

AN ANALYSIS OF COMMUNITY NEED FOR THE CONSORTIUM OF COMMUNITY HOUSES IN GLEN EIRA

FINAL REPORT, OCTOBER 2011

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ABBREVIATIONS

BBCHS	Bentleigh Bayside Community Health Service
BGKLLN	Bayside, Glen Eira, Kingston Local Learning and Employment Network
CALD	Culturally and Linguistically Diverse
CCHS	Caulfield Community Health Service
CH	Community House
CGEA	Certificates in General Education for Adults (literacy & numeracy)
CoM	Committee of Management
Consortium	The four Community Houses in Glen Eira
CSOs	Community Service Organisations e.g. UnitingCare Connections
DEECD	Department of Education and Early Childhood Development
DHS	Department of Human Services
ESL	English as a Second Language
GEALC	Glen Eira Adult Learning Centre
JCAAA	Joint Councils Access for All Abilities (Bayside, Kingston, Stonnington and Glen Eira)
JSA	Job Support agencies
LGA	Local Government Area
LL	Learn Locals or Community of Neighbourhood Houses
Mgr	Manager
MSD	Melbourne Statistical Division (metropolitan area)
MYOB	Mind Your Own Business
SEIFA	Socio Economic Indicator for Area
SS	Secondary Schools
U3A	University of the Third Age for those aged 55 or more

TOWARDS TENTATIVE RECOMMENDATIONS

Recommendation 1: Programs for people with disability

A	That the Consortium of Community Houses in Glen Eira (Glen Eira Adult Learning Centre, Moongala Women's Community House, Caulfield South Community House, and Godfrey Street Community House) consider the priority of local, and affordable programs for people with disability that focus on: <ul style="list-style-type: none"> • Independent living skills; and • Recreational options for physical activity that nurture social connection.
B	That any recreation service provision for people with disabilities be done in partnership with JCAAA and disability service providers in the Inner South.

Recommendation 2: Disengaged youth

A	That Consortium members with appropriate facilities for young people, explore partnership possibilities with job network providers and the secondary schools in Glen Eira regarding the provision of priority courses;
B	That Consortium members explore with Bentleigh Secondary College the possibility of partnership in a mentoring program for disengaged youth;

Recommendation 3: people with low socio-economic status

A	That Consortium members explore ways of informing people with low socio-economic status and vulnerable workers about possible sites of local employment, areas of skills shortages and their potential to benefit from this information;
B	That Consortium members with appropriate facilities for people with low socio-economic status and for vulnerable workers explore partnership possibilities with job network providers and community service organisations regarding the provision of priority courses;

Recommendation 4: Adults: personal development and social inclusion

A	That Consortium members explore ways of expanding their provision of programs supporting personal development and social inclusion and through consideration of: <ul style="list-style-type: none"> • what is currently provided; • what could be rationalised; • where members could build synergies or complement each others' programs;
B	That Consortium members explore partnership possibilities with community service organisations, community health services and Glen Eira City Council to enhance the promotion of the programs they offer and enhance the access of residents, especially those needing non-therapeutic support for their health and wellbeing;

Recommendation 5: Cross provider referral and collaboration

5A	That the Consortium members meet monthly in 2012 and quarterly thereafter to decide on the nature of their collaboration, the priority cohorts, the priority needs they have the resources to meet, the priority networks they should join, their representation at these networks, the preferred processes of sharing information, referrals and review, including formal annual review;
5B	That the Consortium members develop a Glen Eira Community Network with the Community Development Unit at Glen Eira Council, the Community Health Services and Glen Eira Information Centre with the purpose of sharing information on demographic trends, social research, new program priorities and funding opportunities;
5C	That between them, Consortium members attend health, education, multicultural and social service networks relevant to the well-being of Glen Eira residents with the purpose of enriching their knowledge of local priority needs and options for meeting these;
5D	That Consortium members with partner organisations formulate processes that will support understanding and sustainable good relations.

1. INTRODUCTION: THE CONTEXT OF GLEN EIRA

The City of Glen Eira is located in Melbourne's south-east suburbs, about 7 kilometres from the Melbourne Central Business District. It is bounded by the City of Stonnington in the north, the City of Monash in the east, the City of Kingston in the south, and the Cities of Bayside and Port Phillip in the west. It includes the suburbs of Bentleigh, Bentleigh East, Carnegie, Caulfield, Caulfield East, Caulfield North, Caulfield South, Elsternwick, Gardenvale, Glen Huntly, McKinnon, Murrumbeena, Ormond, and part of the suburb of St Kilda East.



In 2006 Glen Eira had 124,086 residents¹. Very small **population growth** is predicted for Glen Eira between 2011 and 2026.²

In 2006 the Glen Eira local government area's (LGA's) employment and industry accommodated a workforce of 29,000, most of which (17,026) came from outside the LGA. Like Bayside, the Glen Eira region is predominantly a 'white collar' area with salaries and education levels generally above the metropolitan average.

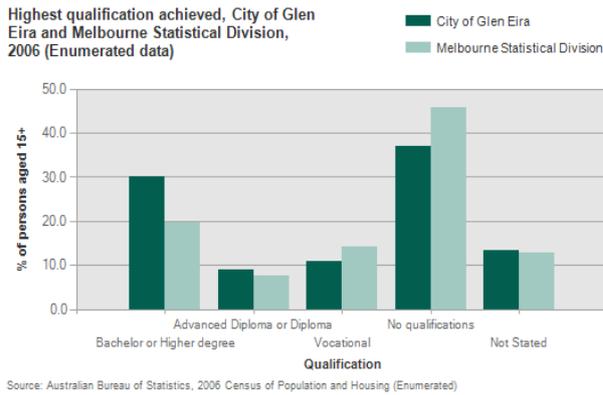
Compared to the rest of Melbourne, Glen Eira has a higher proportion of managers, administrators and other professionals with a lower proportion of trades people, plant and machine operators and labourers. Principal employment sectors include health care and social assistance (17.2%), education and training (14.1%), retail trade (12.8%) and professional scientific and technical services (10.3%).([2011 BGK Regional Scan](#))

A range of playgroups, pre-schools, primary schools (government, Catholic and independent) and secondary schools (again government, Catholic and independent), a campus of Monash University and a campus of Chisholm Institute are either in or adjacent to Glen Eira. In terms of accessing education, residents in Glen Eira differ from elsewhere in Melbourne in that 50% of Primary School students are attend independent schools and 70% of secondary school students (MSD 30%). Residents so value education that they are prepared to pay. The high priority given to education is reflected in parental achievement in this area.

¹ City of Glen Eira, (2007), Community Profile {accessed online at <http://profile.id.com.au/> June 22, 2011)

² ACFE 2011

In 2006 30% of residents had Bachelor or Higher Degrees were thus well educated.

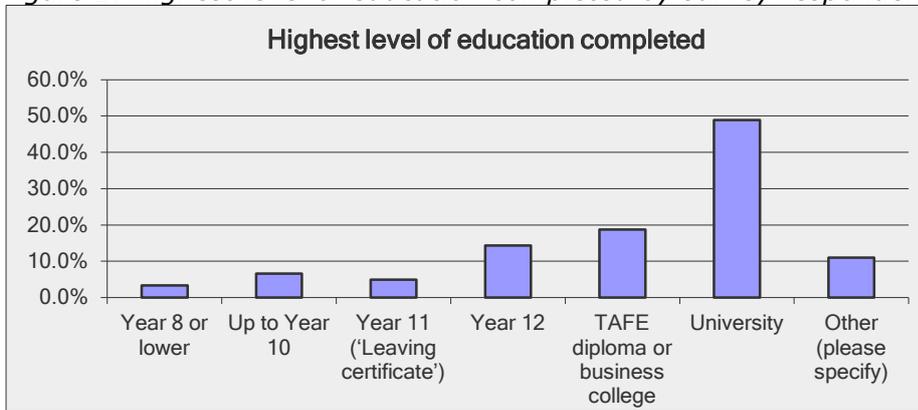


This trend of a highly educated community is thought to have continued and is reflected in the 2011 survey (see Appendix 3).

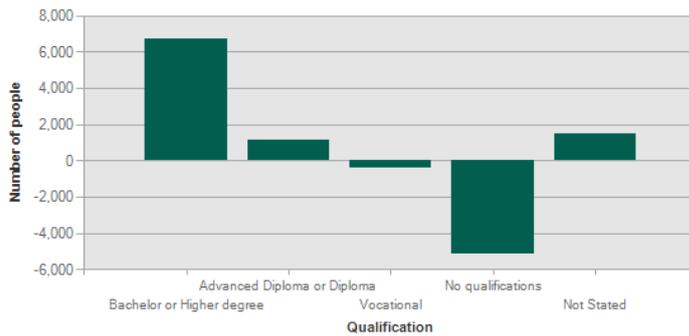
In 2011, 20,000 surveys purpose-developed for this research, were distributed to cohorts of the Glen Eira community considered most likely to have or to develop an interest in accessing the programs at Community Houses. They were distributed in hard copy to current participants, were emailed to people on the databases of the community houses, including past participants and service providers (500); and the Census Collector Districts with lower SEIFA (Socio-Economic Indicators for Area), and those close to the community houses were letter-boxed (19,000). There were 402 respondents.

76.7% of respondents were women and nearly 50% were university educated. Between 2001 and 2006 the number of people with no qualifications fell, and there is a local expectation that this trend has continued.

Figure 1: Highest level of education completed by survey respondents, 2011



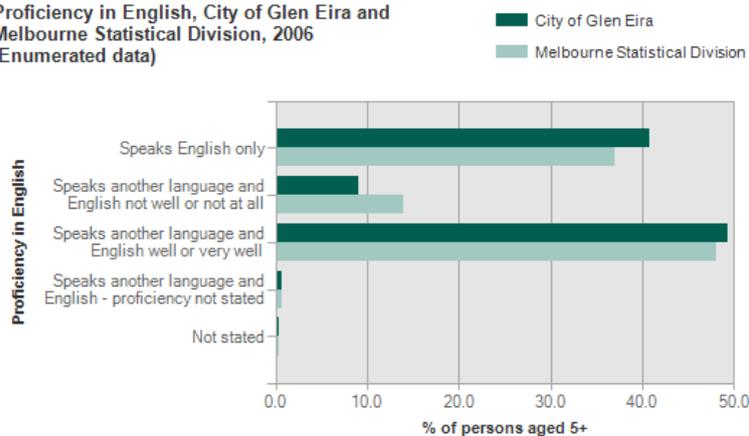
Change in highest qualification achieved, City of Glen Eira, 2001 to 2006
(Enumerated data)



Source: Australian Bureau of Statistics, 2006 and 2001 Census of Population and Housing (Enumerated)

Glen Eira has some cultural diversity. In addition to migrants from English speaking backgrounds such as New Zealand, India, Sri Lanka and South Africa, survey respondents have included residents from Russia, Italy, Greece, Philippines, Malaysia, Thailand, Singapore, Poland, and Israel. In 2006 just 9% declared a lack of proficiency in English. Service providers report that in 2011 this proportion has contracted further, but English as a Second Language (ESL) groups in the Community Houses are well patronised. Those aged 30-50 are interested in workforce participation, and in opportunities to volunteer to enhance their language skills.

Proficiency in English, City of Glen Eira and Melbourne Statistical Division, 2006
(Enumerated data)



Source: Australian Bureau of Statistics, 2006 Census of Population and Housing (Enumerated)

Glen Eira has an exceptionally high number of residents from a non-Christian background, 23.2%, a significant proportion of whom are Jewish. The Jewish population is not homogenous but rather a collection of sub-groups. Community Service Organisations reported some disadvantage in at least one of the most traditionally conservative of these, where family size is commonly large and participation in the workforce is a lower priority than religious study. It is thought that whilst these groups may be in need, they would be disinclined to seek support from Community Houses.

Religion in Glen Eira, 2006

Usual residence data	number	%	Melbourne Statistical Division %
Christian Total	57,496	46.3	58.9
Non Christian Total	28,743	23.2	10.0
No Religion	23,200	18.7	20.0
Total persons	124,084	100.0	100.0

Located in the inner south, close to the CBD and to the beaches on Port Phillip Bay, housing in Glen Eira is expensive. In 2006 50.3% of households had a gross weekly income of \$1,000 or more (MSD 48.6%) and could thus afford this. However the



housing in Glen Eira also includes modest post war housing in East Bentleigh and a higher proportion than average of flats, apartments and dual occupancy villas, than elsewhere in Melbourne.

2. THE STAKEHOLDERS

The four Community Houses, Glen Eira Adult Learning Centre (in Ormond), Moongala Women’s Community House (in East Bentleigh), Caulfield South Community House and Godfrey Street Community House (in Bentleigh), are the primary stakeholders for this research, and supply opportunities for education and personal development in the municipality. Only one of these, Godfrey Street is a Council facility. Each of the others developed as community-based initiatives and use facilities partially- or fully-donated by different church bodies.

2.1 The Project Brief

The four Community Houses of Glen Eira Adult Learning Centre, Godfrey Street Community House, Caulfield South Community House and Moongala Women’s Community House wish to collaborate on planning for the future. This collaboration is to enhance the post-school educational opportunities of adults in the Local Government Area of Glen Eira in order to provide improved access to life skills or training pathways for participation in the workforce.

The consultant contracted for the Consumer Needs Analysis Project, Springboard Social Planning was required to conduct a desk analysis of community data, a survey, the synthesis of results, focus groups with job network providers, industry training bodies and local welfare agencies, and to facilitate a co-ordinated community network event, and the development of a benefits realisation plan, in a way that nurtured:

- agreement on cross provider programming consultation and collaboration mechanisms with the potential to improve each provider’s capacity to develop and provide programs and services supportive of the greater participation, improved attainment and better social inclusion of its learners;

- cross community knowledge of available providers and services, including providers, job networks, referral agencies, council community engagement facilitators and funding providers;
- an increase in referrals from job networks, welfare groups, other community organisations and local industry;
- on-going consultation; and
- the conduct of an annual online 'Community Needs Survey'.

2.2 The Methodology

Springboard Social Planning (Springboard hereafter) scanned the literature, analysed demographic data available from the Australian Bureau of Statistics, the Bayside, Glen Eira Kingston Local Learning Network, the Victorian State Department of Education and Early Childhood Development and Community Indicators Victoria, before developing a survey instrument.

Data collection included:

- twenty thousand copies of the survey instrument were distributed: to current participants, former participants and service providers on the GEALC database, and 19,000 were letter-boxed in areas close to the Community Houses and areas of disadvantaged identified through maps of SEIFA, and analysis of the data from 402 respondents;
- three focus groups, with Bentleigh Bayside Community Health staff, job service agencies and interested community members; and
- semi-structured interviews with 26 informants.

The data from the three different sources was compared or triangulated to check the validity of what had been collected and analysed. The Consortium was then provided with a draft report, and the opportunity for feedback to be included in the final report.

2.3 Stakeholders: Their current client base and program parameters

Figure 2: The stakeholders, their client base and program parameters

ISSUE	GEALC	CAULFIELD SOUTH	GODFREY ST	MOONGALA
Participants	Women 70% Men 30% Computers 80-90% seniors ESL 30s-50s	Women	Women 70% Men 30%	99% women
Age	60+ = 46% 50- 59 = 14% 40 – 49 = 17% 30 – 39 = 15% 20 – 29 = 8%	20s- 60s ESL 20s-30s	Some aged 30+, more 50+, most 60+	25+
Cultural and linguistic diversity (CALD)	35 nationalities but predominantly Russian, Chinese & Indian	Anglo-Celt Jewish French Indian Sri Lankan CALD groups good proficiency in English	Italian Greek Russian (around Centre Road) CALD groups good proficiency in English	*Sudanese & Somali- * Clarinda Russian Israeli Italian Sri Lankan Korean
Socio Economic Status	About 50% partnered but not on government support. 50% use public transport	Generally high middle. A few on govt benefits	Generally high middle Have money Running home businesses; busy	Middle, lower middle and low. Affordability is critical
Participant	ESL learners highly	Women educated	Women educated	Women and Families

Characteristics	educated in home countries, in engineering, IT and accountancy. Use internet to access courses. Indians and Russians, Greeks mainly renting the many flats in the area.	busy and have money. Do not engage in other programs.	Expensive real estate Many women marginalised because uncomfortable with the affluence. Social isolation Some widows Some single. Migrants can lack extended family	-social isolation -disability -sole parent families -women with mental health issues -women primary carers for spouses or children with mental health issues or other serious illnesses ESL- mixture of abilities long time residents – finding language skills an impediment to work or study
Interests	Computers, ESL, Mind Your Own Business (MYOB), Skill Development Programs (Return to Work, Introduction to Office Admin, Children's Services, Aged Care & Community Services) Programs that address isolation Personal Development (low self-esteem) Settlement programs (Everyday English) Dealing with financial stress- financial counselling, Art Therapy	Childcare: 1 session of 3 year old kindergarten. 2012 a full day kind for 3 year olds for working mothers, and so many 3 year old kinders are closing. Charge \$25 for Occasional Child Care and \$30 for kinder.	Hobbies Men <ul style="list-style-type: none"> • Exercise • Men's only chess • Computer • Political groups (ALP, Greens) • Writing groups-stories, memoirs Women <ul style="list-style-type: none"> • Computers • Gentle exercise • Creative writing • Singing • Political grps Young mothers Childcare, for activities outside the CH	Students- ACFE Computer-3 different levels ESL – one on computer Childcare/playgroup Support groups Activities PND (Post Natal Depression Support
Future possibilities	YP- Certificate General Education (CGEA) Certificate III in Children's Services	Computers Email, skype family Excel MYOB for those wanting to return to work Social groups Walking groups	Computers Email, skype family Some women from Central Benteigh need affordable courses- hobbies, walking groups, Zumba classes, Meditation and stress management; exercise & coffee groups	Computer courses for people with low socio-economic status More art/craft cooking programs – for friendship & belonging (a noticeable gap in services for women without children with health issues 20+)
NH assets	Single use computer room 3 other rooms Coffee area	Single use computer room Single use childcare room 2 other rooms Coffee area	Single use computer room Single use childcare room 2 rooms in front- one for art Coffee area	Single use computer room 1 other room 2 single use childcare rooms Coffee area
Partners	Ormond Uniting Church		BSL to craft group	BBCHS SCOPE(Vic) Gamblers Help Prahran Mission The Salvation Army in the past Office of Corrections

When asked about issues of concern facing residents of Glen Eira, 95% of those who participated in semi-structured interviews identified social isolation. Community Indicators Victoria in 2008 found that 90.4% of persons living within Glen Eira reported that they could definitely get help from friends, family or neighbours when they needed it, as compared to 91.3% in the Southern Metro Region, that is, in spite of the municipality's relative affluence, 9.6% felt they could not readily obtain support.

2.4 The consortium's current relationships with each other

All provide pre-accredited courses, that is programs that have the potential to nurture the socio-emotional and academic capacity of residents to engage in formal study for qualifications and the workforce but this is not their highest priority. Because of social isolation, they focus on providing places where people can gather in a warm welcoming environment and establish local social connection. This local focus has led to some duplication of programs.

It is for this reason that just one of the Community Houses, Glen Eira Adult and Community Learning Centre (GEALC), has elected to become a Registered Training Organisation and receives referrals from some other Learn Local sites because of the different accredited courses it is able to offer.

Figure 3: The programs offered by Glen Eira's Community Houses, 2011

GLEN EIRA ADULT LEARNING CENTRE	CAULFIELD SOUTH COMMUNITY HOUSE	GODFREY STREET COMMUNITY HOUSE	MOONGALA WOMEN'S COMMUNITY HOUSE
	3 year old kindergarten	Exercise group	Playgroup
	Occasional Child Care	Child Care	Occasional Child Care
Computers/Digital Technology	Computers	Computers	Computers
ESL (pre-accredited & accredited)	ESL	Chinese	ESL
Book-keeping	ESL Conversation	French	Outgoing Group (50+)
MYOB	Scrap-booking & card making	Memoir writing	PND support Group
Spanish	Handicraft	Chess	Craft
ESL Conversation	Photography	Photography	Support Groups
	Movie club	Music & singing groups	People with a Disability
	Book Group	Book Group	
	Welsh	Tarot reading	Budgeting

Figure 4: Resident access of ACE providers

LGA ³	No. ACE PROVIDERS	PRE-ACCREDITED DELIVERY	ACCREDITED DELIVERY	LEARNERS	POPULATION 15-64	PARTICIPATION RATE %
Bayside	1	465	195	660	54 826	1.2%
Glen Eira	4	518	170	688	82,547	0.8%
Kingston	5	507	449	956	89,395	1.1%

In addition to some co-operation over referrals, the 'houses' are part of a Southern Metropolitan Region (SMR) network of Neighbourhood and Community Houses auspiced by the Association of neighbourhood Houses and Learning Centres (ANHLC), and are exploring through the consortium developed to manage this research, future possibilities of co-operation, strategic programming and referral.

³ ACFE 2011 Slide 17

3 USER ANALYSIS

The Bayside Glen Eira Kingston Local Learning and Employment Network (BGKLEN), the Department of Education and Early Childhood Development (DEECD) the Adult and Community Further Education (ACFE) Unit of the Department of Human Services (DHS) and informants to this research reported on four main groups of learners needing further support in Glen Eira:

- people with disability
- people with low socio-economic status;
- disengaged youth
- vulnerable (low skilled) workers

In addition to these, there are groups seeking opportunities for stimulation and social connection including:

- seniors;
- people living with anxiety and depression;
- people not participating in the workforce.

3.1 PEOPLE WITH DISABILITY

Informants including JCAA, Glen Eira City Council, the Community Health Services and Community Information Glen Eira, report high numbers of people living with disability in Glen Eira. The majority have elevated levels of anxiety and depression. The age and education levels of these residents are spread across the range. They are not initially focused on workforce participation but the women in particular, benefit from the current face to face group programs provided by the Community Houses.

Figure 5: Program Suggestions for people with disability

PROGRAM IDEAS	GEALC	MOONGALA	CAULFIELD SOUTH	GODFREY ST
Coping with physical and mental separation				
Nurture of self esteem and confidence		X		
Special tutors for: <ul style="list-style-type: none"> • Computer • Communication and social skills • Independent living skills • financial, expertise • facility support • Employability skills 				
Recreation programs similar to those provided by the other community houses in the Joint Council Access for All Abilities Program such as a Community Kitchen, fitness programs such as Yoga Moves, Groove Central, drama and music, Circus Oz, Snapshot Photography, Holiday Arts including painting, belly dancing, funk dancing, jewellery, social activities such as mini golf, fishing and Luna Park, Saturday night dancing, Underage Rage and social recreation.				
Social cycling or walking groups				
Pathways & possibilities- making the dream a reality				

Upon reaching the age of 18, some young people with an intellectual disability seek opportunities to enhance their skills for independent living, cooking, budgeting, exercise, health and wellbeing activities, hobbies and entertainment socialising with people with like abilities and volunteering.

There is a significant under-supply of programs in Glen Eira in comparison to the other three municipalities, due to Council charging higher rates for use of its facility and the narrower range of programs provided by the Community Houses. Currently young people with a disability travel outside the municipality to access these opportunities including to Learn Local sites such as at Sandybeach and informants urged the importance of more local provision at the Learn Local sites in Glen Eira.

Just 5.8% of survey respondents indicated receiving a Disability Support Pension, a sample size unlikely to accurately be aligned proportionately with the Glen Eira population as a whole, and too small to provide guidance on program priorities.

Two consortium members have long-term experience in working with people with disability. GEALC in the past and Moongala, whose support for 13 years with Speak Out Friends indicates a level of significant commitment and the development of expertise. It is suggested that these and other Consortium members consider building on this experience with the inclusion of some of the programs presented in Figure 5. These suggestions came from Bentleigh Bayside Community Health, Uniting Care Connections, and social workers at Centrelink.

It was suggested that input could also be obtained from the Brotherhood of St Laurence, the various conferences of St Vincent de Paul and the Joint Access for All Abilities (JCAAA) Program that operates out of Port Phillip City Council. The JCAAA program is funded by DHS, auspiced by the City of Port Phillip and works to provide programs for people with disabilities from the four local government areas of the Inner South: City of Port Phillip, Bayside, Stonnington and Glen Eira.

Promotion of these programs could occur through the Learn Local network, community service networks and the informants to this research identified above.

Recommendation 1: Programs for people with disability

A	That the Consortium of Community Houses in Glen Eira consider the priority of local and affordable programs for people with disability that focus on <ul style="list-style-type: none"> • Independent living skills; and • Recreational options for physical activity that nurture social connection.
B	That any recreation service provision for people with disabilities be done in partnership with JCAAA and disability service providers in the Inner South.

3.2 YOUTH

Their Context

10 – 12 Year Old Characteristics⁴

The number of children in the 10 to 12 year old age group has been steadily declining in the BGK LLEN region, as it has in Victoria, since 2006. A relatively high proportion of local children live with their own parents. Recent international migration to the area is higher than for Victoria as a whole, but the migrant children have tended to come from English speaking countries, resulting in a rate of language difficulty lower than for the state as a whole. The area has few indigenous children in this age group.

The children in this age group attend a diverse range of schools both government and non-government. Primary school aged children have access to 86 mainstream and 4 special needs primary schools, which in 2009 had total enrolments of almost 37,000.

⁴ This information in this section has been copied from the BGK LLEN, (2011), Regional Scan

13 - 19 Year Old Characteristics

The number of people in the 13 to 19 year old age group has been steadily declining in this region, as it has in Victoria since 2006. Recent international migration to the area is higher than for Victoria as a whole. The largest migrant groups within this age range have come from Chinese Asia, the United Kingdom and Southern Asia. The area has few indigenous children in this age group. Victorians in this age group are generally in secondary school, with some 17, 18 and 19 year olds finishing school and entering the workforce or in tertiary study. Students attend a diverse range of schools both government and non-government.

Disengaged youth

“Disengaged Youth’ are:

- Still enrolled at school but disengaged; or
- Just dropped out or been expelled; or
- Have not attended school for at least three months.

Disengagement is often the product of trauma both internal and external to school. Common external stresses include family conflict and substance use. Internal stresses commonly include poor literacy and numeracy skills, poorly developed capacity for group work, little idea of work culture (either within school or beyond) and the lack of educational opportunities appropriate to them. Most schools in Glen Eira have an academic focus. Very few offer school based apprenticeships (SBATs) or Vocational Education Training in Schools (VETiS) and young people cannot go to TAFE unless they have completed Year 10 or are 16 years old. Many are reported to leave and disappear from the system.

In 2006, ABS assessed the number of disengaged youth in Glen Eira as low at 8.4%, compared to 15.3% in the Southern Metro Region and the Victorian State average of 15.4%. In 2006 the number of youth aged 12-17 was 8196. 8.4% of 8196 is 976 students. Youth Connect staff members believe this to be an over-estimate but believe there are in Glen Eira some dozens requiring support. In 2011 however, the Bayside, Glen Eira Kingston Local Learning and Employment Network (BGKLEN) Regional Scan reported a steady increase in the number of youth aged 15-19 that are neither studying nor in employment in the area.⁵

Figure 6: BGK LLEN On Track Early Leaver Destinations by BGKLEN

	VET Cert IV	VET Entry level	Apprentice	Trainee	Employment F/T	Employment P/T	Looking for work	Total
2007	6	12	30	8	29	20	17	122
2008	3	27	45	14	32	18	19	158
2009	8	32	36	13	19	21	44	173

There is some alignment between SEIFA areas of disadvantage and areas with youth who are disengaged from school (see map below):

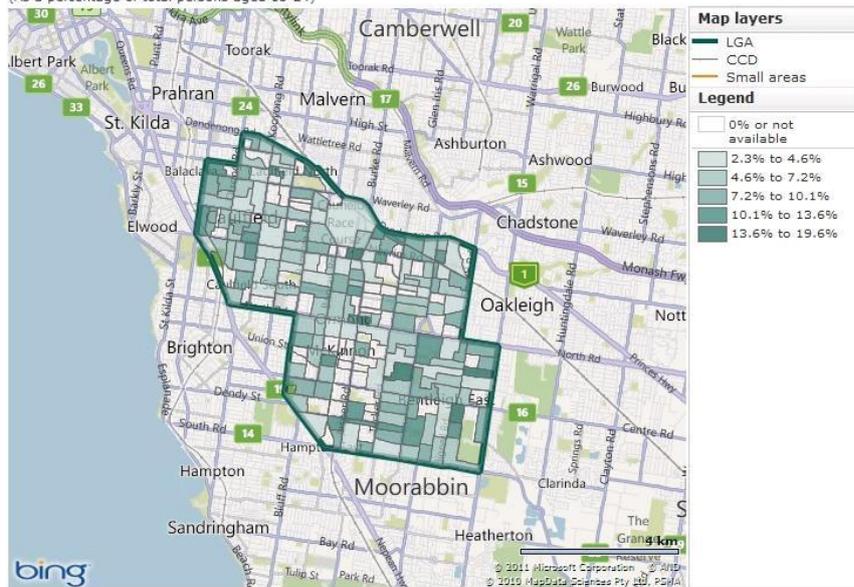
The dynamics behind disengagement are believed to include bullying, negative parental experiences of school, family conflict, substance misuse and/or difficulties with literacy and numeracy, resulting in low levels of confidence, self-esteem and resilience.

Work Analysis

No young people completed the survey, and a sample only of youth service providers were interviewed for this research, but these reported that disengaged students aged 10-18 benefit from smaller, more personal nurturing environments compared to TAFE as

⁵ BGKLEN, Bayside, Glen Eira and Kingston 2011 Regional Scan p.3

Disengaged youth, Glen Eira City 2006
People aged 15-24 not in employment or education
(As a percentage of total persons aged 15-24)



TAFE is too intensive and demanding and young people have little idea what they want to do. These are reported to need options for acquiring basic skills in literacy, numeracy, or assistance with a Certificate of General Education for Adults, in addition to managing the workplace and life in general, rather than the challenges of an academic curriculum.

To meet the needs of these and youth in general, the Glen Eira Youth Services team provides a young mum's group through Bentleigh Bayside Community Health, a one-off or seven-week self development program for young men and women aged 10-25 covering life skills, self esteem, body image, health issues and job readiness, a one year-term youth leadership program that includes training in leadership skill development, event management and Occupational Health and Safety for events, counselling support across a range of experiences such as family conflict, relationships, health, issues at school, accommodation and substance use, the *Plugged in Music Program*, and the *Moving Up Program* that aims to assist students' transition into secondary school.

A number of agencies work specifically with disengaged youth. These include job network agencies such as Youth Connect and Career Connect who report that the key areas of interest for young people of both genders are the Certificates in General Education for Adults (CGEA) and the Victorian Certificate of Applied Learning (VCAL).

Swinburne Institute of Technology offers youth a one-week intensive literacy and numeracy course which the students find helpful and some move from this onto TAFE or other courses.

There is thought to be a cluster of disengaged young people in the Bentleigh, Bentleigh East area. Except for Caulfield Community School there are no secondary school providers of VCAL in Glen Eira. Secondary schools are open to this but report that the demand is very low. The job network agencies however, have indicated they cannot meet demand. Recognising that Community Houses provide an ideal environment Youth Express and others are keen to pursue partnership possibilities where Community Houses might take students forward to Certificate IIs or other TAFE courses.

Figure 7: Program Suggestions for young people at risk

PROGRAM IDEAS	GEALC	MOONGALA	CAULFIELD SOUTH	GODFREY ST
Certificate of General Education similar to what is provided in Kingston at the Cheltenham CH				
Support YP for Programs 1-3 days a week for 12 months, develop their employability skills (understanding instructions, understanding of workplace cultures. time-keeping, team work. the skills needed to hold down a job, encourage them back to school or onto to TAFE or another Learn Local provider e.g. Sandy Beach (NTIS website Certificates in Workplace) is providing catering for YP 2012				
6 month literacy, numeracy and group work program				
Pathways to their first employment				
Adult Mentoring of young people				
Computer skills				X
Educational programs associated with the Youth networks- Youth Connect, Youth Express, Class One. Partnerships with BGK LLEN members				
Weekly 2 hour sessions in music and/or art and /or physical activity e.g. as at Sandy Beach CH				
Homework groups for refugee students from Horn of Africa (Sudan, Somalia), particularly mathematics from Clarinda, Kingston and Sth Oakleigh- with South East Advocacy and Advisory Council (SEAAC)				
literacy, numeracy				

Funding has been made available for these educational programs but there are not enough providers. Thus there is a possible opening for Community Houses. Should the Consortium in Glen Eira pursue this option and provide some of the programs suggested in Figure 8 below, ACFE can help with MOUS regarding the partnerships.

Some ACE providers are more open than others to working with disengaged youth as there are some risks:

- One Community House with experience in providing VCAL observed that the presence of young people, with different understandings of appropriate language and behaviour can alter the ambience and comfort of a site for other more traditional participants.
- The buildings available to the Community Houses are old, dark and not appropriate for programs for distressed young people.
- There is an additional risk in taking youth out of the school environment, that they can become socially isolated, and further distanced from the mainstream. An alternative to this, of interest to Bentleigh Secondary College is a mentoring program where adults are able to come into the school, support the students in their loss and grief, and/or their emotional and physical abuse and/or their experiences of neglect, and also support the students to engage with the curriculum. The advantage of this approach could be that the Student Wellbeing Co-ordinator can support the mentors and can follow up on the students.⁶

⁶ An opportunity for supporting some vulnerable young people, might be to link with the⁶ International Students Program at Monash University, which is keen to promote more engagement with the community. Many from countries such as India are keen to volunteer, to improve their language skills and learn something of Australian culture. This could include 'Street to Street' type initiatives or homework groups.

Recommendation 2: Disengaged youth

A	That Consortium members with appropriate facilities for young people, explore partnership possibilities with job network providers and the secondary schools in Glen Eira regarding the provision of priority courses;
B	That Consortium members explore with Bentleigh Secondary College the possibility of partnership in a mentoring program for disengaged youth.

3.3 PEOPLE WITH LOW SOCIO-ECONOMIC STATUS

Their context

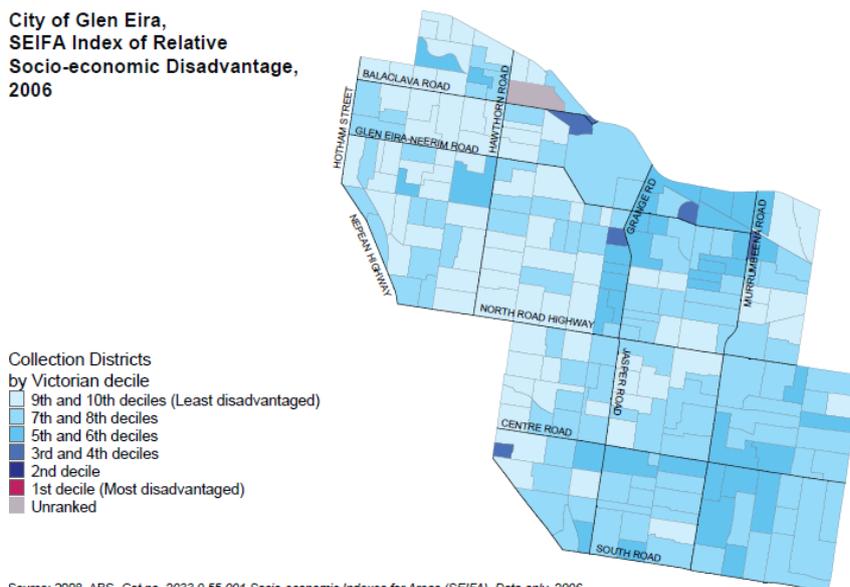
As has been noted above, that many in the community are well-educated and financially secure; that whereas once young women were ensconced in family roles and child-rearing, many in Glen Eira are now running businesses from home and are time-poor. There are, however, women in Glen Eira who are marginalised and in rented accommodation. These are spread across the municipality but there is some clustering in the areas marked in deeper blue in the map below.

In 2006, 0.9% of Glen Eira City's households were renting their dwelling from a government authority compared to 2.7% in the Melbourne Statistical Division. While Glen Eira City had a relatively lower proportion of government housing, this varied across the City. Proportions ranged from a low of 0.2% in Caulfield to a high of 1.5% in Murrumbeena. The five areas with the highest percentages were:

- Murrumbeena (1.5%) – 57 houses
- McKinnon (1.2%) 24 houses
- Caulfield South (1.2%) 50 houses
- Carnegie (1.0%) 68 houses
- Bentleigh East (1.0%) 96 houses.

Some of this government housing is close to Caulfield South Community House and GEALC. The people renting, particularly those renting from the government, are reported to be less economically secure than other residents and vulnerable to financial and other crises, to live with tenuous control over their lives and to have low self-esteem. Many of these are reported to be invisible to the wider community.

City of Glen Eira,
SEIFA Index of Relative
Socio-economic Disadvantage,
2006



Source: 2006, ABS, Cat no. 2033.0.55.001 Socio-economic Indexes for Areas (SEIFA), Data only, 2006

In the 2007 Community Indicators Victoria Survey food security was measured through asking survey respondents if there had been any times in the previous 12 months when they had run out of food and could not afford to buy more. 7.2% of persons living in Glen Eira had experienced food insecurity, compared to 6.9% in the Southern Metro Region and the Victorian State average of 6.0%.

Service providers report that many public housing residents have endured traumatic experiences (often mental health and/or family violence). Poor mental health is a significant risk factor for poor wellbeing. The Kessler 10 (K10) scale is a set of ten questions designed to categorise the level of psychological distress over a four week period. In 2008, 72.2% of males and 59.2% of females in Glen Eira were classified as having some form of low level psychological distress. The rate for males was higher than for Victorian males (65.3%) and similar for females (59.7%).⁷ The proportion suggests the condition is more widespread than just the public housing tenants and could contribute to the social isolation observed by every informant interviewed. Community Houses report that developing social connections is beneficial for affected participants.

Like disengaged young people, people who are economically insecure like smaller, more intimate and supportive learning environments. Few of this cohort aged between 30 and 45 come to Community Houses with a priority for obtaining work. Few have this level of confidence but it has been observed that attendance at classes that are non-threatening, art, craft and gentle exercise, often serves as a first step. These provide a focus and an opportunity for social connection. Some then progress to computers and or more formal classes.

Work Analysis

9.6% of the 402 survey respondents were unemployed and looking for work and a number 20.4% who were employed part-time, expressed interest in improving their skills and obtaining more hours. As can be seen in Figure 8 below, 16.8% expressed an interest in book-keeping, MYOB and office skills, 16.5% in Community Services, 11.2% in Children's Services and 8.8% in job preparation, resumes, interviews and similar. 61.2% indicated a preference for studying in these areas at a Learn Local site and a further 17.6% were interested in at home online learning, rather than at a TAFE or university. Informants were permitted to indicate more than one interest.

Figure 8: Preferred areas of learning for employment for cohorts aged 18-55, 2011

LEARNING AREA	%	NUMBERS
Computers	43.3%	163
Reading, writing and numeracy	19.1%	72
English as a second language	18.4	69
Business (Book-keeping/MYOB/Office skills)	16.8	63
Community Services	16.5	62
Employment (Admin/Reception Skills)	11.4	43
Children's Services	11.2	42
Job preparation (resumes/interview techniques)	8.8	33

⁷ Victorian Population Health Survey 2008

Figure 9: Areas of Skills Shortage for Adults (aged 18-55) in Bayside, Glen Eira and Kingston (BGKLLLEN)

PROGRAM IDEA		GEALC	Moon-gala	S Caul	Godfrey
Vocational support including where needed, literacy and numeracy and the use of computers		X	X		
Referrals to supports					
Personal development, pathways and possibilities – looking broadly self esteem, and confidence building – drama classes					
Cert IV Healthcare and social assistance e.g. child care, aged, children's, mental health and disability care					
Certificate in Manufacturing <ul style="list-style-type: none"> ○ General skills ○ Metals and engineering 					
Cert Retail trade					
Cert: Construct/n & Property services					
Cert: Accommodation and food services					
Cert: Transport & logistics, postal & warehousing ⁸					
Cert: Public administration and safety					
Computers- Internet, email, Excel		X	X	X	X
ESL		X	X	X	
Cert: MYOB		X			
Cert: Book-keeping		X			
Employability skills					
Refugees	Employability skills (time-keeping, understanding instructions, asking questions, workplace culture, team work. Organisations have developed a curriculum on this. NTIS)				

It can be seen from Figure 9 above that just some of the learning interests align with local areas of skill shortages. There is a possibility however, that if learners know of job opportunities this knowledge could generate interest.

Recommendation 3: people with low socio-economic status

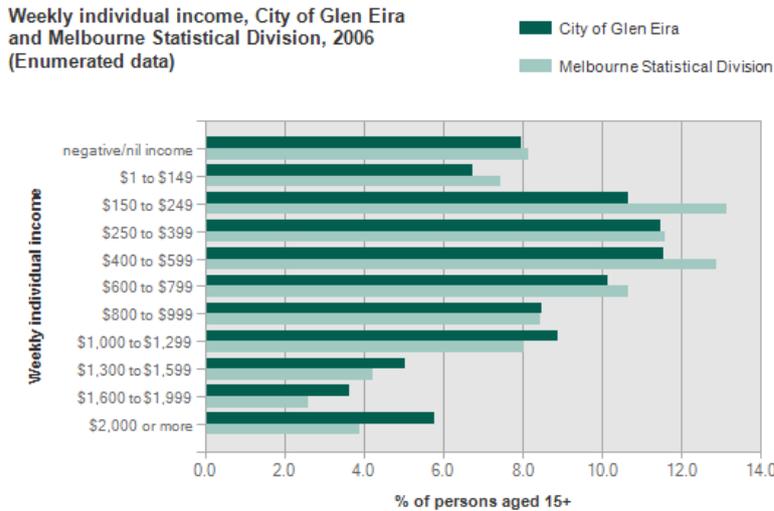
A	That Consortium members explore ways of informing people with low socio-economic status and vulnerable workers about possible sites of local employment, areas of skills shortages and their potential to benefit from this information;
B	That Consortium members with appropriate facilities for people with low socio-economic status and for vulnerable workers explore partnership possibilities with job network providers and community service organisations regarding the provision of priority courses.

3.4 VULNERABLE LOW SKILLED WORKERS

Their Context

Whilst in 2006, 30% of individual residents in Glen Eira had incomes in the highest quartile from \$47,014, 11,522 had incomes in the medium lowest quartile of between \$500 and \$649. A number of these were self-funded retirees but the others were low skilled workers vulnerable to precarious employment in any economic downturn.

⁸ BGKLLLEN 8-9



Work Analysis

Service providers also reported that vulnerable low skilled workers, single parents, young parents no longer needing to provide childcare and others who have been out of the workforce for some time, need help with job preparation. They require computer skills at basic and more sophisticated levels for job searching, or where people are aiming for administration and reception roles or employment in the areas of Children’s Services, Aged Care and Community Services. This type of support, for these groups, aligns with the objectives of the Consortium of Community Houses in Glen Eira.

The BGK LLEN (2011) reported that options for these vulnerable workers may exist with the top four industry sectors employing people in Glen Eira in 2009 were health and community services (6108), retail (5608), property & business services (4788), education (4710).

The BGK LLEN⁹ also noted skills shortages in the neighbouring municipality of Kingston. This region is one of Victoria’s largest employment centres, home to nearly 8,000 businesses, and has one of the most concentrated industrial sectors in Australia with 4,200 related businesses providing over 27,000 industrial jobs. This region provides almost 11% of Melbourne’s total manufacturing jobs and has the highest manufacturing output of any Victorian municipality (valued at approx. \$5 billion). In 2006 this LGA accommodated a workforce of some 67,502, with majority of workers (46,690) coming from other regions to work. Whilst many are reported by agencies to seek low skilled-work with food producers or as labourers in small to medium enterprises producing such things as blinds, insulation, roof tiles and furniture, others have some interest in upgrading their qualifications to Certificate III or IV and have an interest in studying at a community house.

There are some parallels between Kingston and Glen Eira with regard to the principal employment sectors: manufacturing (28.9%), retail trade (13.6%), wholesale trade (10.7%) and health care and social assistance (6.7%).

Job network agencies report that vulnerable workers with low skill levels need:

- face to face classes on computer skills and access to computers outside class time, in order to practice and to search for job vacancies;
- Support with resume preparation and interview technique;
- Preparation for entry level roles in admin, store work, warehousing; and

⁹ BGK LLEN, (2011), Regional Scan

- Short courses e.g. barrista, First Aid, White Card Construction: 2 day OH&S courses.

In 2006 DEECD noted that ACE does not have training delivery capacity in retail or property and business. It further noted that private RTOs have a large share of the training in Health and Community Services in Bayside, Glen Eira and Port Phillip. An opportunity may therefore exist for Learn Local sites in Glen Eira to provide certificate level training and the needs for training identified by job network agencies that is also relevant to Kingston, especially as survey respondents, 40% of whom came from postcodes 3204 (Ormond, Bentleigh and McKinnon), 3163 (Carnegie and Murrumbeena) and 3165 (East Bentleigh), indicated Community Houses are a preferred site of learning. Three of the four Consortium members are accessible to these suburbs and it is also relevant to note here that 41.8% of total survey respondents were aged 19-49 (166 people), that is of working age, who may be interested in this option.

Figure 10: Age of Survey respondents 2011

AGE	% REpondENTS	NUMBER
Under 18	0.0	0
18-25	3.3	13
26-29	3.8	15
30-39	16.6	66
40-49	18.1	72
50-59	16.6	66
60+	41.6	162

Figure 11: Survey respondents' assessment of Community Houses 2011

LEVEL OF APPROVAL	% REpondENTS	NUMBER
Very good	49.5	190
Average	9.9	38
Poor	2.1	8
Do not know	38.5	148

Figure 12: Survey respondents' preferred learning institution, 2011

PREFERRED SITE OF LEARNING	% REpondENTS	NUMBER
An adult learning centre or community house	55.2%	79
At home (online learning)	22.4%	32
At a TAFE	12.6%	18
At a university	9.8%	14

3.5 ADULTS : PERSONAL DEVELOPMENT & SOCIAL INCLUSION

The Context

Informants reported that those who could most benefit from personal development programs were those living with anxiety, depression, and/or low self-esteem.

Those who could benefit from opportunities for social inclusion were reportedly from a wide range of cohorts including young mothers who had devoted years to child-rearing and had lost contact with their own networks, single parents who had moved from familiar neighbourhoods, women and men no longer in the workforce, retirees and living with mobility or other restrictions.

Figure 13: Informants suggestions and the current provision of options for personal development & social inclusion, 2011

PROGRAM IDEA	GEALC	Moon-gala	S Caul	God-frey
Computers- email, skype	X	X	X	X
Walking groups that are affordable				
Art/craft activities		X	X	X
Book clubs			X	X
Social groups whose program includes 'outings' & Joint outings with reps from BBCHS and NH		X	X	X
Physical activities: gentle exercise, Tai Chi, walking, yoga, meditation/relaxation				X
A young mums supported play group				
A supported mothers' group				
A Dad's (support) group				
Parenting support groups perhaps linked with current (low cost/subsidised) childcare programs				
Personal development/life skills groups				
Anxiety support groups				
Affordable sessions with volunteer counsellors who are already trained				
Citizens' advice- what is available in the community	X	X		
Taste of..' groups for people with no defined interests				
Money Matters Groups- managing banks, loans, mobile phone contracts –possible links with Good Shepherd Services		X		
Cooking on a budget				
Singing				
Popular U3A type courses				
Meet and Greet function				
Zumba dance				
Meditation				
ESL for Sudanese and Somali in Sth Oakleigh and Clarinda				
Settling neighbourhood disputes seminars				

Because 45.4% of survey respondents had lived in their current home for 10 years or more and a further 13.6% had lived in the area for 5-10 years there is a measure of stability in at least the female population (79.3% of respondents were female) that could facilitate planning aligned with the suggestions above from informants.

Figure 14: Preferred areas of learning for interest for seniors, 2011

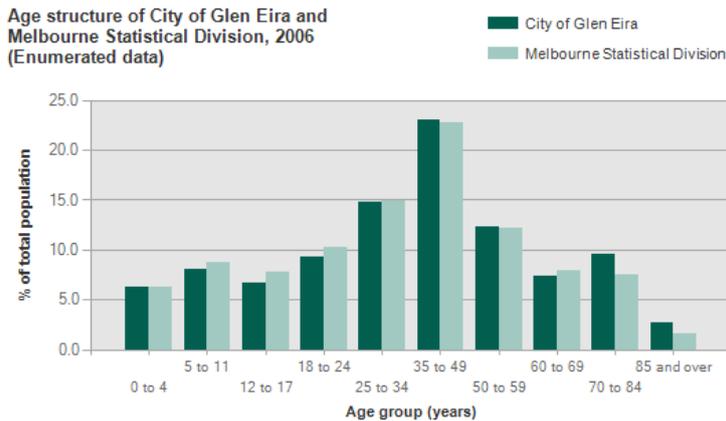
SURVEY RESPONDENTS ¹⁰	%	Nos	GEALC	Moongala	South Caulfield	Godfrey St
Digital technology (digital camera/photos)	25.3	95			x	x
Languages classes (Spanish/French/Italian)	23.4	88	X		x	x
Creative writing	19.4	73				x
First AID	17.0	64				
Introduction to Ebay	13.0	49				
Social networking (Facebook/Twitter/blogging)	10.4	39	x	x	X	x
Other	11.7	44				

It can be seen from Figure 14 above that there are some gaps between areas of interest and what is currently offered. The two graphs presented here show that seniors are a

¹⁰ 26 did not respond to this question

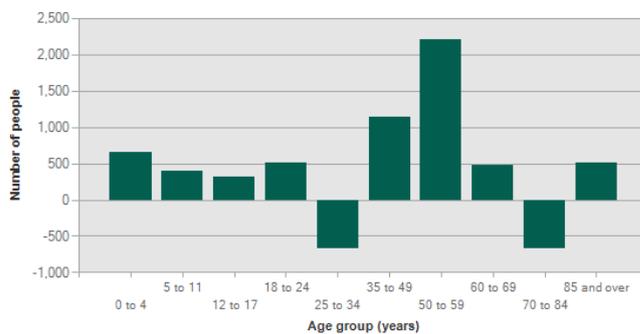
higher proportion of the local population in Glen Eira than for Victoria as a whole and that it is ageing faster. Therefore these cohorts in Glen Eira are likely to increase.

Informants have observed that this ageing population is healthier than in the past and is more physically active, are better educated, have had more experience of the workforce, are more aware of policy issues such as the environment and are reputed to be more interested in doing something practical if small scale and very local. They may also be less socially active, less connected to family and friends and may increasingly look to Community Houses for options around social connection.



Source: Australian Bureau of Statistics, 2006 Census of Population and Housing (Enumerated)

Change in age structure of City of Glen Eira, 2001 to 2006 (Enumerated data)



Source: Australian Bureau of Statistics, 2006 and 2001 Census of Population and Housing (Enumerated)

Figure 15: Informants' suggestions in relation to current programs provided

COHORT	PROGRAM IDEA	GEALC	Moon gala	S Caul field	Godfrey St
	Computers	X	X	X	X
Seniors 55+	Exercise classes				X
	Art classes		X		
	Writing memoirs				X
	Festivals to connect people				
	Multicultural festivals	X			
	Community Gardens				
	Environmental protection activities in our homes				
	Men's health program/cycling, golf/fishing/pub dinner				
	Volunteer recruitment/training/retention/referral	X	X	X	X
	Street to Street Program				
	Commonwealth Community Visitors Scheme/ Seniors Register				

As the numbers are likely to increase it may be appropriate therefore, in addition to maintaining the programs already being provided for seniors, giving consideration to new programs.

Recommendation 4: Adults: personal development and social inclusion

A	That Consortium members explore ways of expanding their provision of programs supporting personal development and social inclusion and through consideration of: <ul style="list-style-type: none"> • what is currently provided; • what could be rationalised; • where members could build synergies or complement each others' programs;
B	That Consortium members explore partnership possibilities with community service organisations, community health services and Glen Eira City Council to enhance the promotion of the programs they offer and enhance the access of residents, especially those needing non-therapeutic support for their health and wellbeing.

3.6 GAP ANALYSIS

The tables in the sections above contain information about which program suggestions are already provided by the different community house consortium members. In addition to these gaps between community interest and need, and current provision, there could be value in consortium members considering the most strategic use of their limited space, and where there is educational or social value in retaining or scrapping the duplication of programs such computers and ESL.

At least two of the Community Houses are oriented to running a place where people are happy to drop in for a cuppa. Are there now disincentives in the community to doing this? Are Community Houses seen too much as committed space, and cafes nearby perceived as more anonymous, with the promise of being more of an experience, or of space for the conduct of more private conversations? There are many more cafes around than in the 1970s and 1980s.

Figure 16: The most convenient time to attend programs

TIME	%	NUMBER
Morning	54.3	208
Afternoon	31.9	122
Evening	31.6	121
Weekends	17.5	67

Morning classes are popular and classes in the early part of the week are preferred.

Figure 17: The most convenient day to attend activities answered question (374/28)

TIME	%	NUMBER
Monday	40.1	150
Tuesday	44.4	166
Wednesday	45.7	171
Thursday	33.7	126
Friday	26.5	99
Saturday	17.9	67
Sunday	15.2	57

4. CROSS PROVIDER REFERRAL AND COLLABORATION

4.1 The Current System of Co-operation: CSOs and the Consortium

As of August 2011, members of the Glen Eira Consortium of Community Houses were uneven in their referral practice. GEALC refers people to the website of the Community Houses Network, especially for social activities and is open to referring to other Community Houses and it refers people affected by family violence to information and relevant services.

Moongala, which has had the most stable management of the four Houses refers to Prahlan Mission, Bentleigh Bayside Community Health Service, St Vincents de Paul, and to the other Community Houses with relevant programs, indicating specific programs depending on where prospective participants live (mostly GEALC and Caulfield South, and also Cheltenham and Dingley).

4.2 Possible partnerships and/or network memberships

4.2.1 Development of a Glen Eira Network

It has been suggested that consideration be given to forming a Glen Eira Community network with the following members: the four community Houses in Glen Eira, the two Community Health Services, Bayside Bentleigh and Caulfield, and Community Information Glen Eira. It has further been suggested that this meet bimonthly or quarterly to review:

- information on developing priority needs in the community;
- current programs;
- possible program responses; and
- methods of nurturing the partnerships within the local network.

Council has indicated it would be happy to be represented and to provide support.

4.2.2 Consortium membership of External Networks

Considered as separate entities, each of the community houses in Glen Eira currently has significant constraints on the space available for new initiatives. If in the future it proves possible for them to work together, to rationalise on the programs that they currently are each providing such as ESL and computer courses and to refer learners on to each other, there are a number of other potential partnership organisations through which they could increase their relevance to the local community.

Several informants, including job service networks, schools, community health services and Council observed the absence of the Community Houses in Glen Eira from networks, and urged that between them, they organise Community House representation at these. It was reported that these links could provide information, understanding of emerging community populations (e.g. refugees) or needs, potential program partners and directions, funding opportunities, for consideration by Committees of Management.

These possible links could include:

- Inner South East Primary Care partnership (ISE PICH (Bayside, Glen Eira and Port Phillip)). This has 55 member organisations that work towards one or more of four key goals including social inclusion and Equity and Sustainable Affordable Living which could be of relevance to Community Houses and their programs. ISE PICH has a Health Promotion Working Group, a Social Inclusion Working Group, and an Executive Working Group which Consortia members are welcome to join. These could provide avenues for understanding the direction of their work, the gaps and the opportunities for funding to fill these;
- U3A, perhaps to offer to support them through joining their committee and could be an opportunity to cross promote courses or to provide additional venues for very popular courses;
- Bayside, Glen Eira Kingston Youth Network, which meets bimonthly and has community house representation from Kingston and Bayside but not from Glen

Eira. This provides opportunities to share service information, engage in professional development activities and produces a quarterley newsletter outlining services and programs available;

- Skills Plus (Cheltenham): disengaged youth; workers with low SES; people with disability (particularly anxiety and depression; vulnerable (low skilled) workers;
- Class I Return to Work or Study Program: single parents and people who have lost confidence through being out of the workforce for a number of years
- Bentleigh Bayside Community Health Service: Health Promotion, exercise, diabetes; facilitated support groups;
- Uniting Care Connections Family Services team in Windsor: support groups for women; return to study and work;
- AMES: homework groups in mathematic for Sudanese and Somali refugee children;
- Youth Express: The CGEA Certificate for disengaged youth. Comes into schools such as Bentleigh Secondary School to provide support for those young people needing this, particularly youth aged 15-16;
- Regional Youth Action Network;
- Bayside, Glen Eira Kingston Local Learning and Employment Network;
- Lantern, a mental health service in Kingston that has many clients from Glen Eira affected by Anxiety and depression and needs places to provide activities in training;
- Glen Eira City Council for information via websites; and
- Bentleigh Secondary College: Provides all students at risk (especially MIPSs (Managed Individual Pathways), Koori or those in out of home care) with pathway plans, refers youth to Youth Express, Skills Plus at Cheltenham, 'taster' experiences, short courses or VCAL at Holmesglen (Moorabbin and Chadstone).

Developing more intense links through joining networks, regular contact and perhaps sharing information and co-operation with a selection of these, could help re-build the profile of Community Houses in Glen Eira and their reputation for relevance.

4.3 Possible Mechanisms for Co-operation and Collaboration

Informants at the focus groups, and in telephone interviews, indicated significant potential for enhanced connections between the four Community Houses and service providers. The JSAs and the community health services were open to integrated service delivery but those thinking of less intense co-operation, were open to referral services and pathway planning. Focus group participants suggested pathway planning and service delivery focussed on the needs of individuals rather than any large scale merging of courses.

4.3.1 Information Sharing

- Websites with links to consortium Community House members and partner organisations with details on contact points, addresses, updated course information including details on specific times, cost and upcoming events, and details on access by public transport to access the NH (50% use public transport at Moongala)
- Mutual sharing of brochures and placement at supermarkets, doctors, libraries, websites
- Join advertisements in the Leader and perhaps other publications
- MCH, women's groups, MRC, Jobs Network providers
- Word of mouth
- Promotion of the Learn Local brand.

4.3.2 Consultation between partner agencies

- Consider having liaison officers that organise arrangements
- Invite to some of each other's meetings e.g. HP, Dietician, falls prevention, Community house celebrations;

- Develop relationships with service providers e.g. BBCHS, Gamblers Help
- Limit as much as possible red tape so as to focus on the nurture of people
- Meetings twice yearly six weeks before the end of each semester (and perhaps more often in Year 1) with CSOs e.g. BBCHS, BGKLLN, BSL Skills Plus, Class 1, etc for the first part of each meeting and with agenda items such as:
 - sharing programs;
 - sharing client trends;
 - sharing unmet needs/interests; and
 - what is working and what is not.

4.3.3 Consultation between Consortium Members

- Identify areas of expertise and specialisation. At the moment all do introduction to computers
- Be clear about who they want to service and what they want to be known for, and then support each other: i.e. choose cohorts, share, and when learners come, listen, offer the range, refer to each other, fill out a referral form, call make an appointment and ensure learners are not 'lost'
- Use a Referral Form: Name, address, contact details, identified interest, the course they were referred to, the NH that referred them, and what they have participated in
- Meet in order to consider the information provided, their capacity to respond to this information, and to coordinate cross agency programming decisions such as the:
 - implications for the next semester;
 - potential sites to meet the need/s;
 - what is working and what is not;
 - sharing unmet needs/interests;
 - potential sites to meet need;
 - rationalising the program across the week;
 - what local Council is doing and what supports are available; and the
 - possibility of joint events on themes e.g. expo of services.

4.3.4 Consultation over individual referrals

- Cross promotion of each other's programs where a CH or CSO is unable to accommodate the participants interest on site
- Phone the Community House Manager or the leader of the program in the partner organisation e.g. Health Promotion at BBCHS, outlining the interest of the prospective client, discussing intake processes, the special need or otherwise for privacy /confidentiality (see PCPs rights and responsibilities), and arranging an interview time
- Partner agency visit with client, to discuss program options, the parameters of community houses e.g. support for people with anxiety and sadness but do not aim for a clinical service, as consortium members are places of social connection rather than therapy. Clarify the possible sequence of activities for clients e.g. BBCHA mobility group to exercise at CH; class sizes and where there are vacancies, likely benefits and likely costs
- Partner agencies outline with the prospective learner the pathways to work, life skills or further education or training
- Community House Manager consult with the relevant group facilitator the dynamic of the group, as CH are not professionals and need to be sure they can cope, and communicate back to referring agency about the availability of space in the program, and financial arrangements if relevant, within 7 working days
- Community House manager welcome the referred client to the House and to the relevant group
- Follow up with the referring organisation once a term.

Recommendation 5: Cross provider referral and collaboration

5A	That the Consortium members meet monthly in 2012 and quarterly thereafter to decide on the nature of their collaboration, the priority cohorts, the priority needs they have the resources to meet, the priority networks they should join, their representation at these networks, the preferred processes of sharing information, referrals and review, including formal annual review;
5B	That the Consortium members develop a Glen Eira Community Network with the Community Development Unit at Glen Eira Council, the Community Health Services and Glen Eira Information Centre with the purpose of sharing information on demographic trends, social research, new program priorities and funding opportunities;
5C	That between them, Consortium members attend health, education, multicultural and social service networks relevant to the well-being of Glen Eira residents with the purpose of enriching their knowledge of local priority needs and options for meeting these;
5D	That Consortium members with partner organisations formulate processes, such as conducting an annual online survey (see Appendix 2) to collate data from consortium participants, or hosting an annual Community Network Breakfast with key stakeholders to help inform future programming decisions

5. EVALUATION MECHANISM

Record keeping

- Template: host community house, learner's name, address, phone number, email address, needs/interests (hobbies, support groups, workforce participation, volunteering), courses participated in-house, courses to which referred, at which institution, six or twelve monthly follow up.
- Entry of needs/interests (hobbies, support groups, workforce participation, volunteering), courses participated in-house, courses to which referred, at which institution on an excel sheet for year to year tracking of the:
 - the numbers of learners accessing the four Community Houses and the percentage increase or decrease as a result of program implementation, to provide evidence of the level of community awareness;
 - percentage increase in referrals from other community houses and other referral agencies evidenced via new student registration surveys
 - degree to which aggregate provider programming decisions align with community needs through a comparison of percentage alignment found in the baseline analysis of need for selected cohorts of learners with:
 - low socio-economic status;
 - disability
 - disengaged youth;
 - vulnerability (low skill) in the workforce; and
 - percentage alignment following project implementation
- Entry of programs offered by each of the four Community Houses in Glen Eira to track the extent to which the group has coordinated cross agency programming decisions and reduced program duplication.

6. BENEFITS REALISATION PLAN

GOAL: Enhanced relevance of the four Glen Eira Learn Local sites to the health and wellbeing of the Glen Eira 'communities' resulting in increased community utilization of Learn Local programs.

BENEFITS to the COMMUNITY will be realised through the following:

GOAL 1 Improved access of residents to w/force participation through education programs at Learn Local sites for Glen Eira residents, particularly:

- 1.1 Vulnerable workers
- 1.2 Adults of low socio-economic status
- 1.3 Adults living with disability
- 1.4 Disengaged youth;

GOAL 2 Improved access of residents to information and referrals through enhanced:

- 2.1 Partnerships between the four Learn Local sites in Glen Eira (including networking, sharing of information, complementary planning, referrals, monitoring, and evaluation);
- 2.2 Partnerships with education, employment and training, health and community service networks (including some or all of: networking, sharing of information, co-operative and complementary planning, referrals, monitoring and review) (please refer p 20ff);

GOAL 3 Improved connection of residents to the local community through recreation programs (including the arts, the gentle arts, book and movie groups, electronic communication and options for group exercise);

GOAL 4 Improved health and wellbeing of residents, particularly those aged over 50 through enhanced provision of support groups.

GOAL ONE				
Improved access of residents to w/force participation through education programs at Learn Local sites for Glen Eira residents, particularly:				
<ol style="list-style-type: none"> 1. Vulnerable workers 2. Adults of low socio-economic status 3. Adults living with disability 4. Disengaged youth; 				
ACTIVITY	INDICATOR	MEANS OF VERIFICATION	RISKS	REVIEW BY WHOM/ DATE
1.1 & 1.2 VULNERABLE WORKERS & ADULTS OF LOW SOCIO-ECONOMIC STATUS				
Senior Benefit Owner	PC, JR, JW, HH etc			
Baseline Value (No at LL sites)		Target Value		
Base line measurement dates		Date Measure actual nos.		LL Mgr by 31/3/12
1.2.1 Discussion with staff CoM and current learners re feelings about the presence of this cohort at the LL site	Written or verbal rpt	Minutes of mtgs	Current learners may not be around & input may not be relevant,	LL Mgr by 31/3/12
1.2.2 Briefing from local job service agencies re types of clients requiring	Written or verbal report	Minutes of mtg/s		Consortium by 31/3/12

support into the workforce, the local opportunities available, the skill sets required and the relative volumes of people requiring these skill sets, from which part of Glen Eira, and how the partnerships might work				
1.2.3 Briefing from BGKLEEN re local work opportunities and skill sets needed	Written report or ppt presentation	Minutes of mtg		LL Mgrs by 31/3/12
1.2.4 Learn Local managers consider the resources/space/CoM interest in this area of work the type/s of program most suitable and the types of co-operation that might be helpful/possible with other Consortium members	Attendance at mtgs	Minutes of mtg including discussion of levels of interest, decisions on suitable programs and types of co-op		LL Mgrs by 31/3/12?
1.2.5 Meetings between Consortium members. Which Learn Local is interested in work with this cohort? which programs should be prioritised? who will offer what? What sort of support- classes/mentoring? To how many clients? in partnership with all interested agencies or a selection of agencies? Processes of referring in and referring on to other LLs? How will funding be obtained? Who will write the submission or progress the option with the relevant bureaucracies?	Attendance at mtg/s	Minutes of mtg including progress in decision-making on these items; Reports to CoM responsib of LL Mgrs, JSAs, CSOs	Conflict of interest	LL Mgrs by beginning of Term 2, 2012?
1.2.6 Consortium decision on which LL site will join which relevant networks	List of networks and Consortium representative	Minutes with reports to Co M	Conflict of interest, lack of time	LL Mgrs by beginning of Term 2, 2012?
1.2.7 Develop MOU re identification of students, support to be provided, channels of communication, review)	document	Review of document	Unrealistic expectations	LL Mgr and CoM Consortium
1.2.8 Submission writing	Production of submission	Document	Lack of LL Mgrs time	LL Mgr, CoM, Consortium
12.9 Promotion of support (courses/mentoring)	Fliers for SS & JSAs; Info sheets with contact details; Distribution plan	Documents	Lack of LL Mgrs time, funds for printing, postage, volunteers	LL Mgr, relevant CSOs and JSAs
1.2.10 Appoint staff	Contracts	Documents	Lack of casual teaching staff/suitable volunteers	LL Mgr, relevant CSOs and JSAs
1.2.11 Organise management of staff	Outline of LL Mgrs and SS's responsibilities	Document	Unrealistic expectations	LL Mgr, CSOs and consortium?
1.2.12 Implement	Number of class participants	Records	Quality of teachers, volunteers, Study readiness Access to other relevant supports.	LL Mgr
1.2.13. Review (including learner feedback, mtgs with teachers, mtgs with stakeholders	Summary rpt	Records		April-June and October –

(SS and JSAs, tracking of learner's pathways beyond the course),				December each year

GOAL ONE				
Improved access of residents to w/force participation through education programs at Learn Local sites for Glen Eira residents, particularly:				
1.1 Vulnerable workers				
1.2 Adults of low socio-economic status				
1.3 Adults living with disability				
1.4 Disengaged youth;				
ACTIVITY	INDICATOR	MEANS OF VERIFICATION	RISKS	REVIEW BY WHOM/ DATE
1.3 PEOPLE LIVING WITH DISABILITY				
Senior Benefit Owner	PC, HH, JW, JR etc			
Baseline Value (No at LL sites)		Target Value		
Base line measurement dates		Date Measure actual nos.		LL Mgr
1.3.1 Network with disability services, Glen Eira City Council, Sandy Beach Community Ctr, JCAA, BBCHS, CCHS, Community Information Glen Eira,	Reports of phone calls Attendance at mtgs	Minutes of mtgs; subsequent plans of activities	Lack of LL Mgrs time; Lack of access to resources	Qtrly mtgs of consortium
1.3.2 Glen Eira Learn Locals determine nature of support appropriate to their site re their level of interest in this and their priority for work with: <ul style="list-style-type: none"> • People with ID • People with anxiety and depression • Running programs on site • Providing outings 	outcomes of discussion of staff and CoM	Minutes of mtgs; or Short report on preferences	Lack of LL Mgrs time	1 st quarter of 2012
1.3.3 Discussion with staff CoM and current learners re feelings about the presence of this cohort at the LL site	Written or verbal rpt	Minutes of mtgs	Current learners may not be around & input may not be relevant,	
1.3.4 Learn Local sites determine <ul style="list-style-type: none"> • the nature of support approp; • which cohorts; • with which service providers • who will refer to whom 	Outcomes of discussion	Minutes of mtgs between GG LLs LL Mgr reports to their CoMs	Lack of LL Mgrs time and lack of the necessary space, staff, and resources	LL Mgr, CoM, Consortium
1.3.5 Develop MOU re identification of clients, support expected from the disability or relevant service providers, LL support to be provided, channels of communication, review)	document	Review of document	Unrealistic expectations	
1.3.6 Develop an outline of the curriculum or schedule to guide definition of skill sets needed in staff, the job description, the staff selection process, the resources staff will need	Document	Review of document with relevant CSOs, LLs, Council, CoM	Conflicting demands; discomfort of current learners	LL Mgr, CoM Consortium
1.3.7 Obtain funding	Production of	Document	Lack of LL Mgrs	LL Mgr, CoM,

	submission		time	Consortium
1.3.8 Promotion of support (courses/mentoring)	Fliers for LLs, CSOs, CHSs, JCAA: Info sheets with contact details; Distribution plan	Documents	Lack of LL Mgrs time, funds for printing, postage, volunteers	
1.3.9 Appoint staff	Contracts	Documents	Lack of suitable staff/suitable volunteers	LL Mgr, relevant CSOs
1.3.10 Organise co-ordination of the program, the relevant policy documents required and the system of accountability around the MOU.	Assignment of responsibility	Clarity in relevant job description; Policy document	Lack of relevant skills, unrealistic expectations of staff for time/funds available	LL Mgr, LL staff, CSOs & Consortium meet as needed and every qtr
1.3.11 Organise management of staff	Outline of LL Mgrs and SS's responsibilities	Document	Unrealistic expectations	LL Mgr, SS and consortium?
1.3.12 Implement	Number of group participants	Records	Quality of teachers/leaders, volunteers, Participant readiness Access to other relevant supports.	LL Mgr
1.3.13. Review (including client feedback, mtgs with staff, mtgs with stakeholders (CSOs, Council? tracking of clients pathways beyond the course),	Summary rpt	Records		April-June and October – December each year

GOAL ONE				
Improved access of residents to w/force participation through education programs at Learn Local sites for Glen Eira residents, particularly: <ol style="list-style-type: none"> 1 Vulnerable workers 2 Adults of low socio-economic status 3 Adults living with disability 4 Disengaged youth; 				
ACTIVITY	INDICATOR	MEANS OF VERIFICATION	RISKS	REVIEW BY WHOM/ DATE
1.4 DISENGAGED YOUTH				
Senior Benefit Owner	PC, HH, JR, JW etc			
Baseline Value (No at LL sites)		Target Value		
Base line measurement dates		Date Measure actual nos.		LL Mgr
1.4.1 Network with secondary schools (SSs) attended by GE youth	Attendance at mtgs	Minutes of mtgs; subsequent plans of activities	Lack of LL Mgrs time; Wariness of schools	Qtrly mtgs of consortium
1.4.2 Network with JSA's relevant to GE	Attendance at mtgs	Minutes of mtgs; subsequent plans of activities	Lack of LL Mgrs time	Qtrly mtgs of consortium

1.4.3 Determine nature of support appropriate (courses/mentoring)	Record of discussions	LL Mgr reports to their CoMs	Lack of LL Mgrs time	LL Mgr, CoM, Consortium
1.4.4 Develop MOU re identification of students, support to be provided, channels of communication, review)	Document	Review of document	Unrealistic expectations	LL Mgr and CoM Consortium
1.4.5 Obtain funding	Production of submission	Document	Lack of LL Mgrs time	LL Mgr, CoM, Consortium
1.4.6 Promotion of support (courses/mentoring)	Fliers for SS & JSAs; Info sheets with contact details; Distribution plan	Documents	Lack of LL Mgrs time, funds for printing, postage, volunteers	
1.4.7 Appoint staff	Contracts	Documents	Lack of casual teaching staff/suitable volunteers	LL Mgr, relevant SS and JSAs
1.4.8 Organise management of staff	Outline of LL Mgrs and SS's responsibilities	Document	Unrealistic expectations	LL Mgr, SS and consortium?
1.4.9 Implement	Number of class participants	Records	Quality of teachers, volunteers, Study readiness Access to other relevant supports.	LL Mgr
1.4.10. Review (including student feedback, mtgs with teachers, mtgs with stakeholders (SS and JSAs, tracking of learner's pathways beyond the course),	Summary rpt	Records		April-June and October – December each year

GOAL TWO

GOAL 2 Improved access of residents to information and referrals through enhanced:

- 2.1 Partnerships between the four Learn Local sites in Glen Eira (including networking, sharing of information, complementary planning, referrals, monitoring, evaluation);
- 2.2 Partnerships with education, employment and training, health and community service networks (including some or all of: networking, sharing of information, co-operative and complementary planning, referrals, monitoring and review) (please refer p 20ff);

ACTIVITY	INDICATOR	MEANS OF VERIFICATION	RISKS	REVIEW BY WHOM/ DATE
RECREATION PROGRAMS				
Senior Benefit Owner	PC, HH, JR, JW etc			
Baseline Value (No at LL sites)		Target Value		
Base line measurement dates		Date Measure actual nos.		LL Mgr
3.1 Develop a Glen Eira network of Consortium members, Glen Eira City Council, BBCHS, CCHS, Glen Eira Information Centre	Attendance at mtgs	Minutes of meetings	LL Mgrs lack of time	Dec 2011 and qtrly
3.2 Determine which partnerships with education, employment and training, health and community service networks are priorities for the Consortium and determine Consortium representation	Attendance at mtgs	Record of discussions Sharing of paperwork Reports of	Lack of LL Mgrs time	LL Mgr, CoM, Consortium

		significant developments LL Mgr reports to their CoMs		
3.3 Develop MOU re identification of learners, support to be provided, channels of referrals and communication, review	document	Review of document by CoMs of Consortium members	Conflict of interest	LL Mgr and CoM Consortium
3.4 network review of practical results of their cooperation	Attendance at mtgs	Report to CoMs	Difficulty of finding dates suitable for each stakeholder	Qtrly

GOAL THREE				
Improved connection of residents to the local community through recreation programs (including the arts, the gentle arts, book and movie groups, electronic communication and options for group exercise);				
ACTIVITY	INDICATOR	MEANS OF VERIFICATION	RISKS	REVIEW BY WHOM/ DATE
RECREATION PROGRAMS				
Senior Benefit Owner	PC, HH, JR, JW etc			
Baseline Value (No at LL sites)		Target Value		
Base line measurement dates		Date Measure actual nos.		LL Mgr
3.1 Develop a Glen Eira network of Consortium members, Glen Eira City Council, BBCHS, CCHS, Glen Eira Information Centre	Attendance at mtgs	Minutes of meetings	LL Mgrs lack of time	Dec 2011 and qtrly
3.2 Determine priority recreation programs and which LL site/s will deliver these	Record of discussions	LL Mgr reports to their CoMs	Lack of LL Mgrs time	LL Mgr, CoM, Consortium
3.3 Develop MOU re identification of learners, support to be provided, channels of referrals and communication, review	document	Review of document by CoMs of Consortium members	Conflict of interest	LL Mgr and CoM Consortium
3.4 Promotion of courses/groups	Newspaper and newsletter articles; Fliers for LLs, JSAs Info sheets with contact details; Distribution plan	Documents	Lack of LL Mgrs time, funds for printing, postage, volunteers	
3.5. Review (including participant feedback, mtgs with teachers, mtgs with teachers/leaders tracking of learner's pathways beyond the course),	Summary rpt	Records		April-June and October – December each year
3.6 network review of practical results of their cooperation	Attendance at mtgs	Report to CoMs	Difficulty of finding dates suitable for each stakeholder	Qtrly

APPENDIX ONE: INFORMANTS

Anderson, Dilys	Chairperson, Committee of Management, Caulfield South Community House
Asconi, Danielle	Manager, Youth Connect
Bornstien, Brett	Manager, Skills Plus Employment Network
Caris, Philippa	Manager, Glen Eira Adult Learning Centre
Cray, Fran	Counsellor, (Bentleigh Bayside Community Health Services (BBCHS))
Davis, Wayne	Student Wellbeing Co-ordinator, Bentleigh Secondary College
Daley, Gretta	In-take BBCHS
Deiwal, Jikanny	South East Advocacy and Advisory Council
Dowling, Narelle	Glen Eira City Council
Downer, Robyn	ACFE, DHS
Fenton, Tracey	Manager, Taskforce Community Agency, Cheltenham
Fisher, Jenny	Speech pathologist BBCHS
Franklin, Shirley	Chairperson, Committee of Management, Godfrey St Community House
Giada, Maren	Podiatrist
Greeve, Mary	Community Health and Diabetes Education BBCHS
Grejic	Speech pathologist BBCHS
Hogan, Lyn	Allied health BBCHS
Holschke, Paul	Access for All Abilities Officer, Glen Eira City Council
Howells, Helen	Manager, Godfrey Street Community House
Jurus, Mary	Neighbourhood House Networker, SMR
Kashyap, Jenny	Occupational Therapy, BBCHS
Kale, Peter	New Hope Foundation
Kay, Val	Health Promotion Coordinator, Inner South East Partnership in Community and Health (ISEPICH)
Kegan, Rachael	Social Worker (Youth) BBCHS
Larsen, Alexander	A/Manager, Family Services, Uniting Care Connections, Windsor
Manning, Ann	Education Co-ordinator, Glen Eira Adult Learning Centre
McAuley, David	Case Manager, Youth Express
Magar, Jean	Team Leader, Dietician BBCHS
Morris, Leigh	Glen Eira City Council
Nixon, Susan	Physiotherapist BBCHS
Nott, Gabrielle	Community Health Nurse, BBCHS
Parish, Mandy	Community Health Nurse BBCHS
Porter, Bec	Occupational Therapy BBCHS
Pressick, Liz	Exercise Physiologist, Co-ordinator Falls prevention Prog BBCHS
Rainer, Bianca	JCAAA, Joint Councils Activities for All Abilities
Raitberg, Slava	Podiatrist BBCHS
Rangitaawa, Jude	Co-ordinator, Moongala Women's Community House
Selleck, Justin	Physiotherapy BBCHS
Sichic, Tiana	Podiatrist BBCHS
Spencer, Megan	Occupational Therapy, BBCHS
Squires, Lucy	Community Development, Glen Eira City Council
Sullivan, Viv	Dietician BBCHS
Thomas, Maryanne	Manager, Aged Care Assessment Team, Southern Health
Thompson, Laurel	Manager, Community Information Glen Eira
Walker, Julie	Co-ordinator, Moongala Women's Community House
Zachariah, Litty	Volunteer, Caulfield South Community House
Zynood, Deborah	Team Leader Ambulatory Care BBCHS

APPENDIX TWO: DRAFT ANNUAL SURVEY

GLEN EIRA LEARN LOCAL

ABOUT YOU

1. How old are you?

- 18-25
- 26-29
- 30-39
- 40-49
- 50-59
- 60-69

2. Gender:

- Male
- Female

3. Postcode of residence.....

5. Highest level of education completed

Primary school

- Year 8 or lower
- Up to Year 10
- Year 11('Leaving certificate')
- Year 12
- TAFE diploma or business college
- University

6. Country in which this level of education was completed

.....

7. Which category best describes you?

- Employed full time
- Employed part time
- In voluntary work
- Full time parenting, not in paid work
- Unemployed and looking for work
- Studying or training
- Disability pension
- Retired
- Other.....

8. What are you main interests in the coming year?

- Education
- Part-time work
- Full-time work
- Recreation & well-being activities

9. What courses/groups have you attended this year?

.....

.....

10. Where did you learn about this program?

Brochure	Website	Council	Word of mouth	Other

If other, how did you learn about this course/group/activity?

.....

 ...

11. What courses/groups have you attended this year?

.....

12. Where did you learn about this program?

Brochure	Website	Council	Word of mouth	Other

If other, how did you learn about this course/group/activity?

.....

13. To what extent did you find the course content/group/activity interesting?

1 (negative)	2	3	4	5 (most positive)

Why/why not?.....

14. How would you rate the style of leadership of the course/group/activity?

1 (negative)	2	3	4	5 (most positive)

Why?.....

15. To what extent did you enjoy your interaction with other members of the group?

1 (negative)	2	3	4	5 (most positive)

Why?

16. What benefits have you gained from attending this course/group?

.....

17. What suggestions do you have for the conduct of this course/group/activity in the future?

.....

18. To what extent are you interested in employment?

1 (negative)	2	3	4	5 (most positive)

19. What are your interests in EDUCATION next semester?
(You can select more than one)
- Reading, writing and numeracy
 - English as a second language
 - Computers
 - Internet and email
 - Business e.g. Book-keeping; MYOB; Office skills
 - Employment - short courses in Administration/Reception Skills
 - Job preparation (resumes/interview techniques)
 - Digital technology
 - Introduction to Ebay
 - Social networking
 - Community Services
 - Children's Services
 - First AID
 - Creative writing
 - Languages classes (Spanish/French/Italian/etc)
 - Other
20. What are your interests in RECREATION & WELL-BEING ACTIVITIES next semester?
(You can select more than one)
- Physical fitness: yoga, Pilates, Tai Chi, Zumba, meditation
 - Personal development / self-help groups
 - Games – Chess, Bridge, Mahjong
 - Arts - drawing, painting, mosaics, sculpture, scrap-booking
 - Music: singing, choirs, musical instrument
 - Craft - knitting, crocheting, embroidery, tapestry, spinning
 - Cooking Classes
 - Playgroups / Children programs
 - Men's Shed
 - Book or movie clubs
 - Other
21. What is the most convenient time for you to attend programs?
- Morning
 - Afternoon
 - Evening
 - Weekends
22. What is the most convenient day of the week for you to attend activities?
- Monday,
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
23. Are you interested in either support groups or programs designed around the area of:
- Disability
 - Youth
 - Aged Care
 - Migrants
 - Parenting
 - Other

APPENDIX THREE: COMMUNITY SURVEY 2011-10-30

Have Your Say!

Do you want to have a say about the types of programs run at your local adult learning / community centre? The 4 community centres in Glen Eira:

- Glen Eira Adult Learning Centre (GEALC)
- Moongala Women's Community House
- Godfrey Street Community House &
- Caulfield South Community House

would love to connect you into the many education, community, recreation and wellbeing programs they offer. They can also assist you in developing your skills to find employment or go onto further study.

Your feedback is important. If you respond before 5pm on Friday 30 September 2011 your name will be put into a draw to win a \$50 voucher towards a course.

1. How old are you? (Please tick)
- 18 18-25 26-29 30-39 40-49 50-59 60+

2. Gender:
- Male Female

3. Postcode of residence: (Please write in box)

4. How long have you lived in your current home? (Please tick)
- Less than 6 months 6 to 12 months 1 to 2 years 2 to 5 years 5 to 10 years 10 yrs +

5. Highest level of education completed: (Please tick)

- Year 8 or lower Up to Year 10 Year 11 Year 12

- TAFE diploma/ business college University Other:

6. Country in which this level of education was completed: (Please write)

7. Which categories best describe you? (Please tick)

- Employed Full-time Employed Part-time Employed Voluntary Work Studying/ training Disability pension Unemployed looking for work Full-time parenting Retired Other:

8. What are your main interests in the coming year? (Please tick)
- Education/skills development Part-time work Full-time work Recreation

9. Are you currently or have you attended a community centre program:
- In the last month In the last year In the last 2 years In the last 5 years More than 5 yrs ago Never

10. What are your interests in education? (you can select more than one)

- Reading, writing and numeracy Community Services
- English as a second language Children's Services
- Computers Introduction to Ebay
- Business (Bookkeeping/ MYOB/Office skills) Digital technology (digital camera/digital photos)
- Employment (Admin/Reception Skills) Social networking (Facebook/Twitter/blogging)
- Job preparation (resumes/interview techniques) Languages classes (Spanish/French/Italian)
- Creative writing First AID

Other:

11. What are your interests in recreation & wellbeing activities? (you can select more than one)

- Physical fitness (Yoga/Pilates/Tai Chi/Zumba) Arts: drawing/painting/mosaics/ Sculpture
- Personal development / self-help groups Craft: knitting/crocheting/ embroidery/scrapping
- Games: Chess/Bridge/Mahjong Playgroups / Children programs
- Cooking Classes Men's Shed
- Music: singing/choirs/musical instruments Book or movie clubs

Other:



419 North Road ORMOND
P.O.Box 219 ORMOND 3204
T: 9578 8996
E: info@gealc.org.au
www.gealc.org.au



Moongala Women's
Community House
824 Centre Road
EAST BENTLEIGH 3165
T: 9570 3468
E: moongala@optusnet.com.au
www.moongala.org.au



Godfrey Street
Community House
450-452 Kooyong Road
CAULFIELD SOUTH 3162
T: 9596 8643
E: csh@cmccen.com.au
users.comccen.com.au/~cscsh/



Caulfield South
Community House
9 Godfrey Street
BENTLEIGH 2301
T: 03 9557 9037
F: 03 9557 1734
www.godfreystreethouse.com.au



Studying at a Learn Local organisation offers the convenience of education and training just around the corner. You can get confidence and skills, which can lead to more study or training, a job, or both. You can learn:

- in a supportive and professional local centre
- in a friendly & relaxed environment
- with people who are focused on what you need.

What's on offer?

The four Learn Local organisations in Glen Eira are:

- Glen Eira Adult Learning Centre
- Moongala Women's Community House
- Caulfield South Community House
- Godfrey Street Community House

These organisations offer a range of courses including:

- courses to help you start work, go back to work, change jobs or keep your job
- courses that provide you with nationally recognised vocational qualifications
- courses to help you get back into learning (computers, reading, writing, maths & more)
- courses for your own interest and personal development.

Why not visit your nearest Learn Local organisation today!

18. What is the most convenient day of the week for you to attend activities?

Monday Tuesday Wednesday Thursday
 Friday Saturday Sunday

19. Are you interested in either support groups or programs designed around the area of: (You can select more than one)

Disability Youth Seniors
 Migrants Parenting Mental Health
 Other:

20. If you are interested in winning a \$50 voucher to go towards a course, please provide us with:

Your name:
 Phone Contact:
 Email:

THANK YOU FOR TAKING THE TIME TO SHARE YOUR IDEAS WITH US. THE MOST IMPORTANT FEEDBACK WE CAN RECEIVE IS FROM PARTICIPANTS SUCH AS YOURSELF SO THANK YOU!!!

SUBMITTING YOUR SURVEY:

There are two options for submitting your survey:

1. Online – go to www.gealc.org.au and scroll down to the survey section. Click on the survey link and then follow the instructions and submit online.

2. Mail– complete this survey and address your envelope to (no stamp required):

REPLY PAID 87322, ORMOND 3204

For more information about this survey call 9578 8996.

FOCUS GROUP SESSIONS:

If you would like to have your say in person, join us for a FREE Morning Tea at Caulfield Park Pavilion, 280 Balaclava Rd, Caulfield on either Thur 1 Sept or Wed 14 Sept from 10am to 11.30am. We look forward to seeing you there!

12. If you have selected more than one interest from questions 10 and 11, please list your four main interests (in order of preference):

1.
 2.
 3.
 4.

13. What are your interests in education for employment? (Please tick)

Gaining new skills Upgrading your skills Not interested

14. If you are preparing for entry into the workforce or interested in upgrading your skills, where would you prefer to study? (Please tick)

An adult learning centre/community house A TAFE A university At home (online learning)

Other:

15. Which of the following would influence you to enrol in a program or activity at your local adult learning organisation? (You can select more than one)

Program Outline Location Facilitator/Tutor Length of program
 Time of day Price Accreditation Childcare

Continuing education / pathways to further study

16. How would you rate the programs at your local Adult Learning Centre or Community House? (Please tick)

Very Good Average Poor Do not know

17. What is the most convenient time for you to attend programs?

Morning Afternoon Evening Weekends