



Contents

1. Acknowledgements	3
1.1 Funders and Regional Participants	3
1.2 Barwon Network of Neighbourhood Houses	3
1.3 Project Reference Group	3
1.4 Neighbourhood Houses Victoria	3
2 Executive summary	4
Project context	4
Policy context	4
Community context	4
Project activity report	4
Strategic Plan 2016 - 2019	5
3 Project context	6
3.1 Background	6
3.2 Aim	6
3.3 Objectives	6
3.4 Method	6
3.5 Project framework	7
Facilitative	7
Developmental	7
Inclusive	7
Dynamic	7
4.1 State Government Education Policy	8
4.2 State Government Health and Human Services Policy	8
4.3 Sustainability and Partnering Policy	9
5 Community context	11
5.1 Regional population	11
5.1.1 Overarching trends	11
5.1.2 Socio economic issues	12
5.2 Barwon Region Neighbourhood House data	13
6 Project activity report	14
The role of Neighbourhood Houses in adult education	14
Getting to the heart of the matter	14
An accessible and adaptable project	14
6.1 Sustainability and capacity	15
6.1.1 BNNC member views	15
6.1.2 Project activities	16
6.2 Vulnerable learner training and pathways	19
Barriers to participation:	19
6.2.1 BNNC member views	19
6.2.2 Project activities	20
6.3 Flexible service delivery models	22

Opportunities to support vulnerable learners.....	22
6.3.1 BNNC member views.....	22
6.3.2 Project activities.....	23
6.4 Communication	24
6.4.1 BNNC member views.....	24
6.4.2 Project activities.....	24
6.5 Reflections.....	25
6.5.1 Project learning	25
6.5.2 Expecting the unexpected	26
6.5.3 Next steps for the project results.....	27
6.5.4 ACFE Board and Regional Council recommendations	27
7 Strategic Plan 2016 – 2019.....	28
7.1 A partnering vision for 2020.....	28
7.2 Impact.....	28
7.3 Action Plan.....	29
7.3.1 Sustainability and capacity	29
7.3.2 Vulnerable learner training and pathways	30
7.3.3 Flexible service delivery models.....	30
7.3.4 Communication	30
8 Glossary	31
9 Attachments.....	32
9.1 BNNC members and contact details.....	32
9.2 Project Reference Group members	33

1. Acknowledgements

The following organisations supported the Partnering for Access Project:

1.1 Funders and Regional Participants

The Victorian Department of Education and Training (DET) funded the Partnering for Access Project (the project) through the Capacity and Innovation Fund (CAIF). DET provides Learn Local funds to 12 of 25 Barwon Network of Neighbourhood Centres (BNNC) members who provide pre-vocational and vocational training to local communities.

Departmental representatives participated in the project reference group and provided key information, references and contacts.

The Victorian Department of Health and Human Services (DHHS), funds 22 BNNC members through the Neighbourhood House Coordination Program (NHCP), and also participated in the project reference group. It received regular updates on the project's progress as issues of governance, sustainability, vulnerable learner training and employment are of key interest.

The Geelong Regional Local Learning and Employment Network (GRLLEN) supported the project through the provision of advice and presentations at key project forums as did Deakin University (Deakin).

1.2 Barwon Network of Neighbourhood Houses

There are 25 Neighbourhood Houses in the BNNC. All funded houses participated in interviews regarding the Partnering for Access project through their coordinators (see attachment 9.1). Houses then participated in activities that were relevant for their interests.

1.3 Project Reference Group

The BNNC Executive maintained strategic oversight of the project with a reference group established to oversee implementation, development, budget, provide advice and approve milestones and payments.

It was comprised of two representatives from each Network of Community Houses (NOCH), DET and DHHS and the BNNC networker who provided ongoing supervision and support to the project worker. Winchelsea Neighbourhood House was the project funds holder (see attachment 9.2).

1.4 Neighbourhood Houses Victoria

Neighbourhood Houses Victoria (NHV) is the peak body for Neighbourhood Houses and Centres.

The project was conducted with reference to NHV policies and the CEO and policy officer provided a sounding board through the project.

The project also referenced contributions from other Neighbourhood House Networks and individuals outside Barwon Region. Their contributions have provided depth and confirm that the experiences of BNNC members are shared across the State.

2 Executive summary

Project context

The Partnering for Access project was generated through the current strategic alliance between Barwon Neighbourhood Houses. It focussed on current and potential options to enhance sustainability and capacity, increase vulnerable learner training and pathways, highlight flexible service delivery models and establish a communication plan.

It was implemented through an action research methodology and delivered through a community development framework.

Policy context

The Partnering for Access project was funded through an Adult and Community Education Capacity and Innovation Fund grant over an 18-month period.

It's objectives, activities and outcomes were consistent with the Victorian Government's Education State Policy and the Neighbourhood House Coordination Program.

The concept of exploring organisational sustainability for not for profits engaged with local communities is consistent with previous social policy work.

Community context

Population data indicates that growth and diversity will be ongoing trends in the region over the next 15 years and consequently will continue to challenge Neighbourhood Houses to change and evolve to meet community needs. Partnering for lifelong learning and jobs will continue to be a part of the policy and community context.

The Neighbourhood House model illustrates that houses are a connector for vulnerable community members to learning for life and learning for

jobs. By forming relationships with the network of community and health organisations that support vulnerable community members, houses can promote this pathway and offer a variety of options. For many this starts with confidence building. From there the options of learning for personal enjoyment, or learning to find a job, are possible as indicated by the strong data on Neighbourhood House usage.

Project activity report

Neighbourhood Houses bring people together to connect, learn and contribute in their local community through social, educational, recreational and support activities, using a community development approach. Houses welcome people from all walks of life. This inclusive model creates opportunities for individuals and groups to enrich their lives through connections they might not otherwise make. By involving the community and encouraging participation and inclusion, Neighbourhood Houses are in a strong position to deliver quality programs, activities and services. Sometimes the focus of this work is for lifelong learning and sometimes for vulnerable learners seeking training and jobs.

Activities in this project were based on the project aims and interviews with Neighbourhood House coordinators and included:

Sustainability and capacity

- Good practice showcase 2015
- Good financial practice pilot
- Shared professional development pilot
- Shared policy and procedure guidelines
- Tutor bank

Vulnerable learner training and pathways

- Partnering for lifelong learning and jobs model
- Biz Know How – small business development A Frame

Flexible service delivery models

- Labour market forum

Communication

- Presentations
- Shared term programs
- Partnering for lifelong learning and jobs videos and posters

Strategic Plan 2016 - 2019

The project steering group identified a vision for partnering towards 2020 for BNNC, the anticipated impact of this vision for partners, houses and communities and the future actions that would be needed to see the vision implemented. The actions have been developed as extensions of the work undertaken over the last 18 months and it is proposed that they should be integrated into the review of the BNNC Strategic Plan which is due in 2017.



3 Project context

3.1 Background

The project was generated through the current strategic alliance between Barwon Neighbourhood Houses. It focussed on current and potential options to enhance sustainability and capacity, increase vulnerable learner training and pathways, highlight flexible service delivery models and establish a communication plan.

The project responded to the BNNC Strategic Plan 2015 – 19 that anticipates increasing demand on Neighbourhood Houses as the Barwon regional community changes and grows. The Strategic Plan identifies that this will require continuing diversification and improvements to learning, advocacy, activities, support and co-ordination.

BNNC members have established a vision to meet these challenges with “A collective voice and a sense of unity” within a community development framework.

The project is consistent with the Strategic Plan vision and mission and provided an opportunity to extend good practice, strengthen partnerships and increase community access. The project was funded for 18 months through an Adult Community and Further Education (ACFE) CAIF grant.

It offered an opportunity to build on previous BNNC partnership activities including:

- The BNNC Strategic Plan 2015 – 19;
- The Developing Business Partnerships to support Learn Local Committees of Management Project 2012 - 13;
- The Strengthening Participation and Resilience in Communities Project 2013 - 14;
- Combined planning forums focussed on sharing and partnering January – February 2014; and
- The Northern Network of Community Houses (NoCH) Community of Practice model

It was guided by a project steering group and provided with support from the BNNC Networker.

3.2 Aim

The project aimed to improve efficiency and increase the number of houses able to access and deliver ACFE funded pre accredited programs whilst lowering costs and time consuming reporting and compliance requirements through a unique network partnership managing governance, corporate and administration services.

3.3 Objectives

The project objectives were to focus on vulnerable learners and draw on current regional initiatives, and similar projects outside the region and identify:

- Mechanisms to partner and share good practice, resources and flexible service delivery;
- Models for shared HR, finance and purchasing and associated governance;
- Action to increase vulnerable learner access to pre-accredited and pathways to further education and / or jobs; and
- A regional strategic communication and branding plan that provides seamless access to Learn Local pre-accredited training.

3.4 Method

The project was implemented through an action research methodology.

Action research is “learning by doing”. It is typified when a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again.

The methodology involves identifying or defining a problem, considering alternative courses of action, selecting a course of action, identifying the impact and identifying the findings and then redefining the problem.

The project was started with an objective and set of project outcomes. In this project methodology, the project assumption was tested through interviews with BNNC members and key external stakeholders. Alternative courses of action were identified through these interviews and a desktop review of relevant reports. Resources drawn together to support an agreed course of action are documented in section 6 of this report and documented in the strategic action plan in section 7. The impact of these resources will be gauged with participants and this final project report identifies project learning and how the project can be sustained and communicated.

As the project involved a significant amount of change, the action research methodology enabled engagement of key stakeholders and provide flexibility to tailor resources and take an educative approach in sharing learning and building an interest in extended partnership and change. It enabled engaged Neighbourhood Houses to participate where the project aligned to their interests and priorities. It kept an open door approach to welcoming any House to any activity.

Through the establishment of a 3-year Strategic Plan, there is the opportunity to embed project initiatives into the BNNC Strategic Plan renewal process which is due to occur in 2017. As a result, elements from the project will be incorporated into the ongoing work of the network and will be sustainable.

3.5 Project framework

The project's action research methodology was delivered in a community development framework.

This framework is outlined in the Neighbourhood House Coordination Guidelines 2016-19 and is described as strengthening the community. Using this framework to implement the project was a deliberate decision with the aim of strengthening the BNNC and leaving sustainable actions in the required 3-year Strategic Plan.

Mirroring the community development process outlined in the Guidelines, the project set out to be facilitative, developmental, inclusive and dynamic.

Facilitative

The first action taken in this project was a series of interviews with all Neighbourhood House coordinators in funded services to identify their thoughts on the project objectives and how each house might link into future activities. This approach of listening, linking and making connections was applied throughout the project and opportunities were offered at all times for local Neighbourhood Houses to opt into activities. It also helped identify more consistent areas of interest and enabled the project to go with the energy and interests of BNNC members for best effect. It uncovered current practices and identified the opportunities for engagement and similarly aspects of the original project brief where there was little energy and interest.

Developmental

The developmental approach taken with the project enabled individual coordinators with an interest in elements of the project to be involved and take the lead where possible. This was managed in a supportive way but was consciously implemented to increase sustainability. An example of this was the decision of the Colac Otway NOCH to develop A Frames and a dialogue with their community regarding training for enterprise development. While supported through the process, the lead for this project element was held by the Marrar Woon Coordinator in collaboration with other NOCH coordinators.

Inclusive

Irrespective of the preliminary views expressed by BNNC coordinators regarding the project, all network members were invited to all project activities and their views were welcomed throughout the process.

Dynamic

The facilitative, developmental and inclusive approach undertaken throughout the project meant that activities evolved, within the project objectives, where there was energy, interest and enthusiasm. The project was able to create continuity with other activities running concurrently, like the Engagement Point Project, and input into other Network activities that were being planned such as the professional development and communications strategies.

4 Policy context

4.1 State Government Education Policy

This project was funded under the ACFE Board's CAIF program which provides opportunities for Learn Local organisations to develop and implement projects designed to meet learner needs and to increase participation and attainment in pre-accredited and accredited training programs.

As a Partnering for Access stream grant, all BNNC members, whether recipients of Learn Local funding or not, were able to participate in identifying ways to increase the sustainability of the sector as an entry point for vulnerable learners and also the actions that would best suit these learners needs. This is consistent with the State Government's Strategic Intent to education and training known as the "Education State".

The State Government has promoted the Education State as building an education system that produces excellence and reduces the impact of disadvantage. Learn Local organisations provide a unique, community-based context for learning and can contribute to the State Government's vision to "... give every Victorian the best learning and development experience, making our state a smarter, fairer and more prosperous place".

From a policy perspective DET's future focus will include a:

- Greater focus on the individual child or learner with targeted support close to where they live;
- Stronger connection between wellbeing and learning;
- Renewed approach to partnerships, which are critical to providing local, place-based support and addressing vulnerability;
- Commitment to excellence, underpinned by stronger implementation, use of evidence, evaluation, knowledge sharing and a workforce empowered to perform at a high level; and
- System-wide emphasis on integrity and accountability.

BNNC members are well positioned to either directly or indirectly deliver or link local community members to this training as they focus on the individual needs of community members and have the flexibility to meet their learning requirements.

Involvement in adult, community and further education is consistent with the policy priorities of DHHS which provides 22 Neighbourhood Houses in Barwon Region with funding under the NHCP.

4.2 State Government Health and Human Services Policy

The NHCP provides funding to Neighbourhood Houses, Neighbourhood House Networks and NHV to:

- Support the provision of community development programs and activities that lead to community-strengthening outcomes by:
- Supporting diversity and promoting community participation and inclusion;
- Facilitating community development and capacity building in support of individuals and groups within communities; and
- Supporting life-long learning opportunities for people to improve their training and employment pathways.
- Undertake community development processes to address locally identified priorities and needs through:
- Community consultation;
- Development of agreed community responses to identified priorities and needs;
- Identification of partners and funding sources; and
- Facilitating and evaluating responses to identified needs and priorities.

Supporting life-long learning opportunities for people to improve their training and employment pathways and community participation provides all Neighbourhood Houses, whether in receipt of Learn Local funds or not, with a rationale for assisting community members seeking pre-vocational or vocational training.

In addition, the NHCP Guidelines 2016-19 note the relevance of Learn Local courses for adult learners interested in gaining qualifications and employment.

4.3 Sustainability and Partnering Policy

The project aims to improve efficiency, lower costs and increase sustainability through the establishment of a partnership model has strong connections to current State Government education and health and human services policy. It also reflects a body of knowledge and practice focussed on sustainability and partnering that has been developing in the broader community sector context for some time.

Within this body of knowledge and practice, there are some pertinent contributions that are relevant for Neighbourhood Houses and underlying tensions in implementing this project. While the action learning project methodology and community development framework enabled the project to proceed and deliver positive outcomes, underlying tensions made it difficult to maximise full project participation or actions focussed on the first objective of sustainability.

These underlying tensions can be described in various ways but the way that they were experienced in this project seem to pivot on the extent to which individual houses in the Network saw themselves as delivering outcomes for local communities primarily through local governance and delivery or being willing to partner as a sector to deliver local outcomes.

While most coordinators interviewed in this initial engagement process could see value in tackling back of house functions in a collective manner, few were prepared to participate in a conversation regarding how back of house functions such as finance and administration, human resource management, information technology, marketing and communications or fundraising and development might operate at a regional or NOCH level. Conversely, most expressed interest in contributing to work related to vulnerable learners and pathways to learning that may benefit from shared work or partnering.

It seemed easier for people to speak with and work with each other on the content side of delivering outcomes rather than issues where a perceived loss of control could occur.

In some respects, this is not surprising as the overarching funding model for Neighbourhood Houses through the NHCP guidelines is

grounded in a local, community development and governance model where local communities are responsible for the all aspects of house operations, governance, planning, delivery, partnering and evaluation. While the guidelines say that “Every aspect of the community development model needs to be underpinned by strong management and administrative systems”, it leaves the development and implementation of these systems to coordinators rather than establishing an incentive for individual centres to form cluster management.

The Eugene and Agnes E. Meyer Foundation explored this situation around 2008 in an article titled “Outsourcing Back-office Services in Small Not Profits: Pitfalls and Possibilities”. It noted that while small not for profit community based organisations can experience inefficiencies, cash flow crises, missed opportunities, lack of work satisfaction, burnout and lack of sustainability, “turf and personalities” can result in an unwillingness to relinquish control or delegate to other providers. They concluded that the best intervention points for introducing back-office outsourcing or shared services can be when the existing systems fail or opportunities arise that would bring such models to scale.

It is interesting that an attempt to introduce a “Partnerships for Strengthening” project in 2013 in BNNC was not able to fully establish as a pilot let alone a network wide model. This initiative attempted to establish links between local business and Neighbourhood Houses, and while relationships were brokered with relevant services, there was low take up and the pilot did not proceed.

Varying degrees of success have been experienced across the state with shared services models. The Inner North Cluster (INC) is a partnership of six Neighbourhood Houses with Learn Local funding and they have undertaken significant work over an eight-year period to establish a new governance model and transition a number of back of house functions to a shared model. Yet in spite of having made significant governance changes, they have achieved more around shared data, communication and pathways cross promotion that they have with back of house functions like finance and administration, human resource management and information technology.

In fact, the Wimmera Community Learning Strategy Project, funded in the same CAIF round as the project has found that of the 484 ACFE CAIF projects funded in rounds 1 – 7, nearly 200 have looked at capacity building, governance and management structures and partnerships. So while there is consistent interest in these issues and how they might work better, there seems few implementation examples upon which any project replication could easily be based.

This reinforces the position taken with this project to build on initiatives like the 2014 - 15 Northern NOCH Communities of Practice and Engagement Point Projects, and other opportunities that emerged throughout the project to test how far BNNC members would be prepared to go in developing shared governance or back of house arrangements.



5 Community context

5.1 Regional population

5.1.1 Overarching trends

The G21 – Geelong Region Alliance Regional Profile indicates that growth and diversity will be ongoing trends in the region over the next 15 years. G21 is the formal alliance of government, business and community organisations working together to improve the lives of people within the Geelong region across five municipalities – Colac Otway, Golden Plains, Greater Geelong, Queenscliffe and Surf Coast. Although the BNNC catchment does not incorporate Golden Plains Shire, the G21 Profile is an accessible source for comprehensive population data. It also breaks down data to municipal levels and so apart from the overall regional figures quoted below, all other references cite the relevant local government areas. In addition, data to postcode level can be accessed via Local Government Authorities. Most have a product called ID Profile and individual houses can set parameters and request reports that provide a localised population profile.

In 2013, the G21 Region had an estimated resident population of 293,700. By 2031, the population is likely to reach 383,801 which is an increase from 2013 of approximately 35%. The 2011 census indicated that three-quarters of the region's population lived in the City of Greater Geelong and more than 50% of the regions total population lived in the Geelong urban area.

Between 2006 and 2011, the greatest growth in the region occurred in the Surf Coast (18.8%) while Greater Geelong (6.8%), Colac Otway (0.2%) and Queenscliffe (-0.6%) had below average growth.

While compared to Victorian averages the G21 Region had a slightly higher median age. It had a slightly higher proportion of 0-19 year olds (25.7%), a lower proportion of 20 – 49 year olds (38.1%) and a higher proportion of population aged 50 years and older (36.3%).

However, projected population growth (35%) is higher than regional Victoria (25%). Above average growth is projected for Surf Coast (52%) while below average growth is projected for Greater Geelong (51%), Queenscliffe (10%) and Colac Otway (8%).

Gender distribution is similar to Victorian levels with males accounting for 49% of the population and females 51%. The 2011 census indicated that there were 280 same-sex attracted couples living in the same household in the region.

The 2011 census indicated that there were approximately 2,256 Aboriginal and Torres Straits Islanders (0.8%) living in the region, which is marginally higher than the state average of 0.7%.

While most people living in the region were born in Australia (81%), 19% were not. Further, the Diversitat Annual Report 2015 indicated that 205 refugees were welcomed into the community from Afghanistan, Burma, Iran and Tibet.

In terms of disability prevalence, Colac Otway Shire had the highest estimated rate of population with any type of disability followed by the City of Greater Geelong.

For Neighbourhood Houses in the region this raises some critical challenges and opportunities. Of the eight critical challenges identified by regional stakeholders in the G21 Regional Growth Plan (2013), the following four are within the remit of Neighbourhood Houses to action:

- Managing the changing expectations of the community for access to services and support;
- Supporting and connecting those for whom there is a lag between housing growth and other infrastructure and services;
- Enabling education and skills attainment; and
- Supporting climate change adaptation.



5.1.2 Socio economic issues

VicHealth's Position Statement of Health Inequalities (2005) stated that socio-economic position is a major determinant of health inequalities and that those experiencing socio-economic disadvantage generally have poorer health than their more advantaged counterparts.

The socio-economic profile of the G21 Region is polarised. The highest levels of socio-economic disadvantage are generally located in Colac Otway and parts of Greater Geelong while Surf Coast and Queenscliffe have very low levels of socio-economic disadvantage. High rates of unemployment, lower education levels and high levels of low skilled occupations are major contributors to disadvantage and provides Neighbourhood Houses with a significant opportunity to support and work with vulnerable learners.

For example, the G21 Region profile indicates that:

- Overall, the G21 region population (43.1%) is much less likely to have completed year 12 compared to the state average (51.7%).
- Overall, the G21 region population (15.8%) is much less likely to have a university qualification compared to the state average (20.8%).
- G21 Region women (45.6%) and men (30.1%) were more likely to have a gross weekly income of less than \$400 compared to the state average (43.7% and 29.6% respectively).

There are also significant gaps between men and women and between indigenous and non-indigenous persons with respect to education levels, income and workforce status.

Neighbourhood Houses are well positioned to support vulnerable learners in finding and achieving their pathways for life – whether this might include confidence building, learning skills for leisure or learning skills for work. Houses also provide access to free internet services, which are critical to learning in the digital age, and in a region where in 2011, private internet connections still only sit at 66.8% of all private households and the availability of broadband and mobile coverage is highly variable.

This underlying disadvantage has been compounded over recent years by the continuing decline of the manufacturing sector and an economy in transition. As a result, the need for both long term unemployed and recently retrenched workers have converged to heighten the relevance of the Neighbourhood House sector.

The Neighbourhood House model illustrates that houses are a connector for vulnerable community members to learning for life and learning for jobs. By forming relationships with the network of community and health organisations that support vulnerable community members, Houses can promote this pathway and offer a variety of options. For many this starts with confidence building. From there the options of learning for personal enjoyment, or learning to find a job, are possible as indicated by the data on Neighbourhood House usage.



5.2 Barwon Region Neighbourhood House data

The Barwon region has 25 Neighbourhood Houses. Twenty-two are funded through the State Government's NHCP.

The following fast facts are from the 2015 Neighbourhood House survey conducted by NHV and was completed by 22 funded and one unfunded Neighbourhood House. They illustrate the high levels of activities within the region's Neighbourhood Houses and the return on investment provided in supporting local communities:

Participation

- 10,317 people use or visit a Barwon Neighbourhood House each week – that's an average of 448 per house per week.
- 316 people volunteer in Barwon Neighbourhood Houses each week – that's an average of 66 hours per week.
- In an average week 6,800 people participate in programs or activities.
- 87% of Neighbourhood Houses provide computer and digital literacy activities and 52% offer pre-accredited adult education.

Good governance

- 87% of Barwon Neighbourhood Houses are incorporated associations with Committees of Management.
- 185 people service on committees of management/advisory groups in Barwon.

Return on investment

- The state wide estimated cash value of Neighbourhood House volunteering contributions is \$31 million plus.
- State-wide Neighbourhood Houses raise \$5.30 for every \$1 invested by the State Government.
- The average Barwon Neighbourhood House is staffed 34 hours per week and in use for 54.



"We work with vulnerable 'non-learners' to find out what they want so they can learn"

"We need to be shoulder to shoulder so people can learn by example by showing and sharing"

"We engage people socially and from there learning choices are possible"

"We humanise the system at a local level"

6 Project activity report

The role of Neighbourhood Houses in adult education

Getting to the heart of the matter

Neighbourhood Houses bring people together to connect, learn and contribute in their local community through social, educational, recreational and support activities, using a community development approach. Houses welcome people from all walks of life. This inclusive model creates opportunities for individuals and groups to enrich their lives through connections they might not otherwise make. By involving the community and encouraging participation and inclusion, Neighbourhood Houses are in a strong position to deliver quality programs, activities and services. Sometimes the focus of this work is for lifelong learning and sometimes for vulnerable learners seeking training and jobs.

The BNNC project was initiated to explore how individual Houses could become more sustainable by partnering to establish shared back of house resources and how partnering might result in better learning and employment outcomes in local areas, irrespective of whether houses received Learn local funds or not. This context was thought to be consistent with the Neighbourhood House community development model and sector principles outlined in the DHHS NHCP guidelines 2016 – 19.

The project was also seen as a chance to identify opportunities for collaboration on the sector's sustainability as well as meeting the principles of empowerment, access and equity and inclusion that enabling community members to access training and the economic life of the community brings.

An accessible and adaptable project

The first activity in this project was to conduct structured interviews with Neighbourhood House coordinators from the 22 funded sites. The interviews sought coordinator views on the project objectives with particular focus on the relevance and fit of the project given local interests and priorities. Views regarding potential outputs were also canvassed.

Apart from being a great opportunity to hear how coordinators saw their houses in relation to the project it provided an overview regarding the programs and activities being delivered.

The input of all coordinators enabled the establishment of a shared definition of vulnerable learner characteristics as including one or more of the following elements:

- Low self-esteem;
- Lack of trust;
- Anxiety or depression;
- Low literacy/numeracy/ESL;
- Life stage impacts;
- (Sometimes) chaotic lives without the space to think about options;
- Impact of drugs and alcohol;
- Cost of training (fees, clothes, medical, dental);
- Transport;
- Reliability of internet connections; and
- Childcare access and affordability.

It also indicated that irrespective of whether houses had Learn Local funding or not, there was a high commitment to learning for life and recognition that when a vulnerable community member walks in the door of a Neighbourhood House, they can access pathways to their own self-development as much as a pathway to training and employment. In fact, it was generally agreed that self-development and confidence is a critical first step that can enable other pre-vocational and vocational training to be successful.

The work plan for the project was based on the participation of the coordinators. Actions clustered around the project themes of sustainability and capacity, vulnerable learner training and pathways, flexible service delivery models and communication.

While the overall objectives of the project remained the same, the activities, outputs and outcomes were adjusted in light of the preparedness of coordinators to participate. The following section outlines the views of coordinators in relation to these themes and the activities delivered through the project as a result.

6.1 Sustainability and capacity

6.1.1 BNNC member views

Feedback on the issue of sustainability was mixed and included that:

- A minority of houses currently have auspice arrangements and “back of house” requirements such as finance, payroll and HR are in place. The majority of houses have employed book keepers, communication professionals or coordinators and committee of management members in some houses have skills that meet back of house needs. In terms of ACFE funded training there was interest in shared A Frames and support for compliance.
- The definition of sustainability for most houses also went beyond the definition within the original project brief. Establishing and sustaining committees of management was identified as requiring ongoing attention. Changes in coordinators, or committees of management, can mean that threads of continuity with community training interests are lost and some houses find themselves in cycles of re-discovering community interests and needs.
- A strong connection to community development strengthens and sustains Neighbourhood Houses although pathways for vulnerable learners can still be fraught as a result of the structures of the system.

While there was not a high level of interest in working on shared back of house functions to increase the sustainability of the sector, it was agreed that sustainability could be enhanced through sharing the following elements:

- Policy and procedure guidelines and templates for adaption at local sites;
- A frames;
- Tutor details;
- Attracting and retaining skilled committees of management; and
- Attracting funding.

6.1.2 Project activities

As a result of consulting with coordinators, an open invitation to participate in the following activities was made:

Showcase November 2015

A Showcase Forum was held in November 2015 to report back to the BNNC membership on the:

- Outcomes of the project interviews conducted with individual coordinators;
- Progress of the Deakin research - “Learning for life: the role of Neighbourhood Houses in the education of adults”; and
- Geelong Region Local Learning and Employment Network presentation on the regional labour market: overview, issues and opportunities for the future.

As was intended, the audience for the showcase included a mix of Neighbourhood Houses with and without Learn Local funding as the forum aimed to inform all participants on the opportunities for working with vulnerable community members on pathways to training and employment. It also offered an opportunity for participants to consider how they might be able to partner to deliver better outcomes for community members.

Feedback after the speakers indicated that connecting community members to good quality information, advice and support was often a missing link in people’s training journey. Building career advice into an A frame structure was also identified and subsequently was integrated into the Biz Know How project outlined below.

Interest was also expressed in extending the partnership with Deakin to check the feasibility of a longitudinal study into success stories for people utilising training pathways through Neighbourhood Houses.

Resources presented at the forum are available at the BNNC website on <https://www.bnnc.net.au/pathways-for-life/>

Good financial practice trial model

As a result of the project there has been an increased interest from some houses regarding good financial practice. This has resulted in a trial model to support two Neighbourhood Houses to have their finances audited. The elements of this trial will be available to all houses and include a:

- Template checklist;
- Set of standards; and
- Process to support good practice.

The system uses cloud based technology.

Resources are available at the BNNC website on <https://www.bnnc.net.au/pathways-for-life/>



Shared professional development

Although there was not network wide interest for the project working on shared back of house functions the Colac Otway NOCH shared an interest in initiating a contract to deliver strategic planning and staff development activities with an independent contractor.

This was identified as a common challenge for Neighbourhood Houses, and other not for profit organisations, that operate with volunteer committees of management, part time staff and various auspice arrangements. The thinking behind this activity was that coordinators run the risk of being quite isolated and that external supervision can provide both support and professional development.

As a result, a proposal was drafted and subsequently adopted to support houses in the NOCH with strategic planning facilitation services (which would then cascade to an annual plan and staff work plan) and 1:1 professional supervision (sometimes called mentoring) sessions with paid coordinators.

A typical session would involve:

- Discussion of work plan activities undertaken over the previous month – how they went, what went well and what could have been improved;
- Identification of options for progressing work plan activities in the coming month or countering problems from the previous month;
- Reflection of the learning and challenges experienced in undertaking that work and steps that may strengthen practice; and
- Clarification as to whether issues being encountered are of a personal nature (and need to be addressed outside the work context) or are professional in nature and may need to additional training or development (this may bring on a conversation with the Committee of Management regarding development opportunities that might mean funding approval or could mean independent study options that might require a study leave conversation).

BNNC website redevelopment

The project enabled the redevelopment of the BNNC website resulting in a member only section and functionality to enable:

- Policy and procedure guidelines and templates that were developed through the Northern NOCH's Engagement Point project to be shared;
- Establishment of a tutor bank for members to share contact details for tutors; and
- A searchable data base for course programs to enable easier referrals from one house to another and members have been assisted to upload information from their term brochures.



"You can't look at vulnerable learners without working in a health and wellbeing and community development framework"

"The impact of anxiety in stopping people from participating can't be underestimated"

"You need to think about who you are before you can train and we provide the space for that to happen"

"On the theme of joblessness, there is a synergy between what employers are asking for (increase in training for 'soft skills') and what Neighbourhood Houses do really well"

"Lack of internet access in rural areas is a real barrier"

"Our training offering would be stronger if it had a line of sight to business needs"

"We should get the word out to employers that we can run their workforce training"



6.2 Vulnerable learner training and pathways

Barriers to participation:

6.2.1 BNNC member views

Feedback on the issue of vulnerable learner training and pathways was consistent.

Neighbourhood Houses define vulnerable learners as being from rural or isolated locations and/or being older, low income, unemployed, gambling affected, diverse backgrounds or with either disability or mental health issues. As a result, the barriers to learning are exacerbated through factors such as poor transport, unreliable internet access and lack of childcare. Lack of childcare not only impacts on people with young families but also grandparents who may be delivering informal care at a time in their life when they are still interested in training and employment.

The array of prevocational and vocational training on offer through public and private providers, including Neighbourhood Houses, makes for a crowded and confusing space. One of the most consistent and universal observations from the project to date is that mental health issues, such as anxiety and depression, are often present for vulnerable learners. This both reinforces the value of a Learn Local delivery platform through Neighbourhood Houses which provides an appropriate setting but also poses challenges in

the time it takes to gain trust and ensure the right supports are in place to achieve good outcomes.

One of the other issues identified is how crucial the link between training and employment outcomes becomes and the need for course offerings to be considered in light of local workforce demand. Another is vulnerable learners in small rural and remote communities could be better supported through a combination of prevocational and /or vocational training in combination with support to commence small – medium enterprises.

Most thought that a 'Pathway' is a construct that is not tangible for most vulnerable learners who need:

- Support to become 'training ready';
- Orientation to the training and employment system;
- Career counselling;
- A clear link from training to employment;
- Access to courses that are labour market related;
- Reduced fragmentation of pathways across the region; and
- Thin labour markets in rural areas require stronger labour market linkages and consideration of micro-small business training to compliment skills training.

"Many adults don't know what they're good at but we believe that everyone's good at something"

6.2.2 Project activities

As a result of consulting with coordinators, the following activities were developed to address vulnerable learner pathways:

Promotion of the “partnering for lifelong learning and jobs” model

The project developed a flow chart poster to illustrate the consistency of the Neighbourhood House community development model and Learn local funding for pre-vocational training and pathways to further education.

Building on the knowledge gained through the Northern NOCH Engagement Point Project, the poster identifies the processes and activities that can occur in Neighbourhood Houses that can concurrently deliver an inclusive environment for all population groups within a community, some of whom might be interested in learning for leisure and some of whom may be interested in learning for earning.

It shows that the best way of connecting with the most vulnerable learners can be through partnerships with local organisations such as community, health and mental health services, local government, job actives and libraries.

It illustrates that whether a Neighbourhood House with Learn Local funding or not, all Houses can guide vulnerable learners and either run classes by memorandum of understanding or refer to other Houses with relevant courses.

It also highlights the importance of the range of options available through Neighbourhood Houses from obtaining work experience, through pre-accredited and accredited training to assistance to starting small to medium businesses.

Resources presented at the forum are available at the BNNC website on <https://www.bnnc.net.au/pathways-for-life/>

Colac Otway NOCH “Biz Know How”

The Biz Know How A Frame was developed in response to a view of coordinators in the Colac Otway NOCH that thin labour markets in the Otway Ranges made it difficult for vulnerable learners to train and obtain employment that isn't seasonal or casual.

Many local community members who attend Neighbourhood Houses are interested in learning about food and tourism related skills such as cheese making, beer brewing or the arts. While jobs in traditional labour markets for these skills may be hard to come by, there was a thought that this skills training, coupled with small business training, might provide viable self-employment options.

This thinking coincided with the re-contracting of a federal government program in the region called the New Enterprise Initiative Scheme (NEIS). NEIS assists eligible unemployed people to start new, viable small businesses. It provides accredited small business training to registered job seekers which enables the establishment of a business plan. If approved by the NEIS provider, the jobseeker operates their business while receiving a NEIS allowance for up to 39 weeks. Business mentoring is also included in the first year of business operation.

Biz Know How aims to provide job seekers with the opportunity to consider a range of training and employment options, including self-employment and, in a sense, could be described as “pre-NEIS”.

This 24-hour course focuses on the skills and knowledge needed to create or maintain a small business. Content includes:

- General Overview - What is a small business? Rules and Regulations - Is it the right option for you?
- Researching your business idea - business planning.
- Marketing, Selling, Customer Service & Understanding and analysis of the market

- Financial Management
- Marketing, Selling and Customer Service
- Website and Social Media Opportunities

The course is designed to provide a direct pathway to self-employment or maintaining a current business.

Information sessions are being held in local Houses through the NOCH to gauge community interest.

Resources presented are available at the BNNC website on <https://www.bnnc.net.au/pathways-for-life/>



"We can work with people pre-enrolment to support them in choosing a pathway"

"We can do tasters for adults to figure out what they are good at"

"Skill development is the tool that enables people to establish life skills and confidence"

"We can support people to retrain and start their own businesses"

"Some learners have spasmodic attendance or have injuries - we can take that into account and they can work at their own pace"

6.3 Flexible service delivery models

Opportunities to support vulnerable learners

6.3.1 BNNC member views

Feedback from Neighbourhood House coordinators indicates that flexibility service delivery was defined as:

- Venues close to where people live;
- Free public access computers;
- Small classes;
- Diverse delivery times and modes;
- Creation of homework groups;
- Building volunteers into the delivery model to support course work completion; and
- Guarding against rogue training providers.

Preliminary interviews with coordinators indicated a strong commitment to local communities and interest in service flexibility. There are currently examples of high quality and flexible practice within Neighbourhood Houses in the region. There are also examples from outside the region that could be considered and adapted.

Consistent feedback from coordinators is that Neighbourhood Houses provide space for vulnerable community members where they might be able to start exploring their personal issues and options and that this process may then lead to consideration of learning and potentially pathways into training.

The project highlighted that assumed links from participation in Neighbourhood Houses to training pathways, however, cannot be assumed. This fragile link can be strengthened by addressing the following points:

- Getting vulnerable learners in the door is the biggest barrier and many need support to 'training ready' and develop a set of life skills and confidence first. It is therefore, important that Neighbourhood Houses run wide ranging programs and sometimes deliver pre-vocational training through creative content;
- Small classes are important for being able to support vulnerable learners and yet minimum numbers to make courses viable can reduce local offerings;
- It is less common for one house to control the whole pathway from pre-vocational to vocational training and it is not difficult for something to go awry and the pathway (and self-confidence and hopes) can be dashed;

- A pathway is not attractive if it doesn't link to an attainable job; and
- Some vulnerable learners have been poorly advised regarding training and past training attainment can make further study prohibitively expensive.

6.3.2 Project activities

Labour market forum

A Partnering for Lifelong Learning and Jobs Forum was held in June 2016 to:

- Update Neighbourhood Houses and potential partners in the Barwon Region on current and future industry and job trends and training needs to inform future plans for the regional training offering;
- Identify how Neighbourhood Houses can partner to support pathways to employment; and
- Connect Neighbourhood Houses, Learn Locals, community services, libraries and local governments, Job Actives and RTOs to get improved employment outcomes for vulnerable learners living in local communities.

Speakers included David McGinnis who spoke on industry, job trends and training needs, DET and DHHS representatives who spoke about the State Government's priority towards training and jobs, Tanya Derret who spoke about the Skills and Jobs Centre and Nicki Dunne who spoke about the Ocean Grove RTO. The audience for the forum included a mix of Neighbourhood Houses with and without Learn Local funding as the forum aimed to inform all participants in the opportunities for working with vulnerable community members on pathways to training and employment. Other partners including Local Governments, community service organisations, job actives were invited to attend.

After the presentations, external stakeholders left and the Neighbourhood Houses were able to have a conversation about the implications from the presentations, identify potential partnerships and proposed actions. These actions have been integrated into the 3-year Strategic Action Plan in section 7 of this report.

Resources presented at the forum are available at the BNNC website.



6.4 Communication

6.4.1 BNNC member views

Implementation of the BNNC strategic communication plan was an overarching priority with emphasis on the following elements:

- Communication of education pathways
- Create a searchable list of term courses for the BNNC website; and
- Develop case studies of vulnerable learners who have successfully found pathways and experienced positives outcomes.

As the networker had just commissioned the establishment of a network communication strategy and the recommissioning of the network website, this provided an opportunity to ensure that the functionality being requested by coordinators for increased information sharing could be accommodated.

6.4.2 Project activities

Presentations

Presentations on the BNNC project were provided to the ACFE Regional Board and NHV annual conference.

Resources presented at the forum are available at the BNNC website on <https://www.bnnc.net.au/pathways-for-life/>

Partnering for lifelong learning and jobs

A video and poster project was designed to capture the views of seven Neighbourhood House members, with diverse profiles, who had either pursued volunteering or training and employment goals. The short video stories explore when participants first connected with their local Neighbourhood House, what helped them to make the connection and what they have liked about the process. Participants tell their personal stories about how they came to do training, what training they undertook and how they were helped to get through the course.

Those who gained a job talk about that outcome and the positives as do volunteers.

Each video will be available on the BNNC website and posters of each participant have been designed for display in local houses or for use in other referring partner locations including community and health services, employment services and libraries.

This activity illustrates the power of the voice of local community members in being able to inspire and encourage others to connect with Neighbourhood Houses and undertaken learning and volunteering.

Resources presented at the forum are available at the BNNC website on <https://www.bnnc.net.au/pathways-for-life/>



6.5 Reflections

Opportunities to increase partnership and increase access for vulnerable community members:

6.5.1 Project learning

The relevance of Neighbourhood Houses registering with the ACFE Board to deliver training

Neighbourhood Houses are a significant entry point for vulnerable community members to build relationships and confidence that can enable effective learning and open life and job opportunities. The community development model that underpins Neighbourhood House practice is geared to welcoming community members, who might be described as vulnerable, and supporting them to enrich their lives.

Vulnerable community members are also likely to be vulnerable learners and so it makes sense that almost half of the funded houses in BNNC are in receipt of Learn Local funds to provide accredited and pre-accredited training.

The project found that the strength of Neighbourhood House delivery for vulnerable learners is the potential for:

- Engaging vulnerable community members where they already have relationships (this might be through community, employment, health, and mental health services, local government, libraries and other organisations);
- Providing one door access and referrals between Houses to courses, by knowing each other's expertise and course availability, and partnering to share course delivery;
- Being involved in a seamless training continuum (whether registered to deliver Learn Local training or not), that can involve connecting through community development activities, providing programs for life or leisure or exploring options with learning and earning in mind.
- Starting where the community are at enables community members to explore their options; and
- Connecting community with the right activity at the right time.

"Neighbourhood Houses' focus on confidence and identity building and building a strong community fabric. This is a critical pre-requisite for successful job seeking. Many community members could benefit from support and retraining but don't see that they need help and don't seek it. Reframing the core business of Neighbourhood Houses in this way puts them at the centre of the job seeking process, whether Learn Local funded or not"

"Sometimes the role of Neighbourhood Houses is as much about intentionally getting job seekers (young and older) through the bad times so that they are resilient and able to have another go and compete in competitive labour markets. This plays to the strengths of Houses"

"Neighbourhood Houses may need to change the way that things are done and, because the sector is used to change, it can lever off this strength"

"We shouldn't assume that we all know what each other are doing and we will need to share experiences in order to build outcomes for the community"

"There is a need to celebrate diversity to form a stronger sector"

The challenge of capitalising on the potential of relationships

Through the project, stories of partnerships between Neighbourhood Houses with and without Learn Local funding emerged. What also emerged was that although individual Neighbourhood Houses can be very effective at increasing access for vulnerable community members, this doesn't necessarily build the kind of systematic response that would guarantee consistent experiences across the Network. And while the project aimed to create a systematic response for vulnerable learner access to training the project outputs differed to those initially anticipated.

The goal to increase sustainability and capacity by exploring and systematising shared back of house functions did not gain the traction hoped across the whole network but a range of alternate projects emerged following a showcase forum including shared professional development and a good practice trial model. These examples are actually replicable projects that can expand to other individual sites or NOCHs following the projects conclusion and the redevelopment of the BNNC website has enabled a platform for shared policies, procedures, tutor and program details. In addition, the project set the scene for Houses in Colac, Forrest and Gellibrand being willing to consider a different and joined up staffing model in the face of a number of planned vacancies. The goal to increase vulnerable learner pathways by creating seamless referrals between Houses and programs did not emerge in that form but the development and promotion of a partnering for lifelong learning and jobs model will form the basis of future NOCH discussions. Significantly, the Colac Otway NOCH identified a specific A Frame response to the issue of thin labour markets and local interests in self-employment to start building a model that might also have application in other parts of the Network.

The goal to increase flexible service delivery models was reshaped because many stories of good practice in service flexibility emerged and a labour market forum was introduced to ensure access to contemporary information on the current and future labour market. This can be extended to an annual event and the focus on local labour market has been recommended as a standing item on NOCH agendas so that all houses continue to consider how to meet vulnerable community member learning needs.

The goal to increase communication coincided with the development of a BNNC communication plan and so the major activity became the promotion of real life role models – people representing the region's diverse population telling

their own stories regarding learning experiences and posters for use in all Neighbourhood Houses to inspire and attract others. These social media stories will be promoted through the BNNC website and via the posters, which will also be available for distribution to community, employment, health, and mental health services, local government, libraries and other organisations.

6.5.2 Expecting the unexpected

Strengths based action and change

As indicated above, although the project goals remained the same, the actions that emerged where not as originally anticipated. This was able to be resolved within the action research methodology and community development framework which focussed on moving with the Network energy and with those most aligned to the project's goals.

So while it was not achievable to gain Network wide consensus regarding the idea of an "alliance" that could be formed to support back of house functions at this time, the project was able to consistently raise the challenge of partnering and find the level at which people were prepared to partner at this point in time. It enabled the establishment of a:

- Shared definition of vulnerable learners in the Neighbourhood House context;
- Broadening of the meaning of sustainability to include the challenging cycle of change all Houses experience within their governance arrangements;
- Reconceptualization of the meaning of pathways for vulnerable learners; and
- Celebration of the outcomes that are possible for community members when they connect with Neighbourhood Houses.

Structural issues in change

It is nonetheless interesting how challenging it can be to engage 25 like organisations towards creating shared models and partnerships to serve community needs. Isn't it just an extension of the community development model but on a larger scale?

Perhaps it is about the evolution of a sector that is actually a collection of organisations that have historically been individually funded and contracted via service agreements with DHHS through the NHCP. They were first established in the early 1970s as a movement that arose out of meeting local needs and the model is based on high levels of volunteering and a local focus. Their

focus is community development programs and activities in local catchments to support inclusion, the development of local groups and lifelong learning and opportunities to improve access to training and employment pathways. They are also funded to address locally identified and prioritised needs.

Although required to participate in the governance, management and activities of their Neighbourhood House Network, their funding is allocated on coordination hours that focuses on local community development planning and activities, diverse community participation and hours of opening and activity hours. It would appear that the local partnering that occurs is quite strong in a vertical plane from the local community up to House governance and to the funders but weaker in the horizontal plane between houses, NOCHs and Network.

Based on the experience of this project, this structure would seem to pose challenges for projects that try to engage Houses beyond their local boundaries. As demonstrated by this project, it is possible to gain collaboration but it would seem to be based on the attitudes of individuals rather than an expectation of a structured model.

6.5.3 Next steps for the project results

Each component of this project has been identified in the 3-year Strategic Plan.

In addition, it is planned that the project report and resources will be placed on the BNNC website, provided to all Network members, shared with GRLEN, Deakin, NHV and presented at the next NHV conference.

6.5.4 ACFE Board and Regional Council recommendations

The following recommendations are based on the outputs and experiences of this project:

1. Neighbourhood Houses, whether in receipt of Learn Local funding or not are a powerful entry point for vulnerable community members to access the confidence, skills and training that will assist them in entering the labour market. However, it needs to be recognised that the core business and funding of Neighbourhood Houses is focussed on community development and resources are very tight.

It would be useful for the ACFE Board to respond to feedback from Neighbourhood Houses with Learn Local funding regarding unit prices and administrative issues that make delivering from the basis of a different sector challenging.

2. There have been nearly 500 CAIF grants funded in Rounds 1 – 7, many of which have similar goals.

It would be helpful for the main findings of these projects to be summarised to provide a clear evidence base so that future CAIF projects add to the evidence base and don't need to tackle projects that might have been conducted in other locations.

3. When Learn Locals bid for delivery hours each year, they do so as individual organisations. It would be helpful if the ACFE Board and Regional Council could actively encourage Network wide collaboration to align training hours more closely to the market trends in various locations across the Network.



7 Strategic Plan 2016 – 2019

The project steering group identified a vision for partnering towards 2020 for BNNC, the anticipated impact of this vision for partners, houses and communities and the future actions that would be needed to see the vision implemented. The actions have been developed as extensions of the work undertaken over the last 18 months and it is proposed that they should be integrated into the review of the BNNC Strategic Plan which is due in 2017.

7.1 A partnering vision for 2020

By 2020 it is envisaged that partnering within BNNC will result in a sector that has a consistent model, represents local community flavour and is relevant and well used.

Ideally relationships between Houses will be stronger, informed by increased collaboration and with many more partnerships between Houses and with other organisations. Houses will be sharing resources more than currently occurs and staff may even be rotated to share expertise and cross promote the local knowledge in a more sectorial manner. Arrangements between Houses will be more formalised through MOUs and less personality driven.

For the community, there will be a clearer understanding of the culture of the sector and what to expect when going to a Neighbourhood House. While still responsive to the needs of people walking through the door, the pathways for life and learning will be clearer and more consistently delivered.

Neighbourhood Houses will engage in strategic advocacy to achieve reformed and improved funding.

7.2 Impact

By 2020 it is envisaged that implementation of the partnering vision within BNNC will deliver positive impacts.

Significantly, the sector will be valued by others and identified as an essential first point of contact. This will advantage vulnerable community members through relevant partnerships and the community will be more informed, empowered, healthier and happier.

Because the workforce will be better informed and with increased professionalism, efficiencies and funding will also have increased. Local Houses will reflect the community profile across all population groups. House will be more inclusive and the sector will be better able to meet the growing and diversifying community.

7.3 Action Plan

7.3.1 Sustainability and capacity

Activities	Actions	2017	2018	2019
Good financial practice pilot	➤ Develop resources, such as checklists, that align to the service monitoring framework for new treasurers and workers to support orientation and consistent practice.	X		
	➤ Incorporate financial skills into all worker position descriptions across the network.	X		
	➤ Promote shared financial packages and systems.		X	X
Coordinator professional development support	➤ Draft a submission to Give Where You Live to fund the establishment of a financially sustainable region wide model for coordinators' professional mentoring.	X		
	➤ Promote the model to committees of management and coordinators within BNNC.	X	X	
	➤ Promote the model state wide.		X	X
Network professional development sessions	➤ Promote the current schedule of diversity training with committees of management and coordinators.	X		
	➤ Identify partners, such as the Committee for Geelong to co-present diversity refresher training and update as required.	X	X	X
	➤ Link BNNC members to the G21 Health and Wellbeing and Education Pillars and share learning back through NOCH meetings.	X	X	X
	➤ Align future training to State Government issues, information and opportunities.	X	X	X
Shared policy and procedure guidelines and templates	➤ Promote use of the policy and procedure guidelines and templates now on the BNNC website.	X		
	➤ Update the policy and procedure guidelines and templates.		X	
Tutor bank	➤ Encourage BNNC members to provide tutor details for sharing on a member only page on the BNNC website.	X	X	X
NOCH structure and processes	➤ Reduce the number of NOCHs to increase broader discussions across BNNC	X		
	➤ Include partnering and labour market issues as standing agenda items for NOCH's to keep a line of site on work with vulnerable learners.	X		

7.3.2 Vulnerable learner training and pathways

Activities	Actions	2017	2018	2019
Colac Otway Biz Know How	➤ Document the program.	X		
	➤ Complete and review the delivery of the current program.	X		
	➤ Identify opportunities to partner to deliver and support the program through Regional Development Victoria, Small Business Victoria the G21 Education Pillar and the G21 Regional Opportunities for Work.	X	X	
	➤ Continue local networks that connect BNNC members with community, health and employment providers.	X	X	X

7.3.3 Flexible service delivery models

Activities	Actions	2017	2018	2019
Expand labour market knowledge	➤ Hold an annual labour market forum to provide information on the current state of the regional labour market and create partnerships to link training to labour market trends.	X		
	➤ Request that ACFE Forums provide current labour market information and agenda local labour markets on NOCH meetings to continue information sharing and local planning.	X		
	➤ Explore BNNC capacity to resource this plan.	X		

7.3.4 Communication

Activities	Actions	2017	2018	2019
Shared term program information	➤ Promote use of the BNNC website to display term program information.	X	X	X
Video project	➤ Make the video project available on the BNNC website and promote as opportunities arise.	X		

8 Glossary

The following abbreviations are commonly used in the Neighbourhood House sector and the Barwon Network of Neighbourhood Centres:

ACFE	Adult Community and Further Education
BNNC	Barwon Network of Neighbourhood Centres
CAIF	Capacity and Innovation Fund
DET	Department of Education and Training
Deakin	Deakin University
DHHS	Department of Health and Human Services
GROW	Geelong Region opportunities for Work
LGA	Local Government Area
LL	Learn Local
LLEN	Local Learning and Employment Network
NEIS	New Enterprise Initiative Scheme
NH or CC	Neighbourhood House / Community Centre
NHCP	Neighbourhood House Coordination Program
NHV	Neighbourhood Houses Victoria
NOCH	Network of community houses

9 Attachments

9.1 BNNC members and contact details

BNNC member	Contact details	Learn Local Provider
Anakie & District Community Group Inc.	www.anakiecommunityhouse.org.au	
Anglesea Community House	www.anglesea.org.au	X
Bellarine Living & Learning Centre	www.blc.org.au	X
Cloverdale Community Centre Inc.	www.cloverdalecommunitycentre.org.au	X
Colac Neighbourhood House	www.colacneighbourhoodhouse.org.au	
Deans Marsh Community Cottage Inc.	www.deansmarsh.org.au	
Eastern Geelong Community Centre	www.easternhub.org.au	
Forrest Neighbourhood House	www.facebook.com/forrest.neighbourhoodhouse	
Geelong West Neighbourhood House	www.gwnh.org.au	
Gellibrand Community House Inc.	www.facebook.com/pages/Gellibrand-Community-House	
Grovedale Neighbourhood House	www.grovedalenh.org.au	
Lara Community Centre Inc.	www.laracommunitycentre.org.au	X
Leopold Community & Learning Centre	www.leopoldcommunitycentre.com.au	X
Lorne Community House Inc.	www.lornecommunityhouse.org.au	
Marrar Woorn Community Centre (Apollo Bay)	www.facebook.com/MarrarWoorn	X
Norlane Community Centre Inc.	norlanecommunitycentre.com.au	
Ocean Grove Neighbourhood Centre Inc.	www.ognc.com.au	X
Portarlington Neighbourhood House inc.	www.portnh.org.au	
Queenscliffe & District Neighbourhood House	www.qnh.org.au	
Rosewall Neighbourhood Centre Inc.	www.rosewallinc.org.au	X
South Barwon Community Centre	www.sbcc.org.au	
Springcreek Community House Inc.	www.springcreekcommunityhouse.org.au	X
Springdale Neighbourhood Centre	www.springdale.org.au	X
Vines Road Community Centre	www.vinesroadcommunitycentre.org.au	X
Winchelsea Community House Inc.	www.winchhouse.org.au	X

9.2 Project Reference Group members

Name	Organisation
Alex Leknius	Anglesea Neighbourhood House
Wendy Greaves	Winchelsea Community House (funds holder)
Sandra Anderson	Norlane Community Centre
Gabby Brennan	Rosewall Neighbourhood Centre
Jan Rockliff	South Barwon Community Centre
Anne Brackley	Springdale Neighbourhood Centre
Rhiannon Cox then Jodii Anderson	Marrar Woorn Community Centre
Gillian Brew	Forrest Neighbourhood House
Georgina Ryder	Department of Education and Training
Deb Kearney	Department of Health and Human Services
Christine Brooks	Barwon Network of Neighbourhood Centres

**Barwon Network of
Neighbourhood Centres Inc.**

45 Heyers Road, Grovedale 3216

Phone: 03 5241 4810

Email: barwonet@gmail.com

www.bnnc.net.au

 Find us on facebook