and how effective it was in achieving its intended changes.*

Goal 8 — *Support organisations to be accountable to the community and to funders.*

Goal 9 — *Support organisations to learn for the future.*

Introduction to Toolkit

Part 2 of the Toolkit - Three Key Stages to Community Evaluation - is made up of 13 steps …

Step 13

Program Suitability

Understand if the program was the right one for meeting the needs/issues of the community, family, and individual.

Step 12

How Effective it Was and Unexpected Outcomes

Understand how effective the program was in achieving its intended outcomes and is there were any unplanned outcomes or changes that occured because of the program.

Step 5

Who's Going To Help

Understand what resources are available to help deliver the program and what is needed to do so.

Step 9

Building Your Story

Understand what information you need (and how to collect it) to tell your story about how the program worked.

Step 4

What We're Going To Do

Understand what the key program activities are, how the activities will be delivered, and what the outcomes are for each key activity.

Step 8

Keeping Track of People

Understand who's going to use the program, including any groups in community or other stakeholders.

Step 11

Activities Delivered

Understand what activities you delivered and how and who was able to access them.

Step 3

Who's Using the Program

Understand who's going to use the program, including any groups in community or other stakeholders.

Stage 1

Pathway To Change

Step 2

Vision for Change

Understand what the best outcomes would be for the community, the family, the individual, organisation and program.

Step 7

Keeping Track of Activities

Understand how you're going to keep track of the program activities.

Step 10

What Happened

Understand what the program did and how it was implemented.

Stage 3

Telling Your Story

Step 1

What's Happening Now

Understand what the issues are in the community, the family, the individual, and the organisation.

Stage 2

Pathway To Success

Step 6

Knowing What Impact Is

Understand what is meant by 'impact' and what it looks like for the community, family, and individual.

Part 2

3 Key Stages to Community Evaluation

This hand symbol lists the guiding questions that need to be answered in order to reach the goal of understanding for each step, which is represented by this symbol:

Stage 1 to Community Evaluation

Stage 1 - Pathway to Change is made up of 5 steps . . .

Stage 1

Pathway To Change

Step 1

What's Happening Now

Understand what the issues are in the community, the family, the individual, and the organisation that the program needs to respond to.

- What are the issues?

- What do you know about the issues?

- What's the real challenge that needs addressing?

- What needs to change?

Step 2

Vision for Change

Understand what the best outcomes would be for the community, the family, the individual, organisation and program. It is your vision of an ideal future.

- What changes/outcomes do you want to see?

- What's going to change when the program makes an 'impact' on the community, family, and individual?

- What's going to change in the community, family, and person's life?

- What's the program trying to achieve?

- What short-term (straight away), medium-term (3 - 6 months), and long-term (1 - 3 years) outcomes are the community, family, and individual going to benefit from, because of the program?

Step 3

Who's Using the Program

Understand who's going to use the program, including any groups in community or other stakeholders.

- Who's the program trying to reach?

- What groups in the community is the program trying to reach?

- Who's going to come into contact with the program? (e.g. parents, teachers, external agencies, etc.)

Step 4

What We're Going To Do

Understand what the key program activities are, how the activities will be delivered, and what the outcomes are for each key activity.

- What're the key activities and what are they trying to achieve?

- How will each key activity be delivered?

- How will people access the program? (e.g. from hearing about the program, to starting the program, to finishing the program)

Step 5

Who's Going To Help

Understand what resources are available to help deliver the program and what is needed to do so.

- What do you have to run the program? (e.g. funding, office space, staff)

- What's needed to make the program work? (e.g. community support, guidance from external agencies)

- Who needs to be involved to make the program work? (e.g. community networks/groups/advisors, sponsors, partners, other agencies)

Part 2

3 Key Stages to Community Evaluation

Stage 1 to Community Evaluation

Stage 1 - Pathway to Change has some Guiding Questions . . .

Stage 1

Pathway To Change

Step 1

What's Happening Now

Understand what the issues are in the community, the family, the individual, and the organisation that the program needs to respond to.

What are the issues?

What do you know about the issues?

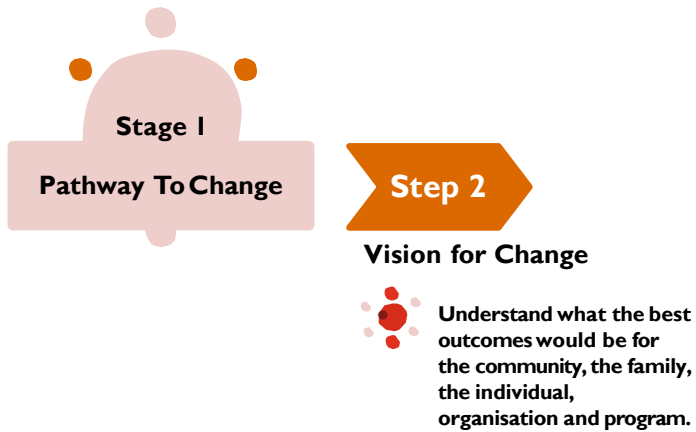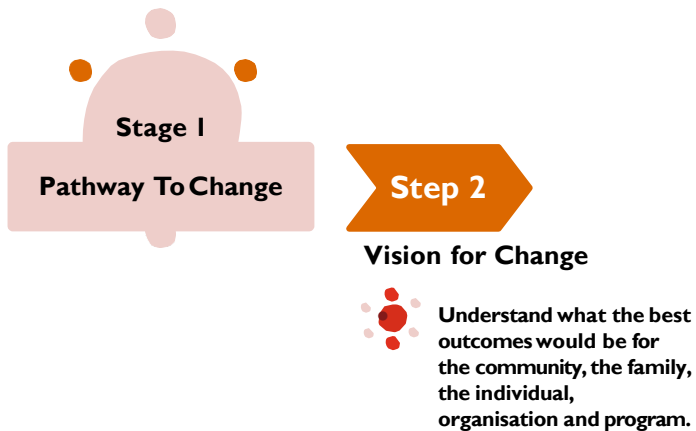**What needs to change? What's the real challenge that needs to be addressed?**

Part 2
3 Key Stages to Community Evaluation

Stage 1 to Community Evaluation

Stage 1 - Pathway to Change has some Guiding Questions . . .

Stage 1

Pathway To Change

Step 2

Vision for Change

Understand what the best outcomes would be for the community, the family, the individual, organisation and program.

What changes/outcomes do you want to see?

What's going to change when the program makes an 'impact' on the community, family, and individual?

Individual

Family

Community

Stage 1 to Community Evaluation

Stage 1 - Pathway to Change has some Guiding Questions . . .

Stage 1

Pathway To Change

Step 2

Vision for Change

Understand what the best outcomes would be for the community, the family, the individual, organisation and program.

What's the program trying to achieve?

What short-term (straight away), medium-term (3 - 6 months), and long-term (1 - 3 years) outcomes are the community, family, and individual going to benefit from, because of the program?

Short-term

Medium-term

Long-term

Stage 1 to Community Evaluation

Stage 1 - Pathway to Change has some Guiding Questions . . .

Stage 1

Pathway To Change

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Understand who's going to use the program, including any groups in community or other stakeholders.

Who's the program trying to reach?

What groups in the community is the program trying to reach?

Who's going to come into contact with the program? (e.g. parents, teachers, external agencies, etc.)

What're the key activities and what are they trying to achieve?

How will each key activity be delivered?

Stage 1 to Community Evaluation

Stage 1 - Pathway to Change has some Guiding Questions . . .

Stage 1

Pathway To Change

Step 4

What We're Going To Do

Understand what the key program activities are, how the activities will be delivered, and what the outcomes are for each key activity.

How will people access the program? (e.g. from hearing about the program, to starting the program, to finishing the program)

Stage 1 to Community Evaluation

Stage 1 - Pathway to Change has some Guiding Questions . . .

Stage 1

Pathway To Change

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Part 2

3 Key Stages to Community Evaluation

Stage 1 to Community Evaluation

Stage 1 - Pathway to Change has some Guiding Questions . . .

Stage 1

Pathway To Change

Step 5

Who's Going To Help

Understand what resources are available to help deliver the program and what is needed to do so.

What do you have to run the program? (e.g. funding, office space, staff)

What's needed to make the program work? (e.g. community support, guidance from external agencies)

Who needs to be involved to make the program work?

Part 2

3 Key Stages to Community Evaluation

Stage 2 to Community Evaluation

Stage 2 - Pathway to Success is made up of 4 steps . . .

Stage 2

Pathway To Success

Step 1

Knowing What Impact Is

Understand what is meant by 'impact' and what it looks like for the community, family, and individual.

- How are you going to know when impact has taken place? What are the changes going to be?

- How are you going to know when the program has met the needs of the community, family and individual?

Step 2

Keeping Track of Activities

Understand how you're going to keep track of the program activities.

- How will you keep track of the activities and what information do you need to collect to keep track of them?

- How will you record your expenditure - what you spent the funding on and why?

- How are you going to describe what the funding was used for?

- When the funder needs information about the program and what it has done, what information do you need and how are you going to collect it?

Step 3

Keeping Track of People

Understand who's going to use the program, including any groups in community or other stakeholders.

- How are you going to know if the program has reached the people or group of people the program was meant to reach?

- What information to you need to collect to make sure you can keep track of all the people in the program?

Step 4

Building Your Story

Understand what information you need (and how to collect it) to tell your story about how the program worked.

- Who do you need to talk with for information?

- How are you going to gather people's stories and feedback about the program (e.g their experiences, concerns, suggestions)?

- What information do you need to collect to tell your story and how will you collect it?

Part 2

3 Key Stages to Community Evaluation

Stage 2 to Community Evaluation

Stage 2 - Pathway to Success has some Guiding Questions . . .

Stage 2

Pathway To Success

Step 1

Knowing What Impact Is

Understand what is meant by 'impact' and what it looks like for the community, family, and individual.

How are you going to know when impact has taken place? What changes will take place?

How are you going to know when the program has met the needs of the community, family and individual?

Stage 2 to Community Evaluation

Stage 2 - Pathway to Success has some Guiding Questions . . .

Stage 12

Pathway To Success

Step 2

Keeping Track of Activities

Understand how you're going to keep track of the program activities.

How will you keep track of the activities and what information do you need to collect to keep track of them?

How will you record your expenditure - what you spent the funding on and why?

When the funder needs information about the program and what it has done, what information do you need and how are you going to collect it?

Part 2

3 Key Stages to Community Evaluation

Stage 2 to Community Evaluation

Stage 2 - Pathway to Success has some Guiding Questions . . .

Stage 2

Pathway To Success

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Understand who's going to use the program, including any groups in community or other stakeholders.

How are you going to know if the program has reached the people or group of people the program was meant to reach?

What information to you need to collect to make sure you can keep track of all the people and their details in the program?

Stage 2 to Community Evaluation

Stage 2 - Pathway to Success has some Guiding Questions . . .

Stage 2

Pathway To Success

Step 4

Building Your Story

Understand what information you need (and how to collect it) to tell your story about how the program worked.

Who do you need to talk to for information?

How are you going to gather people's stories and feedback about the program (e.g their experiences, concerns, suggestions)? What information do you need to collect to tell your story and how will you collect it?

This hand symbol lists the guiding questions that need to be answered in order to reach the goal of understanding for each step, which is represented by this symbol:

Stage 3 to Community Evaluation

Stage 3 - Telling Your Story is made up of 4 steps . . .

Stage 3
Telling Your Story

Step 1

What Happened

Understand what the program did and how it was implemented.

- How much funding did the program have and what was the funding spent on?
- How did the program staff work together to deliver the program?
- How did the program work on the ground?

Step 2

Activities Delivered

Understand what activities you delivered and how and who was able to access them.

- Did you deliver the activities that were intended to be delivered in this program? If not, why?
- Did you reach the people and groups you planned to reach through the program?
- Who participated in the program (e.g. number of people, their characteristics, what activities they received, and how often)?
- Was participation stable? How many dropped out of the program?

Step 3

How Effective It Was and Unexpected Outcomes

Understand if there were any unplanned outcomes or changes that occured because of the program.

- How effective was the program in meeting the needs of its users?
- What was the most effective part of the program?
- What worked well? What didn't work so well? What could've been done better?
- Did any unplanned negative or positive changes/outcomes take place?
- What did you learn from experiencing unexpected outcomes/changes?
- How can the program be improved to achieve its goals?

Step 4

Program Suitability

Understand if the program was the right one for meeting the needs/issues of the community, family, and individual.

- Did the program make a positive difference to people's lives? If yes, then how? If not, why not?
- Did the program create positive outcomes in the community? If yes, then how? If not, why not?

Stage 3 to Community Evaluation

Stage 3 - Telling Your Story has some Guiding Questions . . .

Stage 3I

Telling Your Story

Step 1

What Happened

Understand what the program did and how it was implemented.

How much funding did the program have and what was it spent on?

How did the program staff work together to deliver the program? How did the program work on the ground?

Part 2

3 Key Stages to Community Evaluation

Stage 3 to Community Evaluation

Stage 3 - Telling Your Story has some Guiding Questions . . .

Stage 13

Telling Your Story

Step 2

Activities Delivered

Understand what activities you delivered and how and who was able to access them.

Did you deliver the activities that were intended to be delivered in this program? If not, why?

Did you reach the people and groups you planned to reach through the program? Who participated in the program (e.g. number of people, their characteristics, what activities they received, and how often)? Was participation stable? How many dropped out of the program?

Part 2

3 Key Stages to Community Evaluation

Stage 3 to Community Evaluation

Stage 3 - Telling Your Story has some Guiding Questions . . .

Stage 13

Telling Your Story

Step 3

How Effective it Was and Unexpected Outcomes

Understand how effective the program was in achieving its intended outcomes and is there were any unplanned outcomes or changes that occured because of the program.

How effective was the program in meeting the needs of its users?

What was the most effective part of the program? What worked well? What didn't work so well? What could've been done better?
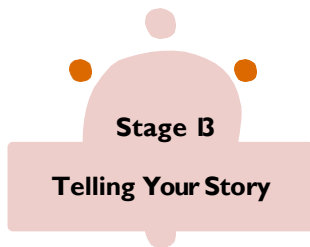
Part 2

3 Key Stages to Community Evaluation

Stage 3 to Community Evaluation

Stage 3 - Telling Your Story has some Guiding Questions . . .

Stage 3

Telling Your Story

Step 3

How Effective it Was and Unexpected Outcomes

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Did any unplanned negative or positive changes/outcomes take place?

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Stage 3 to Community Evaluation

Stage 3 - Telling Your Story has some Guiding Questions . . .

Stage 13

Telling Your Story

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Did the program make a positive difference to people's lives? If yes, then how? If not, why not?

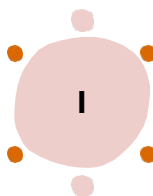**Did the program create positive outcomes in the community? If yes, then how? If not, why not?**
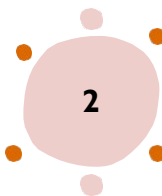
Tools to Collect Key Information

There are 2 main types of information . . .

1

General Information
Getting information using numbers includes the number of people accessing the program, how long they have been in the program, how many times they have accessed the program, and so on.

2

Personal Information
Getting information that is personal includes how people feel about the program, what they think about the program, the individual and group experiences of the program, including their opinions, perspectives, concerns, different ways of knowing and being, and suggestions for improvement.

. . . and 3 main ways to generate information . . .

1
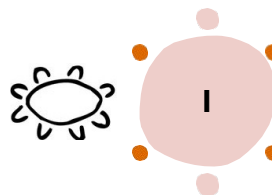
Yarning Circles
Yarning Circles are usually done in a group of people sitting in a circle. They are good at generating personal information because they are good at supporting people to share their own stories, experiences, opinions, and concerns about programs.

2

Interviews and Surveys
Interviews are usually done face-to-face with one or more people. They can be structured with specific questions or unstructured with general talking points. Interviews are less conversational than yarning.

Surveys are good for collecting general information and feedback. An example includes asking people to rate their experience with the program using a scale from 1 (very bad) to 5 (very good).

3
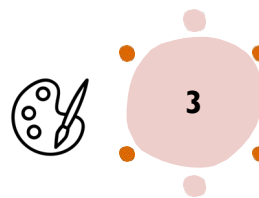
Creative Work
Creative Work is about asking people to express themselves by drawing a picture, doing a painting, playing/singing a song, and/or taking a photo, instead of talking.

Tools to Collect Key Information

There are 4 types of Yarning Circles

2

Research Topic Yarn
A Research Topic Yarn has specific topics and questions that guide the yarn so that you can understand what people think about the program and how it can be improved. An important part of a Research Topic Yarn is supporting people to speak and share their views and opinions. A safe, inclusive and respectful space is needed for a Research Topic Yarn.

3

Collaborate Yarn
A Collaborate Yarn is all about exploring ideas together and bouncing off each other so that new ways of thinking about and approaching a specific issue can be created. Everybody in a Collaborate Yarn is an equal partner in the exploration process. A safe, inclusive and respectful space is needed for a Collaborate Yarn.

1

Social Yarn
A Social Yarn is a good way to start off when doing research and evaluation. A Social Yarn is informal and does not have any clear guidelines (it has an unstructured format). It's a good way to build relationships and connect with the person or people you are speaking with.

4

Therapeutic Yarn
A Therapeutic Yarn is a type of yarning that involves a person or group or people sharing something upsetting, painful or traumatic. A Therapeutic Yarn shifts from asking questions to listening deeply and affirming the story that is being told and supporting the person or group of people. If someone retells a story that is painful to them it is useful to suggest a follow up yarns too with professionals who specialise in supporting people, such as counsellors, mental health professionals or the local health service.
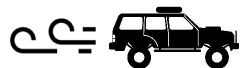
Part 3
Tools to Collect Key Information

Tools to Collect Key Information

A Research Topic Yarn usually has 5 steps. Note that Steps 3, 4 and 5 usually go back and forth until the Yarn is finished . . .

Research Topic Yarn

Step 1
Sit In A Circle and Acknowledge Country

- All Yarning Circles are arranged with people sitting in a circle. After everyone is sitting down, it is best to Acknowledge Country, or if the appropriate people are there, do a Welcome to Country.
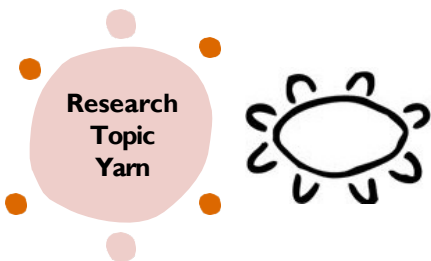
Step 2
Each Person Introduces Themselves

- Each person introduces themselves and why they are part of the Yarning Circle.

Step 3
Provide Focus Question

- The person organising the Yarn provides everybody with a focus question (e.g. 'Does the program help you? How does it help? Why doesn't it help?'

Step 4
Share Thoughts

- Each person takes turns in sharing their thoughts, ideas, concerns, and experiences in relation to the Focus Question.

Step 5
Reflect

- Each person reflects on any issues raised and then Shares Thoughts. After reflection, another Focus Question can be provided.

To record information in a Yarning Circle, it is good to bring pens and paper (e.g. butcher's paper) and ask someone to 'scribe' (write the important details down) or ask each person to contribute by giving everyone a pen to scribe. You can also use Creative Work to generate and collect data.
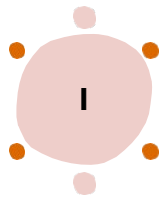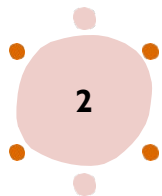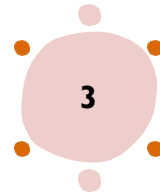
Tools to Collect Key Information

These 6 steps provide an example of a Social Yarn as a research method . . .
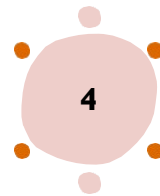
**1** The community is offering young people a program to support wellbeing.

2 You discuss with you program staff options to monitor how the program is going with the young people involved.

3 You decide to use a social yarning approach to find out young people's views about how the program is going

4 During a barbecue you speak with a few young people about the good and not so good things about the program.
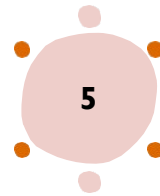
5 After the barbecue you write their responses down. Looking at the responses you see that the young people love the combination of social events with learning about their culture.
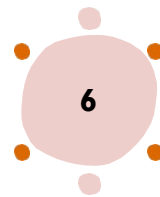
6 You share the views with program staff and suggest that they consider building in more activities that combine the social and cultural elements into the program.

Part 3
Tools to Collect
Key Information

## Tools to Collect Key Information

Picture Talk and Photovoice are ways to generate personal information about your program by asking people to create or respond to pictures and images. Picture Talk and Photovoice support storytelling and building ideas.

A set of picture cards with expressive images or facial expressions is a useful resource to support people to share their stories, feelings and opinions, and to build ideas.

These 6 steps provide an example of a Picture Talk process as a research method . . .
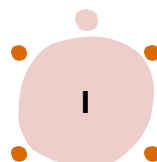
1 *You may want to ask participants in your program to draw a picture about their experience in the program.*
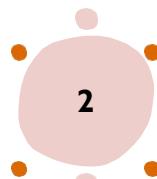
2 *Give them plenty of time for this, or ask them to bring the picture back to give them some extra time.*

3 *It can be useful to then ask the person to tell you about their picture.*

4 *For example you could begin the conversation by commenting on the picture and pointing to something you notice, such as the use of colour. Or, perhaps you could just ask, 'tell me about your picture.' As the person begins to share, try to connect the picture to their experience in the program.*
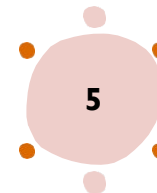
5 *When they describe what is in the picture, ask them how that relates to their view or experience.*
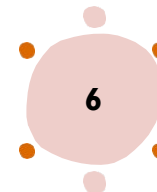
6 *For example, "you have drawn a very large mountain with you on the top. Can you tell me how that is like your feeling in the program?"*

It may be helpful to have the scale 1 5 on a piece of paper to help the person remember the scale.

These 8 steps provide an example of the interview process as a research method . . .

Tools to Collect Key Information

Interviews are a formal style of yarn. They are usually done face-to-face with one or more people. Interviews can be highly structured with all your questions prepared in advance or they can be very unstructured and informal. The level of structure will depend on what you want to find out about, and on the person, you are speaking with.

In an interview or survey you can even ask people to rate existing support in terms of how helpful they are. For example, "on a scale from 1 5 where 1 is not at all helpful and 5 is very helpful, how helpful is the local health service to you when you are feeling down?"

1 The program you want to develop with community is focused on helping people identify resources within the community that might help when they are feeling low.

2 You may want to find out about what participants do when they feel like this so that you can develop a program that meets the community needs.

3 You think about the questions that you want to ask to help people share their views about this.

4 You come up with a few questions about who they talk to when they feel like this, how that helps or doesn't help, and what they think needs to be in the community to support people when they feel down.

Tools to Collect Key Information

5 — *Your questions could look like this:*

- *"Can you tell me what you do when you are feeling down? What kinds of feelings do you have when you are feeling like this?"*

- *"How do you manage these feelings?"*

- *"Who do you speak to when you are feeling down?"*

- *"What might we do in the community to support people better when they are feeling like this?"*

7 — *Your analysis of messages from people within the community will help you to make a case for resources, and for external support if necessary.*

8 — *During and after the program you can keep track of how your program is going by asking these same people to share their views. You may also want to extend your discussions more widely to other members of the community as well.*

6 — *Answers to these questions will help you design a program that fits with community needs.*
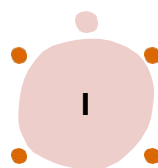
Tools to Collect Key Information

The Most Significant Change - MSC - technique is a useful tool to monitor and assess changes in practice that are a result of programs within communities.

The MSC technique involves generating stories of change. Community participants actively participate in the process of monitoring the program; it is not left to the program staff, or to an external Agency.

Three to four key questions are asked, and participants are encouraged to reflect on the changes that are most critical or significant to them.
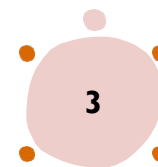
The interview questions focus on:

1 What changes occurred (as a result of intervention/program/initiative)?
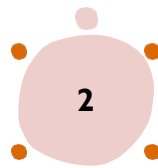
2 How did the intervention/program support this change to occur?

3 What makes this a significant change in practice?

4 How sustainable is the change?

Tools to Collect Key Information

The stories of change are reviewed, and areas of change are then established. An area or domain of change may be related to an outcome in your program outcomes list (see 3 Key Stages to Community Evaluation) or may emerge from looking at the key themes in the stories.

Stories within a domain are compared and contrasted to generate an understanding of what is valued by individuals and groups. It can be used as an ongoing process to monitor programs and innovative approaches when we want to shift focus from assessing the extent to which our activities contributed to specific, and often specified, changes to participants' perspectives on the important changes they have experienced.

It is not focused on assessing the extent to which particular activities have generated outcomes, but rather engages the participants in telling the story of change from their perspective.

Further information about this technique can be found in these resources.

Davies Rick, and Dart Jess, The Most Significant Change (MSC) Technique: A Guide to Its Use , Version 1.00, April 2005
*Available at: www.mande.co.uk/docs/MSCGuide.htm and www.clearhorizon.com.au accessed on 9 th February, 2016*

Tools to Collect Key Information

Outcome Harvesting was developed to collect or harvest evidence or what has occurred as a result of an intervention. It is a technique well suited for contexts with complex and complicated interventions, where the focus is on doing something differently to create change. In such initiatives, the processes are often not able to be identified in advance; they emerge from action over time.

While the approach is elaborated in resource papers, there are three core stages of outcome harvesting that may be applicable to monitoring and evaluation within your community . . .
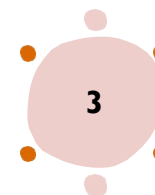
1
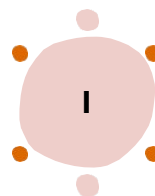
Identify Outcomes

- *What was the innovation that occurred?*

- *What has changed in practices?*

- *What is new and different?*

- *How have relationships shifted?*

2
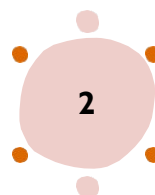
Describe the significance of the changes.

- *Why are these outcomes important to the community?*

- *What did the program contribute to the change?*

- *What decisions were made that influenced this pattern of outcomes?*

3

Identify patterns and arrive at a synthesis with appropriate evidence.

Tools to Collect Key Information

The task is to work backwards from the outcomes you have observed and relate these to the program initiatives.

The approach is systematic: It is not just a guess about the relationship. If undertaken as a systematic process it can be very persuasive to funders. Literature documenting the use of the approach has indicated the potential of the technique in supporting effective decision making and in demonstrating the contribution of initiatives to outcomes.

A handbook outlining the way the tool can be used was written for the Ford Foundation by Ricardo Wilson Grau and Heather Britt (2012) and is available online.

These 4 steps provide an example of the MSC technique as a research method . . .
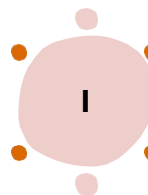
1
Your plan for your program (Stage 1) identified that the wellbeing program you will offer will shift young people's awareness of the signs of being down and help them to identify supports early to prevent further decline.
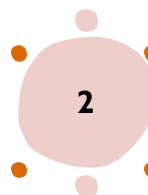
2
It also focuses on supporting young people to identify their existing strengths in dealing with life events they have experienced.
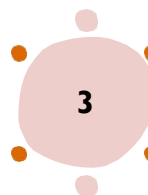
3
To evaluate the effectiveness of your program you will need to demonstrate the contribution the program made to wellbeing of the young people involved. How will you find out if the program contributed to this outcome? What evidence will be compelling that what the program did contributed to improved wellbeing?
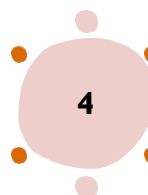
4
Using all sorts of evidence, including observation, interviews and yarns you pull together information that shows what the program did, how important it was to the young people, how the program worked, and insights from a range of community participants, including young people, and potentially others such as parents and extended family, health service providers etc.
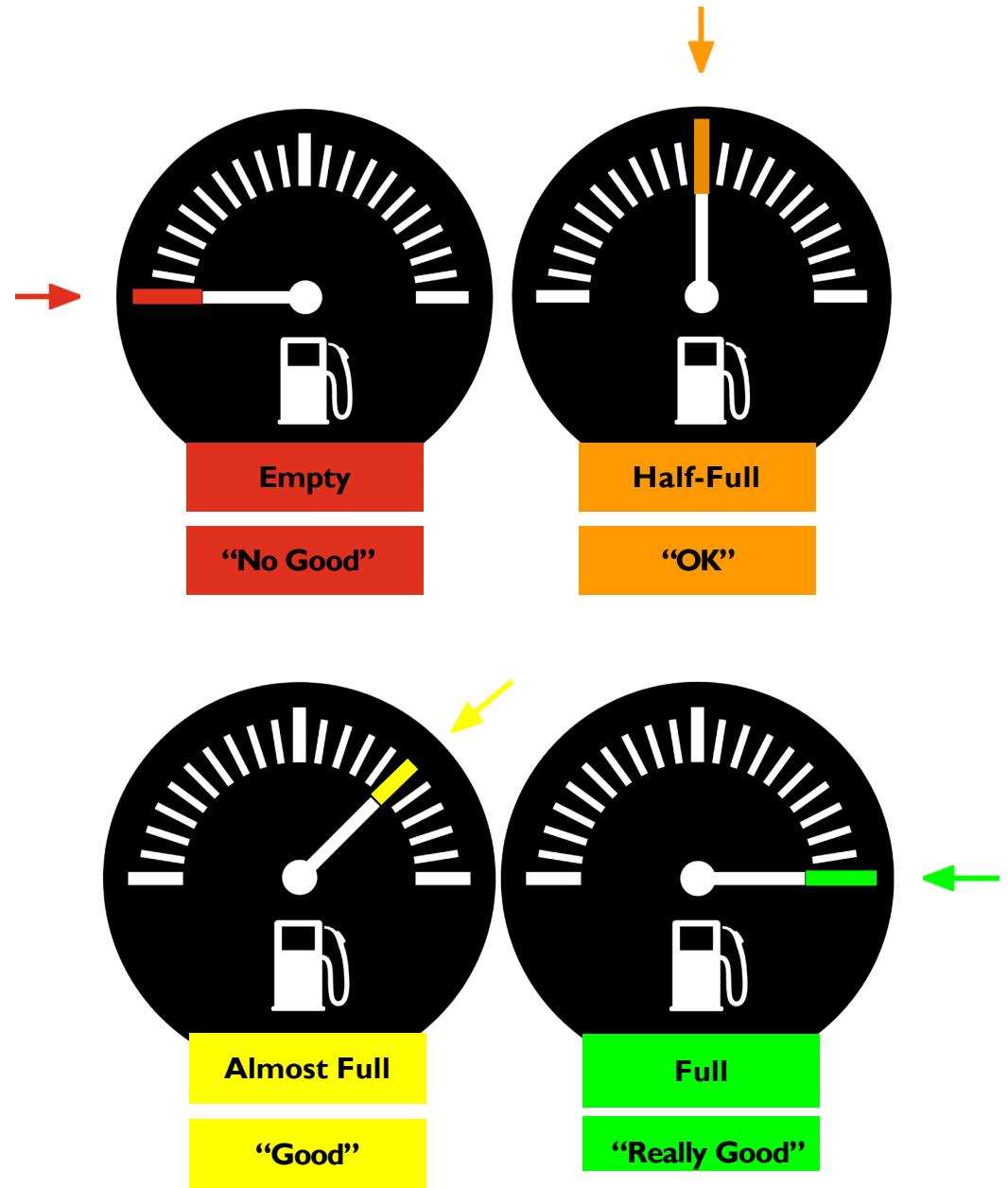
Tools to Collect Key Information

Use this tool in the program design, implementation and evaluation stage to understand how community members are feeling about the program . . .

"I feel . . ."

Empty

"No Good"

Half-Full

"OK"

Almost Full

"Good"

Full

"Really Good"

Tools to Collect Key Information

Use this tool in the program design, implementation and evaluation stage to understand how community members are feeling about the program . . .
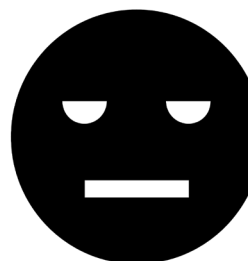
"I feel . . ."

| Happy | Sad | Angry |

| NotSure | Bored | Nothing |

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At PIC, our purpose is to improve the lives of Indigenous peoples and support self-determination through empowering Indigenous led models and solutions. With over 50 staff located in 8 offices across Australia, we offer a full suite of consulting services, regularly collaborating with PwC and its extensive array of specialist business services. Find out more and tell us what matters to you by visiting us at www.pwc.com.au/pic.