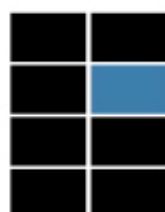




Smart Delivery Final Report

July 2011



Adult Community and Further Education

Capacity Initiatives

New Learner Markets

Project Details

Organisation Name: Port Phillip Community Group
Project Title: Engaging Pathways
ACFE Region: Southern Metro
Report prepared by: Clare Shearman
Date prepared: 25th July 2011

Funding

Funding Provided \$15,000

Project Expenditure Item	Budgeted Expenditure	Actual Expenditure
Project Management	\$2,550	\$2,550
Project Worker Fees	\$11,200	\$7,700
Telephone expenses	\$300	\$300
Advertising and publicity graphic design, stationery and postage	\$650	\$650
Transport	\$300	\$300
Course costs	nil	\$2700
Coffee Machines	nil	\$800
Total	\$15,000	\$15,000

Have all funds been expended? YES

If no, how does the organisation plan to expend the remaining funds?

Support

Did you access any of the following supports available to you in the project:

- Smart Delivery Project Co-ordinator (Rachael Bausor) YES
- Smart Delivery website/wiki/newsfeed YES
- Networking with other applicants NO

Did you find the support of assistance to you and your project? YES

Do you have any other comments about the support provided to you?

It was good to be able meet Rachael and through her contacts, tap into the experience of a worker who delivers a similar project. We gained knowledge from her experience of delivering the kind of project we were wishing to deliver.

Outcomes

What were the objectives of your project?

1. To gain a thorough understanding of whether and how an established relationship with hard to reach learners in public housing or insecure housing can provide an effective opportunity to engage them in skills development, and creates new opportunities.
2. To develop a customised course of learning based on consultation and understanding of the needs of hard to reach learners.
3. To evaluate and document all learning's for use by PPCG and other ACE organisations and thus enhance engagement of this group

How successful were you in meeting those objectives?

Objective 1; Successful

Objective 2; Successful

Objective 3; Successful

What worked well in your project?

- The Recruitment of 17 participants from the Community Kitchens to the Barrista course.
- Use of existing staff to deliver the project rather than an external project worker they were able to enthuse and encourage and participate with members of the community kitchen
- Research into the kind of course members of the community kitchen would like to attend which led to a course that was fun for participants
- Interesting and relevant course of learning provided which could lead to employment opportunities
- The purchase of coffee machines and the try-out sessions in both community kitchen projects ahead of the course of learning
- Flexibility and dynamic approach to running the project throughout the roll out

- The attendance at the community kitchens and the behind the scenes involvement of the project coordinator led to her being seen as part of the community rather than an outsider
- Using documentation provided on the Smart Delivery website as a model for evaluating this work e.g. the development of a questionnaire (see Appendix 2), the use of case studies and focus groups to evaluate the work.

What difficulties or unexpected problems did you encounter?

- The timescales to deliver a successful project were tight given the delay in initial receipt of funding and problems with the initial project worker.
- The original project worker introduced to the participants of the community kitchen as an external worker rather than someone who was part of the project – as an outsider her position in the project was not trusted and was unable to engage participants with the project. This provided further evidence of our hypothesis that prior engagement of participants is an essential aspect in creating sustainable engaging pathways.
- There was a significant drop out of 35% (9/26) from initial sign up and confirmation of attendance on the course of participants from the community kitchens on the day of the course. Despite confirmation (via individual phone-calls) the day before that everyone (100%) was attending.

This was explored further through conversation with one participant of the coffee course and one person who attends the community kitchen but who didn't attend the course.

It was clear from the conversation that personality clashes amongst the participants were a contributing factor to the high drop-out rate. It was said that one participant chose not to attend on the day because two other people on the estate were attending. Another two chose not to attend because the other one person was attending. As it was described; "You have to stand up for yourself living here – sometimes when it gets too much it's better to keep out of the way".

Further exploration of this statement with the community kitchen facilitator provided more detail of local disputes running among participants at the present time which extend to physical damage to property running into thousands of dollars.

Other reasons cited in the conversation with community kitchen participants on the subject of why other people didn't attend the program was their perception of a lack of any motivation to change the position they find themselves in:

- To get work and earn sufficient money simply to stand still once benefits and rent assistance is withdrawn requires an all or nothing approach; "At least \$40,000 per year secure and guaranteed income needs to be on offer before it is worth getting out of bed. A part time or casual job serving coffee is not going to do that".

- The perceived potential of pressure if a qualification is achieved; “If they get a qualification they may have to actually do something with their lives”
- The fear of success if they make any changes to their circumstances; “It’s easier for them to stay at home doing what they do - half of them don’t want to succeed”

Other reasons provided on the day to the coordinator of the project included:

- “I missed my meeting with my drugs and alcohol counsellor last week and she has told me I have to be there today”.
- “I just heard that I have got 3 hours’ work today. I’m gutted but I have to take that”
- Despite the level of drop outs, 17 participants and 1 coordinator attended the course and this stretched the RTO which had only provided one tutor. Some participants found that there was insufficient support for them during the training.
- One participant at the St Kilda Community Kitchen advertised the course on a ‘Couch Surfing’ website. This had the effect of the potential of a free course going ‘viral’. In turn, this led to 10+ calls the day before the course from people looking to take advantage of the free course who were not attendees at the community kitchen projects. It has shown us how we may use such advertising such to advertise our projects in the future.

Benefits

What have been the main benefits to your organisation/community?

The results of a questionnaire (see Appendix 1) and follow up focus groups and interviews with participants were used to inform this section.

- **Clear evidence of utilising the community kitchen as a platform to reach ‘hard to reach’ participants.** This project has shown that introducing pathways through the kitchens have provided real life changing opportunities for participants of our projects which otherwise would not have been possible – of those participating 9 (50%) would not have participated in the course had they not been introduced to it through the community kitchen.
- **Clear evidence that providing accreditation for training was not a high motivator for people engaging in learning pathways** This has enabled us to focus on utilising non-accredited hours to provide a regular training program at the kitchens in the future with a view to providing accredited pathways as a second step rather than the first step on the engagement pathway.
- **It has enabled us to build links with RTO’s and to understand how we can add value to our existing project and partnerships** – e.g. in the process of this work we had conversations with a number of RTOs and there is potential to build significant community partnerships with at least one RTO going forward.

- **It has engaged a number of participants for the first time and has created a real buzz within the two kitchen projects** – the numbers at our community kitchen projects, particularly our Bath St project have increased by around 80% word of the learning opportunity spread around the community.
- **Greater insights of the learning journey for hard to reach learners** have been gained due to the community kitchen worker’s participation in the training – the flexibility to run the project as we wished enabled two of the project workers to attend the coffee making training and walk with participants on this journey.
- **It has provided a pathway to further education and possible employment opportunities.**
 - Of those participating on the course 10 out of 18 (55%) plan to look for work in the area of coffee making. Of these 3 people (30%) would not have participated in the course had they not been introduced to it through the community kitchen.
 - Of those participating on the course 14 out of 18 (77%) would like to undertake further training in other areas. Areas mentioned included: cooking, first aid, car maintenance, computers, art, knitting, chocolate making, drink mixing, music, arts, photography, film making, sport, sailing, food handling.
- **It provided an opportunity for engagement with neighbours** by people living on the same estate. As one participant commented; “It enabled me to get out there and meet new people – I talked to people I would have never talked to before or even met. I now know people on my estate who I didn’t before the coffee course”.
- **It provided a forum for inclusion;** “It didn’t matter who you were or where you came from, we were all together in the same boat – learning how to make a perfect coffee. It has given the kitchen an additional focus and something to talk about which we can share with others who were on the course.
- The social element has enabled **deeper relationships to develop**, conversations to be held and opportunities for development to be explored with each other. Strong evidence of this benefit can be seen in the case study outlined at the end of this report.
- **It confirmed many assumptions we had previously made** regarding the barriers that we need to overcome to engage participants living on the estates that we work in.

Are there any **lasting** benefits from this project? Please describe.

- An increase in participants to the community kitchens
- An interest in further learning and employment training opportunities
- The funding enabled us to purchase 2 coffee machines and there is now a considerable cohort at each kitchen project who will be able to operate this and serve good coffee and hot chocolate on a weekly basis – giving those participants increased sense of self-worth and confidence.

- We will use the outcomes and knowledge gained from this piece of work to inform future work and as a basis for future funding applications. One example of this is the awareness of the need to break the pathways down into smaller steps using taster sessions, non-accredited training on a regular basis to encourage people to take the bigger steps into accredited training and work.
- Participants and facilitators describe a sense of achievement and confidence which has been gained as a result of the course:
 “I feel so much more confident to go into a café and order a coffee now. It’s like a whole world which I felt excluded from has now opened up to me. I have had a conversation with a person making coffee about the type of machine they use. I could never have done that before”. *participant*

“Today T came in and made coffee for everyone. He sat here and took orders. There was a real confidence in him which I haven’t seen before”. *community kitchen facilitator*

Did you make any changes to your project in order to meet your goal and outcomes? If yes, please explain.

- We changed the learning opportunity from ‘basic food hygiene’ to Barista training as it was identified that basic food hygiene was already held by a number of participants from the kitchen and also did not seem to be something that the participants saw as a positive pathway to further education or employment. Barista training was identified as a unit of competency and clear pathway to further education of SIT07 Tourism, Hospitality and Events Training Package, as well as a pathway to employment.
- We changed the way the project worker engaged with the project from being front-line delivery of the project to behind the scenes support. This enabled the people with whom the project participants identified to have the initial conversations with participants regarding what kind of training they would like, to promote and encourage attendance on the course and in one case to attend the course. The previous way of working had not only not encouraged participation of community kitchen participants but had engendered negative reactions from them.

If you were to run this type of project again, would you do anything differently?

- We would use the second model of engagement that we used rather than the first, blending the coordinator and workers facilitation of pathway engagement into the core offer at the community kitchen to provide a seamless and almost accidental pathway to engagement, to the point that opportunities for development in fun and innovative ways becomes part of the way that the kitchens operate.
- We would work more closely with other training providers to provide a suite of regular training opportunities in partnership with them so that can establish a more sustainable pathway into longer lasting outcomes leading to employment. For example, utilising non-accredited hours to run taster sessions, with follow up courses to provide accredited training.

- We would trial running courses at the same location as the community kitchen to ensure that the requirement to go somewhere different for the course is not a barrier for hard to reach participants – even though transport was provided for the coffee course.
- We would consider offering more than one opportunity to attend the same course on different days and times of the week to overcome some of the barriers identified in the running of this project. This would also overcome the issue that we found with a high ratio of participants to trainer.
- We would consider running informal demonstration events at the community kitchen periodically for example demo sessions on pizza making to show case and encourage participation in planned courses in the future as a pathway to further developmental opportunities.

Do you have any individual stories or case studies from your project that you would like to share? Please also include any photos with your final report.

Case Study HM.

HM is a mother of three young children (youngest is 4). She was living a “normal life” with her husband and son in private rented accommodation. Shortly after the birth of her daughter HM discovered that her husband had not been paying the rent and they were evicted. At that point the relationship between HM and her husband broke down and she was provided with accommodation in public housing.

She had been living on the estate for 6 years when she saw a sign for the community kitchen and started to get leaflets about activities taking place on the estate. When the PCs were installed in the community room her children started to go along. She started becoming more aware of and interested in the activities going on.

She heard about the coffee making course from a personal contact with one of the project coordinators who was delivering flyers to her door. In the past she has been a childcare worker and also waited on tables in restaurants. She saw the coffee course as something that could be useful in the future as she anticipates returning to the world of work in two to three years’ time when her youngest child is 7.

She came along to the course and received accreditation to serve and prepare coffee. As she commented, “if I see a 2-3 hour job looking for someone to make coffee when my youngest is at Kinder I can now apply for it”.

On the journey to and from the coffee course, informal conversations with HM uncovered her skills in childcare. Subsequently HM has agreed to consider volunteering at the community room with a new childcare project that will be starting in the next few months. As the community kitchen facilitator noted “that conversation probably would not have happened if we had not put on the coffee course”

HM sees volunteering, the coffee course and other courses that may be run from the project as a positive way to facilitate her to get back into the world of work, to gain some experience and to keep her future career choice options open.

Case Study PS.

PS has been living in the Bath St Flats for the last 5 years. He first attended the Community Kitchen after receiving a flyer in his letterbox. He says “It sounded interesting and a way of meeting new people”. He has been going to the kitchen since it first opened.

He attends the kitchen as he lives alone and likes going as “It is a social thing to do, I enjoy cooking and really like the chance to eat with others”.

He likes coffee and recalls hearing about the course one day at the kitchen. “I thought it sounded like a good idea and decided to sign up”.

He is currently not able to work due to health issues but is pleased to have a qualification that maybe of use in the future.

In the past a friend had shown him how to make coffee but he wasn’t really that confident. Now he says “I can make coffee for other people now – no worries”.

His is interested in other courses as a way of developing his skills for the future.

Participants learning the art of coffee making



Review

Do you have any suggestions for improving this project model?

No it was great – we particularly appreciated to undertake a mid-project report as it enabled us to take stock of our progress to date and completely change our approach to achieving the project aims.

Would you be prepared to share information about your project?

Yes

Do you have any further comments?

Thanks for the opportunity to undertake this work. Thanks for the support during the project. It has been a great learning experience and one on which we hope to build.

As a result of this project we are now focused on establishing sustainable engaging pathway programs to all of the suitable projects currently running in the community rooms throughout Melbourne and are considering applying for further grant funding to build on this work.

APPENDIX 1 Questionnaire Results

How did you hear about the course?	St Kilda kitchen	Elsternwick kitchen	Other source	
	13	3	2	
Why did you do the course	Fun x3, friendship, interest x 3, a desire to learn how to make coffee, want to get a job x 7, getting a certificate x 2, practice, free x2, learning new things, love coffee			
Would you have been interested in our course if there wasn't an accredited qualification?	Yes	No I wanted a qualification		
	14	4		
Do you think you would have participated if you had not heard about it through your Community Kitchen?	Yes	No	Maybe	I haven't been to a kitchen
	5	9	4	
Do you plan to look for work in this area?	Yes	No	Maybe if something came up	
	10	3	5	
Are you interested in any other training?	Cooking, first aid, car maintenance, computers, art, knitting, chocolate making, drink mixing, music, arts, photography, film making, sport, sailing, food handling			
Would you be interested in further training even if it wasn't accredited?	Yes	No		
	14	4		
What benefits did	Very good, wonderful experience, good to be out doing something that			

<p>you gain from attending your course today? Any other comments or suggestions?</p>	<p>challenged me, thank you, stretched my knowledge and skills, perhaps a pizza shop could come and do a 'how to' at the kitchen?, thank you the course and the community means a lot to me, I enjoyed the course, knowledge and people skills, THANK YOU SO MUCH, the course was very informative and interesting, more confidence in approaching cafés for work, happy, all done well, It is great I hope more people will attend these courses, fun, certificate, meeting new people, KEEP IT UP, I've got confidence.</p>
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**TENANT PARTICIPATION
& COMMUNITY FACILITIES**

Student Evaluation



**PORT PHILLIP
COMMUNITY**

Student Name: _____

Course Attended: Accredited Barista Certificate SITHFAB012A level 1

And/or Accredited Coffee Art Certificate level 2 - Professional Barista

We value your input! Port Phillip Community Group wants your thoughts to help us improve what we do. Use the back of this sheet if there is not enough room for your comments.

How did you hear about the course?

St Kilda Community Kitchen Elsternwick Community Kitchen

Through a community activity (please specify)

Through a personal contact On the internet (please specify)

What made you decide to do this course?

Do you think that you would have participated in the Barista course if you had not heard about it through your Community Kitchen?

Yes No I haven't been to a Community Kitchen

You're now a qualified Barista! Do you plan to look for work in this area?

Yes No Maybe if something comes up

Now you have been on this course are you interested in doing other training? If so what would courses would you be interested in learning more about?

What benefits did you gain from attending your course today? Were your expectations met?

Please add any other comments or suggestions you would like to make.

Many thanks for your help! 😊

Thank you for your help in realising the goals of the Smart Delivery initiative.