"I got a job!"

PLACE Participant quote

PLACE Project Evaluation

For TAFE NSW
October 2012 by
Social Equity Works

SOCIAL EQUITY WORKS

SOCIAL RESEARCH | POLICY | PROGRAM EVALUATIONS

Acknowledgements

Social Equity Works would like to thank the following groups and individuals for their support of this evaluation:

- the evaluation management team of Camilla Couch, Patricia Kenny, Amanda Buckland and Associate Professor Susan Goodwin
- all of the staff of TAFE NSW Outreach at Ultimo and Petersham campuses who participated in this project
- the PLACE Partners at all levels of governance and implementation

Particular thanks must go to the PLACE Project Coordinator Amanda Buckland and the area based coordinators Guy Freer, Paddy Lane, Imogen Ross, and Julie Sneddon for being so generous with their time and expertise during this process and not being daunted by the questions that the process tossed up even if the answers were harder to find. Thanks also to Jane Healy and Amanda for pulling the student data together into a useable format.

Most importantly, Social Equity Works would like to acknowledge all of the PLACE participants - students and student mentors - who provided frank and fearless feedback to this evaluation through their survey responses and in focus groups. The humour, engagement with learning, tangible outcomes, frustrations and plans for the future that the students shared with the evaluator were generously given.

In conclusion the evaluator would like to acknowledges that in this linear report format it is hard to capture all of the effort of PLACE staff over the three year just as it is impossible to capture all of the outcomes of participants and do sufficient justice to their stories and journeys, of which PLACE is just a part.

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Executive Summary

The PLACE Program has been successful in achieving positive outcomes against its stated objectives at the immediate and intermediate level. Ultimate outcomes against objectives will need to be reviewed in six to twelve months or longer to determine the long term impact of the Program for participants and partners.

The objectives of the Program that were used as the basis for this evaluation are:

- To create an integrated learning, enterprise and employment network engaging the needs of the homeless and those at risk of homelessness in inner, south eastern and inner western Sydney;
- To strengthen place-based initiatives fostering mentoring, community regeneration and social enterprise building in multiple locations and involving a range of projects at varying levels of development;
- To use innovative Learning to Work programs in order to leverage investments in alternative pathways to vocational education, training and employment for these disadvantaged groups in order to build community capacity and improve access to local employment opportunities;
- To harness community experience and build a third home community enhancing civic engagement, an increased sense of community belonging and sustainable networks.[1]

The PLACE project, managed by TAFE Outreach in Sydney Institute, grounded these objectives in their practice of 36 years. Historically TAFE NSW Outreach has provided courses that offer alternative pathways for adults who experience barriers to education, employment and community participation and it has a TAFE policy role to 'raise community awareness of educational opportunities to improve life chances'. In practice TAFE NSW Outreach works strategically with community, industry and government agencies to engage people experiencing multiple dimensions of exclusion (Frieler, 2001). Outreach Coordinators negotiate local cross sectoral community capacity building initiatives using a 'working from the ground up' strategy to develop innovative place-based solutions with marginalised communities.

Indicators for success that gave evidence of outcomes against the PLACE objectives were identified as impacts on participants through employment, course completion generally and in more than one course, attainment of educational pathways to higher level course (Certificate 3, 4 and above), increased confidence and agency, and increased connection to the community more broadly (referred to as building the third home).

Over the three years of the Program 521 individuals who were homeless or at risk of homelessness enrolled in courses offered by PLACE through TAFE Outreach. This amounted to 735 enrolments in 57 separate courses as a core group of participants enrolled in multiple programs over the length of the Program. Of these, 62 people progressed to higher level courses at Certificate 3 level and above.

> *I know what I want to do now. Before I did PLACE I hadn't opened a book for like 20 or 30 years. I didn't think I could. But now look at all of this stuff that I have learnt!*

When output data is correlated to the qualitative findings from participants the outcomes are all the more significant. Participants spoke of changed lives, new purpose, increased life and employment skills, increased confidence, and greater stability in accommodation and, for a large group, employment. [2]

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[1] This project draws on Kraybill's definition of homelessness as outlined in the *City of Sydney Homelessness Strategy* (2007-2012): the first home is the self. The second home is the place where we live. The third home is the larger community within which our first and second homes are located. It provides context to the lives that are lived within it and how that is realised at an individual level.

[2] 135 of students gained employment as a result of their training. as discussed in the section on student outputs of this report.

The PLACE Program has, in general terms, been successful for participants providing them with place based solutions and articulated pathways to higher study and/or employment. Using a holistic model of social inclusion the PLACE Program has developed specific responses to local needs in each of the three 'places' targeted; Marrickville, Redfern/Waterloo and Woolloomooloo. In this model adult learning has been located at the centre with strong linkages to effective wrap around services including case management, accommodation, health and other social services. The aim of this model was to enable or empower individuals who were homeless or those at risk of homelessness to reach personal goals and a level of community connectedness that would enable them to attain longer term or more sustainable lifestyles. Increased personal agency and skills were built to allow people to address factors underpinning their individual homelessness.

Indicators of success for partners were their perceptions about the success of the Program for participants, the feedback about the effectiveness of the partnership, the ranking of the partnership and the areas of identified Program improvement.

The greatest strength of PLACE was its responsiveness to the specificity of the 'local' conditions – each location had its own coordinator that worked closely with key community stakeholders and other partner agencies to develop programs and projects that met the explicit needs of their own communities. As discussed in this report each of the PLACE locations had its own complexion and its own key 'players' and no one response or approach was appropriate across all locations. It was clearly harder to build learning and enterprise hubs without a guaranteed physical location to focus the effort and it is clear that negotiating locations was time consuming and problematic over the life of the Program.

Three clear models developed across the locations in response to these factors:

- physical learning to work centre
- sustainability hub
- skills creation and creative enterprise hub.

This effort in each location was underpinned by mentoring courses and other fundamental programs offered at Ultimo campus and available to all Program participants.

Each PLACE based solution had its strengths and developed in response to the specific needs of the community it was working with. For example, in Woolloomooloo the PLACE model as physical learning to work centre worked best. In Woolloomooloo the major not for profit partner (St Vincent de Paul Ozanam Learning Centre) provided the space for Level 4 Learning and TAFE provided the coordination, program, teachers and learning experiences. The emphasis here was on basic adult education skills and digital media and IT as many of the participants, through their engagement with PLACE developed keen skills in storytelling and recording their journeys and those of other PLACE students.

In Redfern Waterloo, which have different demographics and community partners, the PLACE model developed as a sustainability hub to meet the needs and interests of participants. While the location changed twice over the life of the program the energy and creativity of the participants was nurtured and supported to skill them to retro-fit a community partner house and develop two key creative enterprises; Hobo Grow and the Kerb Collective.

The PLACE model as community based skills creation and creative enterprise hub developed in Marrickville in response to the needs of the predominantly female participants from culturally and linguistically diverse (CALD) or Aboriginal and Torres Strait Islander (ATSI) backgrounds. Marrickville, unlike the other two locations, covered the whole of the local government area (LGA) so the provision was more dispersed across a wider geographical area. In Marrickville participants were well supported to develop creative sewing enterprises; Community Threads and Talking Tea towels, micro-enterprises and also community based skills such as playgroup facilitation and events management. Both of these streams have led to either community based enterprise and/or higher level community services study in TAFE NSW or employment.

A number of participants from across all locations were identified by PLACE coordinators to act as mentors or student leaders. This approach enabled these participants to develop higher level skills, give back to others in mentoring and leadership roles and to develop self-reported high levels of confidence and increased individual agency.

Central to the success of this empowerment model was the high quality of the teaching staff and other key PLACE staff. Participants in focus groups and in survey responses were overwhelmingly positive about the role that their teachers had played in their positive outcomes. Teachers were credited with building confidence, skills and a sense of purpose for participants. The respectful adult educational model offered by Outreach both nurtured and motivated participants to set and seek goals for themselves. Many participants commented that this teacher student relationship differed greatly from their previous experience of education.

Program Improvements
The following Program improvements have been identified as a result of this evaluation and are relevant to specific levels of the Program; funding body, host organisation and program management. While none of these improvements are in any way required they do offer major partners the opportunity to learn from this excellent and innovative Program about how to improve approaches and practices for the future.

Innovations funding provider
- Providing funded projects with clear guidelines about partnering expectations and good practice partnering models
- Establishing mechanisms to link DEEWR funded programs more successfully with Job Services Australia (JSA's) to foster better employment networks for participants. There was reportedly little awareness of the program from DEEWR funded JSA's and little engagement with TAFE NSW Outreach to support the work of this Program even though both are DEEWR funded.
- Participants also reported frustration and stress that their JSA provider did not recognise validity of the PLACE program as it related to their 'activity' tests.

TAFE NSW
- Good practice partnership processes and approaches need to be consistent and promoted so that staff within TAFE NSW working in partnership have clarity about preferred approaches and can provide partners with clarity about the extent to which resources, risks and rewards are shared from the outset of the Program,
- TAFE NSW needs to ensure that there is sufficient infrastructure support for externally funded innovative community based programs of this kind and where internal organisational restructuring occurs that its impact is minimised on these programs

Project Management
- A workshop or similar activity at the early stages of the Program with all main partner agencies to clarify partnership expectations and process would have greatly assisted with initial stage Program planning and implementation and is strongly recommended if a similar Program is undertaken in the future
- The 'flexibility' required to run the Program and maintain responsiveness to each location needs to be balanced with systems and approaches that build certainty for staff and partners especially around Program planning and roles and responsibilities. This could be achieved by building partner and staff reflection and planning points (workshops or meetings) in to the timeframe for the Program and/or explaining or promoting the Outreach model of adult education to new partners unfamiliar with the approach and practice.

Overview of the Project

THIS REPORT

This report records the findings of the summative evaluation undertaken by Social Equity Works of the 3 year PLACE Program (DEEWR Innovation Funds 2009). The PLACE Program is a complex partnership program that aims to improve outcomes for homeless people and those at risk of homelessness. PLACE has provided the following sources of material for evaluation including:

- student / participant outcomes
- internal and external partnership development and perspectives
- direct feedback from stakeholders through interview, survey and focus group; and
- distinct location based differences and opportunities that have been mapped.

This report gives an overview of the PLACE Program and its underpinning rationale, identifies its strengths and weaknesses, and outlines what has been learned from the Program about what works well (impacts) and what could be improved in the future if a similar program is run to provide positive outcomes for the target group – these suggestions are outlined as they relate to outcomes against each objective.

Given the complexity of the Program and the summative nature (timeframe and resource) of this evaluation it is acknowledged by the author that it has not been possible to capture all activity or effort that has gone into the Program over the three years. A summary of Milestone report data (1-6) provided to DEEWR over the life of the program has been included in the Appendix 1 to this report as these give an excellent summary of effort, activity and outputs of the Program over this time. Appendix 2 is a summary of the courses offered through PLACE which provides an excellent overview of the depth of courses on offer to students.

This evaluation focuses on the identification of 'outcomes' (impacts) against the four Program objectives rather than the 'outputs' (activities) of the Program as it is through an understanding of the Program's impact that Program Managers, Funders and others interested in innovation and improvement in this area of service delivery will gain most insight.

THE PLACE PROGRAM

The PLACE Program is a partnership program funded by DEEWR Innovation funds from its first round of funding[3] and initiated and managed by TAFE NSW Outreach at Sydney Institute (Ultimo and Petersham Campuses). The program commenced in Semester 2, 2009 with a pilot program and has run over five full semesters (from beginning Semester 1 2010 to end Semester 1 2012). The program will be completed in June 2012 when the final report and evaluation is due to DEEWR.

The aim of the Program is to develop innovative models to promote long term sustainable employment outcomes for people who are homeless and those at risk of homelessness. These models are location-based and are focused on areas in the inner city and inner west of Sydney that have high numbers of homeless residents or people at risk of homelessness.

The locations targeted for the PLACE program fall within the local government areas of the City of Sydney LGA (Woolloomooloo and Redfern/Waterloo) and Marrickville LGA (Marrickville).

The objectives of the Program are to:

- To create an integrated learning, enterprise and employment network engaging the needs of the homeless and those at risk of homelessness in inner, south eastern and inner western Sydney;
- To strengthen place-based initiatives fostering mentoring, community regeneration and social enterprise building in multiple locations and involving a range of projects at varying levels of development;
- To use innovative Learning to Work programs in order to leverage investments in alternative pathways to vocational education, training and employment for these disadvantaged groups in order to build community capacity and improve access to local employment opportunities;
- To harness community experience and build a third home community enhancing civic engagement, an increased sense of community belonging and sustainable networks.[4]

THE EVALUATION

This evaluation project took place between February 2012 and July 2012. The project fell into four main phases:

- evaluation establishment including background reading initial interviews with key staff and desktop review (February),
- data collection – focus groups, surveys, Steering Committee presentation (March), and
- analysis and drafting report (April - May)
- further analysis and report finalisation (July).

THE MANAGEMENT OF THE EVALUATION

The evaluation project conducted by Social Equity Works was managed by Camilla Couch, Outreach Coordinator (Ultimo), Patricia Kenny, Outreach Coordinator (Petersham), Amanda Buckland (PLACE Project Coordinator) and Associate Professor Susan Goodwin, Faculty of Education and Social Work, University of Sydney, PLACE partner and Steering Committee member.

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[3] First Round Funding DEEWR Innovation Funding 2009 1.5 million dollars
[4] This project draws on Kraybill's definition of homelessness as outlined in the *City of Sydney Homelessness Strategy* (2007-2012): the first home is the self. The second home is the place where we live. The third home is the larger community within which our first and second homes are located. It provides context to the lives that are lived within it and how that is realised at an individual level.

Social Equity Works developed an evaluation plan to meet the objectives of the brief as presented by TAFE Outreach and worked closely with the evaluation management team to ensure that the evaluation proceeded on time and met the requirements of the brief.

Social Equity Works presented an overview of the evaluation and initial findings to the Steering Committee at its March 2012 meeting and also used the opportunity as a stakeholder consultation and further data was gathered from the group at this time.

THE METHODOLOGY

This evaluation uses a modified Program Logic Model. Using a Program Logic Model allows the evaluator to identify how the Program has performed against its key objectives and the activities within its plan. While Program Logic is an excellent model for mapping outcomes against objectives it is difficult to apply post hoc to a program like PLACE without some recognition of its limitations. This evaluation works from the assumption that not all large scale programs have an easy to map 'logic' given their complex nature and unforeseen circumstances that fall outside even the best planning process. In evaluating the PLACE Program Social Equity Works has remained open to subtle shifts in Program activities overtime and alert to nuances in the Program's development and location based differences. This 'modified approach' allows for the capture of any unintended consequence that lead to impacts that may fall outside the established Program Logic Model framework.

Based on a modified Program Logic Model the evaluation used a range of methods to test the efficacy of the Program at meeting its stated objectives and capture other positive outcomes. Confirming the objectives with the evaluation team was the first issue as the objectives changed slightly overtime from the original objectives as set out in the Program plan. The objectives that were used as the basis for the Logic Model for the evaluation are listed above. In a distilled form for the purposes of this evaluation Social Equity Works mapped effort and outcomes against:

- the development of integrated learning enterprises and employment networks
- strengthening of place based initiatives
- the use of innovative learning programs to build community capacity and access to employment opportunities
- build a third home through enhanced civic engagement, community belonging and sustainable networks.

THE METHODS

Both primary and secondary data were gathered and analysed for this evaluation. Background material on the Program including the Program plan, the funding submission and the milestone reports to DEEWR were all provided to the evaluator at the commencement of the evaluation. This documentation formed the basis for the evaluation plan and provided valuable insight in to the scope and context of the Program.

The evaluator was also provided with quantitative data from a range of sources including TAFE NSW Outreach data base and Housing NSW. Additional data was accessed from the ABS (2006 Census data) and DEEWR for partial JSA data. The evaluator has used this data, where relevant, to contextualise the demographics of the PLACE locations and the potential of this Program to have impact on the community.

Primary data was gathered from all key stakeholders; PLACE staff from TAFE NSW Outreach, partners at the various levels of Program engagement and participants (students) through a range of methods including interview, focus group and online survey. Given the short time frame for data gathering for this evaluation it was agreed that online surveys would be used to supplement face to face and phone interviews with internal and external partners and focus groups with students/participants to build as comprehensive a picture as possible of what all stakeholders felt about the Program.

During the data gathering phase (March) three online surveys were deployed for the following stakeholder groups:

- external and internal partners (both steering committee and PLACE location specific partners)
- staff (PLACE Coordinators and teachers)
- student mentors and leaders.

Contact names and email addresses were provided to Social Equity Works by key staff including the Program Coordinators at the three locations and the Program Coordinator at Outreach.

A total of 51 people responded across the three surveys:

- partners = 22 responses from 50 invitations (a response rate of 44 per cent)
- teachers and coordinators = 13 responses from 35 invitations (a response rate of 37 per cent)
- students = 16 responses from 65 invitations (a response rate of 24 per cent)

Face to face and phone interviews were conducted with key stakeholders including the PLACE Coordinators and other key staff and several partners who were unable to complete the online survey or from whom clarifying commentary was sought after either the Steering Committee or the survey was completed. The evaluator also facilitated a group discussion with Steering Committee members at their March meeting and a confirming group session with PLACE coordinators at Outreach Offices at Ultimo Campus to further explore strengths and weaknesses of the Program from their perspective.

A total of 32 students participated in five focus groups from the various domains of PLACE learning. These focus groups were established by the TAFE NSW Outreach staff who worked closely with the participants to explain the purpose of the evaluation and its approach and the value of their contribution to the process. Focus groups were held at TAFE or community locations that were central and at times that were negotiated with students. Participation in the focus groups was completely voluntary. Two evening focus group participants were provided with a meal in an adjoining room organised by TAFE Outreach. Focus group details are as follows:

- Focus Group 1: Six students from a range of courses and locations conducted at Ultimo
- Focus Group 2: Seven students from a range of courses and locations at Ultimo
- Focus Group 3: Eleven students from Ozanam, Woolloomooloo at Level 4 Learning Ozanam
- Focus Group 4: Four students from Redfern Sustainable Living course (107 Redfern Street) at Ultimo
- Focus Group 5: Four students from the Multi Mix Mob (MMM)[5] and Sewing Group at MMM Playgroup at the Schools as Community Centre (SACC) at Marrickville West Primary School

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[5] Multi Mix Mob is a playgroup for Aboriginal mum run from West Marrickville Primary School SACC (Schools as Community Centres).

Stakeholder Group	Method	Date	Sample size
External Partners	Online survey		22
External and Internal Partners	Steering committee group discussion	March	10
External and Internal Partners	Interviews	Various	6
Partners sample size			38
Staff – teachers and coordinators	Online survey	March	13
Staff PLACE Key Coordinators	Face to face interview	March	4
TAFE NSW Staff	Face to face interview	March	1
PLACE Coordinators	Face to face small group discussion	March	4
Staff sample size			22
Student Mentors	Online survey	March	16
Students	Focus Groups		32
Student sample size			48
Total Sample of Inputs for this Evaluation			108

Table 1: An Overview of the PLACE Program Evaluation sample

Discussion

The response rates for the three surveys were variable. The partner survey response rate was relatively high at 44 per cent which is above average for a mid-length online survey. The TAFE Outreach teacher and coordinator survey response rate was 37 per cent which is about average for a mid-length online survey. The student mentor / leader survey response rate was comparatively low at only 24 per cent.

Response rates for online surveys tend to be lower when the respondent population is not well targeted, when the contact details are unreliable or where there is less incentive or little motivation to respond.

No respondents were offered incentive to participate in the surveys and there were significant gaps in the reliability of the contact details. Given the transient nature of the respondent population for the student mentor / leader survey this is not at all surprising. Of the initial 90 email addresses that the survey was sent to, 25 'bounced' due to incorrect or lapsed contact details. This reduced the actual possible sample size down to 65.

The sample for the partner survey would have benefited from being more targeted in its initial scope. Many of the partners included had a lower level of engagement in the Program or were one of several contacts from the same organisation. This explains the response rate at the partner level which – if well targeted – should be higher.

Partial student data has been used in the findings for Objective 2 to demonstrate the different composition of student cohorts by place and can be found at Appendix 5. This data is gathered manually by PLACE staff and teachers at information sessions and then input in to the PLACE Database.

Potential PLACE participants attended information sessions and were asked to fill in a form including their age, gender, housing status, employment status, benefit type, educational experience, interests, computer and language literacy. Not all participants chose to answer every question and thus there are different response rates for specific questions. This form was the basis for an interview with an outreach or course coordinator to better understand the students profile and interests develop responsive courses and learning to Work programs and determine entry into a PLACE course or another Outreach or TAFE course. The data gathered was entered into a database to help describe the participant characteristics and track their pathways over three years.

Partial demographic or student characteristic data is a common issue in analysing student outcomes data as students are not bound to provide any of this data to teaching staff. The data used is how ever indicative of the characteristics of the cohorts and has, for this reason, been used in this evaluation report.

The Context for PLACE

The PLACE Program is designed to provide innovative place-based solutions to address barriers to employment for the homeless and those at risk of homelessness. It focuses on the provision of learning to work programs and fostering creative enterprise development. TAFE NSW Outreach at Sydney Institute is well placed to conceive, develop and manage this Program for the Commonwealth given the following factors:

- the history of TAFE NSW Outreach delivery to disadvantaged individual and groups within the community,
- its expertise in developing programs to improve social inclusion outcomes and the provision of pathways for disadvantaged students that lead to sustainable employment, and
- its working knowledge of providing customised educational programs to homeless people given the high incidence of homelessness within in the Institute catchment.

TAFE NSW SYDNEY INSTITUTE – OUTREACH

There are seven colleges (eight campuses) in Sydney Institute; Enmore Design Centre, Eora College (Redfern), Petersham College, Randwick College, St George College, Sutherland College including Gymea and Loftus campuses and Ultimo College. Across these colleges and campuses over 70,000 students enrol in courses from Statement of Attainment level through to Diploma level courses and above each year.

There are Outreach units located at five colleges across Sydney Institute; they are at Petersham, Randwick, St George, Sutherland and Ultimo. Outreach provides courses for people who have encountered a barrier, or multiple barriers, to entering education or training programs. Outreach Coordinators and teachers work to remove these barriers for people who want to return to education. Homelessness and being at risk of homelessness can be a significant barrier to education and the benefits that education can bring.

The TAFE NSW Outreach discipline is multi-faceted and Outreach practitioners use negotiated and collective learning to respond to individual and group goals and this provision acts as a bridge for students to develop pathways into mainstream education, paid work and community involvement.

The PLACE program was managed by the Outreach Coordinators at the Outreach units at Ultimo and Petersham colleges to support the needs of people who are homeless and at risk of homelessness in the inner city and inner western suburbs of Sydney. They managed PLACE Coordinators in each of the three locations and central coordination staff based at Ultimo College Outreach. The work of the TAFE team was closely supported by the research work of Associate Professor Susan Goodwin based at the Faculty of Education and Social Work at the University of Sydney.

THE LOCATIONS

The three locations chosen for PLACE based activity are Marrickville (LGA and south Marrickville precinct in particular), Redfern/Waterloo and Woolloomooloo. These locations were selected because they met the key criteria of the Program in that they:

- fall within the catchment of TAFE NSW Sydney Institute,
- have high numbers of primary, secondary or tertiary homeless people or people at risk of homelessness, and
- have strong pre-existing support service networks that could be harnessed through partnership.
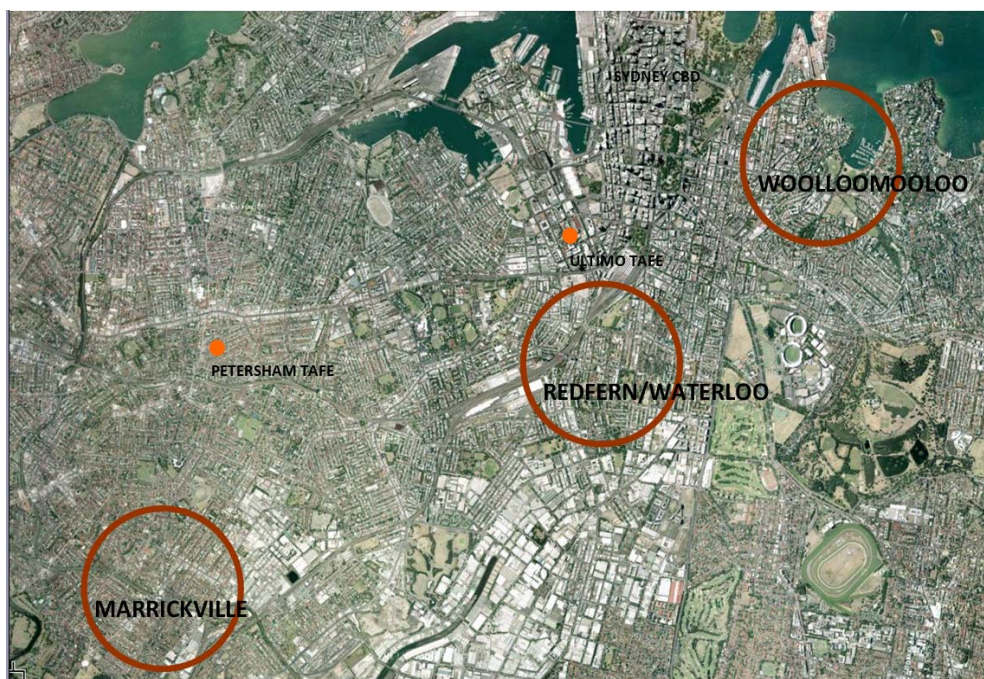
Figure 1: PLACE Program Locations

The PLACE Project Coordinator managed and supported the area based coordinators and programs across all three areas. The PLACE Coordinator at Marrickville was supported by the Outreach Coordinator at Petersham College while the PLACE Coordinators at Redfern/Waterloo and Woolloomooloo were supported by the Outreach Coordinator at Ultimo.

The management of effort at each location was also reviewed and supported by the Steering Committee and regular team meetings were held to review and resolve through shared practice any issues that were arising over the life of the Program.

While each location is different in its complexion and demographics, as the following Table and discussion of homelessness show, each has significant numbers of people who experience either primary, secondary, tertiary homelessness or other factors of disadvantage that increase the risk of homelessness.

The source of data used for this discussion is the 2006 Census data. While the evaluator has recently worked on studies for Marrickville Council and is aware that the population has increased significantly since then (in 2011 the Marrickville population was estimated to be 79,000) there is not comparable data for the other locations. For this reason and to ensure consistency 2006 has been used for all locations.

POPULATION TYPE	LOCATION							
	Marrickville (LGA)		Redfern (Suburb)		Waterloo (Suburb)		Woolloomooloo (Suburb)	
	No.	% of Popn	No.	% of Popn	No.	% of Popn	No.	% of Popn
Total population	71,812	100.0	11482	100.0	8508	100.0	3518	100.0
Male	35,504	49.44	6437	56.06	4354	51.18	1914	54.41
Female	36,308	50.55	5045	43.94	3974	46.71	1604	45.59
Total labour force 15+	39,822	55.45	5944	51.77	3,478	40.88	1749	49.72
Unemployed 15+ [6]	2,034	2.83	332	5.59	306	8.80	105	6.00
CALD "Other language spoken at home"	23,506	32.73	2,916	25.40	3024	35.54	633	17.99
ATSI	1,078	1.50	273	2.38	348	4.09	95	2.70
Disability "Need for assistance"	2,898	4.03	501	4.36	555	6.52	109	3.10

Table 2: A Statistical Snapshot of Population Characteristics by Location (2006 Census data)

These data provide good background to the PLACE Program participants' communities.

Of the four PLACE Program areas, the Marrickville LGA has 1.5% of people who identify as Aboriginal and Torres Strait Islander (ATSI) background, which is slightly below the state average of 1.9% (ABS 2006). The other three Program areas: the Redfern (2.38%) and Woolloomooloo (2.7%) ATSI proportions and particularly the Waterloo ATSI proportion of 4.09% are significantly above the state average. In this regard the PLACE Program was well located to address need in these groups.

Regarding 'language spoken at home', the PLACE program has also addressed areas with average or above average non-English speaking households. The Marrickville area has 32.73% of its residents who speak a language other than English which is considerably above the state average of 25.99% (ABS 2006). The Waterloo suburb has an even higher proportion of CALD residents of 35.54%. The Redfern suburb's CALD

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[6] Percentage is based on total labour force for suburb

proportion of 25.4% is almost equal with the average. The Woolloomooloo suburb was the only PLACE Program area that had a CALD proportion lower than average at 17.99%.

The NSW state average for Disability, using the ABS definition as "need for assistance" is 4.76%. Of the four PLACE Program areas, only the Waterloo suburb had a higher than average proportion of those with a disability at 6.52%. The remaining three place areas had a lower than average disability level with Woolloomooloo's 3.10% approaching half the state average. As the "need for assistance not stated" in this metric is so unusually high (nearly 160% of those who are in this category compared with those identified as 'need for assistance') in the ABS data, it is likely that the reported percentages are significantly lower than those in the community.

HOMELESSNESS AND PLACE

The main target group for the PLACE Program are the homeless and those at risk of homelessness in the three chosen locations. Homelessness for the purposes of this Program is 'as defined by Chamberlain and Mackenzie (1992) in their schema of primary, secondary and tertiary states of homelessness. This includes people sleeping rough, people living in crisis accommodation and boarding houses, people with disabilities, people who have exited from and/or are at risk of re-entering the criminal justice system, people with chronic drug and alcohol issues, youth at risk, women living in supported accommodation and/or at risk of domestic violence, the socially isolated, social housing residents and people accessing tenancy and housing support services.'[7]

In Australia someone is defined as homeless if he or she has inadequate access to safe and secure housing. Primary homelessness usually refers to rough sleepers people sleeping on the streets or in cars or in overnight accommodation in hostels, secondary homelessness usually refers to people in crisis accommodation (SAAP) or people sleeping temporarily at the houses of friends or family and tertiary homelessness usually refers to people at high risk of homelessness or in insecure accommodation such as people in both accredited and non-accredited boarding houses and in some instances those people residing temporarily at caravan parks.

HOMELESSNESS IN NSW AN OVERVIEW

ABS data for homelessness gathered at the 2006 census provides state based data rather than data by suburb or location. In 2006 there were 27,374 people living in NSW who were identified as homeless in the following categories; resident of boarding houses, recipients of Supported Accommodation Assistance Program (SAAP) funds in hostels for homeless, night shelters and refuges, staying with friends and relatives and in improvised dwellings including rough sleepers, people living in tents and people sleeping in their cars.

Year	Number	Proportion per 10,000 head of population
2006	27, 374	41.8
2001	26, 676	42.2

Table 3: NSW Homeless Statistics – 2006, 2001

Boarding House	SAAP	Friend/Relative	Improvised dwelling
28%	19%	40%	13%
7,665	5,201	10,950	3,559

Table 4: NSW Homelessness Statistics – 2006 by type (N=27,374 Homelessness by type) (2006)

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[7] Promising Futures TAFE NSW Outreach funding submission to DEEWR for Innovation Funds 2009.

HOMELESSNESS AND PLACE LOCATIONS

The two local Councils City of Sydney and Marrickville who have both partnered TAFE NSW Outreach on this Program have gathered data or supported research on homelessness within their local government area.

Table 5 below shows the latest homelessness figures based on rough sleepers, overnight shelters and occupied hostel beds at the time of their latest rough sleeper count. Based on advice from the City of Sydney Homelessness Unit at the time of this count[8], there were 125 rough sleepers in Woolloomooloo and surrounds and approximately seven rough sleepers in Redfern/Waterloo.

	Aug 2008	Feb 2009	Aug 2009	Feb 2010	Aug 2010	Feb 2011	Aug 2011	Feb 2012
Rough Sleepers / overnight shelters	354	340	399	418	289	363	307	310
Occupied Hostel Beds	469	424	438	470	541	477	448	451
Total	**823**	**764**	**837**	**888**	**830**	**840**	**755**	**761**

Table 5: Rough Sleeper Count – City of Sydney Homelessness Unit (Sourced from City of Sydney)

Within the City of Sydney local government area Redfern/Waterloo and Woolloomooloo have high levels of rough sleeping, public housing and higher than average rates of unemployment. Woolloomooloo in the City East area which includes Darlinghurst, East Sydney, Kings Cross and Elizabeth Bay is known for its high numbers of visible rough sleepers. Redfern/Waterloo remains one of the most disadvantaged areas in metropolitan Sydney. Up to 60 per cent of residents live in public housing, unemployment is high (more than double the Sydney average), education levels remain low and it is home to a large Indigenous population. [9]

Marrickville has a different composition. There are an estimated 600 households in the LGA identified as being at 'risk of homelessness' but very few rough sleepers. There is however a large number of boarding houses in the LGA and significant numbers of people accessing SAAP services. Marrickville has a strong working class and culturally diverse community history that is being rapidly gentrified because of its prime inner city location. [10]

Boarding Houses and Homelessness in Marrickville, a draft report to Council, identifies that while primary homelessness is not a visible issue in the LGA tertiary homelessness is a larger concern.

Council rangers can identify three permanent rough sleepers in the Marrickville area, all male ranging in age from 40 to over 60. It needs to be acknowledged that there are often 'hidden' groups of homeless people on the streets, often young people, women and children who are sleeping in cars or disused buildings or couch surfing while trying to find accommodation.[11]

Secondary accommodation, couch surfing and SAAP accommodation numbers are hard to quantify however there are 'a number of SAAP housing providers operating in the Marrickville area providing short

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[8] On the morning of 21 February 2012 the City of Sydney's Homelessness Unit coordinated the 8th Street Count of rough sleepers between 1am – 3am.
[9] Ass. Pro. Goodwin, S. and Dr Couch, C. PLACE Based VET: A Social Inclusion Strategy for People who are Vulnerably Housed Working Title 2011
[10] ibid
[11] Boarding Houses and Homelessness in Marrickville Marrickville Council Chapter 7 page 17

to medium term accommodation for young people, women and men, survivors of domestic violence, ex-offenders, people with gender issues, and Aboriginal people with medical issues.' Statistical data available for the City Core, which includes Marrickville, calculates that 16 per cent of homeless people were staying temporarily in other households, and 23 per cent were living in SAAP accommodation. [12]

There is a significant proportion of the population of Marrickville who are classified as experiencing tertiary homelessness. There are an estimated 200 unlicensed and up to 97 licensed boarding houses in Marrickville[13] providing temporary accommodation to around 2,000 people. The number of people living in Boarding Houses has doubled since 2003. Boarding house residents are legally classified as homeless as they are not permanent residents, have little security of tenure, they can be evicted at any time and live in accommodation that falls below the general standard for community housing. [14]

Social housing / public housing tenancy rates are also high in these locations especially in Redfern/Waterloo. Table 6 on the following page shows the number of households that are social housing in each location, the household size, and age and income level of residents.

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[12] ibid Chapter 7 page 17
[13] Goodwin and Couch op cit
[14] op cit Chapter 7 page 18

Household Size	Redfern	Redfern	Waterloo	Waterloo	Woolloomooloo	Woolloomooloo	Marrickville	Marrickville
One person	77.6%	1237	67.4%	1708	58.8%	366	60.4%	292
Two person	18.7%	298	22.9%	580	25.9%	161	24.7%	119
Three people	2.7%	43	5.7%	145	10.2%	63	7.7%	37
Four people	0.7%	12	2.8%	72	3.5%	22	5.8%	28
Five people	0.2%	3	0.8%	20	1.4%	9	1.0%	5
Six people	0.0%	0	0.3%	8	0.2%	1	0.2%	1
Seven people	0.1%	1	0.0%	1	0.0%	0	0.0%	0
Eight people	0.0%	0	0.0%	0	0.0%	0	0.2%	1
Age of head tenant								
< 25	2.1%	34	1.6%	41	1.0%	6	2.3%	11
25 - 35	5.3%	85	4.0%	102	4.6%	28	5.0%	24
35 - 45	11.7%	186	10.4%	262	15.5%	96	14.6%	70
45 - 55	19.0%	303	18.3%	464	21.2%	132	16.8%	82
55 - 65	20.2%	322	23.7%	602	27.0%	168	25.4%	123
65 +	41.6%	664	41.9%	1063	30.8%	191	36.0%	174
Avg. age of tenant in years	60		61		57		59	
Source of Income for Tenant								
Age Pension	31.4%	501	30.1%	762	21.0%	131	26.2%	127
Carers Allowance	2.0%	32	2.8%	71	1.4%	9	1.1%	5
Disability Support Pension	37.6%	599	32.4%	821	40.7%	253	37.5%	182
Newstart Allowance	12.9%	205	13.1%	332	12.6%	78	12.4%	60
Single Parent Allowance	1.7%	27	4.7%	118	5.6%	35	5.6%	27
Veteran Allowance	1.1%	18	2.6%	65	0.0%	0	1.7%	8
Wages	4.3%	68	5.9%	149	0.0%	0	5.4%	26
Other	9.0%	143	8.6%	217	18.7%	116	10.0%	48
Avg. Weekly Household Income	$546.21		$483.71		$482.79		$484.42	
Median Income	$344.50		$344.50		$344.50		$344.50	

Table 6: Social Housing in PLACE Locations (Source Housing NSW, NSW Department of Family and Community Services)

From the evidence gathered, the three PLACE locations all have different expressions of homelessness and risk factors for homelessness and this expression was a primary motivator in determining the approach and type of program that was developed in each location. What works well for a group of homeless older men living at Matthew Talbot in Woolloomooloo will be inappropriate for a group of women from culturally diverse backgrounds living in social housing in Marrickville.

Many of the students who participated in the focus groups talked about the difficulty in overcoming these barriers initially and attending at all was the most important step in developing self-confidence and a pathway forward:

> *A lot of the girls have DV in their families or live with it so it is hard [for them] to come here or think about doing something else, something better. But once they come here they meet people, make friends, we have learnt heaps, and it is easy and fun.*

> *I have done a lot of stuff, you know shit, lots of shit [laughs] and thought I had fried my brain. But I wanted things to change, I wanted to change and then this came up and it was just around the corner and I thought why not, go and see. I guess I was already thinking about it, doing something, you know…but didn't know what.*

Given the different 'complexions of disadvantage' in each location the flexible and place specific approach of the PLACE Program to supporting improved outcomes for the target group is clearly well founded. No one approach can meet the needs of the different community types and individual learning needs.

PARTNERSHIPS AND PLACE

Underpinning the Program is the integration of 'community networking and creative community enterprise initiatives involving key community partners, government agencies, key local government areas and TAFE Outreach centres throughout the inner, south eastern and inner western Sydney communities'.

To do this work effectively the PLACE Program employed (in a range of different ways) a PLACE coordinator in each location. One of the key accountabilities of the role was to 'build and maintain community partnerships to:

- Develop and deliver innovative local programs
- Facilitate community networks to sustain local initiatives
- Increase opportunities for participants to engage with their community, and to access education, employment and enterprise development.'

As one partner noted in their survey response about high level of effective communication:

> *There are obviously a number of factors at play in this, not least being the number of partners co-ordinators have had to juggle.*

One of the key successes for PLACE is the high regard that their work has been held by the partners that have worked with them at the local community level (see section below on Partnership Outcomes). A full list of partners can also be found at Appendix 3.

This locational 'difference' is also reflected in the agencies that TAFE NSW Outreach was able to partner with in the three locations. Over and above the partnerships at the Steering Committee level[15] TAFE

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[15] A full list of Steering Committee member organizations can be found at Appendix 4.

worked closely with key not for profit organisations; community and charity to enable improved outcomes for the communities and individuals that they service.

In Woolloomooloo the main partner was:

- Ozanam Learning Centre, Matthew Talbot Homeless Services, a Special Work of the St Vincent de Paul Society.

In Redfern Waterloo the main partners at the location level were:

- CANA Communities – CANA house and the CANA Cafe,
- City of Sydney,
- Redfern Waterloo Authority,
- Housing NSW,
- The Bower Reuse and Repair Centre
- WEAVE (formally South Sydney Youth Services)
- Michael Mobbs (Sustainable House, Chippendale).

In Marrickville the main partners were:

- Marrickville Council,
- West Marrickville Primary School SACC
- St Bridget's Church,
- Metro Migrant Resource Centre,
- All Saints Church and
- Crystal St Community Shop (Baptist Community Services)

Working with, and through, pre-existing networks and piggybacking on already established good practice in community capacity building TAFE Outreach has been able to support the effort of partners and provide real options for homeless people and those at risk of homelessness in these locations as they developed education and employment pathways. Partner agencies provided locations for training to be delivered and for the development of community enterprises, access to community members and individuals, opportunities for networking and casual employment, direct referrals, recommendations for program content and ongoing support for participants.

The role of the Steering Committee members such as South Sydney Youth Services (WEAVE), Ozanam Learning Centre, City of Sydney Council, Marrickville Council, the Aboriginal Employment Service and Housing NSW all had significant role in recommending and facilitating community partnerships and connections and in one instance acting as 'employer' for two of the PLACE Coordinators who were employed under the community worker award.

Findings

The PLACE Program was successful at a number of levels for both participants and partners. The Programs strengths were as a social inclusion and educational pathways strategy and also, though perhaps to a lesser extent as an employment strategy.

> *I would like to thank everyone in TAFE Outreach for working so hard and believe in us, it has been a privilege being part of PLACE Project and I hope to be able to collaborate, in the future, on similar projects. (PLACE Participant)*

As this quote reflects the PLACE Program, based in an empowerment model gave people who came to the program with multiple complex disadvantages and co-morbidities a sense that they were able to work on an equal footing with TAFE staff – a true collaboration to build a more sustainable future.

Applying a Program Logic model to review success there is evidence from multiple data sources that the Program achieved immediate and intermediate outcomes for a large number of its participants against its stated objectives. Given that the Program has only recently completed the ultimate outcomes from the Program will need to be assessed in 12 months to determine the longer term impact of the Program effort. It is clear, however, from the engagement of partners and the resolve of the Steering Committee that there is considerable will to continue this work to support the learning and enterprise goals of participants of PLACE into the future.

This section identifies the major outcomes against the four objectives:

- the development of integrated learning enterprises and employment networks.
- strengthening place based initiatives,
- innovative learning to work programs,
- building a third home – civic engagement and community enterprise, and

It has been challenging to separate out the outcomes and attribute them to any one particular objective as, given the organic nature of the project and the strong pre-existing working relationships between TAFE NSW Outreach and key community partners.

Much of the commentary about Objective 1 *Integrated Networks,* for example, is relevant to Objective 2 *Strengthening Place Based Initiatives* as both objectives are reliant upon the integration of effort at the local level and the importance of 'knowing, growing and being part of a local community'. Partnership effectiveness and partnership benchmarking has been identified as the main indicators of successful achievement of outcomes against Objective 1, while PLACE based student data and PLACE responses to PLACE location based demographic differences has been used to discuss the success of Objective 2. However this data can be considered as relevant to both objectives.

Objective 3 *Innovative Learning to Work Programs* uses evidence from student and staff surveys and focus groups, student outcomes data from TAFE NSW data sources, documentary evidence of the programs/courses and other resources developed to support this innovation.

Objective 4 *Building a Third Home* uses evidence from the surveys and focus group commentary from the participants supported by the surveys and interviews with staff, PLACE Coordinators and partners.

OBJECTIVE 1: INTERGRATED NETWORKS

Evidence from the evaluation suggests that integrated learning enterprises and networks were most effective due to the effort of the PLACE and Outreach Coordinators in partnership with local networks in the three locations. Successful linkages were forged with, and between, key local partners, Councils, State government agencies and the University of Sydney for the benefit of participants.

EFFECTIVE PARTNERSHIPS

Partnership efficacy, whether partners who have engaged in a program report gaining benefit from the program, is a valuable measure of program success. The following section gives an overview of responses from partners about the establishment, governance, partnership practice and suggested improvements to the Program and gives a benchmark for effective partnership practice for the Program overall.

22 partners responded to the survey and a further four were contacted for follow up interviews to discuss in more depth some aspects of the success and/or limitations of the program. The majority of partners were positive about the objectives and outcomes of PLACE for participants and for partner agencies. Some areas that arose as being less effective were at the initial partnership establishment phase, some internal TAFE management issues and some concerns from Steering Committee partners about issues of governance.

From survey responses 55 per cent of respondents had been involved with the Program since its inception or slightly before in negotiation or support of the original submission for funding. 67 per cent of respondents indicated that they were current active Program partners indicating a reasonably high level of partner engagement over time.

Commencement / completion	Prior to 2009	2009	2010	2011	Current
When did you commence working as a Partner on the TAFE NSW Outreach PLACE program	25%	30%	15%	30%	-
When did you stop working as a Partner on the TAFE NSW Outreach PLACE program	0	0	6%	28%	67%

Table 7: Partner engagement with Program over time
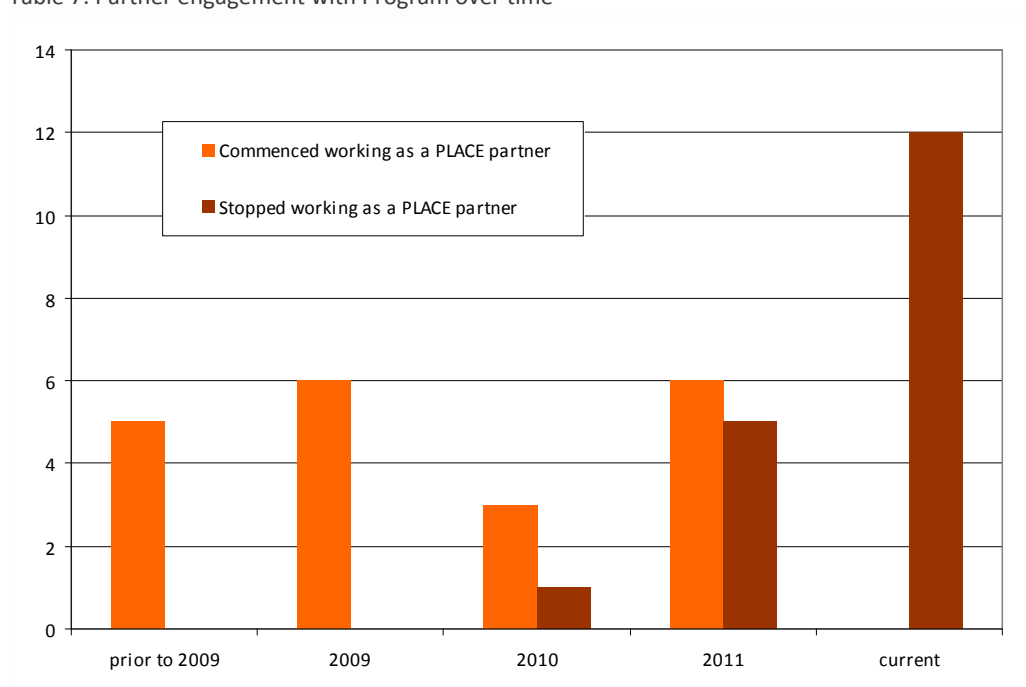
Graph 1: Partner engagement with Program over time

It is important to distinguish between the different levels of partnership. Some partners (nine respondents to this survey) were members of the Steering Committee while others worked at the project management or support / referral level to assist PLACE participants. In considering the responses to various questions the level at which the partners were engaged with the Program is considered as Steering Committee members will, by necessity, have a more strategic overview of the Program as a whole when compared to partners engaged at the local level to implement specific projects.

Q6 What was your role in relation to the TAFE NSW Outreach PLACE Program?	No.	%
project management	5	25%
governance i.e. steering committee member	9	45%
education and training support	3	15%
Employment and industry links i.e. JSA	3	15%
referral to PLACE program	3	15%
community engagement and support	9	45%
accommodation support	3	15%
health and wellbeing support	2	10%
funding support	5	25%
project development	7	35%
Other	8	40%

Table 8: Partner role

Effective governance is a key element of successful programs and partnerships. Partners were asked to comment on the level of their involvement in governance and the effectiveness of the governance of the Program overall. Partners involved in project management with PLACE coordinators on the ground in the local areas were most positive about the governance with six people rating it as good or excellent and only two people rating it as poor or fair. Local advisory group governance was rated less positively with only two of six people rating it as good, two rating it as neutral, one rating it as fair and one rating it as poor. Four out of nine Steering Committee members rated the effectiveness of the governance as good, one rated it as neutral, three rated it as fair and one rated it as poor.
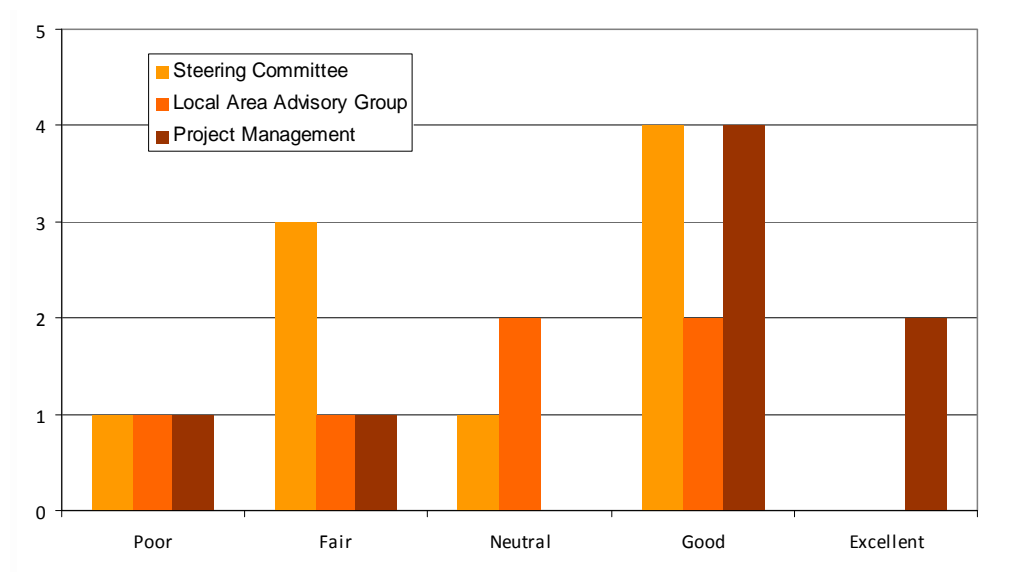
Graph 2: If yes to Q18, how effective do you think these governance arrangements have been?

Steering Committee members commented that the Program lost time and impact in the early stages because it was hampered by:

- poor communication with and between partners
- lack of management clarity from senior TAFE staff
- confusion about the role of partners in the Program
- frustration with the impact internal TAFE restructuring had had on the Program's implementation

This latter point was of particular concern for partners on the Steering Committee who found the impact of the restructure on PLACE Program staff interfered with successful implementation of the Program in the early stages. This issue was discussed at length in the evaluation feedback session run with the Steering Committee at their March meeting at Ozanam learning centre.

Better communication and clear terms of references for each group and partners. (PLACE Steering Committee Partner)

As a partner we were forgotten about unfortunately and the TOR had been developed before we arrived at the table. There was confusion and also lack of understanding of the partnership. An MOU with each agency with TAFE impeded development of good governance and in the beginning there was very poor practice about working as a steering committee with often the steering committee being excluded from key decision making processes. (PLACE Steering Committee Partner)

We needed to have a clearer focus on what it was we wanting to create in the long term.

Partnership issues at the beginning. Not following good governance practice or process. The development of the submission and the assumptions made about each agencies contribution and capacity to fulfil expectations. Communication. The internal issues within TAFE. Good Program management practice but this improved a great deal following some very frank and direct discussions. (PLACE Steering Committee Partner)
Project managers had decided what direction to take the project in and the Steering Committee was not part of that process. The committee was a rubber stamp and didn't make any decisions. There were only a very few times that the committee was asked to make any decisions at all. Maybe this was the way it should have been, I don't know. (PLACE Steering Committee Partner)

We had different views about need and this caused conflict we didn't resolve the issues because we often were coming from different places. (PLACE Steering Committee Partner)

For a number of partners at this level there was disappointment that the resources of the PLACE Program were not to be shared directly with the Partner agencies and that this was their expectation going in to the Program.

Other projects we partner on the funding is shared between partners but this wasn't the case with PLACE. (PLACE Partner)

Unlike other partnerships I have been involved with – the resources were not there for the things we thought were important, while our goals are the same the way we might get there is different. (PLACE Partner)

This was not the opinion of all Steering Committee partners who found the committee effective and the process of getting issues dealt with and implemented quick and straightforward.

In the steering committee debates arose around priorities, governance and reporting. In my experience these issues were resolved well, through the implementation of special workshops

to work through issues as they arose, adjusting the standing items on the agenda, working towards conciliation of differences. (PLACE Steering Committee Partner)

There was a change of Council steering committee membership once the identified role of Council was made clearer. (PLACE Steering Committee Partner)

There were challenges but I thought they got handled pretty well. (PLACE Steering Committee Partner)

Chairing of meetings was rotated but the TAFE personnel managed to steer the members well resolving any issues and getting agreement - some of the partners who chaired the meeting could use meeting procedure training however. (PLACE Steering Committee Partner)

We had a pretty quick turnaround from idea to agreement to implementation - which was great in itself that it was so fast! The program objectives in this time were well articulated - and also pretty straightforward. (PLACE Steering Committee Partner)

Partners involved at the local level commented that the PLACE Program governance at the project level was characterised by high levels of communication, high levels of trust and clarity about roles and responsibilities.

Partner Understanding of Program Objectives
There was a high degree of clarity about the objectives of the Program that was reported by partners at most levels. There was also a high degree of 'fit' between the objectives of the Program and partner agencies. This led to many of the positive outcomes of the Program as partners were willing to engage very fully with PLACE to succeed in providing improved services and outcomes for the target group. Partner agencies were involved with the PLACE Program for a variety of reasons and sought a range of different objectives from the Program. The organisational objectives included the following:

Providing employment for people with mental illness and Learning, Education and work experience for people with a lived experience of mental illness

To deliver an educational and hands on course that would provide clients with an introduction to sustainability.

Working with Boarding house residents addressing healthy eating & understanding affordable living

Research development with TAFE on innovative ways of addressing social disadvantage; strengthening research partnership with TAFE; research partnerships with organisations in the community…

Improved engagement outcomes for people who are homeless or at risk of homelessness and housing outcomes

Support for families with young children

Better engagement with community to work towards pathways to learning and training

Providing opportunities for young people to get good training and move on to employment.

For those not capable of full time work to be able to join a social enterprise

Pathways for homeless clients to access accredited and relevant qualifications

Support employment programs for our residents in the [LGA], create real jobs and support social enterprise development.

Respondents were asked to indicate whether or not their organisations objectives had been met. Of the 20 respondents who answered this question 16 reported that objectives had been met while only four indicated that they had not. The following quotes are from PLACE Partners survey responses:

I think the project has achieved many positive outcomes including changing the way we think and work with homeless people and people who are at risk of homelessness.

Because it complemented our program so well and we have all been able to meet our own organisational/program objectives

TAFE Outreach was instrumental in our clients gaining learning and educational placement within mainstream TAFE which will allow the clients more scope for employment and an idea of options in employment and learning.

Many people were trained in media development. Found great networks, shared their stories and learnt from others.

There is a 'community of interest' which both PLACE and STARTTS and others occupy and which support grass roots passionate entrepreneurs.

Pathways are in place and clients are accessing qualifications.

The City was very impressed with the number of projects, training undertaken, number of participants and the innovation shown by the program in social enterprise ventures.

PLACE brokering the access licence to 107 Redfern St gave us the space to achieve our individual goals and the program included us in the development and provision of education to the learners involved.

The partnership has resulted in jointly developed research outputs e.g. issues including a draft report, conference papers and initial work on research project comparing of NSW and Victoria innovation projects on work and learning for very disadvantaged communities; Led to a new research partnership with TAFE and Matthew Talbot on e-learning for homeless communities.

The PLACE Project has built the capacity of individuals, of our organisation and our community. There is a strong element of sustainability. In the broadest sense of community enterprise it is a success. In the narrow sense, it can't compete with the third world.

PLACE program played a central role and support for the people who came to work in our office and provided support to those who came to work at our conference

We received support, information and advice from PLACE

I believe that some residents benefit from this program because I see them eating healthier food.

Several parents have gained in confidence, skills and supportive local networks as a result of this program. Empowered and connected parents are more likely to provide more effective support for their children as they enter formal schooling and beyond.

There are lots of positive outcomes for the people I have been connected to. The educational component was great, life skills and relational skills need more support.

Lots of young people gained new skills and some went on to future training and employment.

Of the four partners who indicated that their organisational outcomes were not met the following reasons were given.

> *Social enterprise is not easy to develop and execute. I would have hoped that there were more youth specific enterprises developed. This didn't happen. There were no social enterprises for young people that were economically self-sufficient by the end of the project.*
> *Above outcome [expressed in response to the previous question] was not met.*

Internal partners were concerned about the lack of Senior Management support and engagement in the Program initially:

> *Within TAFE NSW, Sydney Institute there was never full engagement with the PLACE program by TAFE NSW managers that is from SEO level and above. [There were] constant internal battles [with staff] wasted valuable time, effort and money. The Outreach Coordinators [names - have] spent over 3 years putting in many extra unpaid hours. Firstly, when they wrote the initial submission for the DEEWR funding and in managing the project (over and above their usual roles).*

Organisations that apply for large Commonwealth grants need to give careful consideration to the internal support structures for Program to ensure that staff are able to balance the management of the external grant funding with pre-existing workloads. Consideration also needs to be given to streamlining any internal processes such as recruitment and management to maximise the time frame of grant funding (which always generally short term and temporary).

BENCHMARKING PARTNERSHIP EFFECTIVENESS

Partners were asked to rank how effective they thought various elements of the PLACE partnership had been; these elements are commonly found in successful partnerships:

- effective communication,
- negotiating outcomes,
- clear program objectives,
- clear roles and responsibilities,
- trust between partners,
- understanding the organisational culture of partners, and
- commitment to the partnership.

The results of the first four elements from the list above are combined in the graph below as they used a comparable likert scale for comparison (poor, fair, neutral, good, excellent). The other elements used slightly different ranking descriptors or yes/no responses so are discussed separately in the section below.

The PLACE Program, on the whole, was generally highly rated by Program partners across all elements of Program partnership. This is not to say that the partnership was successful for all partners as this does not appear to be the case. What is evident is that for the majority of partners communication, negotiating outcomes, clarity of objectives and roles and responsibilities, trust, understanding of organisational culture were above the neutral line on the likert scale; that is the elements were ranked as good or excellent in effectiveness, quite well or extremely well met, or understood some or a lot. The majority of partners also responded that the level of partnership commitment was high.
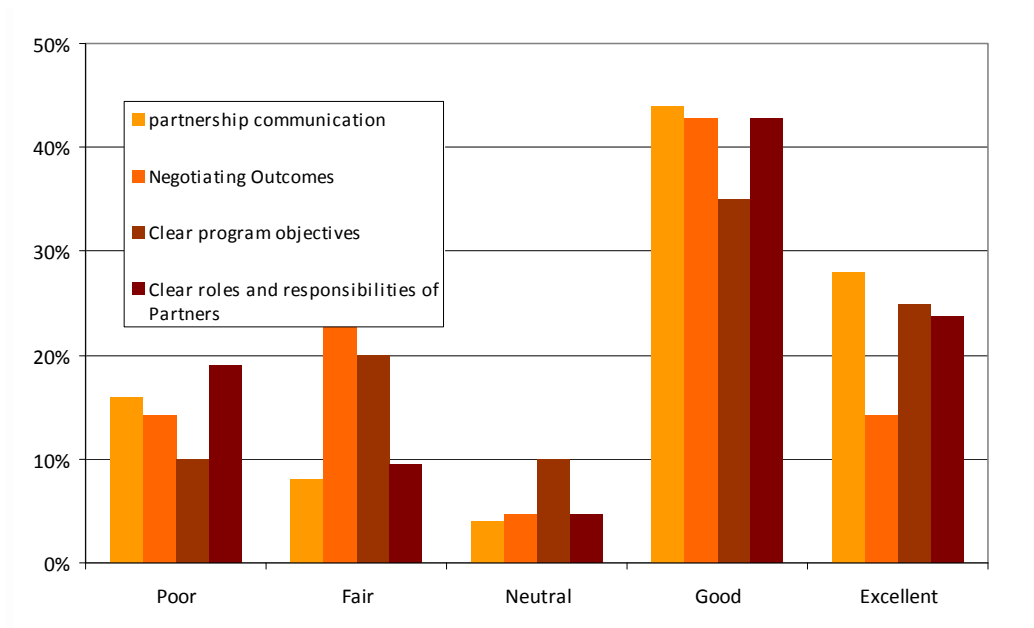
Graph 3: How effective do you think these aspects have been?

All four partnership elements compared in the graph above were ranked highly by the majority of partners. For a small minority of partners there were issues about effective partnerships in all quadrants however in terms of a baseline benchmark PLACE Program partners have ranked the Program above the neutral line (good or excellent) at well above 50 per cent. Partnership communication was ranked most highly at around 70 per cent, with clear roles and responsibilities ranked second at around 65 per cent, both negotiating outcomes and clear program objectives were closely ranked at around the 60 per cent mark.

Based on a review of the commentary around these rankings it would seem that those that were clear about program objectives and felt that the communication was good or excellent were more positive about the other two elements of roles and responsibilities and negotiating outcomes.

> *PLACE stated objectives were consistent with its actions, something one does not always see in the community sector.*
>
> *Good communication [about objectives], clear directives*
>
> *My work as research partner depended on the written articulation of objectives contained in the project documentation. These were very clear.*
>
> *Everyone was agreeable and happy with their roles and responsibilities because it was so clear.*
>
> *Aims were clear and relative*
>
> *Program objectives were well written and achievable but they needed to be "owned" by TAFE NSW SI not just by Outreach and partners.*
>
> *The objectives are very clear that is why the achievement rates are so high.*

For some partners the objectives were unclear, too broad or 'lofty' which led to confusion for some partners and a sense that the Program may not have achieved against them:

> *Too broad no clear outcomes relevant to the agencies core business*

Establishment of social enterprises vs. enrolment and completion of courses

The objectives were very lofty and some of the projects established will remain but very few social enterprises will survive in my view. What was successful was building new relationships between participants. Giving students new skills that they can take into the workplace.

For others the promise of the objectives failed to be met by the partner's community:

Very clear objectives and community outcomes, sadly the project didn't fulfil community expectations.

Partners were generally positive about the effectiveness of the communication between partners:

The communication at project level was very good and was reflected in the successes within the different projects.

All partners on the project were open and met early on to work out how the program could work for everyone. Also each partner was respectful of each other's needs and was interested solely in what the benefits this project could bring to the participants.

Partner communication with individual PLACE staff and contact with Program staff overall was identified as being successful by many respondents:

[PLACE Coordinator A] is sharp and onto things. She lets people know exactly what was going on and who needed to know what. Sometimes there seemed to be a conflict between needing to tick certain boxes for the PLACE project, and the need to work flexibly around the target group. But this was talked about. It was a tussle we had to work with.

[Program Coordinator] was an excellent person to deal with because she understands what community engagement is and because of her ability to work cooperatively with others.

[PLACE Coordinator B] was in regular contact with me. It was an advantage that she volunteered with our organisation while working for PLACE

PLACE coordinator has been contactable and available for phone conversations and face to face meetings to provide information, support and guidance

Regular correspondence kept everybody up to date. Have a great working relationship with the PLACE Coordinator.

I found the staff very accessible and great to deal with.

Communication at the Steering Committee level was noted as being positive by several partners:

The documentation for the Steering Committee was excellent. The milestone reports were very clear.

The organisation of the meetings, the information distribution and explanation of roles was very clear and comprehensive. I joined the Steering committee in 2011 and immediately felt up to speed after reading the documents supplied by the coordinators.

Poor communication marred some partner's perception of the program overall and some aspects of implementation:

In most cases there was excellent communication between main stakeholders. The difficulties arose when the task was handed to teachers who were not involved in preliminary discussions

and perhaps lacked the relationships and deeper understanding that might have made the experience a more personally positive one for some of the students involved.

We were often poor communicators and didn't confront problems well. What ended up happening was that TAFE distanced itself from our organisation in the last year of the project. This was a joint problem and I take responsibility for half of this issue.

Partners were asked to indicate whether or not they felt that partners demonstrated a high level of commitment to the Program and the partnership. Of the 20 respondents who answered this question 17 (85 per cent) answered in the affirmative and only three (15 per cent) answered in the negative.

I answered yes as I believe most partners demonstrated a high level of commitment to the partnership. That is they often participated over and above expectations.

Most partners volunteered and did extra hours out of work to assist the program - very committed in my opinion, and when we attended events like the graduation at the Redfern project the rewards for that effort were plentiful.

We were all in it together for the best outcome for all.

There was a great level of commitment

Homelessness is a very political issue with huge government investment but also people are very committed to this issue.

We all did what we said we would do and helped out where we could - I also felt that we were also really chuffed by what we saw happening.

I think we had a good relationship with TAFE, but it was a struggle to keep community interested at times. This was not clearly understood.

Once more in the organising and holding of that seminar, there was never a question of PLACE not following through on its commitment.

There seemed to be friction between some key members of the steering committee as well as within the TAFE NSW hierarchy.

Different partners have different roles. Each participated to the level required.

[PLACE Coordinator Marrickville] gives amazing energy and commitment to the PLACE Project and the partnerships.

I think that all partners were committed to good outcomes for students but there were a number of assumptions made that were incorrect. I also think that the agendas for each partner were not necessarily the same.

[I] had a great working relationship with the PLACE coordinator at Woolloomooloo site.

Partners were also asked to rank the level of trust they felt there was between partners. 16 respondents indicated that there was either 'a lot of trust' (ten respondents) or 'some trust' (six respondents). For two partners their perception of this issue was neutral (which could indicate that it was not an issue for them or not an issue that they felt comfortable commenting on) and for two partners they felt that there was not much trust exhibited.
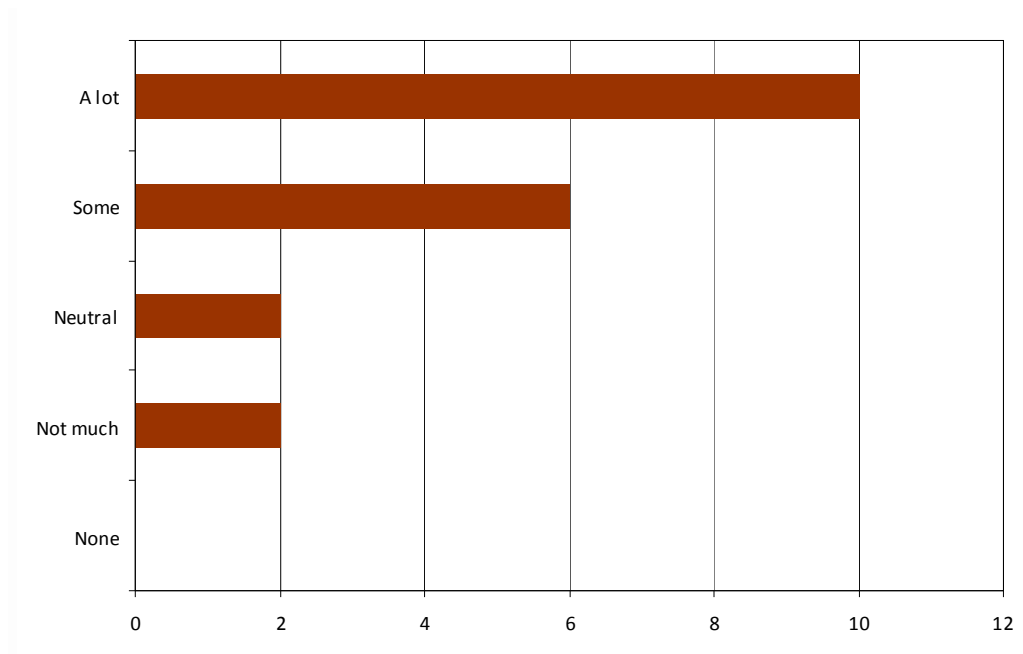
Graph 4: How much trust do you feel there was/is amongst partners?

AREAS OF PROGRAM IMPROVEMENT FOR PARTNERS

Some partners required more clarity from the outset about roles and responsibilities and there was clearly evidence that in the initial start-up phase of the Program more work could have been done on being clear about the level of shared resource, the level of shared risk and the level of shared reward for partner agencies. For a number of partners who are engaged in other partnership program more effective planning, partnership engagement and clarity from TAFE NSW about its expectations regarding partnerships and how it works with partner agencies would have been beneficial.

> *Sometimes I wonder if the funding body wanted to see by the end of the Project, homeless people or people at risk of homelessness all working busily away in social enterprises. There is definitely a hint of that. But there are more people who've just got more control over their lives, are connected and are moving on, in ways that they never could before. A number of our women live with DV, and that can put them at risk of homelessness at any time. It can also make their lives chaotic and unpredictable. And they have young children to think about. I think the goals are good. There also needs to be flexibility along with high expectations.*

A number of the components that made PLACE successful also added a layer of complexity and led to some of the less successful elements of the Program, especially for organisational partners.

Responding to each PLACE location and its specific context requires a high degree of flexibility and responsiveness. This flexibility and responsiveness is harder to plan for and manage within conventional approaches.

Some partners and some staff found this 'flexibility' confusing and were uncomfortable operating in this way. Some partners work closely with the same target group but in a more didactic way than TAFE Outreach which has a pedagogy based in Frerian emancipatory adult educational theory that encourages self-determination and negotiates learning approaches and outcomes with all of its adult learners. One partner called it a 'fluid system' which in the evaluator's opinion is a very clear way of describing both the strength of the model – its flexibility – and its weakness in that it can be hard for other partners to grasp and time consuming, with all its complexities, to communicate.

Outreach is a fluid system by nature and by demand; it can be difficult as an 'outside' partner to feel completely in the loop. There have been several occasions in which we have missed information etc.

OBJECTIVE 2: PLACE BASED INITIATIVES

PLACE BASED SOLUTIONS

All of the work undertaken by the Program staff and partners targeted PLACE based solutions to meet the needs of homeless people and those at risk of homelessness in these locations as this was the underlying approach of the Program.

As a result of this effort PLACE has built, or begun building, sustainable networks and location based places to support this target group to varying degrees in all of the three locations. [16]

In Redfern/Waterloo this work, which was initiated at CANA House in Calder Street, moved to 107 Redfern Street, Redfern in partnership with the City of Sydney as part of their community renewal strategy. In Woolloomooloo TAFE NSW Outreach has an ongoing funded commitment to provide continuing programs to homeless people and other local residents at Level 4 Learning at the Ozanam Learning Centre in Forbes Street Woolloomooloo supported by Matthew Talbot. In Marrickville, which was a more dispersed location, the Community Threads project is now being auspiced by the May Murray Neighbourhood Centre. Other project work is ongoing through improved linkages to the Bower, St Bridget's Church and Connect (SACC at West Marrickville Primary School).

Regardless of the location PLACE has been particularly successful against this objective by:

- responding to the contextual issues in each location and developing programs and approaches to meet these local needs in collaboration with TAFE Outreach and key partners 'on the ground',
- developing location specific solutions that meet the needs of the 'actual' people who live in these locations, and
- building effective partnerships at the Steering Committee and local PLACE level (see previous discussion against Objective 1).

Evidence from interviews with key staff and a review of Program documentation indicate that the Program effort in each location was based upon a strong underpinning knowledge of the demographics of each location and their specific needs and barriers.

At Woolloomooloo, for example, in addition to other entry level adult basic education programs there was a focus on computer skills and new digital media as this was identified by the predominantly older male cohort as being of particular interest to them. Some required introductory exposure to computers and new digital media while others had some experience that required refreshing as a result of their time being homelessness.

At Marrickville there was a focus on community service and creative arts programs (managing a community event, playgroup facilitation, sewing and cooking) that met the needs of the predominantly female and CALD or ATSI groups. Programming and location of courses had to be in child friendly locations and at times that suited women with family responsibilities.

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[16] See Appendix 1 for a summary of outcomes against the Program Logic Model.

At Redfern Waterloo there was a focus on "hands on" practical education, trades based and sustainable living courses; retrofitting a local house to be 'eco-friendly' and working on furniture reuse and recycling (see below for a more in-depth discussion of these approaches).

Participants who attended focus groups were reported being better connected to one another and to their 'place' as a result of the Program.

> *I really want to know what the others are doing; the best thing about the Program is these blokes here!*

> *I came today because we have done so much together and I like sharing it together. I think what we have done is great.*

> *I have lived here for a long time but now I am more… I know more people, when I come here X knows me. We have a laugh*

> *I was doing a lot of drugs and you get, really you don't see anyone outside that. Now I don't need that I have been coming here and [X] this is what I was doing before 20 years ago. I had work and now I am doing it again, and I am good at it.*

The details of PLACE based learning to work pathways that developed in each location can be found later in this report in the discussion of Objective 3: *Innovative Learning to Work Solutions.* Data on student activity by location provided by TAFE NSW data (See Appendix 5) gives an interesting picture of the student cohorts in each location; that is the characteristics of those homeless people and people at risk of homelessness who enrolled in courses offered by the PLACE program. These characteristic differed by location and provide evidence of how the PLACE program, its manager, coordinators, teachers and partners responded to place based diversity.

TAFE NSW student characteristics are captured in a number of ways however all demographic data captured about the student is optional rather than mandatory. The TAFE NSW enrolment form has a voluntary back page that asks students for details of disability, cultural background, Aboriginality, social security benefit etc. Because of the voluntary nature of this report the data sets for student characteristics are in most cases partial. The PLACE program is no exception. In order to support better data gathering TAFE NSW Outreach at Ultimo and Petersham provided PLACE coordinators and teachers with an additional form to allow them to collect additional data. This data is also voluntary and the following discussion of student characteristics by PLACE location is based on partial (though in some cases very close to complete) data sets from this latter source. The data has been grouped by the three locations and where relevant the mentoring courses. In addition the PLACE coordinator has compiled a statistical snapshot of all students by gender, educational level, housing type, age, benefit type, disability and ethnicity.

The student data gathered indicates that the three locations were quite strongly gendered which may reflect a similar pattern to homelessness or people at risk of homelessness in each location and also the pathways and courses offered. Marrickville attracted predominantly female students (81 per cent female to 19 per cent male[17]) while both Redfern/Waterloo and Woolloomooloo attracted more male

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[17] All student data discussed in this section is sourced from the TAFE NSW PLACE data base. The data was gathered from PLACE students at course information sessions. The data is voluntarily given by students and partial in nature. While most students completing the forms completed the question on gender smaller numbers answered the questions on disability, housing, mental health and social security benefits. This is a common trend in equity data as it is based upon self-reporting or disclosure and many people are reluctant to divulge certain types of personal information. For this reason it has not been possible to look across the locations and closely compare student characteristics but rather

students (71 per cent males to 29 per cent females in Redfern/Waterloo and 66 per cent to 34 per cent in Woolloomooloo). The Mentoring Courses were more gender balanced in enrolments attracting 43 per cent male to 57 per cent female enrolments. These courses were offered at the Ultimo campus and drew students from all other locations and additional local students.

Marrickville

The Marrickville cohort was predominantly older (49 per cent of students were over 41 years old), female and from a CALD background (44 per cent of students). There were also nine students who were Aboriginal and Torres Strait Islander.50 per cent of students had a previous educational level of Year 10 or below and a further 9 per cent completed to Year 12. While the largest proportion of students lived in private homes (rental or owned) a large group 29 per cent lived in social/public housing and 18 lived in supported accommodation. 13 per cent of respondents indicated that they had a disability and 23 per cent indicated that they had mental health issues. This is lower than other locations. Students from this cohort had a higher proportion of Family Benefit and Single Parent benefit recipient status than other locations which reflects the high proportion of female students.
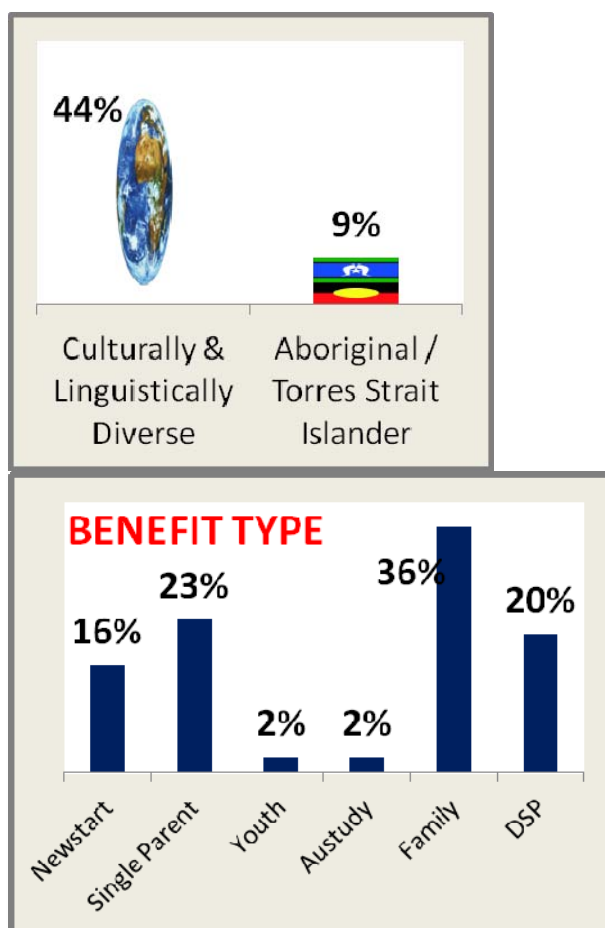
Graphs provided by TAFE NSW Outreach from Marrickville student survey results

what is provided here is an indicative summary of some locational cohort differences that were reflected in the placed based solutions developed by Outreach.

Redfern and Waterloo

The Redfern and Waterloo cohort was predominantly male and older with 45 per cent of students being over 41 years old and 30 per cent being between 25 and 40 years old. This cohort had the highest proportion of students who answered this question (105 students) from an ATSI background (17 per cent) and a smaller number of students were from a CALD background (11 per cent).
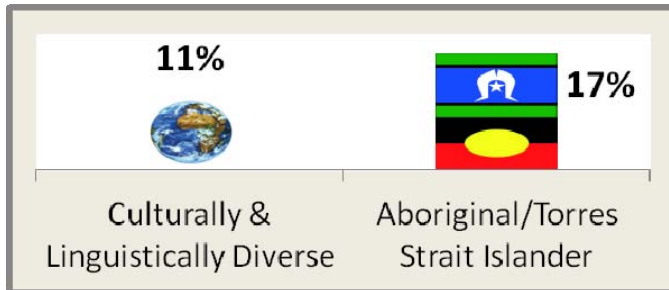
Graphs provided by TAFE NSW Outreach from Redfern/Waterloo student survey results

Of the 77 students responding to the question about previous level of educational attainment 43 per cent reported that they had completed Year 10 and 21 per cent of students had Year 9 or lower as their previous level of educational attainment. Of the students who answered the question about housing type 45 per cent reported living in public/social housing and 11 per cent reported living in supported accommodation. This cohort also had a high proportion of students living with family or friends (18 per cent). Of the students from this cohort who answered the question on benefit type 43 per cent were in receipt of Newstart benefits, 33 per cent reported being in receipt of Disability Support Pension (DSP) and 20 per cent were in receipt of Youth Allowance.
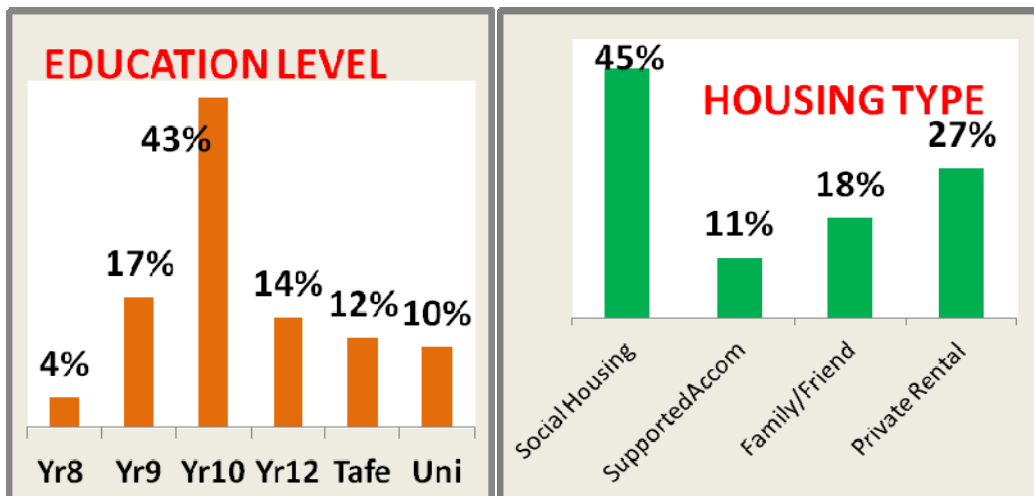
Graphs provided by TAFE NSW Outreach from Redfern/Waterloo student survey results

Woolloomooloo

The students in the Woolloomooloo cohort were most often male and over 41 years old (71 per cent of the 98 students responding to this question) which is markedly higher that in the other locations. The age groups were more evenly represented.
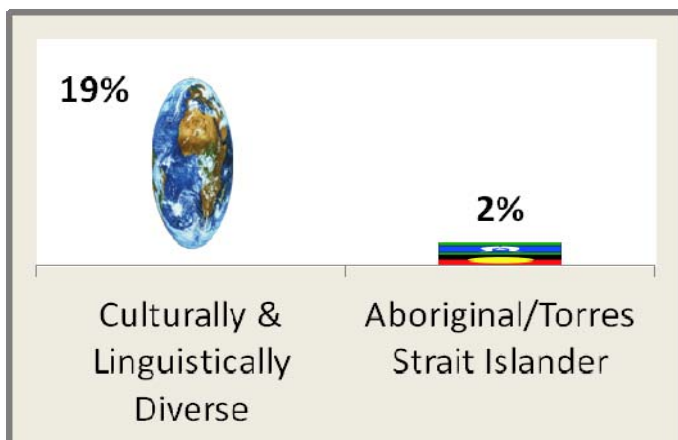
Graphs provided by TAFE NSW Outreach from Redfern/Waterloo student survey results

58 per cent of students responding to the form from Woolloomooloo answered in the affirmative to the question about whether they had a disability and 38 per cent indicated they had a mental illness. This is reflected in the responses to the questions about benefit type with 33 per cent of respondents reporting that they were in receipt of Newstart allowance and 58 per cent reporting that they were in receipt of a DSP. A smaller proportion of these students indicated that they were from either a CALD background (19 per cent) or an ATSI background (2 per cent). The educational levels of attainment were also higher for this group with 46 per cent of respondents indicating that they had previously completed a TAFE course and 10 per cent indicating that they had attended University study in the past. OF the 86 students who answered the question about housing type 30 per cent indicated that they lived in public/social housing, 19 per cent lived in supported accommodation and 16 per cent lived with family and friends.
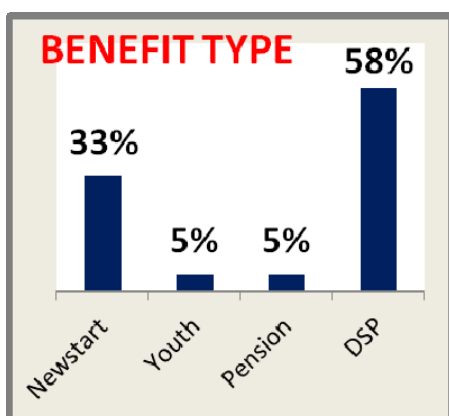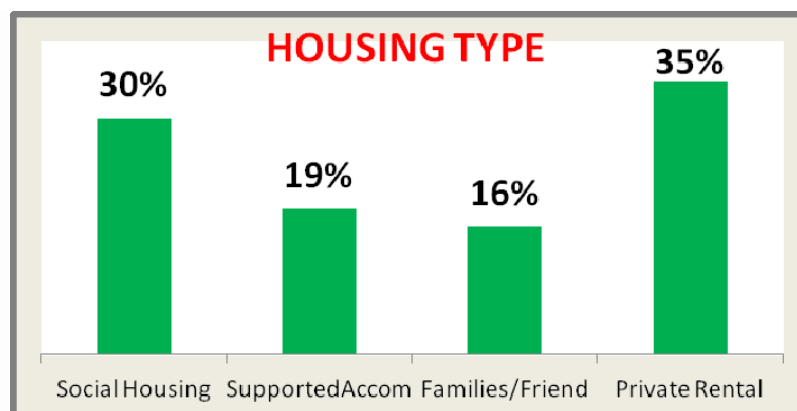
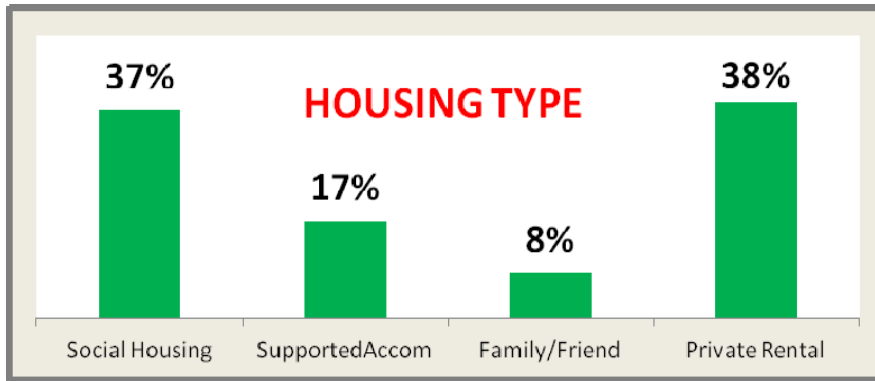Graphs provided by TAFE NSW Outreach from Woolloomooloo student survey results

Community Engagement and Mentoring

These students were a more gender balanced cohort (43:57) with an even spread of previous educational level. Students tended to be older with 50 per cent of the 107 students answering this question being over 41 years old and 46 per cent being between 25 and 40 years old, however this is fairly typical of Outreach student groups. Of the 76 students who answered the questions about housing type 37 per cent of respondents were in public/social housing, 17 per cent were in support accommodation, 8 per cent were living with family or friends and 38 per cent were living in private houses. Of the 48 respondents who indicated they had a disability 38 per cent reported that they had a mental health issue. Of the 129 students who answered the question about ethnicity 26 per cent were from a CALD background and 7 per cent were from and ATSI background.
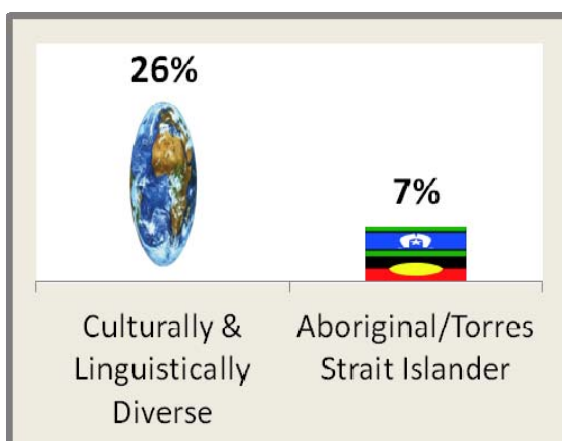
Graphs provided by TAFE NSW Outreach from Mentoring student survey results

HOUSING TYPE

37% Social Housing
17% SupportedAccom
8% Family/Friend
38% Private Rental
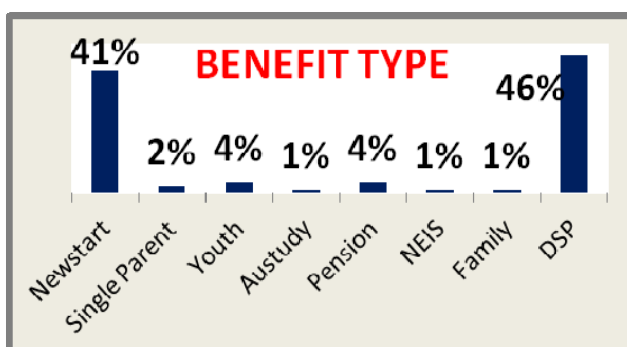
Graphs provided by TAFE NSW Outreach from Mentoring student survey results

Demographic snapshot of Semester 2, 2011

Data gathering processes were refined and improved over time so a statistical snapshot from Semester 2 2011 was compiled to give an indication of the type of characteristics typical to the PLACE program (see Appendix 5). The combined cohort was gender balanced and older (50 percent of respondents were over 41 years old). More people were in receipt of Newstart Allowance and Disability Support Pensions than other benefit types. Of those people who indicated that they had a disability 55 per cent indicated that this related to mental health. 37 per cent of respondents had completed Year 10 or below prior to the course they were enrolled in and a large group (30 per cent) indicated that they had previously completed a TAFE course. There is an assumption that this may be because by semester 2 2011 many PLACE participants had completed one or more courses as part of the Program. Of the 140 students who answered the question about housing type the largest group lived in a private house (37 per cent), followed by public/social housing (34 per cent), with family and friends (17 per cent) and in supported accommodation (11 per cent). The low response rate to these questions is not uncommon given people's privacy concerns around homelessness, mental health, disability and benefit recipient status.
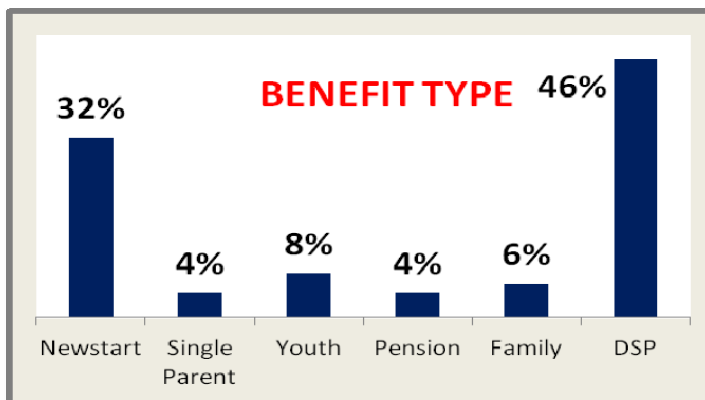
BENEFIT TYPE

32% Newstart
4% Single Parent
8% Youth
4% Pension
6% Family
46% DSP

Graphs provided by TAFE NSW Outreach from Semester 2, 2011 student survey results

IDENTIFIED MENTAL HEALTH

55%

17%	33%	50%
18-24 Yrs	25-40 Yrs	41+ Yrs

HOUSING TYPE

34%	11%	17%	37%
Social Housing	SupportedAccom	Family/Friend	Private Rental
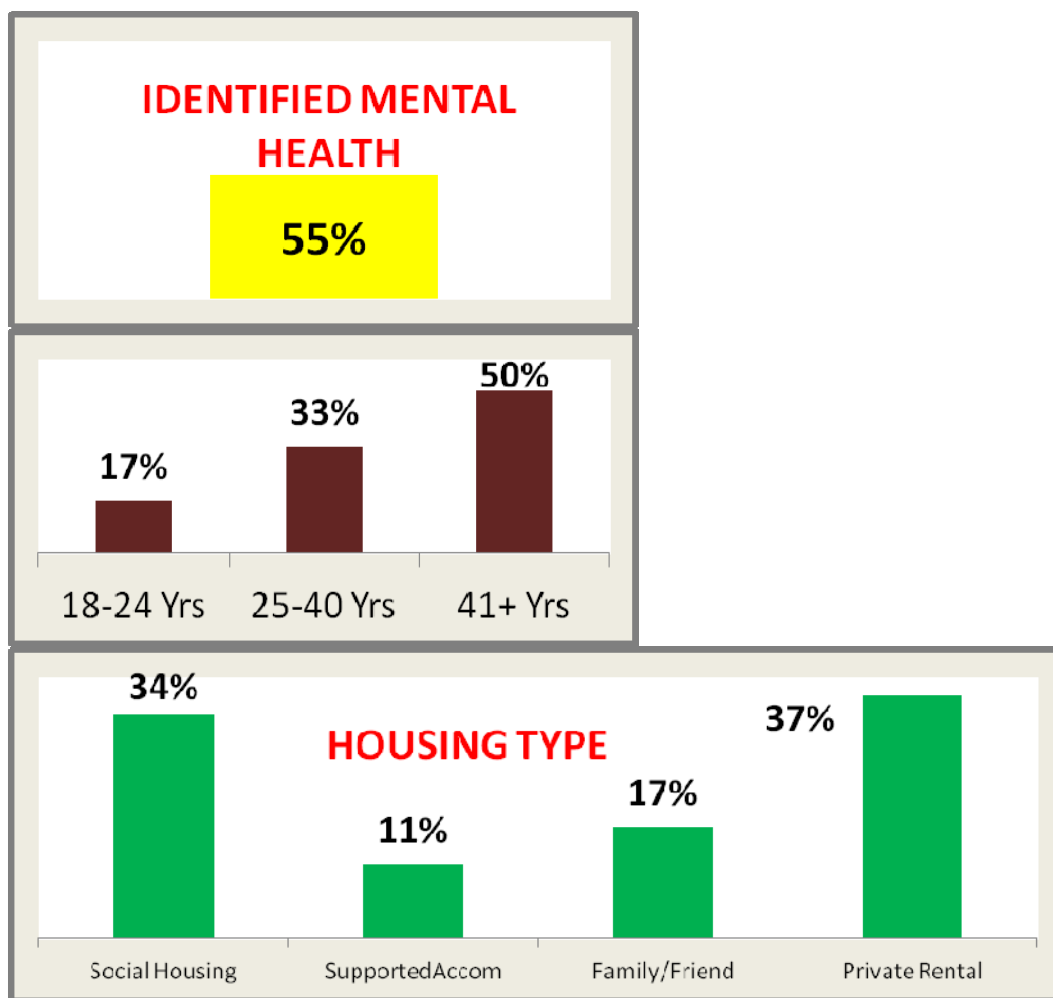
Graphs provided by TAFE NSW Outreach from Semester 2, 2011 student survey results

OBJECTIVE 3: INNOVATIVE LEARNING PROGRAMS

PLACE has been effective at providing a depth of program delivery which is based on engaged and experienced teachers who provide supportive and innovative adult learning environments to cater for the needs of learners experiencing multiple complex disadvantage. Following the Outreach model the programs offered participants a student centred adult learning experience that fostered personal development and increased agency for participants.

This delivery has promoted enterprise activity and skills development in participants and supported them to pursue pathways to employment, enterprise and higher level courses.

Students were offered a range of educational programs in 38 areas of delivery many in skills shortage areas[18]. The content and outcomes of all programs were negotiated using an Outreach model of

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[18] See Appendix 3 for a list of course offerings

student centred and negotiated learning. Targeting sustained pathways for their students, the PLACE coordinators and Outreach team could work together with their teachers and community partners to determine the most appropriate programs for the groups in each location.

PLACE has delivered a series of Learning to Work programs in response to local needs, ideas and skills to develop community driven projects and seed creative community enterprises. *Learning to Work* programs occur in Waterloo/Redfern, Marrickville and Woolloomooloo to facilitate participants' access to training to improve their work placement, community engagement, volunteering, mentoring and paid employment opportunities.

Outreach has a long tradition of working in partnership with grassroots community organisations to identify and address local needs and interests. Courses are negotiated in partnership with potential participants, community workers and key agencies to provide practical, flexible and creative solutions to community concerns. Projects have included community gardens, urban food growing, landscaping public land, upgrading community facilities, coordinating community events and providing skills development in areas of interest.

Outreach also has strong partnerships with key agencies that work consistently to increase the skills and capacity of individuals and local groups to initiate, lead and sustain community renewal over the long term. Many of these programs have seeded commitment and empowered groups who continue to develop active citizens, community programs and enterprises such as local playgroups, community events and enterprise initiatives.

Four student pathways were developed in each location that responded to need (see Appendix 3 for a full description of the course offering in each pathway). These pathways were:

- Community Engagement and Mentoring Pathway (Ultimo – cross location offering)
- Creative Industries Pathway (Woolloomooloo)
- Community Renewal and Enterprise Pathway (Marrickville)
- Sustainability Pathway (Redfern and Waterloo).

Community Engagement and Mentoring Pathway included the following courses

- Introduction to Community Engagement (9071) Certificate I
- Community Engagement and Mentoring (4962) Statement of Attainment
- Developing Community Enterprises Certificate II 9069 SOA in Skills for Work and Training
- Community Cultural Development   9040 Certificate IV Skills for Career Development

This pathway was established and run through Ultimo campus to support students from across the other PLACE locations develop community based skills and knowledge and build higher level skills. This pathway is particularly significant in addressing Objective 4 Building a Third Home.

Creative Industries offered predominantly at Ozanam Woolloomooloo to meet the interests of students included the following courses:

- Writing for Creative Industries 4962 Statement of Attainment Vocational and Community Engagement
- Digital Storytelling Project 4962 SA Vocational and Community Engagement
- Woolloomooloo Stories Project 9071 Certificate 1 Skills for Work and Training
- Working with Screen-printing and digital design 4962 SA Community and Vocational Engagement
- Music Production program 9070 Certificate 1 Skills for Work and Training and 8180 Certificate 1 Creative Industries: Music Production
- Working with Creative Digital Media: Certificate 1 9071 Skills for Work and Training
- 8180 Creative Industries Certificate 1: Film and Video Production

- Foundation Skills and Employment Preparation Program: Certificate 1 9071 Skills for Work and Training Salvation Army JSA project
- Skills for Enterprise and Employment Preparation: Certificate 1 9071 Skills for Work and Training in partnership with Psychiatric Rehabilitation Australia/ OTEN

This pathway has led to the production of DVD's and a community television program episode.

Community Renewal and Enterprise Pathway is a pathway to Vocational training in Certificate III and IV in Childcare, Events Management, Hospitality, Community Services and Fashion and included:

- Learn to Sew 4962 Statement of Attainment Vocational and Community Engagement
- Sewing Skills Development (Learn to sew 101) 9070 Statement of Attainment Access to Work and Training
- Sewing Workshops (Developing a Sewing Business) 9069 Statement of Attainment Access to Work and Training (Certificate II level)
- Sewing Enterprise 9072 Certificate II in Skills for Work and Training
- WOW and Computing 9070 Statement of Attainment Access to Work and Training
- Playgroup Facilitation and Childcare Industry Experience 9071 Statement of Attainment Access to Work and Training
- Creating Community Events 9071 Certificate 1 Skills for Work and Training
- Introduction to Community Services 9069 Certificate 2 Access to Work and Training
- Setting Up a Food Stall 9071 Certificate 1 Skills for Work and Training
- Developing a Food Business 9069 Certificate 2 level Skills for Work and Training
- Food *Business* (Developing a Food Enterprise) 9072 Certificate II

Sustainability Pathway built on Outreach expertise in urban food growing, permaculture and community gardens projects and the development of skills required for the emerging green economy. This stream provided a pathway to further education and training in Horticulture, Green Skills, Trades Industries and Adult Education and included the following courses:

- Growing and Making Healthy Food 4962 Statement of Attainment Vocational and Community Engagement
- Living Sustainably 9070 Statement of Attainment Access to Work and Training
- Adult Teaching and Learning The ALT (Adult Learning & Teaching) course (run as a partnership between UTS and TAFE Outreach)
- Introduction to Construction 9070 Statement of Attainment Access to Work and Training
- Community Construction Project 9070 Statement of Attainment Access to Work and Training
- Introduction to Trades Industry 4962 Statement of Attainment Vocational and Community Engagement
- Painting and Decorating. 4962 Statement of Attainment Vocational and Community Engagement
- Introduction to Landscaping 9070 Access to Work and Training
- Introduction to Building Trades 9070 Statement of Attainment Access to Work and Training
- Trades Industries Pathways 9070 Certificate 1 Access to Work and Training
- Recycle, Recreate, Reuse 9070 Certificate 1 Access to Work and Training
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- Sustainable Living and Community Enterprise hub - Redfern Waterloo

Sustainable Living offered a series of educational programs and enterprise initiatives that skill and employ predominantly homeless men who have trade qualifications and/or practical skills. The Sustainable Living group retrofitted a community house run by Cana Communities as a Sustainable House. Working with Michael Mobbs, a local resident and urban living sustainability expert, students have developed skills in street composting, seed propagation, urban food growing and green skills teacher training.

Hobo Grow – an enterprise that is growing seeds for propagation, producing and selling vertical gardens and street furniture and delivering sustainability workshops is one of the creative community enterprises to emerge from this local program. The group aims to 'undertake green skills audits for community facilities, run sustainability workshops for community groups and provide mentoring and teaching on community gardens and seed nurseries.'[19]

A number of the participants from sustainable living were engaged as mentors on PLACE and have also enrolled in the Adult Learning and Teaching (ALT) program and the Certificate IV in Workplace Training and Assessment. Participants in the program have also provided mentoring and training to students in a linked program for the Sustainable Action Values Everyone (SAVE) program which is coordinated by the City of Sydney.

In partnership with The Bower, participants of the Recycle, Recreate and Reuse course learnt to redesign, repair and re upholster discarded furniture. This project developed into a community enterprise from a street front workshop in Redfern in partnership with the City of Sydney. The Curb Collective repairs and reupholsters furniture for reuse and resale and commission based sales with collectable shops in Redfern and the Bower.

- Skills Creation and Creative Enterprise Hub - Marrickville

Marrickville PLACE effort centred on offering enterprise and skills development for at risk women from two particular groups; culturally and linguistically diverse (CALD) women including women from emerging communities and refugees and Aboriginal women.

The CALD women's group was particularly interested in sewing skills, alterations, sewing product development and enterprise opportunities. 'The programs provided skills training, traditional skills workshops, community cultural development activities and alternations services in South Marrickville (with Metro MRC and Connect Marrickville). Combining coffee, craft and community capacity building to generate skills exchange, market opportunities and interface between diverse communities'[20]. The women were supported by the PLACE coordinator and mentored by student 'leaders' to support their product development and enterprise skills. The participants have successfully produced and sold products at local markets – Addison Road and Eveleigh artisans markets and at local festivals and events such as White Ribbon Day, Dance around the World, International Women's Day and Marrickville Children's Festival.

The programs for Aboriginal women were based at the Multi Mix Mob Playgroup at Connect (West Marrickville Public School) and these women received training in a range of areas such as playgroup facilitation, managing a community event and community services. Participants have succeeded in gaining employment, self-confidence or enrolment in higher level qualifications in mainstream TAFE.

> I would never have dreamed that I could study at TAFE. I didn't think I was smart enough or that it was a place that I could go. The opportunity I have got from PLACE from TAFE from coming here to the programs [at Marrickville], building on what I already know. Even on the day when we went to TAFE (at Ultimo) we got lost and couldn't find anything then this teacher stopped and helped us and I thought yes, I can do this. I didn't walk away.

- Learning to Work Centre – Woolloomooloo

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[19] From PLACE Submission for funding for Creative Enterprises – Amanda Buckland 2011
[20] ibid

Level 4 Learning (Level 4) at the Ozanam Learning Centre in Woolloomooloo 'is a community education and creative industries hub with facilities that include music production, film production, graphic design and screen printing, and community television show development'[21]. Students at Ozanam tend to be highly transient however some of the student outcomes have included a video of student effort and a segment on the Life Show on community television.

Level 4 Learning offers participants who are homeless or at risk of homelessness opportunities in mentoring, self-paced tutored distance education and work experience opportunities to develop employment pathways. This partnership with Ozanam Learning Centre and Matthew Talbot Homeless Services is now extending e-learning opportunities via a National VET strategy to the homeless in Armidale and Wagga Wagga in partnership with TAFENSW.

The Creative Industries Pathway offered predominantly at Ozanam Woolloomooloo to meet the interests of students included the following courses:

4962 Statement of Attainment Writing for Creative Industries
9071 Certificate 1 Skills for Work and Training Woolloomooloo Stories Project
4962 Statement of Attainment Skills (in partnership with the Nursing Faculty) Community First Aid
4962 Statement of Attainment introduction to Screen-printing: art and design
9070 Certificate 1 Skills for Work and Training Music Production
Certificate 1 Creative Industries Music Production
Certificate 1 Creative Industries Screen Printing and Design
PLACE Adult Teaching and Learning (ALT)
4962 Statement of Attainment Vocational and Community Engagement: digital storytelling
Certificate 1 9071 Creative digital media: film and video production
Certificate 1 Creative Industries: Film and Video Production
Certificate 1 Skills for Work and Training Foundation Skills and Employment Preparation Salvation Army JSA project
Certificate 1 Skills for Work and Training Employment Preparation partnership with Psychiatric Rehabilitation Australia/ OTEN

This pathway has led to the production of DVD's and a community television program episode.

- Food growing, cafe and catering

In addition to the creative enterprise areas identified above, the PLACE Program delivered educational programs in urban food growing, skills for healthy eating, running food stalls and catering services, cafes and kiosks. The main aim of this effort was to support improved life skills and healthy eating amongst boarding house residents and homeless communities and to gain access to enterprise and employment through food preparation and service related industries. Good Food for Good Mood is a micro enterprise that teaches healthy eating on a budget and develops skilled volunteers for the monthly community enterprise Devonshire Teas from the Surry Hills Community Centre.

Cana Communities one of the key PLACE partners runs a farm in Western Sydney 'where the homeless community grow seedlings to organic produce and deliver it to the community organisations of the inner City. Multicultural market stalls and food production projects involved women from emerging communities in sharing their food traditions and techniques in creating produce and catering projects. Others gained their work experience through training and practical experience as baristas and hospitality roles with Cafe Cana, kitchens in shelters and community centres and mobile cafe carts.[22] Some students had negative feedback about the experience of social/community enterprise which is discussed in more detail in the following section.

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[21] From PLACE Submission for funding for Creative Enterprises – Amanda Buckland 2011
[22] ibid

I still hope we can organise a social enterprise, we have the basis but we are worn out so it may only be a matter of time.

STUDENT OUTPUTS

PLACE recorded 735 enrolments across 56 separate courses over the life of the Program. These enrolments were by 521 individual participants – as some people did more than one course enrolling in pathways over the three years. From these enrolments there were 359 completions (49 per cent). Of completions 240 people went on to higher level educational courses, employment or community engagement/creative enterprise.

Location/Program	Enrollments	Male	Female[23]
Woolloomooloo	182	68.5%	31.5%
Mentoring	187	43.3%	56.7%
Marrickville	226	17.6%	82.4%
Redfern/Waterloo	140	72.1%	27.9%
TOTAL	735		

Table 9: Enrolments and Gender

Enrolments were highest in Marrickville which had a wider catchment area, Marrickville LGA-wide, compared to the suburbs of Woolloomooloo and Redfern/Waterloo. Community Engagement was offered at the Ultimo campus and students from all locations (and others) attended this course.
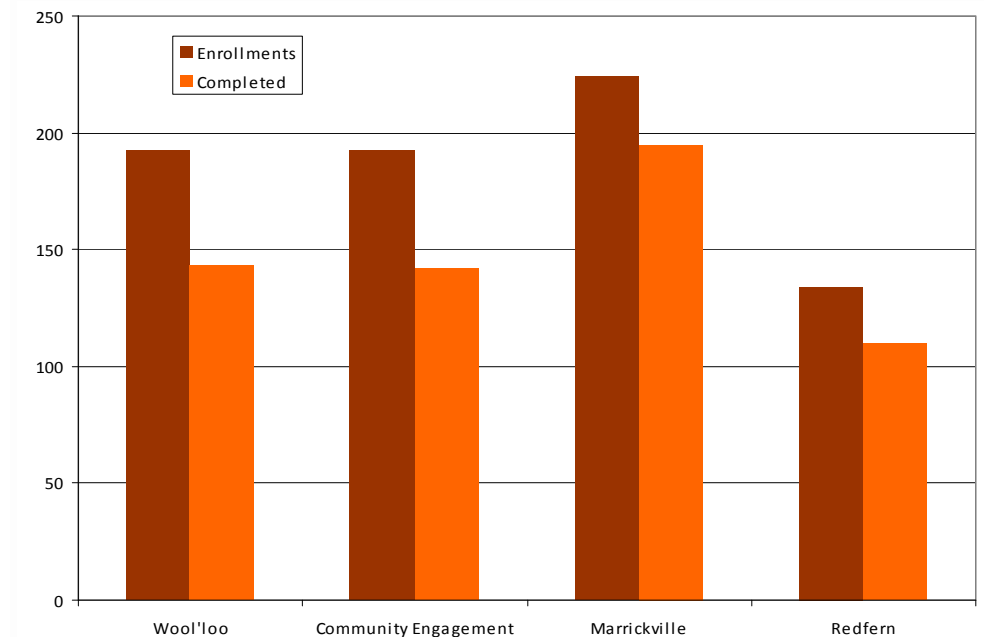
Graph 5: Completion and enrolments by location

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[23] Note the data for gender has been extrapolated from the partial data set provided on the TAFE NSW Outreach database.

Highest level of previous educational attainment is a factor that was considered in analysing the outcomes of the program. From the incomplete student characteristic data provided by TAFE database (see previous comments on constraints).

Year 8 total number	Year 9 total number	Year 10 total number	Year 11 total number	Year 12 total number	Uni total number
9	37	81	42	90	47
2.9%	12.1%	26.5%	13.7%	29.4%	15.4%

Table 10: Number of respondents who reported past level of educational attainment

Location/Program	Yr8	Yr9	Yr10	Yr12	TAFE	Uni.
Wool'loo	0.0%	1.6%	3.9%	4.2%	10.5%	2.3%
Community Engagement	0.3%	2.3%	6.2%	3.9%	10.5%	6.9%
Marrickville	1.6%	3.9%	5.6%	2.0%	5.6%	3.6%
Redfern/Waterloo	1.0%	4.2%	10.8%	3.6%	2.9%	2.6%
TOTAL	2.9%	12.0%	26.5%	13.7%	29.4%	15.4%

Table 11: Percentage of reported participants past level of educational attainment by location/ program.

It is interesting to note that while a considerable proportion of people enrolling in the PLACE Program had Year 10 or less previous levels of educational attainment (41.4 per cent) a similar percentage (44.8 per cent) had studied at TAFE or University. This would seem to indicate that people who are homeless or at risk of homelessness do not fall in to easy classification and that there are a significant number of people who are vulnerably housed who are highly educated.

EDUCATIONAL PATHWAYS

Across the years 2009, 2010, 2011 and 2012 students continued to enrol in further training with PLACE. Of the total student population for PLACE (*N=521*) a total of 162 students (30 per cent) enrolled in further courses after completing their initial PLACE course. [24] While many of these were at lower qualification levels, Statement of Attainment, Certificate 1 or 2 levels, a proportion (62 students) enrolled in higher level courses at Certificate 3 or above. Regardless of the qualification level the fact that the homeless and at risk people committed to not just one program but almost one third of them committed to enrolling in multiple programs is a significant achievement for PLACE. Sustaining motivation for these students over time reflects positively on the underpinning approach to adult learning taken by Outreach and its success in negotiating programs that have relevance to the student group.

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[24] Data supplied by TAFE NSW Outreach from their PLACE Student Data Base

# of students enrolling in two courses	# of students enrolling in three courses	# of students enrolling in four courses	# of students with unrecorded destinations from the group	Total # and % of students who developed educational pathways
86	30	33	13	162
15.5%	5.5%	6%	2%	29%

Table 12: Multiple course enrolments for participants

Of the 359 students who completed the PLACE program 62 (or 17 per cent) completed courses at Certificate 3 level or higher which is an outstanding achievement given the multiple disadvantages faced by the majority of students.

This progression was discussed with participants in focus groups and was clearly viewed by them as a major strength of the Program. The positive impact of these supported pathways is discussed in more detail in the section on Pathways - reflections from participants. Higher level course participation enables the student to develop deeper, more lasting skills that are directly applicable to longer term sustainable employment.

In the focus group setting participants spoke overwhelmingly of the opportunities they had gained through this pathways approach. Some had gained employment or were studying at higher levels, in some instances, in mainstream courses such as the Certificate III in Children's Services, Certificate IV in Community Services, the Certificate IV in Workplace Training and Assessment and Diploma level courses.

> *The value of educational pathways as a way of building sustainable change in individual lives cannot be underestimated.*
>
> *I know what I want to do now. Before I did PLACE I hadn't opened a book for like 20 or 30 years. I didn't think I could. But now look at all of this stuff that I have learnt! [Shows exercise book] I can learn this stuff and I can understand it and I am learning how to teach other people.*
>
> *I left school at Year 10 and was too scared to go to TAFE but I think this Program has made me brave, able to think that I can do this stuff too…*
> *I am hungry to learn more.*

## PARTICIPANTS REFLECTION ON LEARNING PROGRAMS

The following discussion related to the in depth data gathered from students who participated in this evaluation through focus groups and student surveys. Student from all locations and the mentoring course were included in the sample to ensure that it was representative of the broader PLACE cohort. A total of 48 students (9 per cent) provided feedback for this evaluation; 32 participating in focus groups and 16 responding to an online survey. While a small sample of the overall student group the sample was representative across year, location and course type. There were a higher number of men than women in the focus groups but a higher number of women than men responding to the survey.

Of the students who responded to the survey Table 13 below shows the range of courses they participated in. This is a snapshot of activity rather than a comprehensive review due to the low numbers of respondents.

Which course or subjects did you study with the PLACE Program?	No.	%
Community Engagement and mentoring	9	64%
Creative digital Media	2	14%
Screen printing	2	14%
Computing	1	7%
Creating community events	2	14%
Playgroup facilitation	1	7%
Sustainability	1	7%
Workplace employment	1	7%
Sewing enterprise	2	14%
Mentoring	4	29%
Learning sustainable enterprise	3	21%
Other	9	64%

Table 13: PLACE Program courses selected

Based on survey results and an analysis of themes from focus groups the student appraisal of the Program was positive. Students rated their experience of the Program as enjoyable when compared to other learning experiences and thought highly of the content and the teachers.
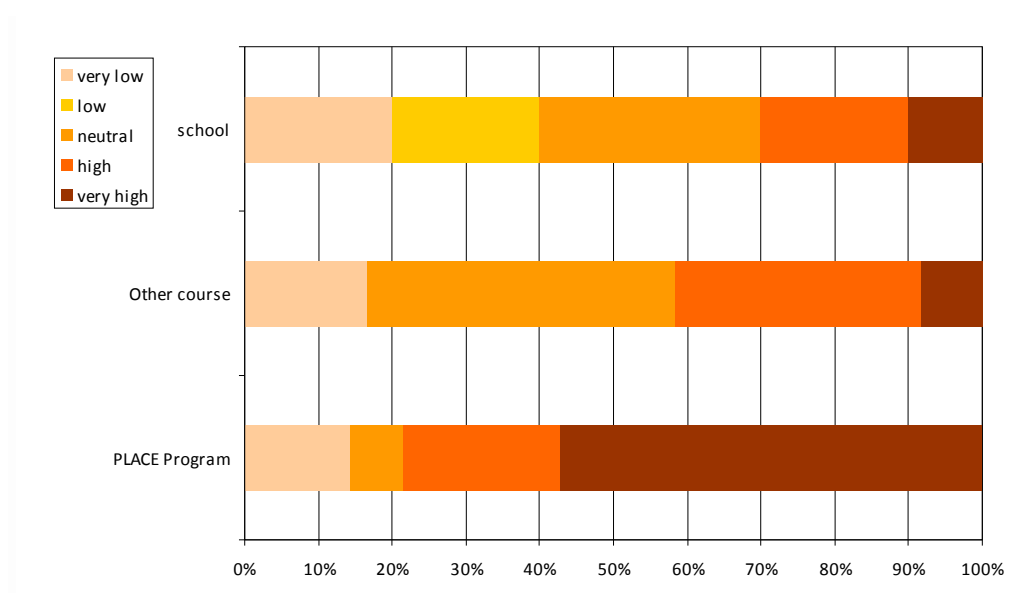
Graph 6: Overall enjoyment of PLACE course

It is clear from the responses that the PLACE Program has a significant proportion of positive responses from the students. Nearly 80 per cent responded 'very high' or 'high' to their overall enjoyment of the Program. It is relevant to consider this response relative to the respondent's enjoyment of other courses/their enjoyment of school.

It is worth noting however that nearly 15 per cent of respondents responded 'very low' to their enjoyment of the Place course. While the percentage is not large it indicates that there may have been some key issues these respondents had with the Program that are worth understanding.

When asked to comment on the positive elements of the program in focus groups people spoke enthusiastically about many different elements from cost, to location, to meeting and making friends however underpinning it all was the positive regard with which they held the Outreach teacher.

If we could bottle her.... She is just amazing, they all are! I love them all.

The best thing about the course has been the teacher. She is magic. She is a star. She knows stuff but she listens. She doesn't stand out there at the front like most teachers; she talks to us like we are people not children.

*She [the teacher] gave me a thirst for knowledge.*

Brilliant ethical teachers!! I highly recommend PLACE

Meeting and forming friendships and connections with other participants was also identified as being critically important in sustaining people's engagement and enthusiasm.

I met these [indicating around the table] blokes. They're great blokes.

Even though the [part of the course] hasn't been very good we worked together and I really respect these guys. They are amazing and I have loved working with them. Even when we were doing really boring things, I would come just so I could talk to them, touch base.

I have lived by myself, haven't been that well...it's been a long time and now I am working with these guys.
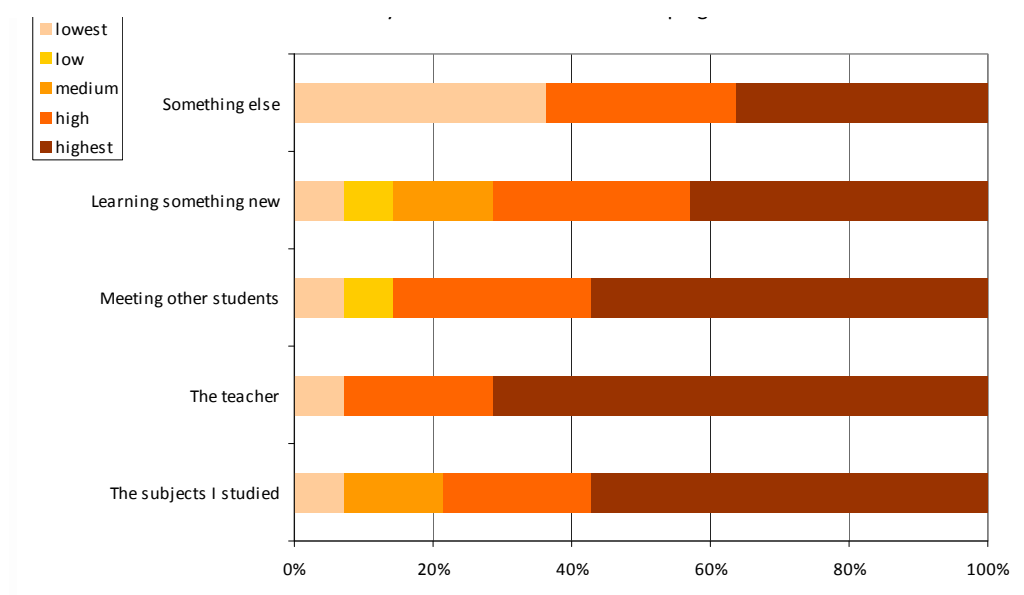
Graph 7: What did you like best about the PLACE Program?
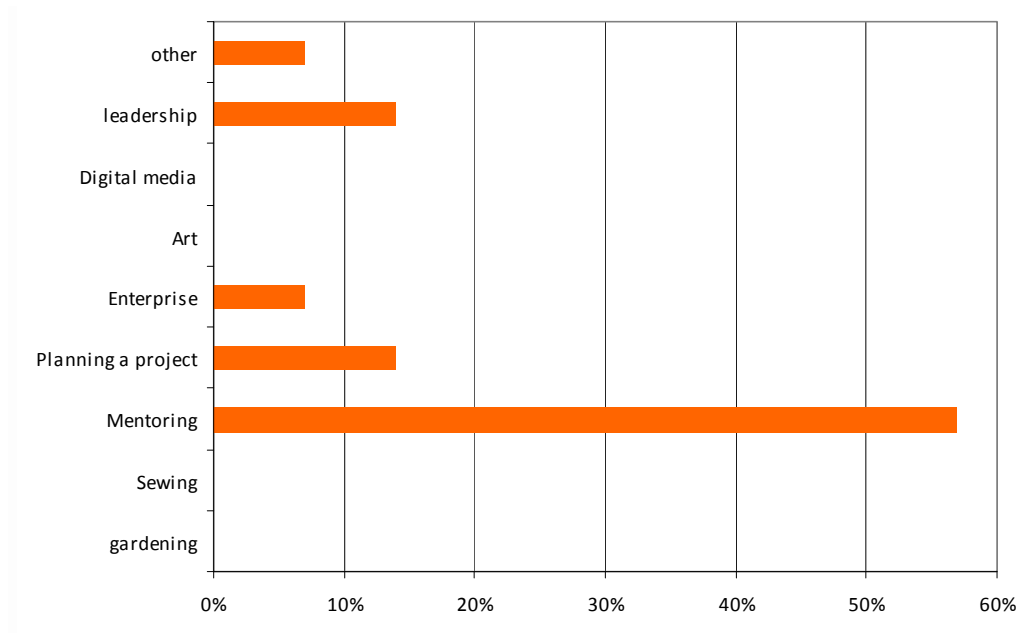
Graph 8: What Skills have you learnt from doing the PLACE Program?
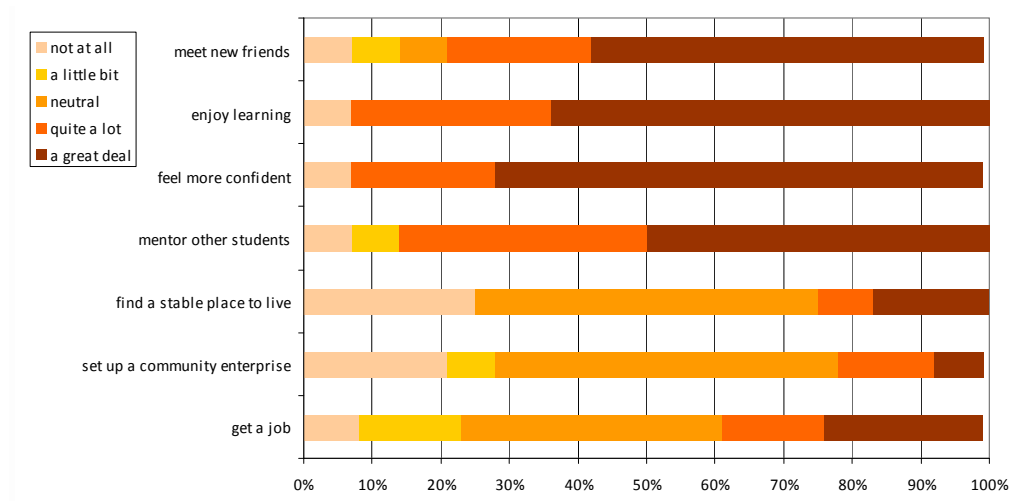
Graph 9: How much had the PLACE Program helped you to…

Overwhelmingly participants indicated through survey and focus group that self-confidence or 'increased agency' was the most helpful element of the program. Many participants reflected on their increased confidence and were more positive as a result of completing their PLACE Program.

> *Confidence growing, career development and personal satisfaction.*

> *Confidence in my ability to meet demands of studying and retraining. Sense of pride at completing studies Internalised belief in my skills, teachers carried hope for me until I could have hope for myself*

> *I am more confident and assertive. I am more positive and a lot calmer.*

> *Confidence, commitment to seeing through my studies*

Being able to walk down the street smiling & being more confident in myself but still have issues that I am getting over...

1-Be a fighter not a quitter. Good things happen with hard work and having faith. 2- As you can see I'm writing in English which I would never dare doing it. PS: Dear reader, please ignore my grammatical mistakes :)

Gaining confidence in myself; freedom and safety to explore a creative life

I'm very-very busy...

AREAS OF POTENTIAL PROGRAM IMPROVEMENT

Some student participants identified the following areas of improvement that they felt might benefit similar programs if they were to be run in the future:

- A number of participants found the concept of social enterprise confusing, the idea of setting one up onerous and the direction for their future endeavours unclear. This was not the case for all participants however those that did feel this way were very vocal and raised reasonable concerns about the heightened expectations about this aspect of the course. Participants suggested that this part of the program would benefit from more practical business skills training to support the development of the enterprises and a clearer theoretical base (evaluator's words extrapolated from student feedback) about social enterprise.
- Some mentors (a small proportion) found their roles confusing and were unsure of why and what they were doing and would like to see clearer communications on roles and goals for PLACE mentors.
- Some participants suggested that there should have been clearer mechanisms for giving feedback about the courses throughout the Program as one or two reported that they felt that their concerns had been dismissed by PLACE staff.
-
- The end of the Program was a time of difficult transitions for some participants especially those who had engaged strongly with the Program over time and in a number of different courses at different locations however the majority of respondents were very positive about the extent of support they had received, the opportunity to participate in this evaluation, the opportunity to speak to a counsellor about their feelings of distress at the end of the program and the positive support they were continuing to receive from PLACE staff.

EMPLOYMENT OUTCOMES

The employment outcomes, while not as evident as educational outcomes, were significant given the disadvantaged background of many participants. 135 participants (37.6 per cent of participants) were identified from student data as having gained employment (either part time, full time or self-employed) following completion of their PLACE Program. From reviewing the data closely it would appear than a number of those working part time are also still studying on the PLACE Program.

Given the composition of the target group and their complex multiple levels of disadvantage it is not surprising that employment outcomes were harder to guarantee.

I got a job.

In my family I was always looking after the kids, there were always younger kids around, so I grew up doing that – I was good at it but I never thought that I could work in it, then I came here and met the girls and loved it and we asked for training [child care] and now I work here, part time. I have my boy here. I'm stoked!

The PLACE Program was successful at enabling people to have options – to engage with the future in a positive and self-determined way in their chosen field community services, child care or enterprise/self-employment.

> *I have three jobs now and I wouldn't have any of it without PLACE. I came from [overseas] and my English wasn't very good, so I had to go to language courses and then my [JSA] would send me for jobs, lots of jobs, any job. Boring jobs, I know I could do more; I wanted to use what I know. I have a degree [from my country]. I wanted to do something that mattered. Now I am working in the community sector and I love it. Part time at three places. I am so busy and it is perfect for me. Using my brain. I am really thankful.*

Even for those participants who were not employed at the time of this evaluation the Program had clearly given them a sense of hope and optimism about the future.

> *I am very grateful that they came and spoke to us in rehab and gave us booklets on outreach courses because I now have a future where I know I will have employment. Hopefully I will be able to help others like how I have been helped. (PLACE Participants)*

EMPLOYMENT OUTCOMES PROGRAM IMPROVEMENTS

An analysis of the data indicates that the main area of program improvement in the sphere of employment outcomes was linking more effectively with JSA's. This would have provided better coordination between Commonwealth funded programs (PLACE) and services (JSA'S) to provide seamless support to participant who, in some cases, reported feeling disadvantaged by their participation in PLACE.

For participants it was raised in focus groups as an issue of concern that their JSA did not always see their involvement in the PLACE Program as a 'legitimate' job seeking activity or an activity that could lead participants to sustainable employment. As one participant noted:

> *My case worker just wanted me to keep going for interviews, any old job. I knew what I wanted but… I don't understand why they didn't know more about the Program or support me doing it?*

Ensuring more employment outcomes for participant would have been made easier if the program had been able to gain support from more JSA providers. Only a few JSA's Fair Business, PRA (Redfern) and MTC Work Solutions were engaged in the Program at the implementation level. With these exceptions the PLACE Program failed repeatedly to gain support in this important sector.

TAFE is seen as a public training provider for JSA clientele and the feedback from some partners was that JSA's did not see much benefit in contributing to the Program. This is an area that has not been fully investigated in this evaluation and one that could be given more thought. Given that funding for both JSA's and the PLACE Program are from DEEWR it is disappointing that there is no mechanism by which DEEWR is able to leverage support between its various funded programs and services to improve outcomes for clients.

The effectiveness of working arrangements between various Commonwealth-funded programs could be streamlined or enhanced to benefit the participant.

OJECTIVE 4: BUILDING A THIRD HOME

Objective 4 *Building a Third Home* is harder to quantify and measure in terms of outcomes however it can be extrapolated from indicators such as the courses that students chose to complete at the higher levels including community development, community services, welfare, mentoring, teaching and assessment and community cultural development. All of these courses suggest that these participants are interested in pursuing careers in community service industries which 'give back' to the community.

Several of the students who attended focus groups were successfully working in the community sector in not-for-profit organisations and community art.

Those participants who were engaged in ongoing creative enterprises also spoke clearly in the focus groups and their survey responses about the value of being part of the broader community and the connection they felt to others.

A number of the quotes selected below indicate the ways in which various participants spoke about their experience and engaged or re-engaged with the community they are a part of:

> *I am more confident and ethical with everything that I do, and how I work within communities. (PLACE participant)*

> *Learned things and met people I would never get to know otherwise. Expanded my perspective on many levels (PLACE participant)*

> *I had to leave [PLACE] I didn't finish because I had to move to look after a relative. But I was homeless when I started. I was on the streets, now I am living in [another location] and I have some work and I am staying there. Things are better. I want to stay and look after my [X relative].*

> *It's been brilliant, absolutely brilliant. I am so busy; I have got the guys working on all of this stuff for the project. It is amazing. They are great. I think before this I didn't really feel that things could work out but now I think that I can make things better.*

> *This has been great for me, I have been living in the same place for three months now which is like the longest I have been in years and..well I am going for all these funding things that I see in the paper. Now I know where to look. It is for community art and stuff and I feel that I can do that now.*

> *I really wanted to work in the community and now I do. I love it.*

> *I have three jobs I am using my degree from [my home country] before this I was just going for jobs that were not for me, I had to cos of my case manager but now I am working for other people who need me.*

> *I don't know whether it is because of this [Program] but now I am more aware of what is going on. More cynical of things that I get sent…things from Centrelink and things like that, or things I'm asked to do. I don't just think I have to do whatever it says because I don't…you know. Now I know stuff.*

Approximately 27 participants were engaged by the PLACE Program in a mentoring or leadership capacity some paid and some voluntary. Being a student mentor has been a positive experience for the majority of participants. The mentoring element of the Program enabled participants to 'give back' to their fellow students, grow more connected and promoted a heightened sense of engagement with the broader community.

> *[Being a student mentor has meant that I] Learn from others that I have supported. Learn about myself and the personal growth that comes from that development of self-worth I have purpose and something of value to share (PLACE participant)*

> *This role is something I never thought I would be capable of. But now I see myself encouraging the women. They can be a success. They have the skills and I can help them be more successful with my background in business, even though it was a long time ago. I love to help the ladies be the best they can be.*

It [being a mentor] has meant becoming a stronger, more assertive person. Believing in myself and seeing my own worth and skills (PLACE participant)

Staff including teachers and coordinator who had a close relationship to the Program as a whole were asked to rank the Program effectiveness overall and ranked it highly as a social inclusion and education program and less highly as an employment Program.
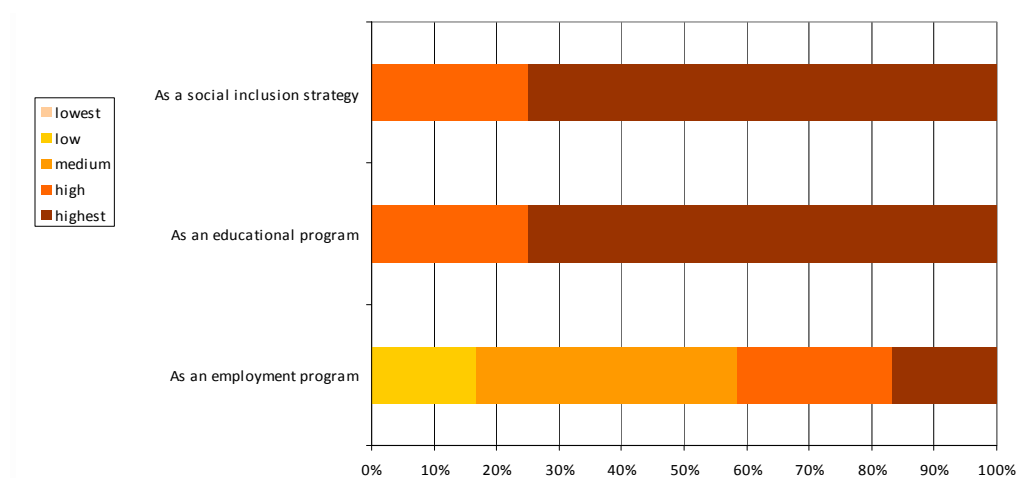
Graph 10: Please rank the effectiveness of the PLACE Program

Social inclusion can only be really effective where it is sustainable and where it support people to negotiate the issues in their lives such as addiction or mental illness that increase their social exclusion. The PLACE model, which sees the whole person and connects them with the broader community offers great potential for sustainability by building individual skills, promoting PLACE based connections and creative enterprise skills. The following quotes from staff and partners reflect this:

Many [participants] have experienced a lot of hardship. They are in the middle of changing their lives. Getting off addictions, getting to a stable place – they can tend to be very self-focussed and harder to deal with. They don't so much see what is happening for other people, for the people around them. That is why PLACE is so good. It is educational but it is also relational. It gets them to slow down, to think, to see other people around them.

Going in to [people's] communities helps make it easy for people who are having a hard time moving forward. It also means that they can walk down the street and see the people around them, some of the best work that is being done is where they are tapping into the lives of other [homeless or disadvantaged] people around them.

We can teach them skills, building, gardening, sewing whatever that they can take with them and have for the rest of their lives but most importantly we can give them self-belief which is something we take for granted.

Conclusion

PLACE is a complex program responding to a complex set of environmental factors to support homeless people and those at risk of homelessness in Marrickville, Redfern/Waterloo and Woolloomooloo. In spite of its constraints and some of the identified areas of possible improvement which are summarised below PLACE has been remarkably successful in meeting indicators for success against its objectives at the immediate and intermediate outcomes level. Long term and sustained outcomes from the Program are unable to be commented on at this time however the framework is there for a review of these outcomes in six to 12 months if funding is available and the Program ongoing.

For partners there is an ongoing commitment at the Steering Committee level to continue the effort of PLACE in some form that is still being deliberated upon.

The work at Level 4 Learning has been extended by Ozanam for 12 months and the City of Sydney has supported the continuation of the work at 107 Redfern Street. The work of the Kerb Collective is to be ongoing – auspiced by the Bower in Marrickville. The work of the Marrickville groups is also ongoing though the location for these activities is more dispersed. Community Threads is auspiced by a local Marrickville NGO - May Murray Neighbourhood Centre.

PLACE has developed a transferable model of practice. The work in Redfern of the men in Hobo Grow and the sustainable living groups have been replicated by Western Sydney Institute Outreach to support the work that CANA Communities are doing with homeless and disadvantaged people in Western Sydney through their Orchard Hills Farm.

The areas of Program improvement identified through analysis of all evaluation inputs are as follows:

- having clear guidelines about partnering expectations whether resources, risks and rewards would all be shared and to what extent from the outset of the Program,
- the 'flexibility' required to run a Program has the following implications; uncertainty for some staff and partners about Program planning and roles and responsibilities,
- ensuring that management processes or staff reflection and planning points were built in to the timeframe for the program to ensure 'flexibility' in planning was fully informed by practice in the three locations,
- linking with JSA's to foster better employment networks could have been leverage by DEEWR to support the work of this funded Program,
- looking at its approach to social enterprise and considering how far participants could go with this stream within the time frame.

In addition to these areas of improvement many of the PLACE program participants benefited greatly from their involvement in the Program whether through gaining employment, finding a stable place to be creative and productive, gaining confidence and increasing their participation in other activities or simply through eating more healthily and safely. As one student mentor and social enterprise participant who came to the Program from a drug rehabilitation program concluded:

> *I understand now the scope of the PLACE project. I think some of the goals might have been unrealistic, having been a 3 year funded project, but things of that scale (empowerment, starting up enterprises, engaging communities, increasing employability) only have time to start in those 3 years. For the restraints of that, it still achieved a lot of amazing things which are only in their infancy, but it has given us some useful tools and a lot of amazing connections in the community sector and a lot of possibilities for projects. Eventually, this would lead to paid work, if the market was good. (PLACE Participant)*

Appendix 1: PLACE Student Data Summary

PLACE participant data (2009-2012)							
Quantitative Outcome	Total expected	Milestone 2 (Dec 2009)	Milestone 3 (June 2010)	Milestone 4 (Dec 2010)	Milestone 5 (June 2011)	Milestone 6 (Dec 2011)	ALL (June 2009- June 2012)
Courses	38 courses	2 courses	11 courses	13 courses	16 Courses	14 Courses	56 courses
Total participants commenced (enrolled)	452	34 enrolments	132 enrolments 119 participants	163 enrolments 158 participants	202 enrolments 119 participants	186 enrolments 119 participants	735 enrolments 521 participants
TOTAL COMPLETED	**294** (65% of 452)	**28**(82%)	**82** (62%)	**126** (77%)	**102** (50.4%)	**85** (76.3%)	**359** (68.9%)
TOTALS OUTCOMES education/employment and community engagement	135 30% of 452 commencements	**25** (89%)	**61** (74%)	**87** (69%)	**82 (**80.3%)	130 (71 new)	240 66.8% of graduates 46% of commencements
TRAINING (Number in ongoing training)		29	49	64	**77** (51 new)	100	100 (27.8%)
Number completing **higher level courses** – cert 3 and above)							62 of whom (17.2%)
JOBS (Number of participants placed into pt/ft	8 2Ft, 6pt	13	28 (4Ft,2pt,2 self-employed)	11 (5ft, 6pt)	36 (14 new) (11 FT 23 PT and 2 self-employed)	**135** employed (**37.6%**) 25 Full Time- 6.9% 110 Part Time- 30.6%
Community Engagement *		19	10	7	17 (6 new)	**43** only activity -11.9%%

Appendix 2: PLACE Program Course Offerings

COMMUNITY ENGAGEMENT AND MENTORING PATHWAY

A program series that develops skills and capacity for those interested in working creatively within their communities. This program stream develops critical thinking, personal reflection and links theory to practice by providing local community engagement opportunities. Using a participatory learning model, students reflect on their identity, culture, community and values. Initially they work in small groups to discuss power, political and social contexts, philosophies and frameworks, principles and practice of community capacity building. Later participants work on community based projects and seek funding for creative initiatives and emerging creative enterprises.

This is a foundation in working with local communities, running educational workshops, developing creative projects. It is also a pathway for those who want to contribute to social change as future activists and community leaders. Graduates continue to further study in Certificate 111 and IV *Community Services*, Diploma in *Community Welfare* and Certificate IV in *Teaching Adult Education.*

Community Engagement and Mentoring
4962 Statement of Attainment in Outreach Vocational and Community Engagement
This is an introductory course to the theory and practice of mentoring and community participation. Students identify skills and goals; participate in group discussions and self-reflective exercises. They research community based services such as accommodation, health, drug and alcohol, education, employment, and community services.

Introduction to Community Engagement
9071 Certificate I in Access to Work and Training
This is an eighteen week course into understanding the community development sector, role of creativity in engaging communities, matching individual skills and goals. Students participate in group discussions, analyse case studies and complete a self-reflective journal. They are assessed on self-directed research in the community sector, individual presentations and written and oral presentations on community based services that provide support around relevant issues.

Developing Community Enterprises
Certificate II 9069 SOA in Skills for Work and Training
In this course participants work in small groups and partnerships to develop the ideas, management structures, business plans, funding, marketing and implementation of self-directed initiatives and emerging community enterprises. The project teams may include students, community workers, teachers and community members. An action learning model that includes workshops, industry seminars, self-paced learning tasks and online learning.

Community Cultural Development
 9040 Certificate IV Skills for Career Development
This course is aimed at arts workers, artists, community workers and creative practitioners who want to extend their skills and knowledge in the principles and practices of Community Cultural Development (CCD). This is the only course of its kind in NSW and is based on the Diploma in CCD which was developed by the peak body CCDNSW as a cross sectoral interdisciplinary course. The courses is run over three semesters with progressively less class content and increasing self-directed, online and work place learning.

CREATIVE INDUSTRIES PATHWAY

Creative Industries Pathway is a program that engages participants in the creative use of digital media in self-paced and flexible learning contexts. Working in community venues, such as level 4 Ozanam Learning Centre and on campus at Ultimo, this program provides accessible and affordable e-learning and digital education opportunities. Staring with orientation to new media skills such as digital storytelling and progressing through to film making, editing, audio recording and website development. Participants can

work individually of in small groups to develop creative projects that reflect their immediate concerns and impact on their communities.

Participants gain the skills, confidence and techniques to transition from using computers for passive recreation to increasing active engagement in creating new media works.

Foundation Skills and Employment Preparation Courses:
PLACE offered a range of courses and modules aimed at building foundation skills in participants.

These included:

Literacy, Language and Numeracy
An entry-level course designed to improve the reading, writing and numerical skills of participants. In the course students develop useful spelling and reading strategies, explore vocabulary and language skills, participate in listening and writing exercise and build number skills in basic maths.

Skills for Life and Work
9071 Certificate 1 Skills for Work and Training Foundation Skills and Employment Preparation
A foundation skills course designed to develop skills to assist participants to re-enter education and employment. This was delivered as a flexible learning program which including distance learning from OTEN and supplementary teaching support from TAFE Outreach. I
n partnership with Salvation Army JSA and another in partnership with Psychiatric Rehabilitation Australia/ OTEN.

Basic computing
An introductory course for the development of basic skills in computing that aims to develop participant's skills and knowledge in using basic computer programs and applications.

Office skills: beyond the basics
Students were also offered higher level skills in office if the basic skills had been attained.

Creative Industries:

Creative writing and film project
4962 Statement of Attainment Writing for Creative Industries
9071 Certificate 1 Skills for Work and Training
A partnership with Hope Street Urban Compassion to produce a short documentary of the lives of local residents in Woolloomooloo Stories Project

Screen-printing: art and design
4962 Statement of Attainment introduction to Screen-printing: art and design
Certificate 1 Creative Industries Screen Printing and Design
This is an entry-level creative industries course that aims to develop creative skills in visual arts and design. Student design and produce objects including posters, T-shirts and textiles and develop a range of skills and techniques including basic design and layout, screen-printing and creative project development.

Music production
9070 Certificate 1 Skills for Work and Training Music Production
An introduction to music production and sound recording this course aimed to support students with musical skills to produce their own recorded material.

Creative Digital Media:
4962 Statement of Attainment Vocational and Community Engagement: digital storytelling
A course designed for participants with basic computer skills to learn and develop foundation skills in digital media and creative arts. Students write and design digital stories, learn to upload images, record audio and use online technologies.

Creative digital media classes: film and video production
Certificate 1 9071 Creative digital media: film and video production
Certificate 1 Creative Industries: Film and Video Production
Skills for Work and Training Foundation Skills and Employment Preparation Salvation Army JSA project
Certificate 1 Skills for Work and Training Employment Preparation partnership with Psychiatric Rehabilitation Australia/ OTEN
A course designed for participants with basic computer skills to learn and develop skills in film and video production. Students develop skills in creative digital media including audio, film and video production and create stories/ projects.

COMMUNITY RENEWAL AND ENTERPRISE PATHWAY

Outreach has a long tradition of working in partnership with grassroots community organisations to identify and address local needs and interests. Courses are negotiated in partnership with potential participants, community workers and key agencies to provide practical, flexible and creative solutions to community concerns. These programs focus on engaging local people to plan, negotiate and take action to renew their local environments. Projects have included community gardens, urban food growing, landscaping public land, upgrading community facilities, coordinating community events and providing skills development in areas of interest.

Outreach has strong partnerships with key agencies that work consistently to increase the skills and capacity of individuals and local groups to initiate, lead and sustain community renewal over the long term. Many of these programs have seeded commitment and empowered groups who continue to develop active citizens, community programs and enterprises such as local playgroups, community events and enterprise initiatives.

This is a pathway to Vocational training in Certificate III and IV in Childcare, Events Management, Hospitality, Community Services and Fashion.

Learn to Sew
4962 Statement of Attainment Vocational and Community Engagement
Foundation sewing skills development –this course offers an introduction to using sewing machines, cutting fabrics, drafting patterns, designing clothes and making craft objects. Students engaged with their community by designing and making celebration banners for local events, incl. Dance around the Word and White Ribbon day 2010.

Sewing Skills Development (Learn to sew 101)
9070 Statement of Attainment Access to Work and Training
Foundation sewing skills development providing an introduction to using sewing machines, cutting fabrics, drafting patterns, designing clothes and making craft objects. Students engaged with their community by participating in local festivals and markets, as well as other community textiles projects like the Talking Tea Towels screen printing course.

Sewing Workshops (Developing a Sewing Business)
9069 Statement of Attainment Access to Work and Training (Certificate II level)
Intermediate level Sewing courses focus on ways to develop sewing skills alongside creative micro businesses – both individually and as a group. Students engaged with their community by participating in local festivals and markets, developing business ideas and product lines, and doing direct market research with potential clients.

Sewing Enterprise
9072 Certificate II in Skills for Work and Training
Continued focus on ways to develop sewing skills alongside creative micro businesses – both individually and as a group. Students participated in local festivals and markets and did direct market research with potential clients. Developed the business ideas and product lines under the name Community Threads Students also developed community partnership opportunities with local agencies like the NNC and METRO

MRC, combining resources with Palatable Furniture and Talking Tea Towels projects, forming The Sydney Sewing Shed and launching a range of services at the Newtown Festival November 2011.

Foundation Skills and Employment Preparation Courses:

WOW and Computing
9070 Statement of Attainment Access to Work and Training
An introduction to computers this course offers students opportunities in desktop design and internet access for use in the workplace to build pathways and options for future employment.

Playgroup Facilitation and Childcare Industry Experience
9071 Statement of Attainment Access to Work and Training
This was an introduction to childcare studies and information on the setting up a bilingual playgroup. In the following semester students it combined industry experience at a diversity of child care facilities. A was partnership with Multi Mix Mob, Connect Marrickville and TAFE Outreach. Over half of the students got casual or part time child care work and also completed Certificate III level courses.

Creating Community Events
9071 Certificate I Skills for Work and Training
A foundation studies course in community development, event planning, event marketing and project management with practical experience on student-generated and established local events. Students were encouraged to seek industry placements both in and outside of the local community, resulting in several job offers and work experience opportunities. Students have gone on to produce several successful community events since including Dance around the World, White Ribbon Day and other local events.

Introduction to Community Services
9069 Certificate II Access to Work and Training
Students completed 3 units from the Community Services training package: Prepare for Alcohol and other drugs work, Prepare for work in the Community Sector, Work effectively with Culturally Diverse clients and co-workers. Many of these students then continued to the Certificate III Community Services course at Ultimo campus.

Hospitality Foundation Skills and micro business development

Setting Up a Food Stall
9071 Certificate I Skills for Work and Training
Students learnt safe food handling techniques, and focused on gaining practical experiences in setting up a market-based food stall or home business. Course included small business planning, product development, labelling, hygiene, and market analysis.

Developing a Food Business
9069 Certificate II Level Skills for Work and Training
Course focuses on ways to develop micro businesses skills as CALD food operators – both individually and as a group. Students engaged with their community by participating in local festivals and markets, developing business ideas and product lines, and doing direct market research with potential clients. These students also gained the **Food Safety Supervisors Certificate** from Hospitality section at TAFE, placing them at the front of the food employment game.

Food Business (Developing a Food Enterprise)
9072 Certificate II in Skills for Work and Training
This continuation course further developed micro businesses skills as CALD food operators – both individually and as a group. Students engaged with their community by participating in local festivals and markets, further developing business ideas and product lines, and doing direct market research with potential clients. Several students set up their own business and gained hospitality contracts in the course of this semester.

SUSTAINABILITY PATHWAY

Building on years of Outreach education providing urban food growing, permaculture and community gardens projects, this program explores the skills required for the emerging green economy. A stream of practical training that transforms inner city community houses, community centres and local streets into sustainable communities. Participants learn to grow urban food, design practical solutions to reduce waste, recycle resources and save energy. Other learn basic trades skills with a focus on reuse repair and recycling leading to pathways to furniture restoration, upholstery, construction, plumbing and painting and decorating. Stage Two includes training community educators to provide practical solutions for sustainability on specific sites in the inner city and to educate local government and community sector about practical and cost effective measures to reduce waste at a local level.

This stream provides pathways to further education and training in Horticulture, Green Skills, Trades Industries and Adult Education.

Growing and Making Healthy Food
4962 Statement of Attainment Vocational and Community Engagement
This course provides a unique blend of community building through informal education. On a small piece of land next to a church, the residents of local boarding houses developed an organic community garden (Pete's Patch) In partnership with All Saints Church, Crystal St Community Shop, Baptist Community Services, Marrickville council and Petersham TAFE Outreach. Each class culminated in a BBQ with fresh garden produce.

Living Sustainably
9070 Statement of Attainment Access to Work and Training
Participants learnt the principals of Urban Sustainability. They conducted energy and water audits, learnt urban food growing skills, developed community composting systems, designed a sustainable site, kept native bees and chickens, researched energy efficient appliances and set up water harvesting and tank installation. This course was a partnership with Cana Communities, a local boarding house and Michael Mobbs.

Adult Teaching and Learning
The ALT (Adult Learning & Teaching) course (run as a partnership between UTS and TAFE Outreach), is a core unit of the UTS bachelor course in Adult Education. It provides a pathway towards the Adult Education undergraduate degree. The course is designed to introduce adults to the philosophical and psychological principles of Adult Education and explores the many issues facing educator's specific to sustainable education.

Foundation Skills for Construction Trades Industries:
Introduction to Construction
9070 Statement of Attainment Access to Work and Training
Foundation construction skills development for Boarding House residents in Petersham and Stanmore - an introduction to using hand and power tools, in the construction of simple wooden outdoor furniture for community gardens and local organisations.

Community Construction Project
9070 Statement of Attainment Access to Work and Training
Foundation construction skills development for Youth off the Streets participants and Marrickville Boarding House residents – students participated in several local events, festivals and markets, promoting their own craft work and raising funds for materials. Students received White card training and worked on construction projects for community gardens and local organisations.

Introduction to Trades Industry
4962 Statement of Attainment Vocational and Community Engagement
A short course to provide the appropriate educational courses required to increase vocational skills for Redfern/Waterloo housing residents who were employed on Fair Repairs project at Waterloo Green. RWA

training venue, teachers funded by Place, recruitment and employment by Housing NSW and Fair Repairs partnership

Painting and Decorating.
4962 Statement of Attainment Vocational and Community Engagement
An introduction course which was held in a boarding house of Cana Communities over a 6 week period and was a partnership between Cana/TAFE Outreach and taught by Painting and Decorating TAFE Ultimo.

Introduction to Landscaping
9070 Access to Work and Training
Introduction to site analysis, project planning, garden construction, soil preparation, identifying weeds and planting natives and transforming community venues in Redfern and Waterloo, in partnership with Housing NSW, WEAVE and MTC workplace solutions. PLACE funded two days of vocational training and MTC Training Solutions provided one day work skills. This course was supported by Links to Learning program and PCYC with grant funding from RWA.

 Introduction to Building Trades
9070 Statement of Attainment Access to Work and Training
This 10 week course included painting and decorating , white card and basic construction skills. PLACE funded 2 days of vocational training and MTC Training Solutions provided one day work skills. This course was supported by WEAVE (formally South Sydney Youth Services) in partnership with Police Citizens Youth Club and Redfern Waterloo Authority.

Trades Industries Pathways
9070 Certificate 1 Access to Work and Training
A 20 week practical course focused on basic trade skills, students were instructed in the use of hand and power tools, options to experience tasters of painting and decorating, carpentry and construction modules. The course includes OH&S, white card training and practical application to improving community facilities in the local area.

Recycle, Recreate, Reuse
9070 Certificate 1 Access to Work and Training
In partnership with The Bower, participants learn to redesign, repair and re upholster discarded furniture. This project occurs in a street front workshop in Redfern in partnership with the City of Sydney and concludes with a group exhibition.

Appendix 3: Partner Organisations for Survey

Housing NSW: Social Improvement, local area Team Leaders and special funded projects – SAVE (Sustainable Action Values Everyone) and Waterloo Green
City of Sydney – City Living, Homeless Unit, Community Facilities, Cultural Services
Cana Communities – Café Cana and Cana House
Waterloo Learning Employment Enterprise Action Group
The Factory Community Centre
Redfern Waterloo Authority
 WEAVE (formally South Sydney Youth Services)
Waterloo Police and Community Youth Club
Surry Hills Neighbourhood Centre
The Bower Reuse and Repair Centre
Fair Business and Fair Repairs
Michael Mobbs
Redfern MTC
Ostara
Matthew Talbot Homeless Services
Ozanam (OLC) Learning Centre a special work of St Vincent de Paul Society
Hope St Urban Compassion
Jesuit Refugee Services
Walla Mulla Family and Community Support
Kirketon Road
Marrickville Connect Schools as Community Centre
Marrickville West Public School
Multi Mix Mob
Marrickville Council – Economic Development, Environment, Community Partnerships
May Murray Neighbourhood Centre
METRO Migrant Resource Centre
Crystal Street Community Shop
Local Boarding Houses
St Brigid's Catholic Church
All Saints Church,
Baptist Community Services
Newtown Neighbourhood Centre
MTC Marrickville
Salvation Army Employment Plus
Mission Australia

Appendix 4: Steering Committee Members

Partner agencies

Denny Hall	Infrastructure, Enterprise Employment Redfern Waterloo Authority: Principal Project Manager
Shane Brown	Director WEAVE (formally South Sydney Youth Service)
Brett Macklin	Operations Manager Matthew Talbot Homeless Services
Sue Goodwin	Associate Professor, Faculty of Education & Social Work University of Sydney
Judy McCormick	Service Improvement Unit, Housing NSW
Pam Marsh	Development: Executive Officer Inner Sydney Regional Council of Social
Ann Hoban	City of Sydney: Community Living Director
Liz Giles	City of Sydney: Manager Homelessness Unit
Beth Jewel	City of Sydney: Community Facility Manager
Dina Petrakis	Marrickville Council: Community Partnerships and Places
John Whelan	Marrickville Council: Manager Economic Development Unit
Alison Churchill	Chief Executive Officer Community Restorative Centre (CRC)

TAFE NSW Equity representatives

Elizabeth Mitchell	Acting Assistant Director,
Philippa Esdaile	Assistant Director
Julie Frail	Assistant Director Equity
Darryl Griffen	Assistant Director Faculty

TAFE NSW Outreach

Amanda Buckland	PLACE Project SEO
Camilla Couch	Outreach Coordinator, Ultimo College
Patricia Kenny	Outreach Coordinator, Petersham College

Appendix 5: PLACE student data (partial)

The data in this Appendix has been supplied by TAFE NSW Outreach. It is used in the body of the report in the section on Findings (Objective 2) to give an indication of the common characteristics of the PLACE cohorts by, and across, location. This data is from the TAFE NSW Outreach PLACE data base and the tables have been generated by Outreach staff. The data is gathered manually by PLACE staff from PLACE student information sessions who are asked to complete student information forms. Not all students in each session completed the information forms and those who did answered some questions and not others. For this reason the data is referred to as partial and it is not possible to compare findings across the location. The snapshot from Semester 2, 2011 gives an overview of all enrolments across PLACE at that time and the student characteristics (partial) at the point in time.
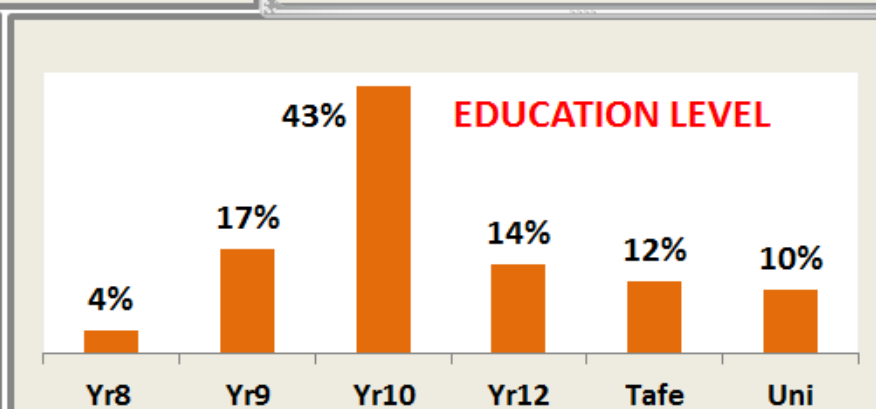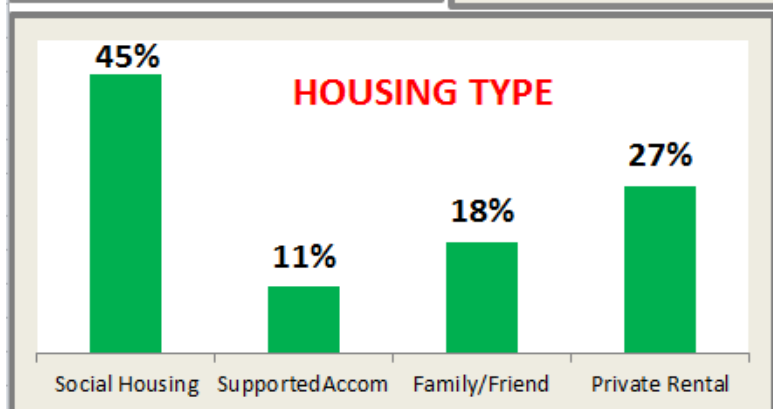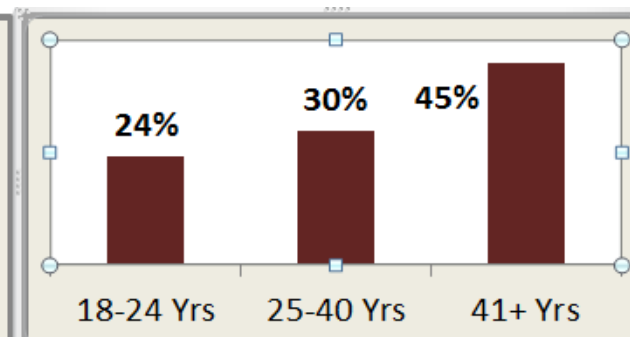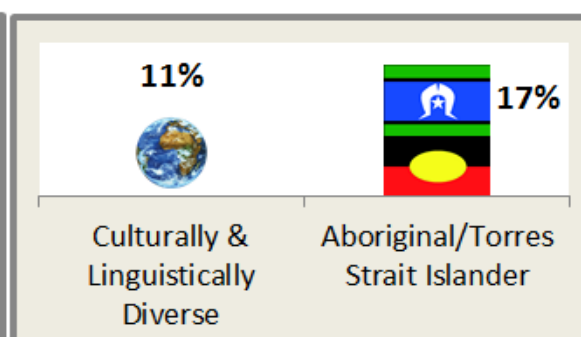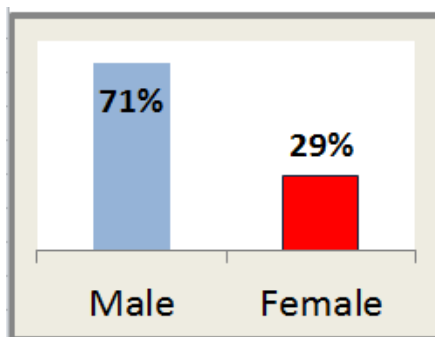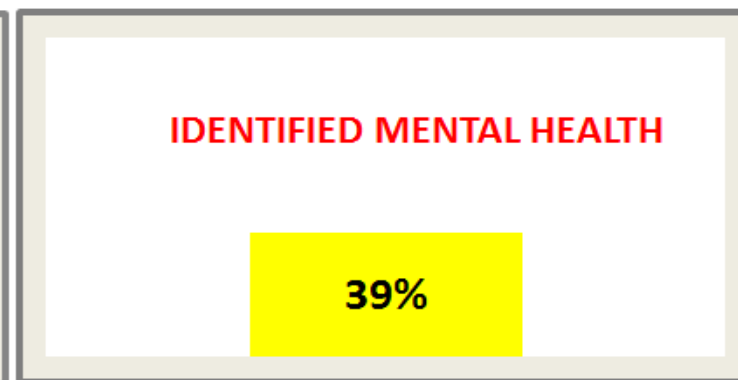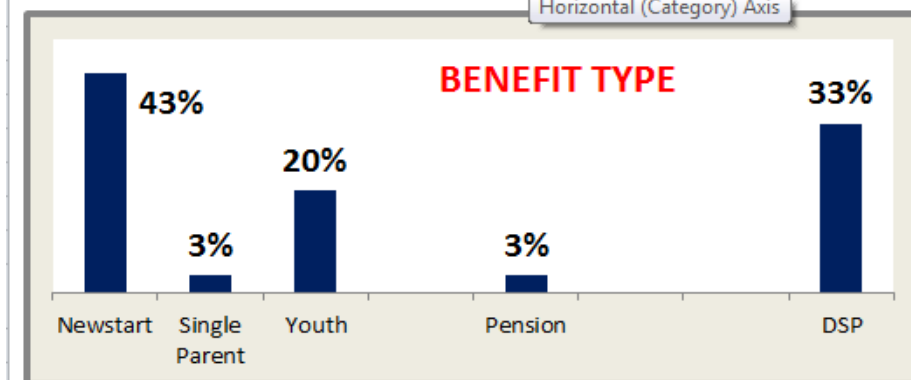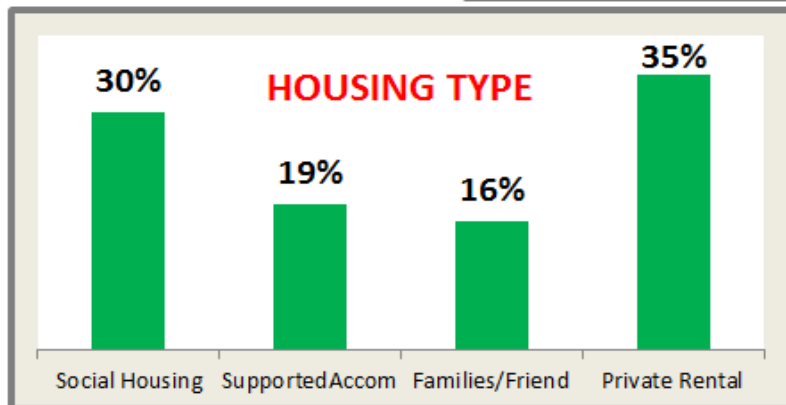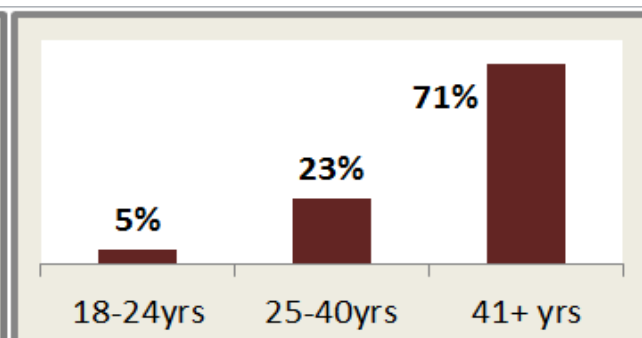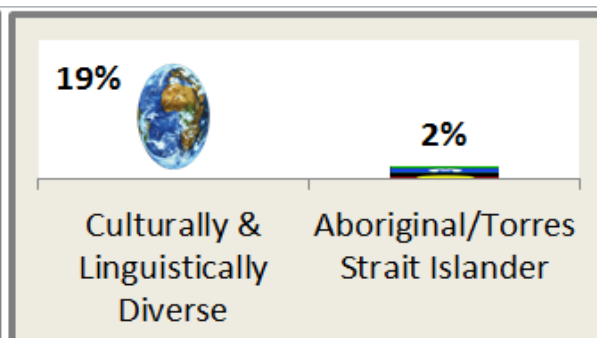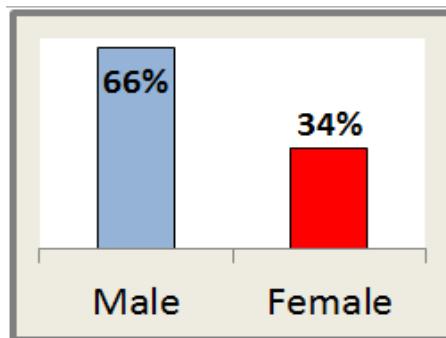
REDFERN / WATERLOO DEMOGRAPHICS

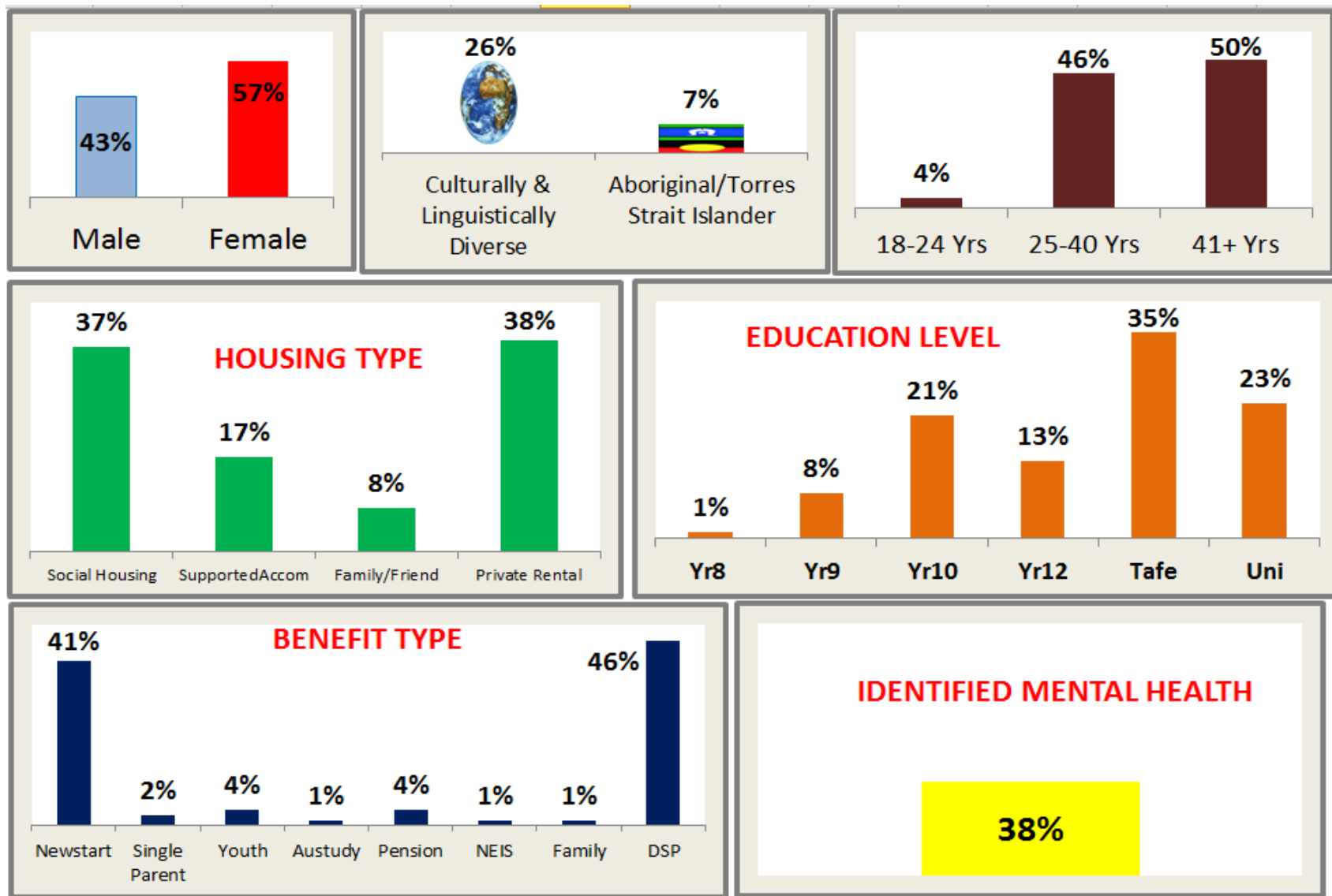* BASED ON VOLUNTARY SURVEY DATA (Varied Response Rates to Each Question)
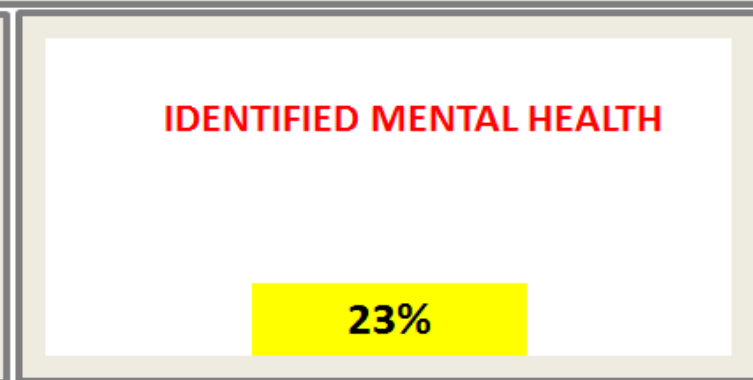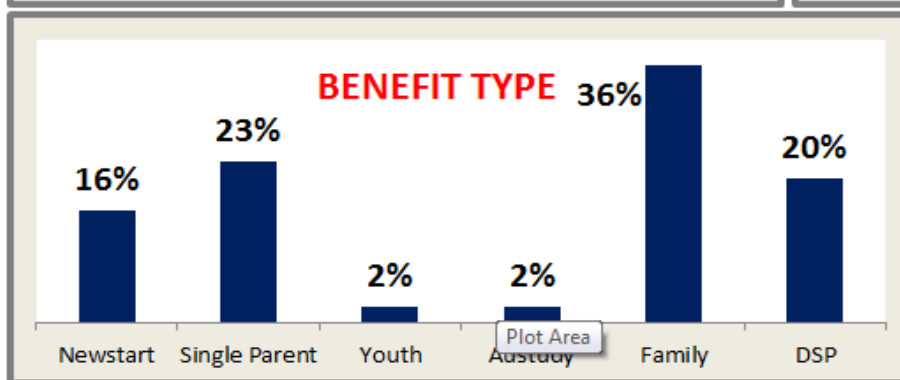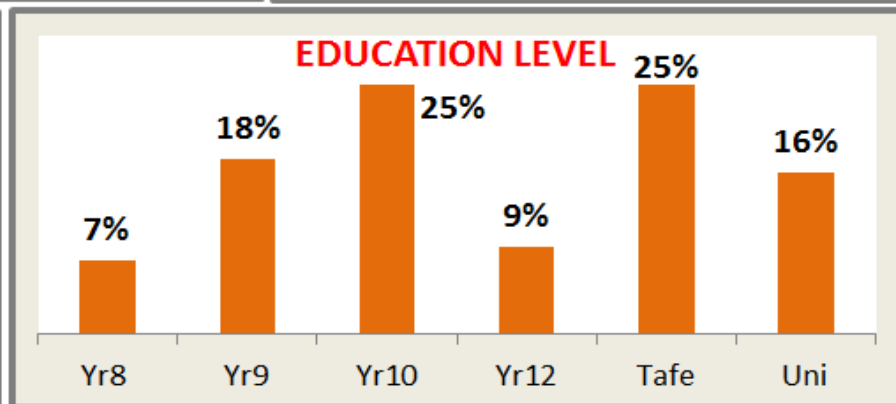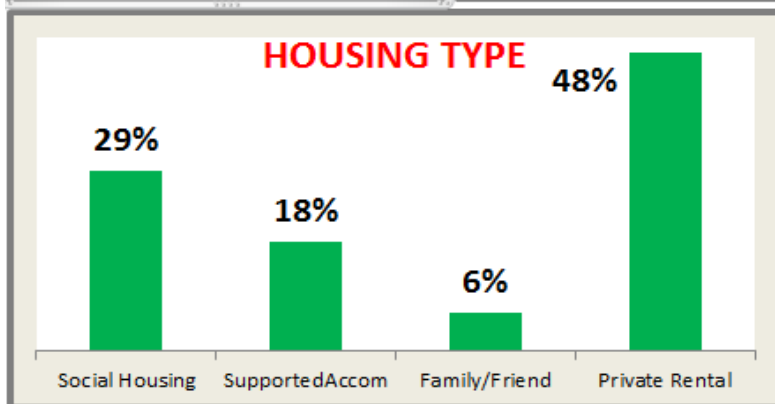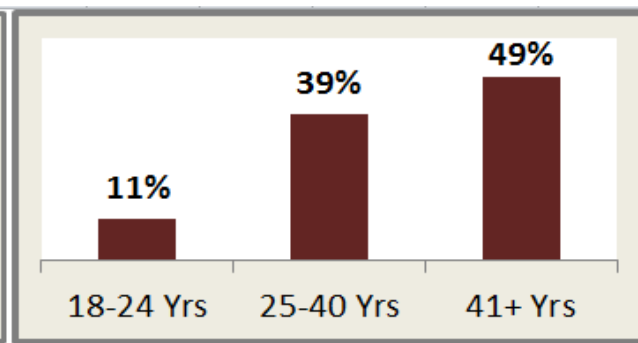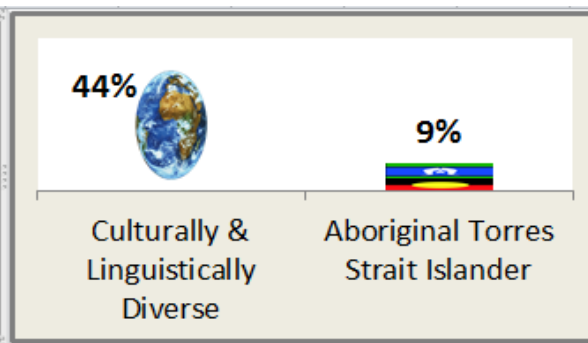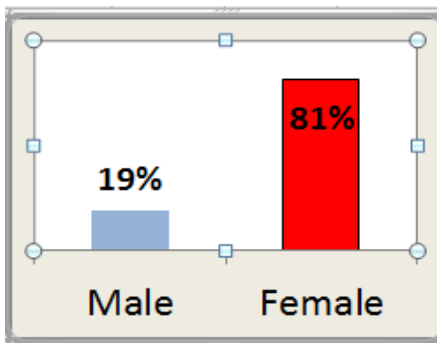
MARRICKVILLE DEMOGRAPHICS

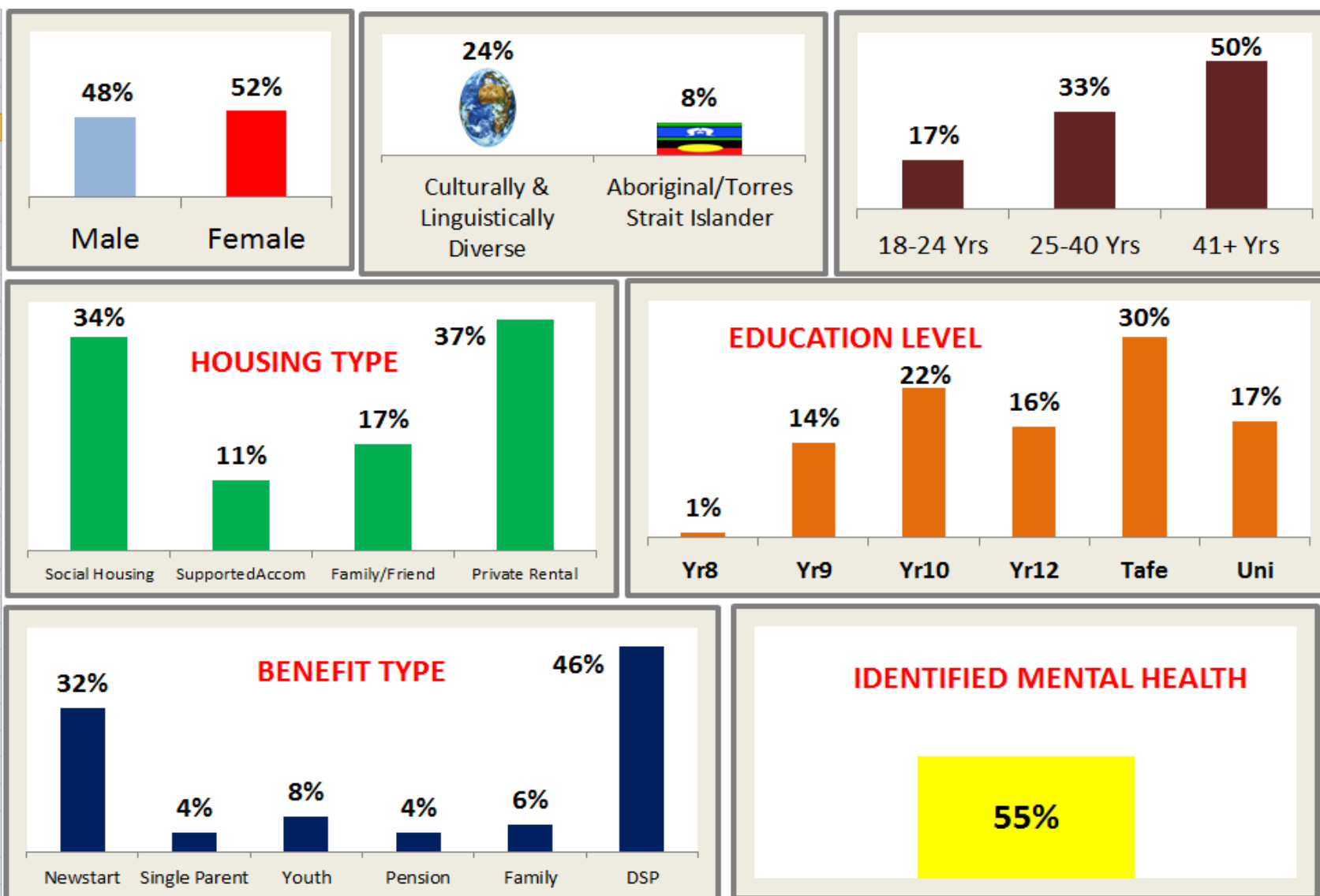* BASED ON VOLUNTARY SURVEY DATA (Varied Response Rates to Each Question)
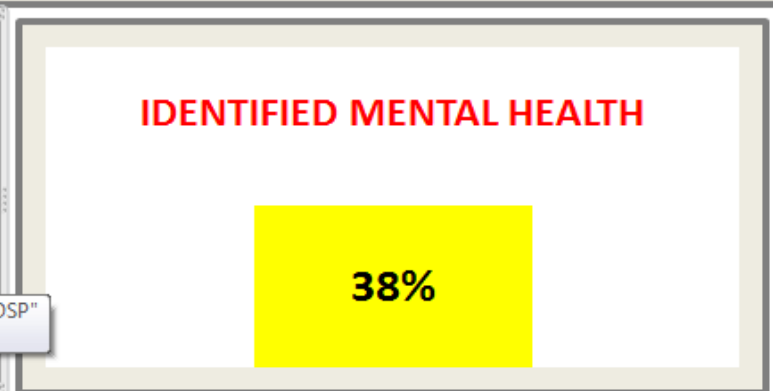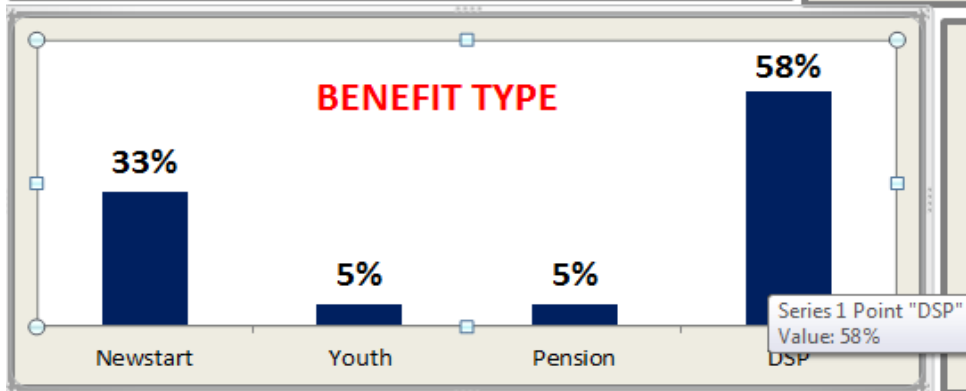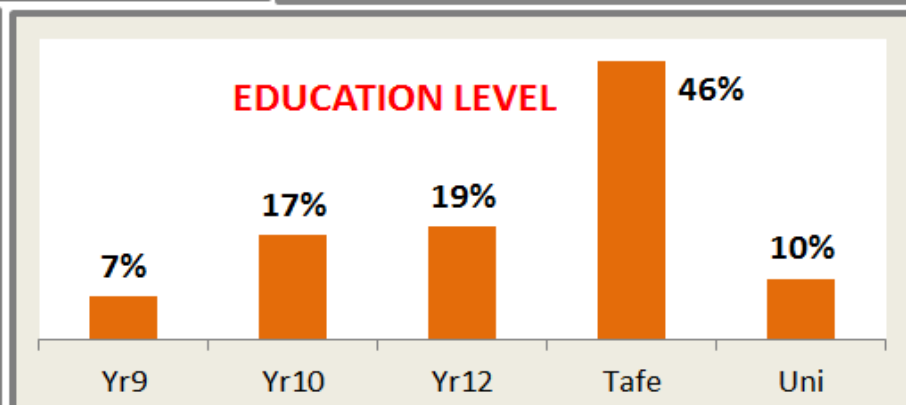
WOOLLOOMOOLOO DEMOGRAPHICS

* BASED ON VOLUNTARY SURVEY DATA (Varied Response Rates to Each Question)

MENTORING DEMOGRAPHICS

* BASED ON VOLUNTARY SURVEY DATA (Varied Response Rates to Each Question)

Male 48% **Female** 52%

Culturally & Linguistically Diverse 24% **Aboriginal/Torres Strait Islander** 8%

18-24 Yrs 17% **25-40 Yrs** 33% **41+ Yrs** 50%

HOUSING TYPE

Social Housing 34% SupportedAccom 11% Family/Friend 17% Private Rental 37%

EDUCATION LEVEL

Yr8 1% Yr9 14% Yr10 22% Yr12 16% Tafe 30% Uni 17%

BENEFIT TYPE

Newstart 32% Single Parent 4% Youth 8% Pension 4% Family 6% DSP 46%

IDENTIFIED MENTAL HEALTH

55%

2010 SEMESTER 2 DEMOGRAPHICS

* BASED ON VOLUNTARY SURVEY DATA (Varied Response Rates to Each Question)