SOUTH AUSTRALIAN
CENTRE FOR ECONOMIC STUDIES
ADELAIDE & FLINDERS UNIVERSITIES

Economic and Social Impact Study: Community and Neighbourhood Centres Sector

Final Report

Report commissioned by
Community Centres SA Inc

Report prepared by
The SA Centre for Economic Studies

November 2013

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Contents

Acknowledgements (i)
Acronyms (ii)
Executive Summary (iii)

1. Introduction and Terms of Reference 1

2. An Overview of the Community and Neighbourhood Centre Sector 3
2.1 Australian Neighbourhood Houses and Centres Association (ANHCA) 4
2.2 History of the Community Centre Sector in Australia 5
2.3 Community Centres SA Inc. 6
2.4 Community and Neighbourhood Centres 7

3. Management, Funding, Participation and Community Development 9
3.1 Management Structure 9
3.2 Examples of Management Structures 11
3.3 Facilities and Activities 13
3.4 Participants at Community Centres 14
3.5 Networks and Partnerships 16
3.6 Funding 17
3.7 Social Capital 20

4. Methodology 23

5. Profile of Selected Community Centres 25
5.1 Milang Old School House Community Centre (MOSHCC) 25
5.2 Hackham West Community Centre (HWCC) 28
5.3 Camden Community Centre 31
5.4 Morella Community Centre 32
5.5 Midway Road Community House Inc (MRCH) 36
5.6 The Average Community Centre 38

6. Impact of Community Centres 39
6.1 Volunteer Contributions 40
6.2 Participation Numbers 41
6.3 Contribution to Social and Health Outcomes 41
6.4 Value of Childcare Services Provided at Community Centres 42
6.5 Value of Courses Provided 44
6.6 Conclusions 51

Bibliography 53
Appendix A: Invitation to Participate 57
Appendix B: Survey of Community Centres 58
Appendix C: The Real Value of Volunteering 64
Appendix D: Practice Model Partnerships and Networks 70
Appendix E: Collective Impact 74
Appendix F: The role of Community Centres in Social Inclusion and Public Health 77
Appendix G: Social Enterprises 78
Appendix H: Childcare Programs in Houses and Centres, 2013 82

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Acknowledgements

On behalf of Community Centres SA the researchers would like to thank the five individual centres that participated in the study, for the information they provided and the time they willingly set aside for interviews and discussion of their attitudes.

SACES also wishes to thank Ms Claudia Gottwald who, on her student placement, contributed to much background research and is appropriately recognised as a joint contributor to this study. In that, she has been supervised by Ms Gill McFadyen, Chief Executive Officer of Community Centres SA Inc who has supported our research, helped to organise the participation of centres and contributed a wealth of documents, submissions, reports but most importantly, her intimate knowledge of the activities and outcomes of participation in community centres.

And to all the volunteers who gave of their time, spoke to the researchers and demonstrated the richness of resources from volunteering, we record our appreciation.

So thank you to all. Any errors of fact or omission – we hope there are few – are solely the responsibility of the authors.

Acronyms

ACE	Adult Community Education
ANHCA	Australian Neighbourhood Houses and Centres Association
ANHLC	Association of Neighbourhood Houses and Learning Centres
CDO	Community Development Officer
CDW	Community Development Worker
CBSA	Community Benefit South Australia
CALD	Culturally and Linguistically Diverse
CANH	Community and Neighbourhood Houses and Centres Association (now Community Centres SA)
DCSI	Department for Communities and Social Inclusion
DHA	Department of Health and Ageing
DFEEST	Department of Further Education, Employment, Science and Technology
DEEWR	Department of Education, Employment and Workplace Relations
DIICSRTE	Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
DPCD	Department of Policy and Community Development
ESL	English as a Second Language
F&CD	Family and Community Development Program
FaHCSIA	Department of Families, Housing, Community Services and Indigenous Affairs
OPAL	Obesity Prevention and Lifestyle
ONCN	Onkaparinga Neighbourhood Centre's Network
NCVER	National Centre for Vocational Education Research
PaCe	Parental and Community Engagement Program
RBA™	Results Based Accountability
RTO	Registered Training Organisation
TAFE	Technical and Further Education
SACES	South Australian Centre for Economic Studies
SACOSS	South Australian Council of Social Services
SASP	South Australian Strategic Plan
SCHCADS	Social, Community, Home Care and Disability Services Award
SRF	Supported Residential Facilities
WELL	Workplace English, Language and Literacy

Executive Summary

Objective of the Research …

The principal objective of this research is to provide evidence as to the impact of community centres.

A brief overview of the history of development of community centres, including different management structures and notably the support and contribution of local councils is provided in the opening sections of the report. This is background to the statistical observation of changing participation patterns across the network of centres that is associated with increasing demand – from an ageing demographic, from larger numbers of new migrants and refugees, from increasing numbers of people experiencing mental health issues, from greater numbers of male participants and the greater range of foundation skill development programs offered within centres. Centres maintain their traditional role, but there is evident a stronger and growing emphasis on education courses that provide generic education/workforce skills and which are the platform for vocational and workforce participation. Section 5 considers selected case studies of five community centres that together "provide a profile of the aggregate of 107 centres", while Section 6 draws together the findings of the impact of community centres.

Community centres work at the heart of communities assisting many thousands of individuals, contributing to improvements in public health and local community development. They offer and provide activities, programs and services that support the objectives of social inclusion and address multi-factors that have led to social exclusion.

The economic contribution of the network of community centres is significant. These include, *inter alia*, enabling people to engage in further learning and work through volunteering, foundation skills courses and breaking down barriers to participation such as through literacy and numeracy and the provision of childcare that enables engagement and participation.

One way to consider the linkage between economic benefits and social benefits is to consider an "equivalence scale" that is designed to establish a "thinking connection" between the two.

Table E.1: Economic and social valuation: an equivalence scale

Economic[1]	Social[1]
Direct employment, paid staff	Develops/delivers services of centres
Volunteers and labour savings	Extent of volunteerism, use and development of skills
Pathways to education, training, employment	Participation, generic skills, personal development
Development of literacy and numeracy	Improves employment and wage outcomes, critical for participation
Own social enterprises	Employment, supports access at low cost
Information, referral	Reduces transaction costs for individuals
Provision of childcare, crèche services	Facilitates participation at low/minimal cost
Referral and provision of health information	Health education, access
Low cost meal services	Supports school attendance basic nutrition, family benefit
Community based, non-institutional	Engagement, reduce social isolation

Note: [1] To the individual, community, family, government.
Source: SACES.

Take one economic dimension – the provision of a low cost meal service – which may involve some small up-front cost of the actual meal, cost of preparation, staff or volunteer time, small cost of utility charges etc. For many young children and families access to a

breakfast meal supports school attendance. It has an immediate social inclusion benefit; it has an intergenerational benefit in that school attendance may contribute to opportunity and breaking the cycle of poverty; it has a long-term economic benefit yet this is difficult to quantify at the level of one centre or the individual.

Similarly, the development of literacy and numeracy – delivered at lower cost via community centres than other providers (a saving), it assist with inclusiveness, it has individual, personal, social and workforce benefits and economy-wide social and economic positive externalities. Improvements in literacy and numeracy add to workforce productivity and future nominal wages.

Report Findings …

Table E.2 draws together the various findings of the research to report that the number of visitations to centres is over 2 million per annum; the value of volunteer contribution is at the lower bound some $32 million up to $43 million; that crèche services provided either free or for a very small donation are valued (conservatively) at $1.3 million. The table also draws from an earlier report (on the ACE sector) to repeat the benefits from community centres conduct of ACE programs that have a positive wage/income impact and a value in delivery of up to 4 times their cost. The ability of centres to leverage up other funds is 3.5 times what they are provided but the cost of grant applications, some for very small amounts is estimated (conservatively because it does not include cost of acquittal) at $400,000.

Table E.2: Impacts of community centres

Participants	
Numbers attending centres each week	42,800
Numbers attending centre per year	2.05m
Volunteers	
Number of volunteers	4,500 – 5,600
Total hours of volunteering work per week	28,462
Total volunteer hours per year	1.47m
Value of volunteer work per year	$32.1m - $42.7m
Ratios	
Full time equivalent volunteers per centre	7.6
Volunteer per paid worker	3.2
Volunteer hours per staff hour	1.2
Crèche	
Total hours of crèche used per year	66,742
Total value of crèche services	$1.3m
Literacy, Numeracy, Wage Impacts	
Benefit from literacy and numeracy programs	2.4 to 4.1 x the cost ($11.14-$19.30 value for a cost of $4.73 per hour)
Employment and wage rate impacts	Positive
Revenue generated from council investment	Ratio of 3.5:1
Cost of applying for funding/grants	$231,000 to $385,000

1. Introduction and Terms of Reference

Community Centres SA is the peak body for 107 community and neighbourhood centres and 40 affiliate organisations throughout South Australia. It is governed by a Board of 13 representatives from the sector. A key focus is community development with a mission to build the strength, capacity and influence of the community and neighbourhood centres sector through advocacy, workforce and organisational development strategies.

Community centres are not-for-profit community organisations operating in local communities using prevention and early-intervention strategies to assist those who are disadvantaged and previously disengaged people through community development, health and well-being, social inclusion and life skills programs. They have a unique capacity to (and they do) contribute to the targets of the state strategic plan relating to health, education, employment and social inclusion.

Community centres are a critical part of the not-for-profit service network in South Australia, with a unique contribution to make through local, 'place-based' approaches and accessible programs which are non-stigmatising and non-judgemental.

It is increasingly recognised – but not always (as yet) – reflected in public policy that best practice social and community development, as the platform for subsequent local and regional economic development, involves place-based approaches. Essentially, they include bottom-up partnerships (supported by government) that draw together members of the community, community leaders, service providers and local assets, the business community and local government.

A key focus of place-based approaches is to contribute to the strengthening of local assets (physical, human, financial and social) and especially that human capital is the single most important factor in enhancing local development and growth, with reducing the proportion of people with low skills appearing to be more important than increasing the proportion with high skills.

The contribution of community centres to engaging those who are or who have experienced disadvantage, in the teaching of literacy, personal and generic skills is therefore foundational to civic participation, workforce engagement and social and economic inclusion.

Centres are open to all. However with a high proportion of people accessing centres from groups of particular disadvantage, including culturally and linguistically diverse communities, newly arrived migrants, people on low incomes, refugees, unemployed people, people at risk of social isolation and people with low literacy and numeracy levels the centres provide a unique opportunity to reach those most likely to be disengaged and those who are hard-to-reach.

Purpose of this research …

The scope of this research is to provide evidence as to the impact of community centres.

There is considerable literature at the national and state level on community centres, their evolution and role in the community. We canvass some of that literature to establish a context and convey an understanding of centres, their models of operation, sources of funding and activities they provide. This is necessary background for our principal purpose – specifically – to provide evidence of the economic and social impact resulting from the

activities of community and neighbourhood centres. More detail on national and state networks of community centres can be found in publications included in the bibliography.

The structure of the report is as follows:

- Chapter 2 provides a brief overview of the national network, the South Australian network, the location of centres and some key facts and figures. It provides a brief discussion of their role in the community;
- Chapter 3 describes the different management structures, principal activities and sources of funding;
- Chapter 4 provides information on the methodology and approach to the task;
- Chapter 5 summarises our case studies that are the foundation of estimating broader impacts; and
- Chapter 6 draws together the assessment of impacts.

2. An Overview of the Community and Neighbourhood Centre Sector

The Community and Neighbourhood Centre sector can be divided into four closely related levels:

National level:

- Australian Neighbourhood Houses and Centres Association (ANHCA) is the peak organisation of the community and neighbourhood centre sector in Australia. ANCHA does not currently receive funding and has relied on state contributions to employ a part time national worker to further ANCHA objectives. This has included significant advocacy work leading to the Government providing an avenue for ANCHA to be listed as a Deductible Gift Recipient (DGR) fund to enable community and neighbourhood centres to access philanthropic trusts and donations.
- Limited Federal Government Funding for community and neighbourhood centre programs is provided principally through the Department of Health and Ageing (DoHA) and the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)[1]; for example, approximately 15 per cent of centres in South Australia access Home and Community Care (HACC) either directly or through Local Government.

State level:

- Community Centres SA is the representative peak body of community and neighbourhood centres in South Australia. Funding for Community Centres SA is provided by the State Government principally through the Department for Communities and Social Inclusion (DCSI) for Industry Support and Development and the Department of Further Education, Employment, Science and Technology (DFEEST) for Workforce Development and supporting implementation of Vocational Education and Training in the sector. At the State Level, DFEEST and DCSI are also the primary source of funding for centres.

Municipal and regional level:

- For many community and neighbourhood centres local government is a major funder and supporter. On a municipal and regional level community and neighbourhood centres collaborate extensively with each other, social welfare organisations, not for profit organisations, community groups, local government and businesses. They are often members of a number of networks, including their regional community and neighbourhood centres leadership network, Skills for Jobs in the Regions network, community services network, local government network.

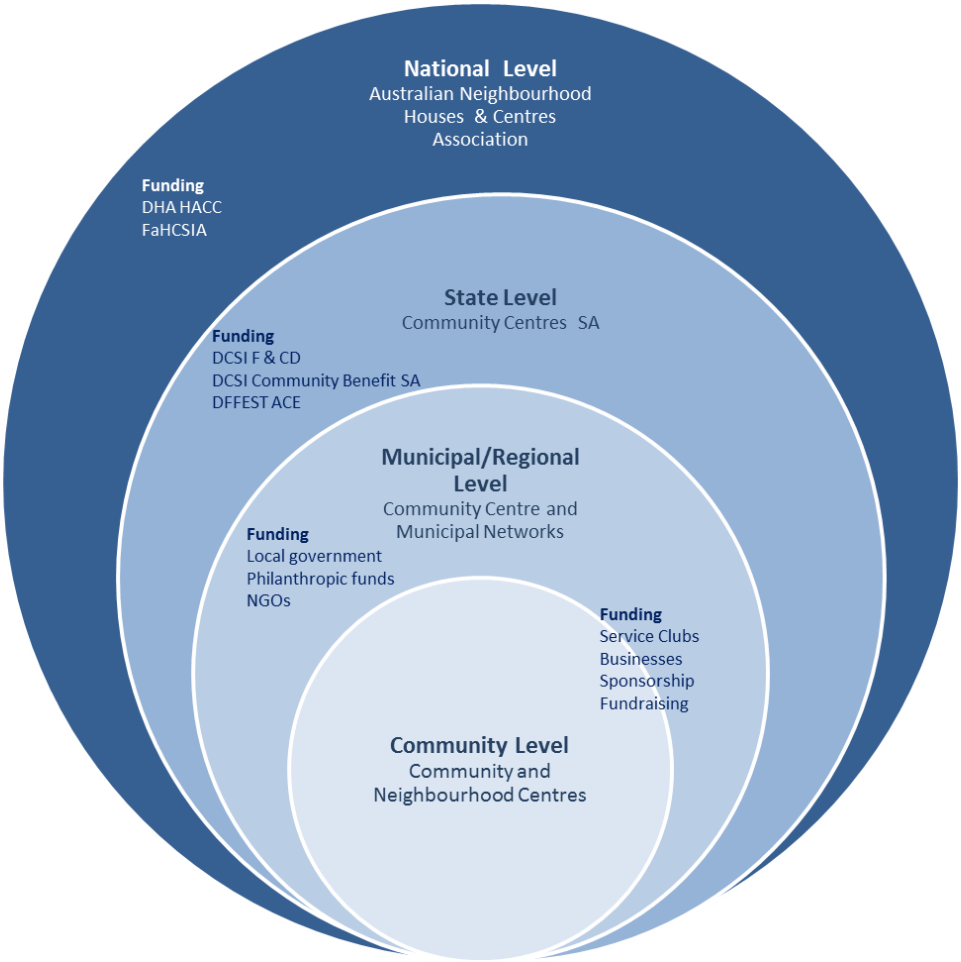
Community level:

- On a community level individual community and neighbourhood centres are key institutions of the not-for-profit network in South Australia and are providers of a variety of programs, activities and services for and with their local community;
- Funding at the municipal/regional level, as well as at the community level is obtained through service clubs, local businesses, sponsorships and self-generated income e.g. social enterprise and fundraising activities.

[1] Now the Department of Social Services (DSS).

Figure 2.1 provides an illustration of the local network through to membership of the National Association.

Figure 2.1: Summary of the Community and Neighbourhood Centres Network



2.1 Australian Neighbourhood Houses and Centres Association (ANHCA)

The history of Australian Neighbourhood Houses and Centres Association (ANHCA – formerly National Link) shows the beginnings of a national body for Neighbourhood Houses, Community Centres and Community Learning Centres in the 1980s with National Link formally established in 1986. Strong links were developed with Australian Association of Adult Community Education (AAACE) (now Adult Learning Australia) with significant input to the *'Come in Cinderella'* report on adult community education in the 1990s. Neighbourhood Houses still hold a critical place within the adult learning environment providing a nexus between adult education and community development. [2]

ANHCA is the peak organisation for community and neighbourhood centres in Australia. It closely collaborates with six Australian state and territory organisations which are all members of ANHCA. The national umbrella organisation advocates for the interests of and supports more than 1000 community and neighbourhood centres in Australia through membership of their state peak body.

[2] Paltridge, V. (2001), Existing on the Edge: An Examination of the Viability of Rural Neighbourhood Houses and Community Centres in South Australia.

The role of ANHCA is:

- to foster community development approaches at a local level;
- to establish the provision of community services led and supervised by local people;
- skill development of individual people, families and whole communities;
- to promote social inclusion practices;
- to further strengthen community networks and partnerships;
- to deliver learning programs to communities;
- to advocate for community leadership;
- to act as a model for social justice and equality using a strength- based approach;
- to conduct social research planning; and
- to acknowledge the significance of volunteers.

An elected Management Board comprised of members of the state and territory peak organisations oversees ANHCA.[3]

2.2 History of the Community Centre Sector in Australia

Although a small number of community and neighbourhood centres were established in the 1960s, the majority of centres were established in the 1970s alongside the women's movement.[4] Women and other concerned local residents started meeting for a day or two per week to assist families and young single mothers who felt isolated and anxious. Initially such informal gatherings took place on church premises or community halls. During the early foundation years, more formal management arrangements were developed with the adoption of a constitution and the formation of a management committee. Sometimes the local council provided a premise free of rent.

In the early 1970s the Commonwealth Government implemented the Australian Assistance Plan (AAP). The primary purpose was to provide funds on a regional basis to welfare organisations and to foster community participation in welfare planning and decision making.[5] There was a strong focus on volunteer participation; community groups thrived and were a conduit for raising community concerns at both the local and national level.[6] A decision to establish a centre was often a response to a local issue e.g. social isolation of families, women's desire for further education, environmental problem, racism, domestic violence. The period through the 1970s and early 1980s witnessed considerable growth in the network of centres.[7]

Two different types of community and neighbourhood centres were dominant; up to the mid-1970s local government managed community centres thrived, whereas in the late 1970's and early 1980's independent, local resident established and managed centres prospered.[8]

3 ANHCA (2013), *About ANHCA*, http://www.anhca.asn.au/node/1
4 Rooney (2011), Centres 'Down Under: Mapping Australia's Neighbourhood Centres and Learning.
5 Graycar, A. (1974), "The Australian Assistance Plan".
6 Banks, op. cit. p. 27.
7 Paltridge, op. cit. p. 5.
8 Banks, op. cit. p. 27.

In South Australia …

The first neighbourhood house in South Australia was established in 1949 in the Barossa Valley followed by the YWCA, Aldinga and the Box Factory in the centre of Adelaide. The early 1970s was a period of significant social change a key driver for an increase in the number of houses being opened, followed again in the 1980s as local government realised their potential value to the community. Currently there are 107 community and neighbourhood centres throughout South Australia.

In 1983, a central body the Community and Neighbourhood Houses and Centres Association was founded. Initially, the peak body was known as C.A.N, followed by CANH before changing to Community Centres SA Incorporated in 2008.[9]

In the 1980s, state and local government developed a significant interest in community and neighbourhood centres leading to the resourcing of a number of centres. There were twenty five community and neighbourhood centres in South Australia by the mid-1980s.[10]

The assessment of other commentators is that "even though community and neighbourhood centres now are different from their predecessors of the 1970s and 1980s, they still share the same educational and empowerment values which first fascinated communities and governments."[11]

2.3 Community Centres SA Inc.

Community Centres SA is the representative peak organisation of community and neighbourhood centres in South Australia. It is an incorporated association, administered by a board of thirteen representative members of the community and neighbourhood centre sector.[12]

Community Centres SA's Vision is "for a vibrant network of community and neighbourhood centres" and their *Mission* is "to build the strength, capacity and influence of the community and neighbourhood centre sector through advocacy, workforce and organisational development strategies".[13]

Community Centres SA's philosophy is based on the following:

- equality and justice for people who are disadvantaged or discriminated against;
- community services controlled and managed by local people;
- community services provided through community development;
- services that focus on prevention;
- local people participating in social research planning to improve their community and future; and
- people making the links between personal development and social change.[14]

[9] Banks, op. cit.
[10] Ibid, p. 27.
[11] Ibid, p. 29
[12] Community Centres SA Inc. (2011b), Practice Guidelines Version 4.
[13] Community Centres SA Inc. (2011a), Annual Report 2011-2012.
[14] Community Centres SA, Ibid., p. 3.

Key Facts and Figures

In the 2011-12 financial year Community Centres SA:

- had a membership of 107 Community and Neighbourhood Centres in South Australia who:
  - engaged with **37,000 participants each week** and harnessed the contribution of **15,000 volunteer work hours per week**;
  - continued to provide social inclusion, health and well-being, education, life skills and community development programs with approximately **2.15 million contacts**
- supported 45 community and neighbourhood centres with Foundation Skills programs (funded through ACE), improving language literacy and numeracy skills of approximately 3,500 disadvantaged people;
- Supported 170 workers in the sector to develop their strategic capacity through Higher Level qualifications;
- Maintained a commitment to quality service provision through the re-accreditation process for the Australian Service Excellence Standard for Community Centres SA;
- Developed new outcomes-based performance measures for community centre programs through the Results Based Accountability™ (RBA) pilot program;
- Worked with Government to re-instate Family and Community Development Funding;
- Contributed to the Australian Services Union Pay Equity Campaign.

Source: Community Centres SA Inc. (2012b).

2.4 Community and Neighbourhood Centres

Local community centres vary significantly in their scope, resourcing, services, operating hours, employee structure, level and type of programs depending on very different needs, concerns and interests of the communities they serve.

There is no officially agreed name for community or neighbourhood centres. Common expressions used are "Community Houses", "Living and Learning Centres", "Neighbourhood Centres" and "Learning Centres".[15] In its simplest form centres can be referred to as "an entity of some sort – a place, building, organisation or association".[16]

Community and neighbourhood centres are located in 5 different regions in South Australia as shown in Table 2.1.

Table 2.1: Location of community centres (per cent)

Location	North Metro	South Metro	East Metro	West Metro	Regional
Percentage	23.4	15.9	15.9	17.8	27.1

Source: Community Centres SA (2013).

Table 2.2 shows the council areas in which community centres are located as a proportion of the total number of community centres in the state. Of note is that the council areas with higher proportions of community centres and the largest populations (City of Charles Sturt, City of Onkaparinga, City of Port Adelaide Enfield and City of Salisbury) are areas in which councils have helped to establish and continue to support centres.

[15] ANHLC (2013), What are Neighbourhood Houses?, http://www.anhlc.asn.au/.
[16] Rooney (2011), 'Centres 'Down Under': Mapping Australia's Neighbourhood Centres and Learning, p. 4.

Table 2.2: Locations of community centres: council area

Council area	Number of Community Centres	Share of Centres in State (Per cent)
Adelaide City Council	5	4.67
Adelaide Hills Council	4	3.74
Alexandrina Council	1	0.93
The City of Burnside	1	0.93
Campbelltown City Council	2	1.87
City of Charles Sturt	11	10.28
The Coorong District Council	3	2.80
Town of Gawler	1	0.93
Regional Council of Goyder	1	0.93
City of Holdfast Bay	1	0.93
Light Regional Council	1	0.93
District Council of Loxton Waikerie	2	1.87
City of Marion	5	4.67
Mid Murray Council	1	0.93
City of Mitcham	1	0.93
District Council of Mt Barker	1	0.93
City of Mt Gambier	1	0.93
The Rural City of Murray Bridge	1	0.93
Naracoorte Lucindale Council	1	0.93
Northern Areas Council	1	0.93
The City Of Norwood, Payneham and St Peters	2	1.87
City of Onkaparinga	11	10.28
City of Playford	4	3.74
City of Port Adelaide Enfield	14	13.08
City of Port Lincoln	1	0.93
Port Pirie Regional Council	1	0.93
City of Prospect	1	0.93
District Council of Renmark Paringa	1	0.93
City of Salisbury	9	8.41
City of Tea Tree Gully	4	3.74
City of Unley	4	3.74
City of Victor Harbor	1	0.93
Wattle Range Council	1	0.93
City of West Torrens	2	1.87
The Corporation of the City of Whyalla	2	1.87
District Council of Yankalilla	2	1.87
District Council of Yorke Peninsula	2	1.87
Total	107	100.0

Source: Community Centres SA.

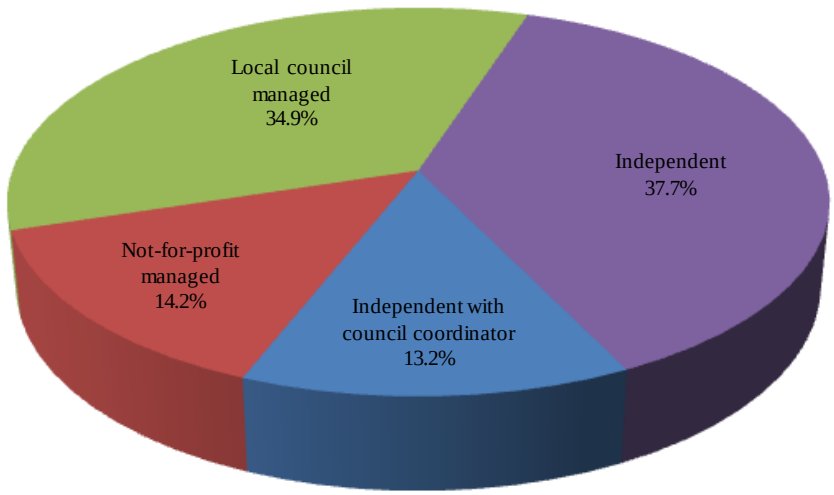
Not included in this analysis and not in Table 2.2 are "Men's Sheds" of which it is estimated there are some 40 Sheds in South Australia and 400 nationally. In South Australia, approximately 15 of the 40 Sheds have developed through a community centre under centre incorporation so are part of centre activities. A Men's Shed Association (SA) was formed in 2012. While not considered in this report Community Centres SA Inc could provide membership so that "Men's Sheds" could gain access to governance, workforce development and additional community development resources.

3. Management, Funding, Participation and Community Development

3.1 Management Structure

There are several different ways that community centres are managed, each with their own unique advantages and also challenges. Figure 3.1 shows the distribution of community centres by management structure.

Figure 3.1: Management structures of community centres



Source: Community Centres SA.

Independent Community Centres With or Without a Council Coordinator

In general, community and neighbourhood centres are incorporated entities. An incorporated association is a formal entity that acts as the legally constituted body of the organisation build upon a shared vision. It is "an association of individuals, created by law, which has a continuous existence irrespective of that of its members, and powers and liabilities distinct from those of its members".[17]

Half of all the community and neighbourhood centres in South Australia operate on an independent basis. Some 37.7 per cent of centres in South Australia are independent incorporated associations and another 13.2 per cent operate as an independent incorporated association with one or several community development officers employed by the local council.

Several years ago it was estimated that independent community centres **without** a council coordinator have on average 4.2 full time equivalent staff or 147.2 paid staff hours per week. In comparison independent community centres **with** a council coordinator have on average 4.1 full time equivalents and a 143 paid staff hours per week. Hours include for staff employed for specific projects. We update those statistics in this report.

[17] CANH – now Community Centres SA (2008a), How to Establish a Neighbourhood or Community Centre Resource Manual.

For independent centres without a council coordinator, 45 per cent are rural and 55 per cent are located in metropolitan areas, whereas independent centres with a council employed coordinator are all located in the metropolitan area.

Local Council Managed Community Centre

Over one third (34.9 per cent) of community and neighbourhood centres in South Australia are managed and operated by a local council. All paid part and full time staff are local council employees. On average local council managed centres have 3.1 full time equivalents. Metropolitan centres make up over 86 per cent of local council managed centres with rural centres making up the other 13 per cent.

Not-for profit Organisation Managed Community Centre

A minority (14.2 per cent) of community and neighbourhood centres in South Australia are managed and operated under the auspice of a large not-for-profit organisation, e.g. Centacare, Uniting Care Wesley and ac.care. Not-for-profit managed centres have on average 1.5 full time equivalents. Of the centres run by not-for-profit organisations 53 per cent are rural and 47 per cent are metropolitan.

Management Committee or Management Board

Independent community and neighbourhood centres with or without a council coordinator are governed by a volunteer Management Committee or Board of Management. The Committee or Board has the responsibility to lead the organisation on behalf of its members which includes setting and monitoring strategic direction, developing policy framework and quality systems, as well as management of asset and financial viability. The Committee or Board is also accountable for both paid and volunteer staff. The Committee or Board members, mainly volunteers are not concerned with the day-to-day operation of the centres. The effective functioning of a management committee necessitates clear roles, good leadership, meeting procedure skills and excellent communication skills.

Advisory Group

Some community and neighbourhood centres managed by a council or not-for-profit organisation are supported by an advisory group. In such an advisory group, a number of individuals from the community meet on a regular basis to provide input into the services of a community or neighbourhood centre. An Advisory Board does not have the legal and financial responsibilities of a Management Board; it is in fact a group interested in supporting community development.

Role of the Community Development Worker or Officer (CDW or CDO)

A Community Development Worker or Officer (CDW or CDO) is a paid part time or full time coordinator who is either employed by a local council, an independent community or neighbourhood centre or by a not-for-profit organisation. In the case of an independently operating centre the Board of Management is accountable for the CDW. The responsibility of the CDW is to support the community, to empower it, to advocate for its needs, issues and problems to deliver information, to foster skill development and to help the community access resources. Many employees in centres manage both short term and long term projects. A CDW can be referred to as an "agent of change" trying to reduce disadvantage.[18]

[18] CANH (2008a), op. cit.

3.2 Examples of Management Structures

Example A – Independent Community Centres without a Council Coordinator

Camden Community Centre is an independent community centre with the legal form of an incorporated association. Camden Incorporated owns the premises. The centre does not have to pay a lease for the centre nor council rates to the City of West Torrens.

A Board of Management governs the organisation in accordance with a constitution on behalf of 150 members. The role of the Board is the management of the centre as a whole, the strategic planning as well as its implementation. The Board of Management consists of 7 volunteers who are elected each year at an Annual General Meeting and some for a 2 year term.

Example B – Independent Community Centres with a Council Coordinator

There are eleven community centres in the City of Onkaparinga. In 8 of these centres a Management Committee governs the centres and is legally and financially responsible for the centres. There is a Management and Funding Agreement between the centres and council based on clearly defined guidelines for responsibilities. The City of Onkaparinga delivers a substantial amount of funding for ongoing operational cost, e.g. electricity as well as staffing.[19] The council employs a Community Development Officer for each centre to oversee management of the centre, support and development of Management Committees, management of volunteers, relationships with service providers and the community, to act as an interface between Council and Management Committees and be responsible for community development planning and implementation.[20]

Box 3.1 summarises the recommendations made in the recent review of community centres in the City of Onkaparinga. The number of centres (11) in what is a population growth region, a region with a mixed economy and pockets of disadvantage and the review and recommendations of external consultants is a demonstration of the important role of local government in community development, which as SACES has already noted is a key springboard or platform for local economic development.

Example C – City of Marion – Local Council Managed Community Centre

In the City of Marion there are four council owned and managed community centres. The council employs a CDW as a centre manager who is responsible for the daily running of the centres, the facilities, services, activities and the hall hire. A team leader is employed by the council to provide overall support for and development of the network of centres including responsibility for major funding applications. Each centre manager is supported by an administrative officer and a team of volunteers.

This management structure is flexible, allowing for responsibilities to change as the need arises and integrated with the Council's strategic planning. [21]

[19] CANH (2008b), op. cit.
[20] KPPM Organisational Strategists (2012), *Community Centres Review: City of Onkaparinga*.
[21] Community Centres SA (2011c), Marion Centre Model (internal paper).

Box 3.1: Community Centres in City of Onkaparinga

- Management Committee members are required to satisfactorily complete governance training arranged by the Council's Volunteer Project Officer within three months of appointment to the Committee and every two years thereafter;
- that a new Funding Agreement will be developed by Council in collaboration with Onkaparinga Neighbourhood Centre's Network (ONCN). The Agreement will identify Council expectations for the resources it provides (CDO, facilities, direct funding), and determine processes for audit of standards, remedial action, and withdrawal of resources if required standards are not met;
- that formal Community Centres Strategic Planning is conducted annually;
- ONCN will continue and have a stronger role in supporting Centres to develop and implement strategic planning. Meetings should include time for update on the activities of Centres, as well as consideration of strategies to improve services or reduce costs. It is recommended that ONCN develop shared strategies for managing the cost and administrative load for sessional staff as a priority;
- that Council increases the allocation for Community Development Officer (CDO) hours to 1 Full Time Equivalent for each Centre. Increased CDO hours will support improved Governance systems and processes. Centres will have the option of increasing CDO hours to full time, working with Council to engage an additional part time CDO, or using these funds for administration and governance support;
- that the arrangements for supervision of tutors and sessional staff remain the responsibility of Centres;
- that volunteer induction, mandatory training, and employment records will be undertaken by Council - volunteers will become 'Volunteers of Council'. Recruitment and day-to-day management of volunteers will remain the responsibility of Centres to support the connectivity between volunteers and Centres;
- a flat rate for basic funding of $20,000 per Centre (indexed for CPI) will be introduced from 2012/13;
- that Council funding increases to cover electricity, insurance, telephone and cleaning (nominally $170,000 per annum), and that this arrangement would also cover approved outreach facilities that clearly address community need;
- all Centres will be open to the public during business hours (at least 35 hours per week);
- up to three administration computers should be supplied and supported by Council. Centres will continue to be responsible for purchase and maintenance of public access computers or computer training suites;
- that common procedures are developed across Centres to reduce the administrative load and make compliance easier to monitor and address. It is expected that the additional CDO hours will resource this task;
- that Community development expectations, linked to the Combined Centres Strategic Plan and the individual Centre Strategic Plans will be outlined in the Funding Agreement. Annual reporting will provide an assessment of the effectiveness of the planning and implementation of community development;
- that formal Community Centres Strategic Planning is conducted annually. Centres will be required to submit their forward Plan together with an assessment of the outcomes of the previous year's Plan to receive the following year's funding.

Source: KPPM Organisational Strategists (2012), "Community Centres Review: City of Onkaparinga".

Example D – Not for Profit Managed Community Centre

Wandana Community Centre in Gilles Plains is part of Centacare Catholic Family Services.

Centacare Catholic Family Services is a welfare agency with the legal status of an incorporated association providing a variety of services within the Catholic Archdiocese of Adelaide. The day to day management of the agency is the responsibility of a Director who reports to the Curia as the central governing body through a Vicar General.[22]

The organisation is grouped into different service units. Each service unit is governed by an Executive Manager. Wandana Community Centre is part of the Family Relationship Services Unit. The premises of the centre are owned by the local council who charge only a pepper corn rent. The centre pays some additional fees, e.g. the council rates and is responsible for the maintenance of the building.

[22] Centacare, (2010), 2010-11 Annual Report.

A community development worker is employed as a part-time centre manager and is responsible for the daily running of the centre. The centre manager reports to the Executive Manager of Centacare's Relationship Services Unit. The centre manager is supported by eight part-time staff, two administrative employees, a counsellor/social worker, four adult educators, casual staff and contractors for the programs offered by the centre. All staff are employed by Centacare Catholic Family Services. There are some 25 regular volunteers that support the centre with a variety of tasks, e.g. administrative tasks, community lunches offered by the centre, teaching, gardening as well as a meditation group. Staff and volunteer meetings are held on a regular basis. The main funding is provided by Centacare, state government and some community development grants for projects by the local council.

3.3 Facilities and Activities

Facilities

The majority of community and neighbourhood centres are located in local Council facilities. Others may be in a Housing SA owned building, a school ground, a church, a shopfront owned by the community group. Some centres are custom-built but the largest number are in renovated buildings, which may well have previously been a residential home. The rental arrangements also differ: some centres and houses pay a pepper corn rent or no rent, while others pay a commercial rate.

Activities

Centres offer programs and activities according to the needs of the local community they serve. Therefore, the activities and programs offered vary from centre to centre. Some activities and programs are entirely funded, some are partly funded, and charge a small fee while a range of services are provided in partnership with other service providers and agencies.

A mapping survey conducted by Community Centres SA in 2009 highlighted the variety of services offered by centres. Services, activities and programs provided include community development, self-help, mutual and social support, children's programs, skills and personal development (e.g. language, literacy, numeracy), volunteer training, support and development, health promotion, physical activity, employability skills development, community transport, one-off special programs, contracted programs (often for state agencies) and activities for special interest groups.

The survey (2009) indicates that over 90 per cent of centres offered skills and personal development programs, physical activities, special activities and programs and self-help, mutual and social support programs. Health promotion programs were run by 82 per cent of community centres. Special interest groups were held at 87 per cent of community centres. Children's programs, such as crèche and after school programs were held at 76 per cent of community centres. Some 60 per cent of community centres ran programs which they were contracted to run and 24 per cent ran programs which did not fall under the previous categories, such as life skills programs, counselling, community gardens, cafes, woodworking and home and community care (HACC).

3.4 Participants at Community Centres

Some of the key demographic groups who attend community centres include:

- woman aged 45+;
- people with a disability;
- people with a low income;
- culturally and linguistically diverse;
- newly arrived migrants;
- people with low levels of formal education;
- people at risk of social isolation; and
- children below school age (0-5 years) attending children's programs.

The key participant groups and the stated reasons for attending community centres (see Box 3.2 that refers to barriers to wider community, education and social participation) may at first glance cause the reader to reflect on centres as catering for only the disadvantaged. This is not the case.

A prime example is new migrants who are searching for courses to improve language skills and to improve their prospects of employment. Another group is young mothers who seek the support of others at centres and staff to build networks, including to gain skills to assist in returning to work. There are others who require the support of childcare to enable participation in courses. There are many older people in the community who face social exclusion. It is also the case that many do not have the financial resources (nor access to transport) that would enable participation in other educational services.

Box 3.2: Status and prior experiences of participants at community centres

- low level of education;
- generational unemployment;
- language literacy and numeracy skills;
- lack of relevant IT skills;
- lack of skills to navigate careers pathway information, training and employment options;
- lack of self-confidence and or self-esteem;
- negative experience of education;
- social isolation;
- inability to communicate effectively;
- cultural issues;
- local availability of learning and pre-employment opportunities;
- transport issues;
- childcare issues;
- carer responsibilities;
- disability or health concerns (mental, physical and well-being); and
- cost.

Source: Community Centres SA Inc (2012b), Economic and Finance Committee – Inquiry into Workforce and Education Participation, Presentation given at Parliament House, Adelaide, South Australia, October.

Changing participation patterns …

In the Mapping Report (2009) the gender profile of Community Centre participants (based on approximately 50 per cent of Centres surveyed) was that 60 to 70 per cent of participants were female. A further ten per cent had equal participation of male and female.

Since that time, and the trend over the last 15 years, associated with an ageing demographic and higher numbers of new migrants and refugees into South Australia, the number of male participants has increased markedly. A stimulus to higher rates of male participation has been the offer by community centres to conduct computer classes, foundation skills classes and skills development classes (plus attendance in literacy and numeracy classes). The development of men's or skills sheds has boosted male numbers as well. Skill development programs have been particularly valuable in boosting participation rates of males. One specific initiative in the southern suburbs, a group called 'South Talk," encouraged men into a social discussion group and it was one of these groups which led the development of the Aldinga Community Centre Men's Shed. There is a similar story from Pooraka with Vietnam Veterans involvement with the local community centre, leading to the formation of a men's shed.

Male participation rates are definitely increasing and skill development programs are one of the significant attractors, including that males are increasingly involved in volunteering, Foundation Skills programs, ESL, introductory pathways to VET, courses for new arrivals, and employment in social enterprises.

Data on the Adult Community Education Program as at June 2013 for ACE accredited and non-accredited courses confirms the approximate split of 70/30 female to male enrolments in both level of courses.

Table 3.1: Adult Community Education Program, 2012-13 Accredited and Non Accredited Data as at 30 June 2013

KPI Group Name	Group	Count	Measure	Per cent
535 – ACE Foundation Skills – Auspicing Comm Providers				
Gender	Female	985	Students	71.12
	Male	389	Students	28.09
	Non Specified	11	Students	0.79
FSN: Foundation Skills Non-Accredited				
Gender	Female	3,341	Students	68.55
	Male	1,533	Students	31.45

Shifting public perceptions …

There appears to be a shift underway in public perceptions of centres, from places that were historically for women ("just places for women to do craft and chatter") to places of learning and skill development for all. Notwithstanding the development of "Men's Sheds" (which of itself raises the issue of gender identification), both community centres and sheds encompass learning, health services, recreation, cultural activities and community participation (i.e. development and through volunteering). Both represent informal learning environments with increasing rates of local participation. There is a stronger and growing emphasis on education within a (local) community setting.

This on-going and gradual transition of emphasis needs to be far more strongly recognised as a process that is building community infrastructure with the capacity to be a strong partner with government in addressing educational advancement, skills and generic workforce skills development, workforce participation and local economic development. As Golding et al (2008) notes with respect to the Victorian neighbourhood houses sector:

> "…. by 2008, there had been a significant shift towards skills-based, vocational learning outcomes. These learning outcomes are focused on policy priorities that step in line with the Australian VET (Vocational Education and Training) policy reform. Many of these trends in ACE are reflected in those neighbourhood houses that are also ACE providers". (p242)

Community centres are the vehicle (currently underdeveloped) for the development of tripartite funding partnerships and delivery of community based programs, they are the best located vehicle for social inclusion program delivery and for the extension of literacy and numeracy programs that are the foundation of civic and workforce participation.

3.5 Networks and Partnerships

Community and Neighbourhood Centres collaborate extensively with other community groups to provide additional activities and services and often provide space and equipment for local groups to meet. These partnerships are intrinsic to the centre's work. Moreover, community and neighbourhood centres have extensive partnerships across the three tiers of government, as well as with other small and large non-government organisations and businesses. They provide a local point of referral and linkage to numerous other services and are regularly called upon to assist government and non-government agencies to reach their target demography.

Partnerships and purposes of partnerships are many and diverse and include for example funding contracts for service delivery, for family access visits, Early Childhood and Parenting Centres for joint programs, TAFE SA for training and vocational pathways, local government for community development projects, larger not for profit organisations for settlement services for new arrivals, businesses for event sponsorship, community service groups for local fundraising and community building work. Appendix D contains further details of the types of partnerships at community centres.

A mapping survey of centres in South Australia conducted by Community Centres SA in March 2009 reported key partnerships across the network of centres with the following types of agencies:

Funding:

- Local government – 82 per cent;
- State government – 69 per cent; and
- Commonwealth 34 per cent.

Non-funding

- health services – 47 per cent;
- disability services – 30 per cent;
- business – 22 per cent;
- other non-government organisations – 54 per cent; and
- schools – 50 per cent.

Many centres have extensive partnerships with schools and in some cases, are situated within a school, e.g., Elizabeth Community Connections and Paralowie R-12 Community Centre.

The reasons identified for these partnerships were:

- primary funding provider – 73 per cent;
- share knowledge and skills – 73 per cent;
- network building – 73 per cent;
- increase service efficiency – 62 per cent;
- client linkages and referrals – 60 per cent;
- supplement resources – 56 per cent;
- avoid duplication of services – 53 per cent; and
- recruitment of volunteers – 49 per cent.[23]

3.6 Funding

Community and neighbourhood centres are funded and supported through a variety of government, non-government, corporate and community resources. Funding supports operating costs of community centres for paid staff, programs and activities, staff and volunteer training, insurance, gas, electricity, rent, renovations etc.

State Government

Community Centres SA reports that, with the reform of the Department for Communities and Social Inclusion (DCSI) Family and Community Development Program, there will no longer be any funding considered as 'core' funding to cover ongoing expenses for community centres in South Australia. This impacts on the ability, especially for independent community and neighbourhood centres, to plan and implement their goals and programs.

Department for Communities and Social Inclusion (DCSI) – Family and Community Development Program (F&CD)

Until 2013 the F&CD Program was considered to be a core funding source for a significant number of community and neighbourhood centres. The fund is mandated under the Family and Community Services Act 1972. The program's main purpose is capacity building of community development activities for families, young people and individuals; especially financially disadvantaged people.[24]

Independently managed community and neighbourhood centres use this funding for the day-to-day running of centres. It is regarded as one of the only government funded programs that focuses on early investment and community development for service provision. This has been strengthened during the reform process with DCSI working collaboratively with the sector to develop outcomes focussed program guidelines (include outcomes document as attachment). We were advised that from 2014 community and neighbourhood centres will not receive this money as core funding, but will have to apply for it in a complex tender process competing with a variety of other non-government and not-for profit community organisations. The total of F&CD funding for 2010/2011 was approximately $9 million.

[23] CANH (2009), op. cit., p. 18.
[24] DCSI (2012a), Family and Community Development Program Draft Guidelines.

Department of Further Education Service and Technology (DFEEST) – Adult Community Education (ACE) Funding

ACE Foundation Skills non-accredited and accredited funding from DFEEST is open to community and neighbourhood centres that provide programs assisting individuals experiencing difficulties with participation in learning and further training opportunities due to social and economic disadvantage. Examples of programs include: English language, literacy and numeracy – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology required for participation in modern workplaces and contemporary life.[25] An amount of $3.2 million was approved for ACE programs by DFEEST for 2012/ 2013 and $2.2 million for 2013/2014.[26]

Department for Communities and Social Inclusion (DCSI) – Community Benefit SA

One off project funding to incorporated, non-government, not-for-profit, charitable and social welfare organisations is available through Community Benefit SA administered by DCSI. The purpose of these funds is to progress and strengthen South Australian communities in metropolitan, rural and remote areas through improving the community participation, life management skills, well-being and quality of life of disadvantaged individuals, families and communities.[27]

Australian Government Department of Health and Aging, Home and Community Care (HACC)

Approximately 17 per cent of centres currently receive varying amounts of HACC funding either directly or through local government. The HACC program is for organisations to deliver services to support elderly people to remain at home and to continue living independently in the community. The funding is provided by the State and Commonwealth Governments. The Commonwealth program provides funding to eligible people aged 65 and older (or 50 and older in case of Aboriginal and Torres Strait Islander people). The State program provides funding to people living with a disability who are under 65 (50 and under for Aboriginal and Torres Strait Islander people). Both service providers and consumers must meet certain eligibility criteria.

Previously all HACC funding was provided jointly by the Commonwealth and State governments. In July 2012 the Commonwealth commenced assuming responsibility for HACC services in all Australian states and territories with the exception of Victoria and Western Australia for people 65 and older (or 50 and over for Aboriginal and Torres Strait Islander).

For 2012/2013 up to $55 million was accessible to existing service providers offering programs linked to transitioning to the Commonwealth HACC Program.[28]

[25] DFEEST (2012), Adult Community Education Program Grant Funding Guidelines 2012-2013.
[26] Community Centres SA (2012), ACE Grant Report July 2011 – June 2012 Project, Report Summary.
[27] DCSI (2012b), Community Benefit SA.
[28] Australian Government, DHA (2012b), Tenders and Grants. Commonwealth HACC Program Transition Costs 2012-13 Funding Round www.health.gov.au

Australian Government – Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)

FaHCSIA funding is available to non-government organisations that provide programs and services to assist individuals, families, communities and vulnerable groups.[29] For 2012/2013 FaHCSIA will provide estimated funding of $196.4 million for programs targeting community capability and vulnerable groups, $157.1 million for programs targeting families and children and $412.8 million for programs targeting indigenous people[30].

Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICSRTE) – Workplace English, Language and Literacy (WELL)

The purpose of the WELL Program is to support program providers that offer English language, literacy and numeracy training in workplace settings. To receive funding, community and neighbourhood centres must compete in a tender process with other registered training organisations (RTOs), e.g. TAFE or universities offering job-related workforce education.[31] Very few centres offer these programs unless as a partnership arrangement with an RTO.

Sponsorship and Self-generated income

Many community and neighbourhood centres seek private sector and community group sponsorships. Service clubs (e.g. Lions, Rotary, Jaycees, Apex and Kiwanis) provide support through capital equipment and manual labour. Often these clubs work in partnership with community and neighbourhood centres in a "joint venture" for single projects involving active participation like supplying equipment, painting or landscaping.

Some community and neighbourhood centres are able to generate additional income by e.g. the provision of evening and weekend courses, registered childcare, hiring out facilities or an Op-shop. The ability to generate additional revenues largely depends on the disposable income of the community they serve.

Contribution of local government and the future …

Up to 82 per cent of centres report receiving assistance from their local council. The provision of support can take many forms from the provision of buildings and facilities, assisting with equipment, funding staff and covering the costs of running a centre. Local governments also fund and assist with small, local projects.

In South Australia, as local government over time has come to play a larger role in support for community centres and Commonwealth agencies have directed the delivery of some programs through individual centres, the State Government has in (our assessment) and in a non-strategic way faced with budgetary pressure, withdrawn or only marginally increased funding to centres for program delivery and recurrent funding more generally. Small scale health and recreational programs have been the focus of recent cuts.

Local Government is a major funder of community centres in South Australia including, *inter alia*,

- direct funding of centres (i.e. paid staff and facilities);
- provision of facilities at no or low cost;

29 Australian Government, FaHCSIA (2012a), FaHCSIA Facts and Figures
30 Australian Government, FaHCSIA, (2012b), General Information on Funding www.fahcsia.gov.au
31 DIICSRTE (2013), Workplace English Language and Literacy (WELL) www.innovation.gov.au

- funding provided directly to support community centres operating within council boundaries allocated on an annual / ongoing basis; and
- other in kind support.

Individual councils determine their commitment to the sector. As such there is no common model of service delivery or levels of funding available.

It is reported that Local Government is undergoing financial sustainability issues. This relates to ageing infrastructure and a limited income base (primarily rates and significant State and Commonwealth grants). In this climate many LGA's are reviewing programs and services offered.

Community centres, like all community programs, face prospects of reduced available funding from Local Government and increasing pressures to generate income through a greater emphasis on user pays and /or a move towards 'hall for hire models' rather than a focus on community development.

Philanthropic Trusts and Foundations

Small scale grants are typically given by foundations and trusts, sometimes for a component of a program if a community or neighbourhood centre meets certain criteria.[32] The majority of community and neighbourhood centres in Australia, however, are not eligible to access Public Benevolent Institution (PBI) and Deductible Gift Recipient (DGR) taxation status which limits their access to funding from donations and philanthropic organisations.

Social Enterprise

Social enterprises form part of the self-generated income of community and neighbourhood centres. For a few, this provides significant income while for many, the contribution to the centre budget is minimal. Social enterprises service the community with profits being put back into the community centre. See Appendix G for discussion and examples of social enterprises through community centres.

3.7 Social Capital

Community and neighbourhood centres contribute the strengthening of social capital within a community.

The notion of social capital (and social inclusion) has been a major focus of researchers, policy makers and the general public as an approach to explain and comprehend community health and wellbeing. The theory of social capital originated in the first decade of the 20th century[33] and is essentially described as all efforts to improve social relations within a community or between a group of people. Social capital is about the degree of trust between individuals, about a shared understanding of behaviour towards each other and how people should look after each other, as well as the degree of participation in community organisations.[34] While a variety of different definitions exist, it is generally agreed that at the heart of the notion is the value of social connections for people and the society as a whole.

32 Ibid.
33 Western et al. (2005), Measuring Community Strength and Social Capital.
34 Victoria Health (2005), Social Inclusion as a Determinant of Mental Health and Wellbeing.

Putman defines the concept as "…social capital refers to features of social organisation such as networks, norms and trust that facilitate co-ordination and co-operation for mutual benefit. Social capital enhances the benefits of investment in physical and human capital."[35] There are similarities between social capital and other theories and concepts, particularly in a policy context. In fact, the concept of social capital is often used interchangeably with related concepts e.g. social inclusion/exclusion, community capacity building or community development.[36]

One feature of a community that is readily applicable to social capital and health at the community level is the accessibility of places to meet and socialise; hence the obvious link to community and neighbourhood centres. Centres contribute to social capital formation by building networks, creating safety and trust in communities, promoting relationships between neighbours and providing pathways to volunteering.[37]

Social inclusion

Social inclusion refers to government initiatives established with the goal of maximising full access to the range of benefits and resources a community has to offer for as many people as possible. The concept acknowledges that within each community there are groups who are disadvantaged or find it difficult to access resources and forms of assistance.
That is to say, there is evidence of social and economic exclusion.[38]

The Australian Social Inclusion Board contends that the objective of social inclusion is to create a society where all individuals can live to their full potential and lead lives in line with their own needs and interests.[39] A socially inclusive society is a society in which all Australian citizens benefit from the resources, possibilities and abilities to:

- learn by participation;
- work by participation in paid employment or volunteer work and in family care;
- relate to and engage with others;
- use resources within the community; and
- can take decisions which impact on them by having a voice.

The community and neighbourhood centre sector facilitates social inclusion by reaching the most vulnerable and disengaged in the community. It strengthens individuals, families and communities through a strong and cohesive network of locally based centres.[40]

Community centres – as they are place-based – and people focussed, have a significant potential to address locational disadvantage. In "Re-Thinking Social Policy: Place-Shaped as Well as People-Focussed the South Australian Centre for Economic Studies examined the failure of many social and economic policies (and institutions) to achieve the re-engagement of people and families into the broader local community, in part because "government and their agencies have not yet given communities the degree of ownership and control over the design and implementation of strategies that would increase the prospects of achieving maximal effectiveness." (SACES, p. 3)

35 Putnam (1993), Making Democracy Work: Civic Traditions in Modern Italy, p. 35.
36 Pomagalska et al. (2009), op. cit.
37 Izmir, G, Katz, I and Bruce, J (2009), Neighbourhood and Community Centres: results for children, families and communities, Social Policy Research Centre.
38 See SACES (2013) "Re-Thinking Social Policy: Place Shaped as Well As People focussed", Economic Issues Paper, May.
39 Australian Government, Australian Social Inclusion Board (2012), Social Inclusion in Australia, How is Australia faring.
40 Community Centres SA (2012), op. cit., p. 1.

SACES further noted that:

> "Best-practice approaches to combating locationally-concentrated social exclusion include not only improving the services, amenities and social infrastructure available to the socially excluded but also strengthening community-wide social cohesion through building the capacity of communities themselves to take a lead role in tackling social exclusion.
>
> The role of governments at all levels should be to support community efforts – to work with, in and for communities, not to take control away from them."

Place-based approaches to addressing locational disadvantage take place in neighbourhoods; places of particular importance to local residents.

> "The neighbourhood we live in has an impact on our daily life, our possibilities to access resources, health, wellbeing and security. Ultimately, neighbourhoods are significant places for creating a sense of connectedness and for relationship building. Socialising with people in neighbourhood creates a feeling of belonging. Connecting with others in the neighbourhood may also add to wellbeing and a sense of self. This connectedness becomes alive through the places that neighbourhoods are built upon. Community and neighbourhood centres are such places within a community, common places to meet and to join certain activities or local events which encourage a sense of identity, a sense of belonging and social connection."[41] [42]

Benefits of early intervention …

The Social Policy Research Centre NSW (2009) "Neighbourhood and Community Centres: results for children, families and communities" reviewed the literature relating to the effects of neighbourhood centres on children, families and communities and reported the following benefits:

- "They provide an effective and cost effective method for engaging vulnerable members of the community and to providing them with a range of non-stigmatising preventive services.
- They act as a conduit for other services which many vulnerable families are otherwise unlikely to access.
- They help to foster greater levels of social capital in the community, providing the potential for greater productivity, higher levels of participation and decreased use of services.

There is clear evidence that neighbourhood centres provide a cost effective way of delivering support to the most vulnerable families in the community. Their unit costs are far lower than other equivalent service providers, and they tend to rely on volunteers and other committed staff members". (p iv)

They also concluded that "because of their deep knowledge of the local community, these centres are also the logical base for a range of programs aimed at enhancing the wellbeing of vulnerable children and families".

[41] Rogers (2012), Building Communities.
[42] Kelly op.cit. p. 22.

4. Methodology

The South Australian Centre for Economic Studies (SACES) was commissioned by Community Centres SA to report on the economic and social impact of community centres and neighbourhood houses in South Australia.

Economic impacts include transition to employment or further study, improvement in literacy and numeracy as a platform for personal and career development, breaking down social isolation and improvements in individual and family, health and welfare. Economic benefits of community centres also include the quantifiable value of volunteer contributions and the total numbers of staff and volunteer hours. The social impacts of community centres are evidenced by contribution to social inclusion, improved motivation and encouragement, and personal development.

The South Australian Centre for Economic Studies (SACES) undertook the following, including *inter alia*:

- consultations, interviews and visits to community centres;
- the provision of a questionnaire to selected centres, metropolitan and rural;
- the construction of case studies that were representative of community centres;
- review of documentation provided by Community Centres SA including statistical data, presentation to the South Australian Economic and Finance Committee of Parliament, State Budget submissions and Annual Reports;
- analysis of independent reviews of community centres commissioned by local councils; and
- a literature review on specific topics.

SACES was particularly interested to assess the following outcomes:

- employment, participation in education (including accredited and non-accredited courses), volunteering pathways, return to work, skills transference;
- social inclusion especially for people with a disability, new arrivals, the older demographic including retirees;
- health and wellbeing, family resilience; and
- the scale of volunteering and participation in centre's activities.

In order to develop and verify estimates of employment, participation and volunteering five representative centres were approached to participate in a survey of activities. The centres were sent a letter explaining the project and requesting their participation followed by a general survey (see Appendices A and B). Following receipt of the survey four of the five centres were visited by one of the researchers with specific questions for each centre, specifically to again verify staffing, financial details, volunteer numbers and participant activities. The timing of these visits was selected so that researchers had the opportunity to gain more knowledge of each centre, observe how they operate and also that researchers were able to meet with staff members and participants.

The centres were chosen on a number of variables: their size, location, management structure, contribution from local council, the number and breadth of programs and activities, whether they provided accredited courses and to the extent that the collective of these five centres were representative of the network of centres. The rural centre – Milang Old School House Community Centre – was a respondent to the survey but was also involved in other research

to which SACES was given access. It was not deemed necessary on the information we were provided to visit this centre.[43]

The centres invited SACES researchers to attend on what they determined was a "typical day" so that we are confident we did observe a range of activities, including, *inter alia*, English language classes, childcare, the operations of social enterprise, fitness classes, a nutrition class and computing classes.

SACES has noted the extent of literature and research on the activities and value of centres. Our principal focus – building on this literature – was to "verify and quantify" the numbers and scale of activity. Notwithstanding, personal interviews and conversations with participants (plus our personal observations) confirm the value of activities, the benefit of acquiring language skills, the assistance with job skills and pathways that volunteers have successfully negotiated.

The next section considers the five case studies.

[43] The Milang Centre was visited some months earlier by a SACES staff member so it was not unfamiliar to us.

5. Profile of Selected Community Centres

5.1 Milang Old School House Community Centre (MOSHCC)

Overview of Milang

Milang is a rural community in the Alexandrina council area, on the shore of Lake Alexandrina. The major employing industry in Milang is sheep, beef cattle and grain farming with 6.4 per cent of the labour force being employed in the industry.

Milang has a much older population profile than South Australia and Australia. The median age in Milang is 46 (SA: 39; Aust: 37). The older population demographic is further evidenced by 24.9 per cent of the population being over 60 (SA: 22.2; Aust 19.6).

In Milang 38.9 per cent of households have a gross weekly income of less the $600. This most likely reflects the higher aged population receiving an aged pension (SA: 27.7; Aust 23.7) and Milang being a retirement location. Increasingly Milang is being seen as an option for cheaper housing within a commutable distance from Adelaide, which is bringing younger people to the area, but often with significant support needs.

Management Structure and Funding

The Milang & District Community Association Inc (MDCA), is a volunteer community organisation which seeks to meet local needs, provide opportunity, foster participation and empower local people to be active participants in decision making that will affect them. The Association is proactive in working with the community to assess needs and takes a strong advocacy role to ensure needs are met. As such, strong partnerships have developed with government, community groups, businesses and training organisations. Utilising a community development framework and the support of 120 volunteers the organisation runs a number of community trading entities:

- Milang Old School House Community Centre (MOSHCC) has been in operation for ten years, providing a diverse range of programs from the old teacher's residence in Milang;
- Shoreline Community is a social enterprise which is providing sustainability for the organisation as well as work and training opportunities for local people. The business includes a native plant nursery and an on ground works team; and
- The Lakes Hub has offices in Milang and Meningie ensuring open and transparent lines of communication between the government and community regarding environmental programs and activities in the region.

Based on the information provided to SACES the total operating costs for the 2011/12 financial year was approximately $258,000 and income for the same period was approximately $412,000.

Shoreline Community social enterprise generated $370,000 of income in 2013. The Association had a total turnover of $1.2m of which 95 per cent was returned to the regional economy through local employment and purchase of local goods and services. The primary source of income for MOSHCC in 2011/12 was the State Government. This includes program specific program grant funding.

Volunteers and Staff

MOSHCC has approximately 400 people access the services provided each year. This provision is made possible by the work of eleven staff of which only two are full-time. The staff are supported by a team of some 70 volunteers contributing over 5,000 hours of time. In weekly terms this is the equivalent of 2.7 full time equivalent staff. This equates to a contribution of time estimated to be $146,000 per year by volunteers.[44] The contribution of volunteer staff is more than the number of hours which they spend at the centre; volunteer's contribution also needs to include transporting themselves to the Centre as well as less obvious contributions such as their specific skills or knowledge.

At the 2011 Census there were 883 people living in the community of Milang. Based on this it is estimated that nearly eight per cent of the community volunteer at the community centre.

Activities and Services

A breadth of programs and services are provided at the centre. These include, *inter alia*, Adult Community Education Foundation Skills, Home and Community Care (HACC), a community transport program, a youth group, a men's group, a women's group, a crèche, a referral and an information service and an emergency assistance. The centre also distributes Meals on Wheels in the local area. Meals are heated in the kitchen at the centre and distributed by volunteers.

'Friday Feast' is a meal program offered by the centre for $6 where participants receive a two course meal, which is prepared by volunteers. This is an opportunity for participants to enjoy a reasonably priced meal; it is also an opportunity for socialisation and participation in post-lunch activities. The contribution of this program to community wellbeing through minimising social isolation is important and is especially important in rural locations.

The centre offers a number of computer and technology education programs and career development advice.

MOSHCC has had a key role in helping to drive Shoreline Community forward as a social enterprise. The initial idea for the business came about during the drought from community feedback to a "Looking to the Future" survey which was distributed in the region. In response MOSHCC focussed planning around; increasing employment opportunities, increasing training opportunities, increasing small business start-ups and expansions, improving access to support services, social enterprises and ways of generating a regular income to reduce the reliance of the Association on grant funding.

MOSHCC has a strong focus on building capacity in the community and partnerships have been crucial to success. Extensive consultation and involvement with the community has enabled the development of programs that have supported individuals holistically whilst also retaining focus on bigger regional issues. As a result MOSHCC has a highly regarded reputation as a leader in community development. MOSHCC core business is developing community capacity and the strength of the training has been in ensuring local delivery and local expertise, experience and knowledge.

[44] Note: This is based on estimates of the equivalent hourly wage in 2011 for tasks which are performed by volunteers as reported in Ironmonger (2011).

Participants and Outcomes

The main reasons people attend MOSHCC are to access the ACE programs, access the HACC service, for the youth group, for the crèche, for social support, to access information and referral services and for emergency assistance.

Of the participants in the Centre's HACC program the majority are female and the majority are aged over 65, some 49 per cent of the participants live alone and 46 per cent live with family. The majority of HACC participants (79 per cent) receive an aged pension, which illustrates that HACC services are appropriately targeted.

The number of people attending the Friday Feast program varies from a low of 20 people to a high of over 100. For the 2011/12 financial year MOSHCC had an average of 72 people a month attending Friday Feast.

The Adult Community Education (ACE) programs such as Foundation Skills ACE enabled 14 participants (2012) to move onto further accredited training. This is an example of how community centres can act as a pathway for those who may have become disengaged and/or who simply find access to a community centre more viable than to attend TAFE or a distantly located RTO.

There is also evidence to suggest that ACE programs act as a conduit for people to commence volunteering within the organisation. This is an important function in all communities, especially rural ones such as Milang, as it builds community spirit and social capital.

Outcomes achieved by participants include moving onto further study either through the community centre or a registered training organisation, gaining employment, becoming a volunteer, having higher self-esteem and increased participation in the community.

MOSHCC (working as a key driver in the MDCA hub) has successfully delivered training opportunities in partnership with TAFE SA and DFEEST that has enabled over 60 people to gain Certificate III and IV qualifications in Conservation and Land Management through the Eco Skills program. Another 45 people have gained Certificate III and IV qualifications in Community Services Work and Community Development. Many of these people have gone on to find work in local environmental programs, community nurseries and the community services sector. As an Adult Community Education provider through the State Government "Skills for All" program MOSHCC delivers training at Milang, Langhorne Creek, Strathalbyn and Goolwa and draw people from across the Fleurieu, Adelaide Hills and Murraylands.

In Goolwa MOSHCC has a partnership with Whaler's Housing who has clients with similar barriers including lack of jobs, lack of transport, lack of childcare and access to training. MOSHCC has endeavoured to help local people through the provision of training delivered to people in their own locality in areas where we know there are regional job opportunities and to provide social connection and a sense that they are valued and contributing members of society.

MDCA has focussed on training which opens up regional work opportunities for local people who are disadvantaged in some way; un or underemployment, lack of skills, disability. MDCA has provided employment for 95 people in the past 12 months. 56 per cent of staff come from Milang and Clayton Bay Region, 17 per cent from Strathalbyn/Finniss Region, 18 per cent from South Coast Region, 2 per cent from Adelaide Hills and 2 per cent from Murraylands.

As an organisation concerned about social outcomes, MDCA is a family friendly business, ensuring flexibility for parents which supports their caring roles. MDCA has employment selection processes that focus not only on the job that needs to be done but also on the person applying. With the planting program MDCA endeavours to interview everyone who applies, believing that those who are most disadvantaged in the workforce benefit from going through this process. MDCA also helps support both successful and unsuccessful applicants with other community programs such as adult community education and career counselling. MDCA has close relationships with the job network in the region, particularly Workskil, FWS and Employment Options, and provides volunteer placement opportunities and work for the dole programs. MDCA partners with Workskil and FWS to deliver Fleurieu Career Services.

MDCA and MOSHCC are seen as a role model in the region and contribute to a number of regional forums including volunteering, Skills for All, community centres and home and community care. Although based in Milang, the organisations works hard to deliver services in neighbouring townships and to support existing organisations. The Shoreline Community Nursery has been growing 25,000 plants a year since 2010 but recently doubled its capacity to 50,000 and is now a member of the Nursery and Gardening Industry Association SA. Plants are sold to Goolwa to Wellington LAP, DEWNR, community groups and landholders. At this number the nursery is a viable, sustainable activity.

Shoreline Community has successfully tendered for commercial planting and weed control programs with DEWNR which in turn leads to more employment opportunities.

5.2 Hackham West Community Centre (HWCC)

Overview of Hackham West

Hackham West is located in the southern suburbs in the Onkaparinga council area. It has a similar median age to that of the state. The Indigenous population make up 3.6 per cent of the population in Hackham West (SA: 1.9; Aust 2.5). The suburb has a very high proportion of single parent families, 33.6 per cent compared with the average for the State of 16.3 per cent.

The unemployment rate in Hackham West is 10.8 per cent; a rate higher than for South Australia and Australia and higher than surrounding suburbs. The unemployment rate indicates significant financial hardship in the suburb of Hackham West. Further evidence of financial hardship is the lower than average median weekly incomes. The median income for a family in Hackham West is $917 per week (SA: $1,330; Aust: $1,481). It is estimated that 40 per cent of households in Hackham West receive less than $600 per week.

From the 2011 census 38.1 per cent of the population of Hackham West identify themselves as being of no religious denomination (SA: 28; Aust: 23). Given that there may be some cross over between the services offered by religious organisations and community centres the importance of a community centre in a neighbourhood where religious affiliation is low cannot be understated. The financial hardship experienced by residents in Hackham West suggests an important role for community centres.

Management Structure and Funding

The HWCC has been in operation for 31 years. The building is owned and maintained by the City of Onkaparinga.[45] The Council employs a Community Development Officer who supports the Board of Management which is a volunteer body.

Council provides funding to cover half the cost of utilities and some running costs such as cleaning and insurance. Funding from the Commonwealth Government makes up over half of the income for the centre (e.g., DEEWR and FaHCSIA). The other sources of income include the State and local governments (e.g., DFEEST, Baptist Community Services and the City of Onkaparinga), donations, fundraising activities, sales of goods and services, course fees, membership fees, hiring, grants and bank interest.

Volunteers and Staff

The HWCC has a team of 90 volunteers who support the work of 30 paid staff members. The volunteers contribute 842 hours of unpaid work per week, which equates to approximately 43,800 hours a year, or 1,825 days of work or over 260 weeks[46]. On average volunteers at Hackham West provide nine hours of their week to the Centre. This is significant when the median hours per volunteer in South Australia in 2012 was 2.01 hours per week.[47] If the volunteers at Hackham West were paid staff this would equate to 24 extra full time staff per week (full-time = 35 hours or more per week) or over $1.2 million in wages.

Volunteers at Hackham West are 'Volunteers of the Centre'. The Centre manages all aspects of volunteer recruitments, police checks, training, support and other day to day management.

The volunteer workforce is visible on the front desk while the café is also staffed by volunteers, providing an opportunity for volunteers to gain experience in a commercial style kitchen. Volunteers are active in most programs of the Centre.

Activities and Services

The HWCC offers counselling services, school holiday programs, fitness classes, crèche and playgroup, life skills programs, a breakfast club, children and youth programs, over 50's group, adult literacy, computing classes, men's and women's groups, parenting programs and many more.

The non-accredited ACE courses offered at the centre are adult literacy including computing. The centre offers one accredited ACE course called 'Working Towards Your Future', which is an art based program for women wishing to find pathways into volunteering and work. The program specifically targets women who are not currently in the workforce and who live in the surrounding area. It is provided free to residents but has not been funded for 2013/14. Unfunded adult programs include arts and crafts, Yoga and Zumba.

The Centre also conducts a number of meal programs for a small fee for the local community. There are men's and women's breakfast programs which individual participants pay $2 for and a family dinner which is $5 per family. The value of this program cannot be understated. As well as easing financial stress on participants, this program provides an opportunity for people to get to know other people living in their suburb. From Monday to Friday lunches are

[45] The City of Onkaparinga owns all community centres in the area.
[46] 43800/24=1825. 1825/7=260.71
[47] Ayturk, G and Elridge, F (2012)

also provided through the Everyday Café. For a number of people who attend the Everyday Café regularly this meal is often their principle meal for the day.

HWCC provides a breakfast club every school day for 28 children of primary school age from the surrounding area. Centre staff transport the children from home, they have breakfast at the centre and then the centre staff take them to school. The coordinator of the program commented that if it did not exist most of the kids in the program would not be going to school at all as there would be no way for them to get to school. In this way HWCC is providing for children at risk to continue in school. The Centre is ensuring that the children are at school learning and continuing to engage and ensuring that they are able to concentrate on their school work.

As well as the measurable services the centre provides, i.e. courses, meals and children's activities, there are also services which the centre provides which are difficult to quantify such as being a place for people to just go and sit. Discussions with staff at HWCC revealed that often people will come to the centre for nothing in particular especially on days of extreme heat or cold. They will attend the centre just to sit in the air-conditioning or heating as they cannot afford to run it at home. The centres become a place to attend, to participate or simply to be in a non-threatening environment.

The Centre has had history of cooperation with local schools. Staff at the centre observed that people from across other side of Honeypot Road were not accessing the centre as it was perceived as too far away, transport to the centre was an issue as a main road had to be crossed to get to the centre. The Centre set up community rooms at Noarlunga Downs Primary School and Huntfield Heights Primary School. Rooms are provided by schools but staffed by a Centre employee. Anybody from the community can access the community rooms and does not have to be affiliated with the school in any way. The community rooms provide centre like services that are readily accessible.

Programs conducted at these "outreach" locations include a women's group, time for you group, scrapbooking, community action group, community gardens, exercise group, magic harvest, and community dinners.

Participants and Outcomes

There are a number of reasons why people access programs and services including to overcome social isolation, the non-threatening environment of the Centre, for support and positive reinforcement. It has also been noted that the community acknowledges that the staff at the Centre seem to truly care about the community and follow-up with clients.

Given the reasons for people attending the Centre, it is not surprising that personal outcomes are identified as a reduction in social isolation, formation of friendships and development of support networks. The Centre also produces outcomes specific to families; these include strengthening the family unit, increased resilience of children and an increase in school attendance by children.

The impact of HWCC on the community it serves is large. Staff from the Centre reported seeing people finish courses at the Centre who had not finished any formal qualification before.

Another example of outcomes experienced by participants at HWCC (which is common to almost all the community centres) is one of the staff members. She started attending at HWCC to do courses and volunteering and now works there. She is currently doing an Advanced Diploma and runs the Centre's community rooms.

5.3 Camden Community Centre

Overview of Camden Park

Camden Park has similar median incomes as that of the State. The median age in Camden Park is 37 (SA: 39; Aust 37). People aged 20 to 39 years make up a higher proportion of the population in Camden Park than they do in the State and the area has more "couples without children".

Management Structure and Funding

Camden Community Centre is an independent centre. It is run by a Centre Manager and Board of Management. The Board of Management consists of seven members elected annually by members of the centre. Represented on the Board of Management are lawyers, teachers and government officials. The Centre has been in operation for over thirty years.

State and Federal governments are a major source of funding for the community centre providing slightly more than half the operating grant. Childcare fees also make up a significant part of the centres income. The local council provides the Centre with $30,000 of funding per annum. Other sources of funding for the centre are the donations, fundraising activities, social enterprises, sales of goods and services (the centre has an op shop, which sells bric-a-brac and woodwork produced in their shed), membership fees, renting, leasing and hiring, grants and client fees.

The building in which the Centre is located is owned by Camden Incorporated, the incorporated association of the centre. That is to say, it is owned by the community for the community. Originally a primary school the building was donated by the Department for Education and Child Development (DECD). The Centre does not pay rent nor do they pay council rates.

Volunteers and Staff

The Centre has 21 part-time paid staff members and one full-time staff member who is the administrator and volunteer coordinator. Their activities are supported by 65 volunteer staff. Volunteers contributed 9,500 hours of work to the Centre in the 2011/12 year.

The Centre has a number of programs that are specifically designed to involve volunteers, such as the woodwork shed, community garden, op shop and operating support for the Centre.

Of the 65 volunteers there is a 50-50 split between men and women. The age difference between the oldest and youngest volunteers at Camden is over 70 years, this illustrates that community centres have the ability to engage people of all ages. The majority of volunteers at Camden are aged over 55 (78 per cent); they possess considerable years of work experience in professional, trade, health, education and administrative sectors.

Activities and Services

Camden Community Centre offers a range of activities and programs. The Centre offers a Home and Community Care program focussed around the provision of a nutritious two-course meal; as part of this program the centre organises monthly outings for participants. In a recent three month period the Centre provide 359 meals to their HACC clients. Approximately 224 individuals access the HACC program provided at the centre every year.

There is also a child care service operated at the Centre. This is for children in the area aged 18 months to five years. The child care centre cares for approximately 90 children a year. Approximately 27 children per day are cared for at the child care centre.

The Centre has facilitated the establishment of an English conversation class at a local school (50 per cent are ESL students) funded by the Rotary Club. This is provided on school grounds to parents of students at the school.

The Centre provides opportunities for students undertaking year 12 Community Studies to do part of their course at the Centre. Community involvement is part of the course.

Participants and Outcomes

The HACC program at Camden Community Centre assists frail, vulnerable and disabled people in the community. The 224 participants in the Centre's HACC program accessed 16,000 hours of community care, 3,100 two-course meals and 4,200 transport trips in the 2011/12 financial year. The majority of HACC participants (70 per cent) are aged over 65, the other 30 per cent have on-going disabilities. The majority of Camden's HACC clients (57 per cent) come from culturally or linguistically diverse backgrounds.

Approximately 41.5 per cent of participants are from the West Torrens Council area. Over 90 per cent of HACC participants at Camden Community Centre are either on an Aged Pension or Disability Support Pension. Participants in the programs offered at Camden report similar outcomes to those of other centres, particularly an increase in wellbeing, in participation and socialisation and a greater sense of belonging in their community.

5.4 Morella Community Centre

Morella Community Centre services the suburb of Parafield Gardens.

Overview of Parafield Gardens

Parafield Gardens is in the northern suburbs council area of the City of Salisbury. It has a slightly higher unemployment rate at 8.1 per cent than that of the State, 5.7 per cent as at May 2013. There are also a higher proportion of single parent families, 21.1 per cent (SA: 16.3; Aust: 15.9).

The median weekly income for a family in Parafield Gardens is $1,106 (State average is $1,330). This, combined with the higher rate of unemployment, suggests that there is a degree of financial hardship experienced in the area. In areas where such a hardship is prevalent, community centres can perform the role of acting as an information service for the community.

The area of Salisbury and Parafield Gardens is home to many recently arrived migrants and refugees, new citizens who require access to the community to develop an appreciation of the "Australian way of life" and access to skill development programs, most specifically training, instruction and development of the English language. To access English language courses young families – not exclusively young mothers – need access to child care/child minding to attend courses and these facilities are provided at the Centre. The reality is they cannot afford child care in many instances.

Management Structure and Funding

Morella Community Centre has been in operation for 29 years. The building is owned by the City of Salisbury. Maintenance work on the building is also the responsibility of the Council. The Salisbury Council and Board of Management are parties to a partnership agreement on the running of the Centre. The 10 person Board of Management (7 persons plus 3 ex-officio members) oversees the strategic development of the Centre including the extension of programs through partnerships they have developed with other providers. It is the responsibility of the coordinator to work with the committee to operationalise develop, resource and deliver programs in response to the needs of the local community. Their key responsibility is to help plan is to set the strategic direction according to the needs of the community. The Centre receives funding from multiple grants sources, the most significant being the Department for Further Education, Employment, Science and Technology. DCSI provides some funding to Council which contributes to the employment of the Coordinator. Other sources of income for the Centre are local council, both State and Federal government including Community Benefit SA, Department of Premier and Cabinet Volunteer grants, small grants for minor items of capital equipment and special one-off events such as for Anti-Poverty Week. Some self-generated income comes from course fees and hall hire.

Audited financial statements show Morella Community Centre Incorporated's principal source of income is from program grants to deliver foundation skills programs, particularly English language programs. Overall expenses are principally for staff salaries, on costs, and superannuation and then expenses related to operation and maintenances of the Community Centre and program delivery.

Volunteers and Staff

Morella Community Centre has 9 paid staff, one who is full-time and eight part-time. The employment and payment of coordination staff is the responsibility of the council and staff report to council.

The Centre has 30 volunteers providing 150 hours per week of unpaid work on average. This equates to 7,800 hours a year. Each volunteer is providing five hours on average a week to the community centre.

Volunteers support paid staff across all Centre activities – in educational classes, in physical fitness classes, child care, the community garden and front office support. They also assist with extension of opening hours and hall hire. Several are multi-lingual providing social and migrant support to new migrants and non-English speaking participants.

Activities and Services

There are a large number of services and activities on offer at the Morella Community Centre. The Centre offers an information and referral service, community meeting space, migrant support, children's programs such as crèche and school holidays programs, specific volunteer programs, computer and internet access and health and fitness.

The Centre also offers a wide range of Adult Community Education (ACE) courses. These courses can be either non-accredited or accredited. The non-accredited courses offered at the Centre are ESL classes, introduction to computing, social media course, using tablets, job search support, personal development, fitness classes, cake decorating and multicultural groups.

The Centre offers an accredited Pathway to Children's Services course. This is offered over ten weeks. As the name suggests this is a course to introduce participants into Children's Services. As well as learning about childhood development participants also gain Applied First Aid, further enabling them to gain employment, go on to study, further study and take-up volunteering in the community.

There is an accredited training course for Pathway to Sport and Recreation. It is aimed at people wishing to work in the sport and fitness industry and is run over ten weeks.

There is an accredited Office Administration course available at the Morella Community Centre. It aims to give participants an understanding of the workforce, office skills and an office environment and to develop job application resumes to assist in the pathway to employment. The course is one vehicle for participants to develop their job seeking resumes.

There is an accredited Pathway to Retail ACE course offered at the Morella Community Centre. This is run in two different ways: the first is a hospitality targeted course, the second is a more retail targeted course. In both courses participants are given the opportunity to gain real work experience in the field.

The fifth accredited ACE course offered at Morella Community Centre is titled 'I Want to Work'. It is a course concerned with Australian workplace culture designed to help people to find and retain employment. Participants are provided an opportunity to learn how to present themselves in order to gain employment including coaching participants on how best to present themselves for a job on paper and in person.

The Centre offers up to five English as a Second Language (ESL) courses per week with an average participation of 30 people. Courses are offered every day in basic and intermediate computer assisted learning and in reading and writing within the broader ACE Multi-Literacy program. The Centre's programs are designed to engage all those who need assistance so it is not appropriate to "measure success or outcomes" in terms of any one single outcome. Individuals who achieve greater competency in reading and writing are successful. Some individuals are engaged to complete accredited courses and they are further along their chosen pathway. A special characteristic of the Morella Centre (and others) is that they offer engagement to all wherever you are on the "rungs in the ladder". This characteristic opens up pathways to all. Assisting Centres to provide more non-accredited and more accredited courses will extend their reach into the community and open up more pathways to engagement with the workforce. The Co-ordinator of the Centre recently commented on the potential expansion role that community centres could play (do currently play):

> "After our first full year of providing Accredited Foundation Skills Programs it's lovely to start seeing some of the longer term personal goals of participants achieved. We often see the progression of individuals throughout their time with us while attending programs and for some the immediate training or employment pathway outcomes. I want to highlight an aspect of these programs that has really resonated with me this past year.
>
> While participating in a range of personal and professional development opportunities for many of us is just part of life, for a lot of our participants it's a major step. Past negative experiences, low confidence or other barriers often prevent people from taking up educational or training opportunities. Our history of providing non-accredited programs and engagement opportunities has shown us that we can over time offer meaningful pathways for individuals that can result in employment or further training outcomes. From my perspective the provision of the Accredited Foundation Skills Program has somewhat sped up the 'pathway' process for individuals and as a result we are now seeing significant outcomes for participants within a year of first engaging them; whereas in the past this may have been the result of working with someone for a number of years." (Centre Co-ordinator).

Participants and Outcomes

Training programs at Morella Community Centre are targeted at:

- people from culturally and linguistically diverse backgrounds;
- the unemployed and underemployed;
- people wishing to return to the workforce after an extended absence;
- people with a mental health condition;
- people with poor literacy, numeracy or communication skills;
- people who have become disengaged from learning; and
- people with limited social networks.

The Centre provided 6,882 accredited hours of training in the most recent year and 6,040 hours of non-accredited training under the ACE funded program.

It is estimated that more than 700 people access the Centre on a weekly basis across all activities offered, with 80 per cent female, 20 per cent male and up to 75 per cent are CALD. The main reasons people attend the Centre are for personal and skill development, networking, social participation and volunteering to learn a new skill, enhance employment opportunities, find out exactly what it is that the Centre does. They may be referred by either Centrelink or Job Services Australia. Some self-refer and learn by word of mouth as to what is offered at the Centre.

Morella has a high percentage of participants in programs who come from non-English speaking backgrounds and hence the importance of the many multicultural programs which are run at the Centre. Given that the Centre is neutral ground in terms of culture it is a good means of engaging those from culturally and linguistically diverse backgrounds.

There is a large difference in the age distribution based on program participation programs; for example in the accredited programs, participants are typically younger while in health, wellbeing or social groups, participants are more likely to be older.

Morella Community Centre had 100 individuals successfully complete their accredited training course in 2011/12 and subsequently moved on to further education, volunteering or employment.

The outcomes experienced by participants in programs are not only limited to employment, training and volunteering; participants also experience a growth in their confidence and reduction in social isolation.

Morella notes that the outcomes achieved by individuals participating in programs are not only limited to the individual. For example, a mother who inspired her children to enrol in TAFE courses as a result of the positive gains she had from the courses she engaged in at the Centre. This example is indicative of the wider impact which community centres can have on families and the community.

Issues for Consideration

The cost to the Centre of applying for all sources of funding is estimated at $15,200 based on four weeks of time of co-ordination staff and four weeks of project officer and finance staff. This equates to approximately 7.5 per cent of total income received by the Centre. Administrative costs are included in acquitting and reporting on the grant. To the extent, need is demonstrated it would be time and cost saving for funding for ESL/Multi-Literacy courses to be provided on an agreed basis for three years, with adherence to Treasurer's Instructions No. 15, Grant Funding 2008. DFEEST and the ACE Unit have made considerable efforts to minimise "red-tape", excess costs and this is acknowledged.

5.5 Midway Road Community House Inc (MRCH)

Midway Road Community House is in the suburb of Elizabeth East.

Overview of Elizabeth East

Elizabeth East is in the council area of the City of Playford. The council area has a high number of public housing authority tenants, with 12 per cent of dwellings being rented from the housing authority. This is double the figure for the State of 6.1 per cent. Lower than average incomes are evident, with the average weekly income for a family in Elizabeth East at $874 (SA: $1,330; Aust: $1,481). Some 45.5 per cent of households have less than $600 gross weekly income (SA: 27.7 per cent). The suburb also has an unemployment rate of 14 per cent (SA: 5.7 per cent). The higher than average proportion of housing authority dwellings and lower average incomes are indicators of disadvantage.

Management Structure and Funding

MRCH is a not-for-profit community centre. It is community owned. The house was originally owned by Uniting Church. When the church closed the house was put up for sale. MRCH management raised 75 per cent of the cost of the house. The Uniting Church retains a 25 per cent interest in the house should it ever be sold.

The Centre is managed by a Management Committee whose members are elected by members of the community. All members of the Management Committee volunteer their time to the Committee.

The Centre receives funding from a number of resources. Of these the State government is the most significant. The Centre also has a very active fundraising committee which organises a variety of fundraising activities including Quiz Nights, Barbeques, Raffles and garage sales. Unlike a council owned centre (or house) Midway Road must fund themselves. This can sometimes result in uncertainty regarding services. Absorbing a wage increase most

often results in a decrease in staff hours. The coordinator who originally was paid for 38 hours per week is now paid for 27 hours per week.

Volunteers and Staff

In total, MRCH has 15 paid staff members, all of whom are part time, nine of these staff members are employed for the vacation care program. The staff are supported by 16 volunteers who perform a multitude of tasks such as tutoring courses, administration, IT management, fundraising and housekeeping and maintenance.

Excluding vacation care, staff at MRCH are paid for a total of 69 hours per week. However the hours that staff work are not just the hours that they are paid, as every staff member also volunteers at the house. This indicates that they are passionate about their work. In fact, volunteers at MRCH contribute approximately 2086 hours per year to the house. This equates to an estimated contribution of 130 hours per year per volunteer or over $60,000 worth of work per year in total.

Activities and Services

MRCH provides a variety of programs and activities. They have ACE classes as well as services for families and children.

ACE classes provided at the house include adult literacy, computing, cooking on a budget and first aid. For example cooking on a budget is likely to be very beneficial given the socio economic status of the suburb. A large number of ACE participants at MRCH are referred by Job Skills Australia.

First Aid provided at the house is accredited when the funding for it is available. Individuals are able to learn first aid in a non-intimidating environment. Increases in funding would enable the centre to provide first aid training on a more frequent basis.

The Centre acts as a referral service. We were advised that the City of Playford used to publish a book on what is available in the council area but they do not publish it anymore. The Centre used to be able to provide this to individuals making enquiries. Referral and enquiry services provided by community centres and houses are often not funded.

The Centre conducts programs for people with intellectual disabilities such as their basic living skills program. This program includes everyday living skills such as cooking, eating at a restaurant, health, personal hygiene, writing letters, budgeting and shopping. A large number of participants have an intellectual disability and live in group homes. The majority of participants work at Barkuma Inc. and were recommended to the program.

The Centre has a free counselling service available which is paid for the Playford Council. They provide this service twice a week to people in the community. The most common reasons people access the counselling service are mental health issues and relationship counselling.

The Centre has a children’s room which is used for a variety of services. Parents can use it to have access visits with their children, the house runs a supported child care service for participants in programs and the house also holds vacation care in the same room. The vacation care program at the house has run for many years and they now have people who had attended as children bringing their own children. This is also where they hold playgroups.

Participants and Outcomes

The outcomes achieved by participants at the Centre are dependent on what services they access, such as improved computer skills for paid work or volunteer work. For a number of participants the outcome is community engagement. People also are more empowered to take control of their lives.

5.6 The Average Community Centre

Based on the information provided by the five centres that were said to be (as a group) representative of the network of centres an illustrative profile of the "average centre" has been obtained. The "average centre" has been operating for 24.2 years, evidence in itself of longevity and considerable experience in serving the community.

Table 5.1 provides a staff profile of a centre. The average community centre has 5.8 full time equivalents per week broken down into 2.3 FTE and 14.6 part-time staff; this equates to an average of 10,684 hours of staff work per year in each centre. It is expected that the number of hours staff actually contribute to community centres is much larger due to staff doing extra hours voluntarily.

Table 5.1: Staff statistics, per centre

Average number of FTE	5.8
Average number of full time staff	2.3
Average number of part time	14.6
Average total staff hours per year[1]	10,684

Note: [1] Derived from the average staff hours per week for five centres multiplied by 48 weeks in the year.
Source: SACES.

Table 5.2 summarises the statistics on volunteer numbers for the "average centre". The average community centre has 54.2 mainly part-time volunteers contributing a total of 13,648 hours of work or 552 hours each year. To put this contribution in dollar values this would equate to an estimated wage cost of $395,792. The average community centre has 3.2 volunteers for each staff member and 1.2 hours of volunteer work per paid staff hour.

Table 5.2: Volunteer statistics, per centre

Average number of volunteers	54.2
Hours per volunteer per year	251.8
Total hours of volunteer work per year[1]	13,648
Annual wage costs if volunteers paid (2011 $)	395,792
Volunteers per paid worker	3.2
Volunteer hours per staff hour	1.2

Note: [1] Based on hours provided by five centres for whole year.
Source: SACES.

Based on the five centres surveyed it is estimated that the average community centre has 400 people per week access their services. Aggregate statistics are provided in Chapter 6.

6. Impact of Community Centres

The economic and social impact of community centres (N=107) in South Australia are not always directly quantifiable or indeed, able to be attributed to any single program or service provided through community centres. This does not detract from the necessity of estimating direct and indirect benefits, just as one might conclude that the experience of attending school and achieving a Year 12 Certificate or undertaking a university degree cannot ultimately be measured by the certificate or the degree. These are economic benefits and educational achievements, but associated with them are a myriad of social benefits, networks of people and professional contacts, peer relationships, life and personal experiences. And further, the benefits of these achievements by the individual have positive externalities or spillovers to third parties – a more highly educated community is a more productive community in the widest of measures.

Table 6.1 provides one way to illustrate the linkages between economic benefits and related social benefits to which community centres undoubtedly contribute.

Table 6.1: Economic and social: an equivalence scale

Economic[1]	Social[1]
Direct employment, paid staff	Develops/delivers services of centres
Volunteers and labour savings	Extent of volunteerism, use and development of skills
Pathways to education, training, employment	Participation, generic skills, personal development
Development of literacy and numeracy	Improves employment and wage outcomes, critical for participation
Own social enterprises	Employment, supports access at low cost
Information, referral	Reduces transaction costs for individuals
Provision of childcare, crèche services	Facilitates participation at low/minimal cost
Referral and provision of health information	Health education, access
Low cost meal services	Supports school attendance basic nutrition, family benefit
Community based, non-institutional	Engagement, reduce social isolation

Note: [1] To the individual, community, family, government.
Source: SACES.

Table 6.2 adopts a market-based perspective to illustrate the association between costs of operation, leveraged funding and benefits generated. Non-market benefits are more difficult to quantify including improvement in health and well-being, social and community integration (for new migrants for example), benefits to households and intergenerational benefits. Improvements in literacy and numeracy are well documented in contributing to improved employment prospects and are the foundation for labour market participation.

Table 6.2: Cost to Benefit

Cost effective delivery of programs	Lower overheads, higher volunteer input
Rate of return[1]	Effective ratio of 3.5:1
Lower average cost of service delivery[2]	Value generated 2.4 to 4.1 times cost

Note: [1] KPPM assessment of revenue generated for each dollar of council investment.
[2] SACES estimates for literacy and numeracy.
Source: SACES.

SACES has previously estimated the wage effect for individuals who improve their level of literacy and numeracy. We draw from the Strategic Review of the ACE Program report:

> "ACE providers do not collect earnings data on participants. For this analysis it was assumed that the average ACE participant who was in employment would have an income equal to that of the 20th percentile of the South Australian income distribution ($385 per week, ABS 2009). It was further assumed that any ACE participant who gained employment as a result

of improved literacy skills would on average achieve an income equal to that of the 20th percentile.

Combining these data with the estimated wage and employment rate impacts of increasing the literacy level by one level gives an annual benefit to participants of $1.22 to $2.12 per hour delivered for literacy programs depending on whether the lower or upper bound estimates are used for labour force participation. These benefits are likely to persist for some time, so assuming the labour market impacts last for an average of 15 years, and discounting at the standard real rate of 7 per cent (OBPR, 2007) gives a total net present value of benefits of **$11.14** per hour delivered using the lower bound estimate of labour force participation rates and **$19.30** using the upper band" . (SACES 2010b, p. 83)

6.1 Volunteer Contributions

Table 6.3 summarises the contribution of volunteers to community centres in terms of hours provided and a conservative replacement wage approach. The market wage replacement approach almost certainly under-values the contribution of volunteers as it is a simple accounting measure for the work that an organisation has not paid for. See Appendix C for a discussion of the real value of volunteering.

Estimates are based on the responses to surveys by the five centres included in the study and the figures obtained in the CANH (2010) mapping survey. The five centres – metropolitan/country, small and large, independent/council management – where nominated by Community Centres SA as being representative of the entire network of centres in South Australia. SACES has followed the same methodology used in the CANH mapping survey (2010) and mirrored the methodology used by other researchers.

O'Dwyer (2013) estimated that in addition to the time which volunteers spend working they also spend 18 per cent extra time on travelling to voluntary work. SACES has used a more conservative figure of 10 per cent.

Table 6.3 shows for the five centres there were some 266 volunteer hours contributed each week or 28,462 hours across the network of centres and a further 2,846 hours spent travelling so that a total number of hours each week was approximately 31,000 hours times by 47 weeks some 1.47 million hours are contributed per annum across the 107 community centres.

Table 6.3: Volunteer contributions in terms of hours to community centres

	Estimates of Volunteers, based on	
	Five survey responses	**CANH mapping report (2010)**
Per Week		
Total hours per week per centre	266	175
Total hours per week all centres	28,462	18,725
Estimated total hours spent travelling (10 per cent of time volunteering)	2,846	1,872
Total hours volunteers contribute to community centres per week	31,268	20,597
Per Annum		
Total sector hours per year (N=107)	1,471,476	972,727
Replacement Wage		
Estimated wages for entire sector (if volunteers were paid) (N=107)	$32.1m to $42.7m	$28.2m

Source: SACES.

The replacement wage bill based on a range per hour, from $22 to $29 per hour (Ironmonger, 2011) would be in the range of $32.1 million to $42.7 million. If we think of this another way the volunteer wage bill translates into approximately 7.6 full-time equivalent staff members per centre.

SACES further estimates that for every hour of paid staff time there was 1.2 hours of volunteer time provided in year 2012 (Table 6.4) with average volunteers per centre in the range of 38 to 52 persons.

Table 6.4: Volunteer contributions in terms of numbers to community centres

	Estimates of Volunteers, based on	
	Five survey responses	CANH mapping report
Average volunteers per centre (number)	38.3-52.3	33.1-57.8
Average FTEs per centre (number)	7.6	5
Estimated hours per volunteer per week	4.3	3.3-5.3
Average volunteer hours per staff hour	1.2	1.5-2.2

6.2 Participation Numbers

It is estimated that there are 42,800 people accessing services in community centres every week or over two million every year. Table 6.5 provides these statistics with total paid staff hours of 1.2 million and total unpaid volunteer hours of 1.47 million. The total number of volunteers falls within the range of 4,500 to 5,600 up from 4,400 in the CANH mapping report of 2010 but the recent (2013) estimates is based on an additional 19 centres since the 2009-2010 CANH survey.

Table 6.5: Whole of sector: staff and volunteer hours, participants

Estimated number of people attending community centres each week in the State	42,800
Number of visitations per year in all centres[1]	2.05m
Staff hours in all centres per year	1.2m
Number of volunteers	4,500-5,600
Total hours of volunteer work in the entire sector	1.47m

Note: [1] Assuming that community centres are open 48 weeks a year, individuals attend centres multiple times.
Source: SACES.

6.3 Contribution to Social and Health Outcomes

The World Health Organisation (WHO) defines health not only as physical health but also social and mental health, specifically "A state of complete physical, mental and social well-being and not merely the absence of disease and infirmity."[48] Community centres contribute to mental and social well-being through the connections to the community they provide. One way in which this is done is through identifying specific needs in their communities and developing programs targeted to those needs. The Health Performance Council has recently published data on the health status of South Australians.

[48] Health Performance Council (2013), *State of Our Health: Health Status and Health Determinants of South Australians Working Draft for Discussion (May 2013)*, Adelaide.

A high proportion of South Australians are reported to have access to support outside of their household in a time of crisis providing partial evidence of social networks/social cohesion. Community centres contribute to social connections providing a place in which people can get to know those living around them and learn to communicate, meet and trust others.

South Australia has a slightly higher proportion of people who are accepting of other cultures than the national average (SA:83.2 per cent; Aust: 79.7 per cent)[49] and community centres contribute to this through programs aimed at all cultures, encouraging cultural acceptance such as the cultural exchange program between migrant women and Aboriginal women at Wandana Community Centre and migrant participation in language/literacy courses.

South Australia has higher levels of volunteering than the national average which is an indisputable contribution of each of the centres. Community centres provide a place for people to interact with centres recognised as "social meeting places".

An often mentioned outcome from learning and volunteering at community centres was transition into further education. According to the Health Performance Council (2013, p. 25) the proportion of South Australians participating in further education is lower than the national average and third lowest out of all States and Territories. Engagement of individuals at community centres is vital to raising future participation in further education and for gaining employment. Add one further social statistic – 15.6 per cent of families with children aged under 15 are jobless families with concomitant income pressures, access to services and very often restrictions on both time and money that are necessary for participation. It is not always, but very often the case, that they have limited access to transport and the wherewithal to attend fee-paying courses or activities that require childcare. This is one group that SACES specifically asked about and found many examples of individuals achieving training and employment through contact with community centres.

We are not able to assess the extent of assistance or the full range of outcomes for this specific target group (i.e., jobless families) – we do suggest that community centres are successful in engaging this group and many would be capable of implementing Building Family Opportunity programs.

The Health Performance Council (2013) reported that reductions in social disadvantage contribute to increases in health equity due to increases in access to and use of health services. The conduct of basic nutrition programs, healthy eating programs, cooking on a budget, programs for children's health (e.g., the 'Breakfast Club' at Hackham West Community Centre) are contributing to health outcomes (as well as getting children to school!) and the potential to contribute to reductions in childhood obesity.[50]

6.4 Value of Childcare Services Provided at Community Centres

In Appendix H is shown a table that summarises (as at 2013) the number of crèche services, licensed occasional childcare, out of school care (OSC) and school holiday programs. For 42 centres in 2013[51] – 26 provided crèche services, 7 provided licensed occasional childcare, 5 provided OSC and 27 provided school holiday programs.

[49] Ibid. p. 122.

[50] The Health Performance Council found that in South Australia 25.1 per cent or over a quarter of children are overweight or obese, South Australia is second highest in Australia and higher than the national average. In particular they found a higher proportion of children who were overweight or obese in areas of lower socio economic status. (p. 89)

[51] Section 3.3 in the CANH mapping survey reported 76 per cent of centres operated children's programs.

The fundamental benefit of these services is that they facilitate adult engagement.

Crèche services attract no fee, so in general they are volunteer supported with child safe environment (CSE) policies in place. It is known that some centres have a paid manager with assistance from volunteers and students undertaking children's services qualifications and work experience placements. The number of crèche services closed in the early 2000s when "insurance costs skyrocketed" and currently represent a barrier to the expansion of crèche services.[52]

Child Care in Community Centres

There are seven community centres in South Australia which provide registered child care (see Appendix H). These centres provide fee-for-service childcare operating effectively as social enterprises within each centre. As registered childcare providers they have to follow government regulations regarding staff qualifications and child to staff ratios. At Camden Community Centre the childcare service is open to anyone; they do not have to be participating in activities at the community centre.

Based on services and fees at the Camden Community Centre, childcare derived income is estimated to be $3.4 million dollars or $486,000 per centre. Discussions with the CEO of Camden Community Centre revealed that parents can claim half of this cost back meaning that the estimated revenue is 50/50, government and the individual family. This revenue generated is an indicator of how important social enterprises such as these are for community centres.

Crèche Services in Community Centres

Free crèche provided at community centres has an economic and social benefit. Without its provision many people would likely not undertake courses due to the additional costs of child care. This is all the more important for single parent families and jobless families.

A large number of community centres provide crèche services which caregivers can access whilst either attending a course or program at the centre or volunteering at the centre. Generally crèche services are run as no or small fee services (small fee being a small donation, such as a gold coin). As such they are generally staffed by volunteers. It is known that 26 community centres provide crèche services, however this number is probably higher as a number of centres may not necessarily advertise crèche services. These crèche services are funded through a variety of means. Some programs rely on volunteers and some have paid staff.

In order to estimate the impact of crèche services at community centres figures on crèche numbers were obtained from five community centres. Table 6.6 summarises estimations based on these five centres. The average length of time which children are left in crèche services is estimated at 2.8 hours. On average crèches are open for 3.75 hours per day, 3.75 days per week and 40.25 weeks per year.

Crèches care for approximately 23 children on average per week, although this figure may include children who attend crèches multiple times in the week. This translates to 585 children in the entire sector per week. It is estimated that there are an average of 793 crèche accesses per year in each centre or 20,613 accesses of community centre crèche services in total every year, meaning to 66,742 hours of free or low cost care per year.

[52] Some information on historical trends provided by Community Services SA.

Table 6.6: Estimates of crèche service use in community centres

Average length of use (hours)	2.8
Average hours per day that crèches are open for (based on four centres)	3.75
Average days per week crèches are open for (based on four centres)	3.75
Average weeks per year that crèches operate for (based on four centres)	40.25
Average number of children cared for per week in each crèche (this includes children cared for multiple times) (based on four centres)	23
Estimated number of children cared for per week in total (this includes children cared for multiple times) (based on four centres)	585
Average number of children cared for per year in each crèche	793
Estimated total crèche accesses per year	20,613
Total estimated hours per year	66,742

The value of crèche services at community centres has been estimated using the assumption that if crèche services did not exist, caregivers would source some alternative community-based or family-based childcare service. The costs provided are based on an estimated average cost per hour of community-based childcare. The value of crèches at community centres are summarised in Table 6.7.

Table 6.7: Crèche value ($): range of values

Value of crèche services to parents	330,000 to 667,420
Value of crèche services to government (if rebate applied)	330,000 to 667,420
Total value of childcare	$1.3m

Note: [1] This is based on the average number of annual contacts for community centres surveyed.
[2] Based on hourly cost of community based childcare, with implied contribution of cost to government and based on assumed average of three hours of care.
Source: SACES, Centrelink Childcare Rebate.

Two values in a range are provided – one based on $5 per hour as a lower bound and one based on $10 per hour as an upper level. There are no exact costs for crèche services and the most approximate cost in our assessment would be family day care which can range from $5 to $6 per hour, up to $10 per hour dependent on geographical location.

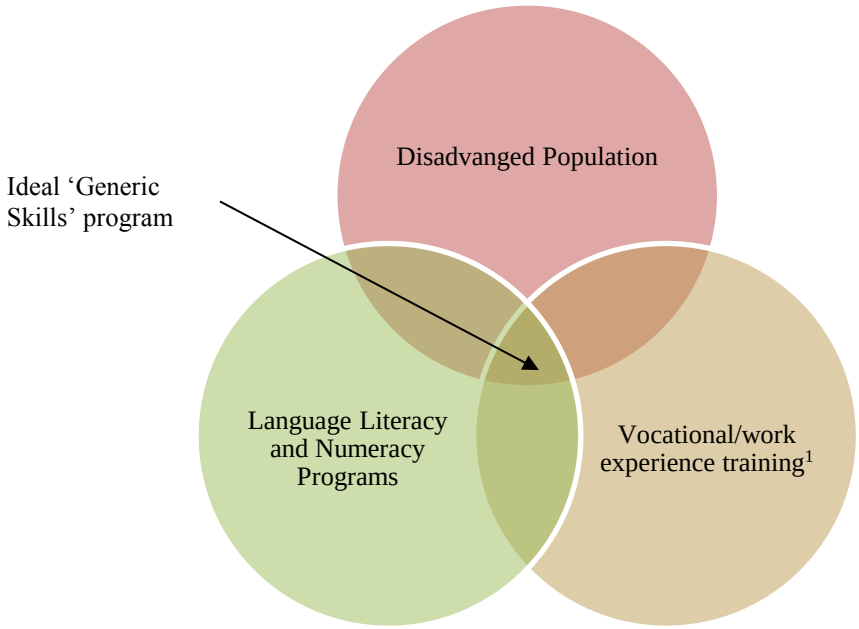
6.5 Value of Courses Provided

In 2010 SACES determined the ideal characteristics of a program to improve generic skills of the workforce. The characteristics of an ideal program are presented in Figure 6.1. Generic skills programs need to target disadvantaged populations, contain language, literacy and numeracy programs and either vocational training or work experience. Community centres currently provide programs which meet all these criteria and with a far more sophisticated policy and program approach by government could significantly expand work training and work opportunities. Programs to prepare participants to work in certain industries such as hospitality or retail (e.g., programs provided at Morella Community Centre) utilise centre facilities to provide experience for participants

Generic skills are defined as those that are necessary for employment and life in general. Programs provided at community centres meet the characteristics as defined in Figure 6.1. ACE funding is targeted at unemployed people or the disadvantaged. These programs provide the necessary foundation or platform for work skills through language literacy and numeracy and through work experience.

A recent report published by the National Centre for Vocational Education Research (NCVER) stated that over recent decades in industrialised countries the earnings differences between low and highly educated workers have increased due to increased demand for highly educated workers. And we re-state a fundamental element in regional and economic growth, that raising the skill level of those at the lowest levels is far more important than a proportional increase in those at higher education levels.

Figure 6.1: Characteristics of an ideal program



Notes: [1] This includes programs that informed, community based programs, 'task' based, job specific with a supportive environment.

Source: South Australian Centre for Economic Studies(2010a).

The NCVER report found that returns to literacy skills for low and medium education level workers have increased over time (low being those with year twelve or below and medium being a certificate or diploma). Better educated workers have experienced an increase in wages due to literacy skills improvements, illustrating the necessity to improve literacy skills.

That Victoria provided 46 times the level of funding for basic literacy/numeracy courses conducted in the Adult Community Further Education (ACFE) sector when compared to South Australia up to 2010 is an important fact that is then evident in relative comparisons of education and employment levels.[53]

KPPM Organisational Strategists recently estimated that the rate of return on funding, excluding building costs, for the eight centres owned by the Onkaparinga Council was 3.5:1, so for every $1 invested in centres owned by Council community centres leveraged $3.50 of revenue for community services.[54]

Table 6.8: Estimated returns on investment in community centres

KPPM estimates for every dollar invested by council in community centres	3.5:1, i.e., $3.50 in revenue for every $1 invested
SACES (2010) Value of ACE	$11.14-$19.30 value for a cost of $4.73 per hour

[53] We have not estimated ratios post 2010.
[54] KPPM Organisational Strategists (2012), "Community Centres Review: City of Onkaparinga".

Another estimation of the worth of community centres is the value of ACE courses. In 2010 SACES estimated that for a cost of $4.73 per hour of ACE there is an estimated value of between $11.14 and $19.30.

Specifically in reference to the much larger ACE sector (and funding provided to that sector) in New Zealand, an economic evaluation of ACE outcomes reported:

> "When compared to other community based activities, adult and community education is likely to have one of the highest added values in economic terms, as it is largely focussed on improving people's productive lives through learning. Additionally, the benefits of enhanced learning are likely to have implications in all areas of an individual's life, whether as employees, parents or members of the community. The report estimates the economic benefit of the adult community education sector is between $4.8 - $6.3 billion annually. This is a return on investment of $54 - $72 for each $1 of funding." (PWC, 2008)

Izmir, Katz and Bruce (2009) assert that the provision of services by not-for-profit organisations such as community centres can be cheaper than provision by government partly due to the lower wages which workers in the sector generally have compared to government workers. They estimate that the difference in wage costs can be nearly $30,000 per year per worker. They also assert that being exempt from payroll tax and relying heavily on volunteers also contributes to the cost savings of service provision in centres. Therefore the funding of programs in community centres by governments offers the prospect of reducing costs to government while maximising enrolments.

Izmir, Katz and Bruce (2009) also asserted that community and neighbourhood houses and centres reduce transaction costs in child and family services. This is through the information and referral services that community and neighbourhood houses and centres provide usually free of charge and without funding. In having the knowledge of services available centres and neighbourhood houses can reduce the search costs for families. This also has the potential to increase the number of families accessing services as some may not search without the initial information provided by community centres.

Community centres serve as an engaging entry point for the disengaged. Entering into a course at a community centre is likely to be less daunting for many individuals than a TAFE college even with the abolition of fees for many courses under *Skills for All*. Community centres provide pathways to further education and employment. This is an important outcome of ACE and from volunteering according to a number of researchers.

Potential exists to deliver entry level vocational certificates (i.e., Certificate 1 and 2) at community centres more cost effectively than under current arrangements and it would be instructive to conduct a trial whereby several centres were engaged to conduct their literacy and numeracy courses with a wider array of "follow-on" Certificate 1 and 2 courses to assess participation through the offered pathways and the final outcomes.

Productivity gains …

Community centres (depending upon ownership and management structures) are recipients of operating funds from councils, specific payments to deliver Commonwealth initiatives, their own social enterprises, education grants under the Adult Community Education (ACE) initiative and a host of application based, relatively small scale, grant programs. The application grant programs are important to each centre as they are often designed to address specific local/regional needs, to support local initiatives and entrepreneurial endeavours and to address preventative challenges such as poverty as highlighted in Table 6.9 (e.g., the Department of Health "healthy eating" program).

Table 6.9: Grants – Health/Recreation and Sport 2006-2013

	Balance of grant to Community Centres SA for distribution, applications, reporting, evaluation	Total Funding ($)	Number of Centres	Funds to each centre ($)
2013	Nil small grants			
2012	DoH: Anti-Poverty Week: 33 activities in CNC's to raise awareness of causes and consequences of poverty with a focus on healthy eating	25,000	33	550
2011	DoH: Anti-Poverty Week: 35 activities in CNC's to raise awareness of causes and consequences of poverty with a focus on healthy eating	25,000	35	550
	Department of Health: Social Marketing Small Grants Programme: Managed application process, distribution and reporting for 80 projects in CNC's throughout SA to increase fruit and vegetable consumption.	260,000	80	3,000
2010	DoH: Anti-Poverty Week: 33 activities in CNC's to raise awareness of causes and consequences of poverty with a focus on healthy eating	25,000	33	550
2009	Department of Health: Fruit and Vegetable Small Grants Programme: Managed application process, distribution and reporting for 73 projects in CNC's throughout SA to increase fruit and vegetable consumption.	178,000	73	2,000
	DoH: Anti-Poverty Week: 30 activities in CNC's to raise awareness of causes and consequences of poverty with a focus on healthy eating	25,000	30	600
	Southern Adelaide Health Services: 13 projects in CNC's in Southern Adelaide region aiming to increase centres capacity to introduce healthy eating policy and programmes.	16,000	13	1,000
2008	DoH: Anti-Poverty Week: 30 activities in CNC's to raise awareness of causes and consequences of poverty with a focus on healthy eating	25,000	30	600
	Office for Recreation and Sport be active: 61 projects in CNC's throughout SA to increase participation in physical activity and the capacity of CNC's to market their activities.	100,000	61	1,500
2007	DoH: Anti-Poverty Week: 14 activities in CNC's in rural SA to raise awareness of causes and consequences of poverty with a focus on healthy eating	16,500	14	600
	Office for Recreation and Sport be active: 45 projects in CNC's throughout SA to increase participation in physical activity and the capacity of CNC's to market their activities.	65,000	45	1,000
2006	DoH: Anti-Poverty Week: 14 activities in CNC's in rural SA to raise awareness of causes and consequences of poverty with a focus on healthy eating	15,000	14	600

The withdrawal of funding to the 'healthy eating' program followed a review by the Commissioner for Public Employment (Review of Non-Hospital Based Services 2012). A relevant criticism of that review is that it did not delve deeply enough into the assessment criteria of 'value for money' implicitly assuming that the costs outweigh the benefits. However, the DoH program is both an example of a single program of one administrative unit, the Recreation and Sport program another; when the objective of each program is "a healthier individual, a healthier family". In large part, any failure of effectiveness is with the grant programs including their lack of continuity and small scale, and we would argue there is evidence as to the take-up of these programs and their contribution to primary health care.

Notwithstanding, there are a number of potential productivity gains and a strengthened focus on economic outcomes and social benefits if the following could be addressed:

- there are a plethora of small scale grants that reflect bureaucratic, administrative objectives rather than enhancing service delivery;
- the effort involved in preparing lengthy applications is not commensurate with the amount of funding;
- centres have limited staff resources that could be deployed more effectively to the extent the writing of applications and reporting on the acquittal of funds was streamlined;
- three year funding should be considered as it would provide greater confidence in forward planning, recruitment and retention of staff and volunteers;
- enhancing job security, reducing staff turnover would strengthen staff and volunteer investment and relationships with service users/community;
- security of funding would enhance the better promotion of programs/courses, raise the profile of centres and provide government with greater confidence that services were more available and that pathways were capable of being developed;
- a simple "government of South Australia" logo and not separate agency logos could be used on advertising material, helping to minimise production and advertising inefficiencies.

Productivity losses …

Table 6.10 below provides an estimate of the costs of applying for grants across the network of centres. Based on an average time and cost of grant applications for the five centres as shown in the left hand column, we calculate that community centres staff spend between 4,830 and 8,050 hours every year applying for grants and small scale funding. This results in a cost of between $231,000 and $385,000. This is a considerable sum when it is our view that a number of government funding programs are relatively small and could be "bolted-up" with other grant programs to achieve stated objectives.

Table 6.10: Funding and grant application costs

	Average Centre	Entire Sector[1]
Time spent applying for funding each year (hours)	161	4,830-8,050
Cost of applying for funding each year	$7,700	$231,000-$385,000

Note: [1] The assumption has been made that between 30 and 50 community centres spend time applying for funding as a number of grants are applied for by Community Centres SA.

Source: SACES.

It was put to the researchers that the evident cooperation between centres and the support of local councils offers a clear funding mechanism – to a council rather than an incorporated body – and this may be one option, although grants to non-council supported centres would remain.

We are not proposing the Victorian model of ACFE – Adult Community Further Education – as described in Box 6.1, but indicating that there is an urgent need to re-assess the pathway to integrating and strengthening the community centre network into the South Australian system of 'social inclusion, engagement in learning, pathways to formal general and vocational education'.

Box 6.1 Victorian model of community learning

In their examination of the economic benefit of ACE in Victoria Allen Consulting Group found that men had higher earnings outcomes from ACE in the form of increased wage premiums but women experienced increased employment prospects, they found that unemployed women who had engaged in ACE were more likely to find employment than those who had not undertaken ACE learning. They list the market benefits of ACE as increased productivity, a stepping stone to higher education and productivity spill overs. The non-market benefits they listed are health and wellbeing outcomes, enjoyment of the ACE environment, more efficient household management, social capital, volunteerism and giving, decreased crime and intergenerational benefits.

In Victoria a large number of community centres have evolved into learning centres. At these centres individuals are given the opportunity to engage in vocational certificates including diplomas and to complete a high school equivalent certificate (Victorian Certificate of Applied Learning(VCAL)) and even complete the equivalent of the early years of high school (Certificate of General Education for Adults). Individuals are even able to undertake traineeships through community learning centres.

Source: Allen Consulting Group (2008).

There is a growing understanding that local development – economic and social development – must involve and be supported by communities themselves so that the support of local councils and the activities of community centres are relationships and networks vital to the development of regions. Equally, the vocational system – public and private – is critical to skills formation, training and productivity of the individual, the firms and industry sectors. Then we have real geographical pockets of hardships and disengagement; we have a need to dramatically increase participation rates and generic skill and higher skill levels; yet it might reasonably be argued we have "systems" that do not 'interlink or interlock'. The growth in Men's Sheds and community centres reflect the needs of people to volunteer, of people to re-engage, of people seeking to develop generic skills, of people and communities doing things for 'themselves and others'.

In a submission to the Economic and Finance Committee Inquiry into Workforce and Education Participation Community Centres SA made a series of recommendations to enhance the sector and specific strategies for improving the operations of centres.

They were (and this report lends support to these recommendations):

Community Centres SA recommendations[55] for enhancement of the community centres sector:

- introduction of a sustainable funding model;
- review to design a coordinated funding and reporting system across government that strengthens the community network, its ability to expand outreach and cost effectively achieves multiple outcomes;
- coordinated cross departmental funding and reporting;
- concentrated and collaborative marketing exercise across Department of Health, DFEEST and Department of Communities and Social Inclusion; and
- Community Centres SA represent centres in meeting with Members of Parliament.

Community Centres SA recommended strategies for improvement of centres:

- three year funding for workforce development strategy;
- provide sustainable funding for community education officers;
- combined and increased funding for community centres;
- develop communication and promotion strategies to promote work of community centres; and
- strengthen regional development and engage community centres in region.

[55] Community Centres SA Inc (2011d), Submission to the Economic and Finance Committee Inquiry into Workforce and Education Participation.

In summary …

Table 6.11 provides a summary profile of a community centre – some will be smaller, some will be larger, volunteer and participant numbers will be smaller or larger – but to "picture a community centre", the average staff and staff hours, volunteers and participants per week are as shown in the table. There are 107 community centres in some 40 plus local council areas. Some centres operate social enterprises, others do not; the contribution of volunteers both in terms of numbers and contribution (i.e., teaching, social support, etc), is valued (at a replacement wage cost) at approximately $400,000 per annum.

Table 6.11: A centre profile

Staff	
Average number of FTE	5.8
Average number of full time staff	2.3
Average number of part time	14.6
Average total staff hours per year[1]	10,684
Volunteers	
Average number of volunteers	54.2
Total hours of volunteer work per year[2]	13,648
Annual wage costs if volunteers paid (2011 $)	395,792
Volunteers per paid worker	3.2
Volunteer hours per staff hour	1.2
Participants per week	**400**

Note: [1] Derived from the average staff hours per week for five centres multiplied by 48 weeks in the year.
[2] Based on hours provided by five centres for whole year.
Source: SACES.

Table 6.12: Impacts of community centres

Participants	
Numbers attending centres each week	42,800
Numbers attending centre per year	2.05m
Volunteers	
Number of volunteers	4,500 – 5,600
Total hours of volunteering work per week	28,462
Total volunteer hours per year	1.47m
Value of volunteer work per year	$32.1m - $42.7m
Ratios	
Full time equivalent volunteers per centre	7.6
Volunteer per paid worker	3.2
Volunteer hours per staff hour	1.2
Crèche	
Total hours of crèche used per year	66,742
Total value of crèche services	$1.3m
Literacy, Numeracy, Wage Impacts	
Benefit from literacy and numeracy programs	2.4 to 4.1 x the cost ($11.14-$19.30 value for a cost of $4.73 per hour)
Employment and wage rate impacts	Positive
Revenue generated from council investment	Ratio of 3.5:1
Cost of applying for funding/grants	$231,000 to $385,000

Table 6.12 draws together the various findings of the research to report that the number of visitations to centres is over 2 million per annum; the value of volunteer contribution is at the lower bound of $32 million up to $43 million; that crèche services provided either free or for a very small donation are valued (conservatively) at $1.3 million. The table draws from an earlier report (on the ACE sector) to repeat the benefits from community centres conduct of

ACE programs that have a positive wage/income impact and a value in delivery of up to 4 times their cost. The ability of centres to leverage up other funds is 3.5 times what they are provided but the cost of grant applications, some for very small amounts is estimated (conservatively because it does not include cost of acquittal) at $400,000.

6.6 Conclusions

South Australia is responsible for its own destiny!

It possesses a relatively strong, yet still underdeveloped community centres network, rich in history and currently expanding including through involvement and connection via Men's Sheds. To address social, educational and income inequality, there is a vital and necessary rich vein to tap and that is to strengthen the capacity and role of community centres in the education, social, community and economic development of the State.

Across the spatial economic and social landscape, the facts are irrefutable:

- the State is almost always at the highest level of unemployment relative to other States;
- the ABS Survey on national literacy and numeracy highlighted the challenge for South Australia;
- the recent Health Performance Council report (2013), stated further challenges (e.g., third lowest in further education participation);
- we have significant numbers of jobless families and children under 15 in jobless families;
- in some localities high rates of early school leaving are compounded by high rates of youth unemployment;
- there are (as in other cities/states) significant pockets of disadvantage, poverty and family stress.

The list of needs and challenges is large; BUT, South Australia has high levels of volunteering relative to the national average and a significant contributor to this statistic is Community Centres SA.

South Australia has (it is arguable whether it still has!) a record of reform and innovation in the welfare/human services/communities sector, although we would argue that recent policies and programs have been largely unsuccessful in addressing deeper and more entrenched inequalities. Community centres provide the institutional framework through which to deliver programs that are targeted on the basis of need. The fiscal limits of government and the fact that in many local areas there are inter-generational and multi-sources of exclusion from the mainstream economy (and community) only serves to reinforce the necessity to strengthen a network of community centre providers, in partnership with Federal and Local government.

Yet there is an unstated policy position with respect to community centres by state and local government; decisions are taken with respect to funding and program delivery which are, in our assessment, mostly ad hoc, most often without reference to programs from other agencies and most often without reference to current and potential other partners. In the absence of any longer term perspective about the contribution of community centres (in full appreciation of the situation of local areas, locations, education, skills, economic and social indicators) it is not surprising that there is no longer term policy objectives set by government to which decisions regarding capital and recurrent funding could be systematically undertaken.

A starting point for policy renewal….

A starting point could very well be the following: just as with local and regional economic development (for which the foundation or platform is social and community strengthening) and new approaches to economic and social development, it is attention to the quality of human capital that is the key driver of economic growth.

> "There is now strong agreement among a number of economists that the quality of human capital is a factor influencing economic growth and the social stability and quality of societies. One measure of the quality of a society and its human capital is the quality of education and health and the level of equity across the population". (Gauntlett et al, 2000)

Further, it is now well documented that raising the skill level of those with the least skills and those who have had little workforce experience is more important for economic development than improving (still further) the skills of those already advantaged. Many in this group first need to be re-engaged and to do so requires community based providers that have the outreach capacity that more formal institutions do not have.

And policy makers need to very seriously question and reassess the results of both supply side and demand side orientations to the provision and access to vocational education and the performance of market based employment providers in addressing skill deficits, the situation of the long-term unemployed and those at the margins or seeking to re-enter the workforce. It is not a story of resounding success!

This report is concerned with the "impact and value" of community centres and as such does not contain recommendations although (as earlier comments indicate) we consider that it is important for government to re-examine the role of community centres (their current and future potential), to devolve more services and funding to centres and articulate a vision for centres in the economic and social development of South Australia.

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Appendix A

Invitation to Participate

Dear x,

Community Centres SA Inc has commissioned the South Australian Centre of Economic Studies (SACES) of Adelaide and Flinders Universities to undertake an economic and social impact study of the activities of the community and neighbourhood centres sector.

The purpose of this study is to provide evidence of the impact of the work within the sector and to deliver a substantial evidence base for Community Centres SA Inc, individual community centres and local councils to influence government.

Michael O'Neil, SACES's Executive Director will be conducting the research project supported by his staff and two Masters in Social Work students from Flinders University on placement at Community Centres SA Inc.

Four community centres will be the focus of this research project and we wish to invite ……to be one of those organisations. Invited centres have been selected to participate in the study due to their extensive and diverse range of activities, structures and funding sources. We would be delighted if your centre would agree to participate in the project as a detailed case study.

The first step of the project consists of a data collection of some basic organisational information about your centre. If you agree to participate we will forward a copy of the survey material to you in the next week.

Further steps of the research will include personal interviews with centre management, staff, volunteers and programme participants in order to document a detailed profile of your organisation and to follow-up individual pathways of programme participants. We will discuss the planned research approach in more detail with you on an individual basis at a later stage of the project. Could you indicate back to me your willingness to participate in this important project on behalf of Community Centres SA Inc.

Kind regards

Gill McFadyen
Chief Executive Officer

Appendix B

15 March, 2013

«Title» «First» «Surname»
«Position»
«Centre»
«Street»
«Suburb»

Dear «Title» «Surname»,

Social and Economic Impact Study of Community and Neighbourhood Centres

Thank you for agreeing to participate in this important study on behalf of Community Centres SA Inc. The SA Centre for Economic Studies (SACES) has been appointed to assess the social and economic impact of the activities of the community and neighbourhood centres sector. The purpose of the research is to demonstrate the various benefits provided by centre activities in order to effectively partner with government, business, other organisations and communities.

Your centre has been invited to participate in the study. SACES intent is to build-up a detailed case study that will involve compiling a range of organisational and operational information in order to highlight the activities, resources and outcomes achieved by your centre.

As a first step we need to collect a range of organisational information about your centre. Please complete the following questionnaire to the fullest extent possible. Where you do not have relevant administrative data that you can draw upon please make estimates. If you require assistance with completion of the questionnaire or have any other queries please do not hesitate to contact Ms Lauren Kaye at SACES on (08) 8313 0013 or via email at lauren.kaye@adelaide.edu.au

This survey is a first step. We will enrich the data and survey material by visiting your centre, talking with you and observing activities as we develop the project/case studies. This is the critical aspect of our work – meeting with you and profiling your activities. We are being assisted in this project by two Master's students from the School of Social Work, Flinders University.

Once the questionnaire is completed, please return to SACES by Friday, 5th April 2013, either via email or post – refer address details below. Please retain a copy for your own reference.

Response details:

Email: saces@adelaide.edu.au

Postal address: SA Centre for Economic Studies
PO Box 3192
RUNDLE MALL SA 5000

Yours sincerely,

Michael O'Neil
Associate Professor and
Executive Director

Social and Economic Impact Study of Community and Neighbourhood Centres

1. Organisation details

1.1 Name: .....

.....

1.2 Physical location(s): .....

.....

1.3 How long has your centre been in operation? ..... years

1.4 ***Management structure:*** How would you describe your management structure and reporting obligations (e.g., Board of Management, Independent Centre, employees of and report to council)?

.....

.....

.....

.....

1.5 What type of services does your centre deliver?

.....

.....

.....

.....

.....

.....

1.6 What type of courses does your centre deliver?

Non-accredited	Accredited

2. Income

2.1 What was the total amount of income received by your centre in 2011/12?$.....

With respect to your answer in 2.1, are you able to separate by per cent:

- Core funding received (e.g., rent, admin, staff, etc) ..... per cent
- Program / all other sources of income ..... per cent
- Total ..... per cent

2.2 From which sources was your income for 2011/12 derived? Please indicate the dollar amount for each source below.

Source	$
Funding from government, of which:	.....
Commonwealth government	.....
State government	.....
Local government	.....
Donations[(a)]	.....
Sponsorships	.....
Fundraising activities	.....
Sales of goods and services	.....
Fees for courses	.....
Membership fees	.....
Rent, leasing and hiring	.....
Other (please specify)	
Total	

Note: [(a)] Includes donations from philanthropic trusts/foundations.

2.3 Please estimate how much staff time was allocated to applying for funding from government and other sources in 2011/12? ..... hours

What is the estimated labour cost (i.e. wages and salaries plus other on-costs) associated with the time spent applying for funding? $ .....

3. Expenses

Please indicate the pattern of your expenditures for 2011/12:

Expenditure item	$
Labour costs	
Wages and salaries (including superannuation)	
Workers compensation, payroll/fringe benefits taxes etc	
Grants and other payments to organisations, business, individuals	
Donations paid	
Membership fees paid	
Purchases of goods and services (excluding capitalised goods)	
Capital expenditure (land, buildings etc)	
Land tax and tax rates	
Interest, depreciation and bad debts	
Other (e.g. rent)	
Total	

4. Staff and Volunteers

4.1 How many staff were employed by your centre at 30 June 2012? ..... persons

4.2 How many volunteers did your centre have during 2011/12? ..... persons

4.3 Please estimate the total number of hours of volunteering that were delivered by your volunteers in 2011/12 or, alternatively, the total number of volunteer hours delivered by your volunteers in an 'average week' (we will scale the latter to an annual figure).

- total volunteer hours in 2011/12: ..... hours

OR

- total volunteer hours in an average week: ..... hours

5. Participation and Outcomes

5.1 How many people accessed services offered by your centre in 2011/12?..... persons

If you use some other metric to record service load and output (e.g. hours delivered, number of enrolments, sessions delivered etc) please specify:

.....

.....

.....

.....

.....

.....

5.2 What are the main reasons why people attend the centre?

.....

.....

.....

.....

.....

.....

5.3 Do you record any information on the characteristics of people (e.g. gender, age) that access services offered by your centre?

Yes ❑ *Go to Question 5.4*

No ❑ *Go to Question 5.5*

5.4 Please provide a breakdown of your clients by relevant characteristics collected:

.....

.....

.....

.....

.....

.....

5.5 Do you record information on outcomes achieved by participants?

Yes ❑

No ❑

5.6 Please describe some of the typical outcomes achieved as a consequence of community members using services offered by your centre.

.....

.....

.....

.....

.....

.....

Thank you for completing the questionnaire. A SACES researcher and/or research associate will contact you to explore in further detail some of the activities and outcomes of your centre.

You are welcome to provide supporting material about your centre when you return this survey. We look forward to working with you.

The completed survey may be returned by Friday, 5th April 2013, via email or mailed. Details below:

Email: saces@adelaide.edu.au

Postal address: SA Centre for Economic Studies
PO Box 3192
RUNDLE MALL SA 5000

Appendix C

The Real Value of Volunteering

Introduction

Volunteering has a wide range of benefits to both volunteers themselves and a host of other beneficiaries. Some of these other "beneficiaries" include the economy, the wider community, service providers and all levels of government. While the voluntary sector is not motivated by financial gain, the sheer size of the sector combined with individuals' time, labour and other inputs have inevitable economic implications. Putting a dollar value on voluntary work has two benefits: first, it is one way of emphasising the importance of volunteering and providing some form of measurement of this importance; second, it makes invisible contributions visible and thus recognized and appreciated. Dollar values can help argue the case for official support and promotion of volunteering through formal policies and strategies (Graff 2009; Ironmonger 2011).

Estimated Values of Volunteer Work in Australia

Several ways to estimate the value of volunteer work have been developed. The most commonly used method in Australia is the market value of volunteers' time, based on average weekly earnings. This is the method used by Ironmonger (2002, 2003, 2008, 2011). It relies on data collected by the Australian Bureau of Statistics in the volunteering component of the General Social Survey for **formal** volunteering (i.e. volunteering through a formal organization). Data on the time spent on **informal** forms of volunteering (any other type of volunteering, such as helping out a neighbour) is available from Time Use Surveys (ABS 1992, 1997, 2006).

The most recently available data for Australia, including both formal and informal volunteering, is for 2006 (see Table C1). Unfortunately, although the most recent Survey of Volunteering in 2010 identifies the number of volunteers, it did not collect data on the number of hours spent volunteering. The most recent Time Use Survey, which might have been used as an alternative source, is for 2006. One possible way to address the current data limitations and enable an up to date estimate on the value of all volunteering for Australia as a whole is to make some conservative assumptions based on past trends. On this basis, if we assume that:

- the number of average annual hours spent in formal volunteering in 2010 is the same as for 2006 (the lowest rate on record);
- the ratio of time spent on formal and informal volunteering is 30:70 (based on the average ratio for 1992, 1997 and 2006 which has hardly changed over time);
- the time spent travelling is 18 per cent of the time spent on all volunteering (based on the lowest share for travel over 1992, 1997 and 2006);
- other inputs account for an extra 12.7 per cent of the value of time inputs, (Ironmonger and Soupourmas 1999);
- the average wage rate in 2010 was $27.45 per hour;
- then the value of volunteering in Australia in 2010 was approximately **$100 billion**. This represents about **8 per cent of GDP in 2010** ($1.3 trillion, or $1,300 billion) (ABS Cat No 5206 Table 30 Annual GDP current prices).

Table C1: Total Value of Volunteering, Australia, 2006 and 2010

	2006[1] ($m)	2010[2] ($m)
A. Volunteer time inputs		
Organised	17,179	22,547
Unorganised	33,648	52,609
Travel	8,973	13,528
Total value of time	59,800	111,230
B. Other volunteer inputs (car, phone, etc)		
Organised	2,182	2,863
Unorganised	4,273	6,681
Travel	1,140	1,718
Total value of other inputs	7,595	11,263
C. Total volunteer inputs		
Organised	19,361	25,410
Unorganised	37,921	59,290
Travel	10,113	15,246
Total value of volunteering	67,395	99,946

Note: [1] Based on complete data.
[2] Based on assumptions for number of hours.
Source: ABS Time Use Surveys 1997 and 2006 and Voluntary Work Survey 2006 and 2011.

If we use less conservative assumptions, based on extrapolating trends in the above parameters since 1992, (rather than minimum annual average change), the value of volunteering would be well over $120 billion.

Other bases for comparison include national government expenditure in 2010 on:

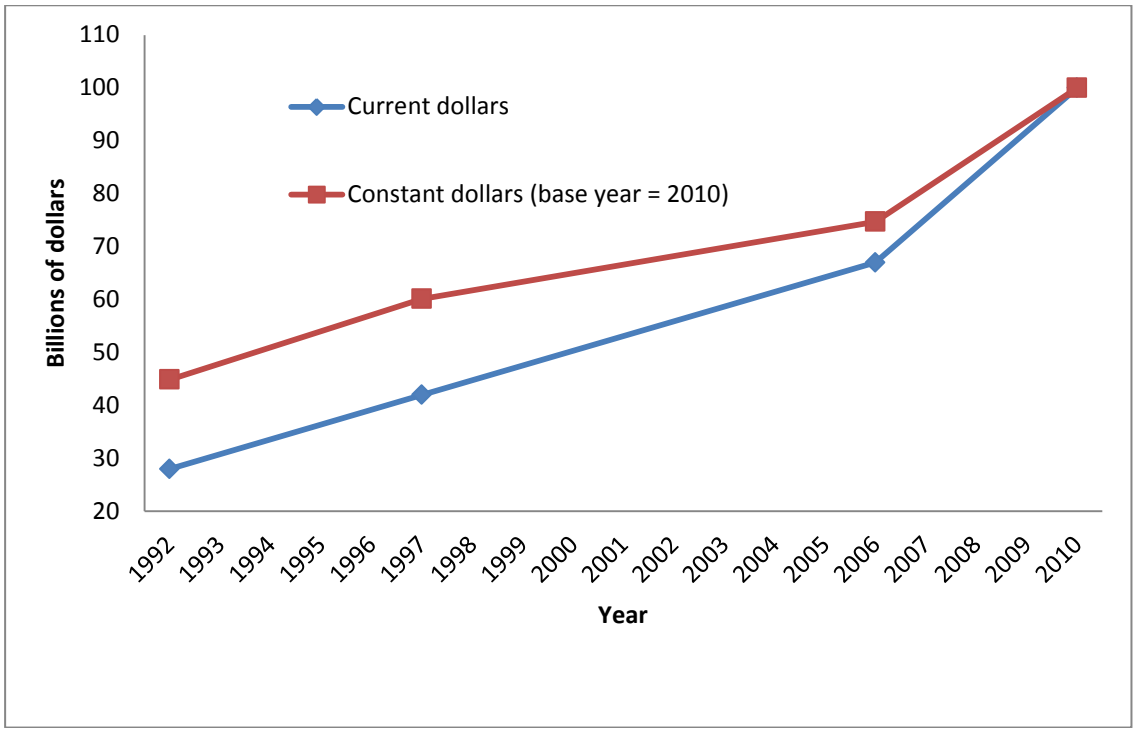
- health : $21 billion;
- education : $8.5 billion;
- recreation and culture: $2 billion;
- defence : $19.4 billion;
- consumption in all sectors in 2010 : $91 billion (ABS Cat No. 5204 Table 35).

Then there is the value of other industry sectors' annual production in 2010:

- mining: $98 billion;
- agriculture: $29 billion;
- retail: $58 billion (ABS Cat No. 5206 Table 6).

The trend over time in the value of volunteering, both in constant dollars (accounting for inflation) and in actual or current dollars is shown in Figure C1.

Figure C1: Estimated Values for All Volunteering, Australia, 1992-2010



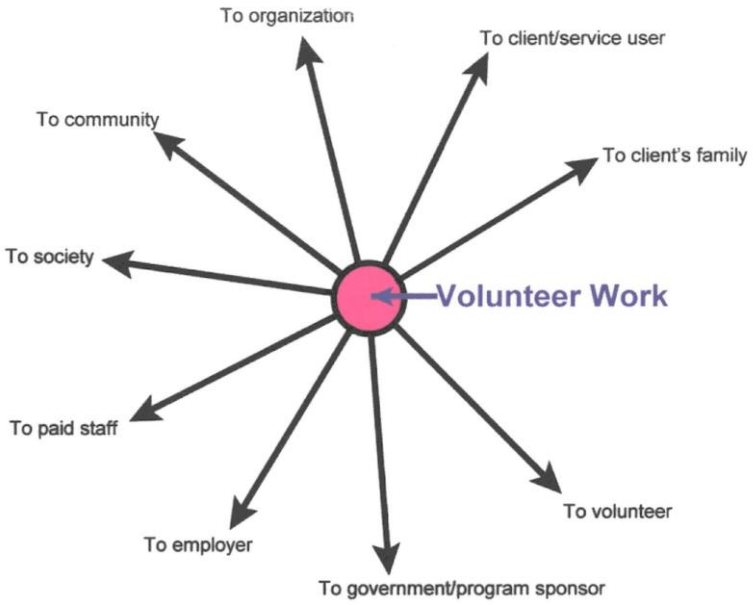
Source: 1992 and 1997 estimates from Table 5.5 , Ironmonger (2000: 70). 2006 and 2010 estimates based on the 2006 and 2010 ABS Survey of Volunteering Cat No. 4441.0 and 1997 and 2006 Time Use Survey Cat No. 4513.0. Dollar conversions based on All Groups CPI for Australia Cat No. 6401.0.

In real terms the value of volunteering has more than doubled since 1992, with an average annual increase of about 7 per cent per year. The ensuing retirement of the first wave of baby boomers is likely to increase the time and number of people involved in volunteering and so we are likely to see this trend continue, perhaps at an even more rapid rate.

Criticisms of the market wage replacement approach and an alternative

Graff (2009) argues that the replacement wage approach simply produces an amount equivalent to what the organization has not paid for the work that volunteers have done. It really bears no connection to the actual value of the work itself. Worse, it may actually *obscure* the multiplicity of values created through volunteer involvement. Everything in our society is measured in monetary terms, so we automatically attempt to construct a money-based measurement tool and assign a monetary value. Since work is valued by what it is paid, we apply the same thinking to volunteering. But the value of volunteering is attached to a multiplicity of outcomes, not just volunteers' time, as conceptualised in Figure C2.

Figure C2: A Multidimensional Model Of The Real Value Of Volunteering



Source: Graff 2009 p. 5: http://www.lindagraff.ca/musings.html

One hour of a volunteer's time needs to be valued not just once but up to 9 times – and at different rates. However, a very basic and conservative estimate using an hourly value of only 25 per cent of the average hourly wage ($6.86), assuming that only 4 of the possible 9 other entities benefit from a single volunteer's time and that they benefit to an equal extent, produces a value of around **$200 billion**, double the value of just volunteers' time of $100 billion. The true value may well be much higher still.

From a strategic perspective, we have to attach monetary measures to the value of volunteering. Therefore, we need to develop ways to measure the monetary value of volunteers' enhanced quality of life and health, the health and wellbeing of recipients of volunteer services, governments' enhanced public relations image, improved employee morale, and so on –in other words – accounting for the impact of volunteering everywhere it is felt. Mayer (2003) is one of the few researchers to attempt to measure one of the less tangible values of volunteering - the savings resulting from volunteering's effect on reducing crime. Mayer had to work within some severe methodological limitations but reported that the social and economic values flowing from even modest increases in social capital (of which volunteering is a significant component) are likely to be quite large. He estimated for example that a 1 unit increase in organisation memberships per capita would have resulted in 1671 fewer deaths in South Australia in 2001 than actually occurred; and that reductions in sexual assault might save a relatively modest $20,000, while savings in vehicle theft and theft from vehicles might be $76,000 and $42,000 respectively.

In this light, the estimates we currently have of the economic value of volunteering represent a small fraction of the true value of volunteering. Graff (2009) gives a good example of the flow-on effects of volunteering by a respite worker at the bedside of a dying child. She identifies the following benefits:

- comfort and enhanced quality of end of life for the child;
- solace and respite to the grieving family;

- relief to too-busy staff who are often demoralized by their own inability to offer comfort because of increasingly severe time pressures;
- a re-injection of humaneness to the pared down health care system;
- a public relations boost to the hospital which is viewed as delivering compassionate and high quality care to patients and their families;
- a gentler, more generous, more caring spirit of community and civility.

Should this act of volunteering really be equated to the mere cost of an hourly wage multiplied by the number of hours spent? Graff argues that the market value approach is not only simplistic, but makes the precious value and magic of the volunteer's gift completely invisible. So what is volunteering really worth, if we account for these other benefits? Graff has a whole range of provocative questions along these lines:

- If volunteers gain a broad range of new skills that are transferrable to their paid employment and generate increasing employability and/or advancement opportunities, what is that worth? If volunteers stay healthier, more active, more mentally alert, more socially connected; if volunteers experience fewer ailments, lower blood pressure, enhanced nervous system and immune system functioning; if volunteers live longer what is that worth?
- If environmental volunteers clean up a stream bed and rehabilitate the fishery which then attracts sports fishers into the area who stay in local accommodations, buy equipment from local stores, and eat in local restaurants, what is that worth?
- If an elderly person receives a hot meal five days per week, what is that worth?
- If an historical building is saved from the wrecking ball by the intervention of a local conservation association, what is that worth?
- If environmental degradation is slowed because of millions of trees planted by volunteer conservationists, what is that worth?
- If a volunteer firefighter saves the life of a child, what is that worth?
- If an employer finds that his or her workforce can gain valuable skills through volunteer involvement in the community, and that operating an employer supported volunteer program significantly enhances the company's attractiveness to prospective employees in an increasingly competitive market, what is that worth?

The problem is that we don't really know what these things are worth and it is very difficult, maybe even impossible, to find out. Moreover, valuing things like a human life are laden with subjective perspectives, and ethical and moral implications.

Conclusion

Volunteering is clearly valuable and it is politically (and even morally) necessary to quantify its worth. Using monetary measures is understandable in the light of our familiarity with notions of economic worth and how to value workers' time. However, current estimates of volunteering's economic value are likely to be gross under-representations. On the other hand, a focus on monetary value may even be damaging if it reinforces the notion that volunteering is all about saving money.

We need to develop a new model of valuing volunteering which accounts for all the benefits of volunteering. Other issues associated with the characteristics of the age groups involved in volunteering, particularly the baby boomers and older people, such as productivity and

particular skills, will also be important in developing a new model of valuing volunteering. The most important messages here are:

- volunteering makes a large economic contribution (via volunteers' personal expenditure and savings to government); and
- the real value of volunteering goes way beyond X dollars per hour of a volunteer's time because volunteering has more beneficiaries than just government and the economy, including the volunteers themselves.

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Appendix D

Practice Model Partnerships and Networks

D.1 Practice Example Collaboration, networks and partnerships Wandana Community Centre

In order to explain the complexity of existing networks and partnerships of community and neighbourhood centres, Wandana Community Centre in Gilles Plains is taken as an example. The centre is located in the North Eastern area of Adelaide.

Local community

People from the local community who visit the centre are from a very diverse background. In fact, people visiting the centre are from 40 different countries of origin and approximately 45 per cent of the centre's visitors are from a CALD background.

Gilles Plains, the suburb where the centre is located, is the home of the largest community of people from a Uighur background around suburban Adelaide. The Uighur people are a Turkic ethnic group from Eastern Turkistan, now called Xinjiang, an autonomous region in China. The Uighur community is predominantly Muslim.

The former building of Wandana Community Centre was directly located next to a mosque, the religious centre for the Uighur people. From this local vicinity, and through efforts of the centre's manager and other staff, relationships were established and grew over the years. Today, the centre is situated at a different location in the same neighbourhood, but the relationship with the local Uighur community is still very close. A variety of services and programs provided by the centre focus on the needs of the local Uighur residents. For example the Centre provides office space for the Eastern Turkistan Australian Association which is an incorporated association run by volunteers providing support services for people from a Uighur background. Also, there are special women's English classes focusing on the needs of Muslim and other foreign women and a Uighur language school each second Saturday. The social worker/counsellor employed by the centre is from a Muslim background and speaks the Uighur language. Therefore, she can understand the cultural challenges and problems of the local community and act as a translator if needed. Several pamphlets about women's sexual health, a learner's permit booklet and a DVD giving an introduction to the services of Centacare were translated into the Uighur language. Some of these resources were not only used in the local community, but went all around the world to Uighur speaking people.

Networks

Wandana Community Centre has a close relationship with the state peak body. The centre manager is the chairperson of Community Centres SA's Board of Management. The centre also actively participates in the regular meetings of the Northern region organised by Community Centres SA. Centre staff members and volunteers regularly undertake educational and professional development courses offered by the peak body.

The relationship between the centre and other community centres of the of the North East region, especially with North East Community House, Hillcrest Community Centre and Holden Hill Community Centre is very close. Wandana Community Centre exchanges ideas with these centres on a regular basis.

The centre is part of the North East Community Partnerships which is a network established to collaborate on local issues like local transportation. Members of this partnership program are amongst others local councils, health services, the police and other not-for-profit organisations in the area.

Another network the centre is a participant of is the Safe Communities Inner North East program. This initiative is an injury prevention program launched in collaboration with councils and other local organisations.

Schools and education providers

Wandana Community Centre is strongly connected with schools in the local area. The centre collaborates on projects with Wandana Primary School and North Ingle School and has contacts with Gilles Plains Primary School. Likewise, the centre runs workshops at the centre for students of St. Michael's college, Modbury High school and TAFE SA. Student placements at the centre are offered to students from TAFE SA studying classes in community services and social work students of two universities, the University of South Australia and Flinders University.

Local services, businesses and welfare organisations

There are several other stakeholders of the community that use the centre's premises as office space, for group classes and workshops which include *inter alia*:

- Northern Carers Network, an organisation that provides support to carers looking after a person with a disability, who are sick, fragile or elderly in their home environment.[56] The organisation uses the centre as a venue to engage with carers of the local area and to inform people of the community about their services.
- The Mari Yerta Men's and Women's Committees from an Aboriginal organisation use the centre as a meeting point. Some members of these groups also participate in the centre's meditation classes, the walking group, patchwork quilting and craft or join the community lunches.
- The Muslim Women's Association provides women's English classes at the centre.
- In collaboration with Helping Hand Aged Care, a not-for-profit organisation providing home care services, retirement living and residential care to elderly people in South Australia[57], a senior men's group takes place at the centre on a fortnightly basis.
- Fortnightly cooking classes for people with an intellectual disability are conducted by Life Without Barriers, a not-for-profit organisation delivering care and support programs across Australia and New Zealand.[58]
- The Early Childhood Vision Training Service is a for-profit RTO providing accredited qualifications in Children's Services. The organisation uses the centre's premises as office space and as a training location for students mostly from African backgrounds.

The centre has relationships with local health services, for example GP Plus in Gilles Plains which holds healthy eating program sessions on the centre's premises or "The Gully" Mental Health Service which makes referrals to the centre.

56 Northern Carers Network (2013, Welcome (http://www.ncnw.org.au).
57 Helping Hand Agecare (2013), About us (http://www.helpinghand.org.au/about-us).
58 Life Without Barriers (2013), About us (http://www.lwb.org.au/pages/default.aspx).

Furthermore, the centre provides a family relationship counselling program through the centre's social worker/counsellor which further strengthens the relationship to the local community.

Local government

The centre has received community development grants from the local councils of Tea Tree Gully and Port Adelaide Enfield for a variety of programs and projects over the years. Recently, for example a children's dance class called "Move to the beat" has been established by a community development grant of the Port Adelaide Enfield Council. Moreover, equipment for the centre's community garden has been funded in collaboration with the council. In addition, the centre attends network meetings of the council of Tea Tree Gully together with other centres of the North East Adelaide region.

State government

Wandana Community Centre provides programs under the ACE Foundation Skills Program for both accredited and non-accredited funding streams. Accredited courses include English language classes, women's English and cultural education, cooking, food knowledge courses and computer classes. Non-accredited courses include a gardening program, computer tutoring, cooking classes, English as a second language and other project based learning. The court Administration Authority SA uses the centre as a conferencing unit and meeting point for youth offenders as an informal meeting space. The centre also collaborates with Housing SA which provides information sessions at the centre.

Federal government

Two of the projects with local schools, Wandana Primary School and North Ingle school are funded through a PaCE program of DEEWR (see 2.6.2). Centrelink organises information sessions on the centre's premises.

Local parliament members

The centre also has contact with local members of parliament Robyn Geraghty and Frances Bedford and participated in senior forums organised by parliament members.

D.2 Practice example of collaborations and partnerships: PaCE Program Wandana Community Centre with Wandana Primary School

This is one of the centre's projects with a local school which will be explained in more detail.

Approximately 25 per cent of the students at Wandana Primary School are from an Aboriginal background. Parents and caregivers were not engaging with the school and were experiencing difficulties in assisting their children with learning and homework tasks. So, Wandana Community Centre initiated an Indigenous Parents Group to foster and improve the relationships between the school and indigenous parents. The project was funded by DEEWR through the PaCE program. This community-driven program had the purposes of increasing participation and improving the connection of parents and carers of indigenous students with the child's school.[59] The project was also strongly supported by the school's principal, the deputy principal and other school staff. The programs and activities of the project included numeracy and literacy classes, computer courses, cooking classes and scrapbooking classes. Workshops were held around the topics like neuroscience, health and nutrition and how to assist children with homework and in collaboration with other local service provider

[59] DEEWR (2013), Parental and Community Engagement Program (http://www.deewr.gov.au)

organisations, e.g. Gilles Plains Primary Health Care Services. The participants of the group assisted organising or participated in further school events which included for example a Reconciliation week event and a sports day. The program can be seen as a real success as it improved the participant's relationship with and active participation with the school. It strengthened parents' and caregiver's confidence to engage with the school and its staff. The project significantly supported the parents and carers to take a more proactive role in their children's learning and enlarged their capacity to assist their children's education and homework. Another positive outcome is that the school attendance of students increased. Three Aboriginal parents are now on the School Governing Council and one program participant volunteered for the School's Breakfast program and even took over running the program.

Appendix E

Collective Impact

Recent Update

Collective impact harnesses the best that government, community organisations, business, educational and philanthropic organisations and community members have to offer to collectively solve entrenched problems faced in their communities. Collective impact approaches seek real change through collective action that is community led. The collective impact approach is inspired by the success of *Promise Neighbourhoods* across 60 US communities and sets out to change current government and other organisations' ways of working through real on the ground partnership with community – from the identification of the issues to be addressed through to the strategies and service responses to be delivered. The strength of this approach rests on a rigorous framework that sets results for all the key players to deliver and then actively monitors and refines these and requires two way accountability.

Together SA is a new community organisation which is currently auspiced by Community Centres SA and has the support of DPC's Partnership and Participation unit and DCSI along with a range of community, philanthropic and other partners. It has been funded by contributions from Government, community organisations and philanthropic bodies. Its support base continues to grow and flourish as a range of organisations recognise that it is no longer good enough to simply 'do good' and that we must now work together to achieve real results with and for people.

Together SA will provide a backbone for collective impact approaches across South Australia.

Together SA is currently working through the question of which communities and which issues it will initially focus on and is doing this through initial discussions with founding partners and the development of a set of principles to guide decision making and will soon move to enter into dialogue with a number of South Australian communities about how to solve some of the issues they want to see results on. In partnership with its partners and the communities in which it will work, it will then design initiatives that involve relevant government and community organisations, local businesses and educational and other organisations, every stakeholder who interacts with the issue in the community and, most importantly, community members. It will model best possible community engagement and have as a core goal the development of community leadership and the empowerment of community leaders. Over a defined period results will be measured in a way which the community engages with and will be publically available and strategies refined or disposed of.

Along the journey, Together SA will document its work and develop a body of resources to support real community engagement, authentic conversations and results focussed work with the results being ones identified as those that the whole community understands, supports and engages with. Together SA will soon finalise its focus in terms of initial communities in which it will work. A collective impact approach is different in that its focus is the achievement of those results and how those results are achieved diminishes 'silo' approaches and embeds not just collaboration but methods of work designed with the community which involve the community in collectively making a difference.

Major social problems relating to crime, poverty, health or economic development cannot be solved by an individual organisation.[60] In fact, no single organisation can be made responsible for any major social issue.[61] Social change and the improvement of complex social issues may only be advanced in a collaborative approach. Therefore, these issues necessitate the close cooperation of various stakeholders. This collaboration across different sectors encompasses government, non-for profit organisations, businesses as well as the general public.[62]

60 Koschmann et al., "A Communicative Framework of Value in Cross-sector Partnerships".
61 Kania and Kramer (2011), "Collective Impact".
62 Ibid, p. 1.

The concept of collective impact refers to cross-sector collaboration of stakeholders from different segments to an agreed agenda with the purpose of resolving a particular social issue. While there have been numerous partnerships, networks and other joint approaches, collective impact differs from previous attempts of the social service sector. In contrast to other collaborative approaches, collective impact approaches are based upon clear principles, namely "a common agenda, shared measurement, mutually reinforcing activities, continuous communication and backbone support".[63]

The Five Conditions of Collective Impact	
Common Agenda	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
Shared Measurement	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
Mutually Reinforcing Activities	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
Continuous Communication	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
Backbone Support	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

Source: Hanleybrown et al., 2012, p. 1.

Collective impact alliance in South Australia

In 2013, Community Centres SA as the state peak body of community and neighbourhood centres in South Australia initiated "Together SA", an alliance of organisations and agencies committed to movement towards a collective impact approach. The proposal for this work has developed over 18 months with funding recently provided by DCSI to match the financial contributions made by Founding Partner Organisations. The goal of the project is the development of an innovative model of collaboration between governments, not-for-profit organisations, businesses and communities to accomplish progress on major social problems as well as to advance social change. State strategic priorities, as well as concrete community needs within South Australia will be addressed. Partners of the project include *inter alia* Community Centres SA, Uniting Care Wesley Port Adelaide, Uniting Care Wesley Bowden, Uniting Communities, Community Business Bureau, Wyatt Foundation, SA Unions, Welcome to Australia, SACOSS, Lutheran Community Care, DCSI, DCDP, SA Health and Junction Australia.[64]

Results Based Accountability

Within South Australia Community Centres SA and a number of centres have adopted a particular approach of accountability called Results Based Accountability (RBA™) which is closely in line with the reporting requirements of a variety of programs funded by South Australian state government departments, e.g. DCSI or DFEEST. RBA is an evidence-based methodology which has been effectively used around the globe, especially in the US, Canada,

63 Hanleybrown et al. (2012), "Channelling Change: Making Collective Impact Work", p. 2.
64 Community Centres SA (2013), "Together SA".

the UK and Wales.[65] It is a planning, evaluation and continuous improvement methodology which has been designed specifically for the community sector. RBA is based on two supporting concepts: the validation of practice based on results (outcomes) and the support of these results by clear evidence.[66] RBA work "starts with ends and works backward, step by step to means".[67] As a concept it relates results (outcomes) with indicators and performance measures as a way of showing the efficiency of strategies in attaining these results. Within a RBA framework accountability functions at two levels: "Population accountability" addresses the well-being of a population in a certain geographic area. In contrast to that, "performance accountability" deals with a leader or a group of leaders who take the responsibility for "the performance of a program, agency or service system".[68]

But RBA is more than merely a measurement tool to improve outcomes. It is in fact a structured way of thinking and taking action in order to increase the quality of life in communities.[69]

Within the context of collective impact, data collection and measurement is undertaken using the RBA framework.

Results Based Accountability – Community of Practice

Community Centres SA, community and neighbourhood centres, DCSI, councils, not-for-profit organisations and other stakeholders have joined together to form a "Community of Practice" group. This group is for anyone who has an interest in sharing, learning and improving their practice using the RBA framework. The focus of the group is to share ideas and experiences on a program level, not a focus on collective impact at the population level. It is an open discussion forum on RBA related matters where group members can exchange their thoughts and concerns. Different stakeholders report about their practice experiences using the RBA framework, e.g. for organisational planning and to improve customer satisfaction. DCSI has contributed funds towards this project.

Community and neighbourhood centres in cooperation with Community Centres SA are in the right position to govern and support such collaborative approaches due to their capability and experience in engaging individuals and establishing and maintaining partnerships with diverse stakeholders. Effective collective impact approaches can assist government to use cross-sector community and service organisation's power to bring about measurable results in a community setting and progress in programs through a focus on results.[70]

65 Community Centres SA (2012), State Budget Submission 2012-2013.
66 Houlbrook (2011), Critical Perspectives on Results-Based Accountability: Practice Tensions in Small Community-based Organisations.
67 Friedman, M (2005), "Trying hard is not good enough", p. 11.
68 Friedman, op cit. p. 22.
69 Friedman, op cit. p. 11.
70 Community Centres SA (2012), State Budget Submission 2012-2013.

Appendix F

The Role of Community Centres in Social Inclusion and Public Health

Cultural exchange between Muslim women and other migrant women, participants of three community and neighbourhood centres and Aboriginal women

This is a cross-cultural social and educational project between three community and neighbourhood centres and is an outstanding example for the significant work of centres.

This project was designed to assist people in overcoming some negative stereotypes which they held about Aboriginal people. The handbags of some Muslim women participating in courses at Kilburn Community Centre were stolen and after this incident these women developed negative stereotypes about Aboriginal people (presumably) attributing the theft to this group. Participants at an English language class for women at Wandana Community Centre in Gilles Plains also held similar negative stereotypes about Aboriginal people.

As a result the idea developed to organise a cross-cultural social and educational program between migrant women and Aboriginal women from the local area. Three community centres, Wandana Community Centre, Cheltenham Community Centre and Kilburn Community Centre are taking part in this cultural exchange. The first meeting took place in 2012. Migrant women from diverse cultural backgrounds, including Turkistan, Iranian, Iraqi, Somali, Moroccan, Indonesian, Indian, Saudi Arabian, Tunisian and Czech participate in cross-cultural visits with Aboriginal students from the Tauondi Aboriginal Community College in Port Adelaide and some of their family members.

On their recent exchange, the group visited the Lartelare Park in Port Adelaide together which is a significant cultural site of the Kaurna people, who first settled the Port River. It has been established to honour a Kaurna elder called Lartelare, her descendants and the local indigenous community. The group also visited the Tauondi Aboriginal Community College in Port Adelaide where they had lunch together and were informed about the history of the local Kaurna people and their struggles and challenges with the issues around the Australian Stolen Generation.

This project led to a better understanding of each other's cultures for migrant and Aboriginal people and helped to decrease prejudices and negative stereotypes. The program facilitated the discovery of similarities between the women. They discovered for example that they shared values around the importance of the extended family system. They were also able to draw parallels in their lives, e.g. comparing the loss of land in a war-torn country with the loss of land as experienced by Aboriginal women. In addition, the migrant women felt personally touched by some of the Aboriginal women's personal stories, experiences and the history of the Kaurna people in general. Aboriginal women in return were able to show that they are good people participating in further education. They had an opportunity to talk about their culture, the identity challenges they face and the racism they sometimes experience in the Australian culture due to existing negative labels given to them. Further visits of this kind are planned for the future.

Appendix G

Social Enterprises

Social enterprise

During recent times social enterprises have gained popularity. Since the beginning of the 1990s the concept of social enterprise has arisen in various forms in Europe, North America and some areas of Asia. In Australia, social enterprise has gained increased attention by the welfare sector, philanthropy and governments during the last ten years.[71]

Social enterprises can be understood as organisations pursuing social change by generating a sustainable income.[72] Many socially focused non-government welfare organisations make use of social enterprise as a revenue source.[73] Organisations using a social enterprise approach function as businesses and reinvest or donate their revenues back into the community organisation. The common ground of those enterprises is their social mission as they consider social issues as being as significant as generating revenues.[74]

Social enterprises can take many forms. They may support the most marginalised people to find ways out of poverty, assist disadvantaged youth, or help homeless people. There may also be an environmental aspect involved, e.g. to motivate individuals to recycle.[75]

In recent times, community and neighbourhood centres have implemented the concept of social enterprise. Some 26 centres in South Australia are already committed to social enterprise activities as an additional source of income.

Camden Community Centre, Camden Park – A multitude of creative social enterprise ideas

The Camden Community Centre provides a variety of services to the local community. Andrew Keightley, Chief Executive Officer of Camden Community Centre provides a sense of what the centre is about:

> "it is all about the community. A successful social enterprise needs the right personalities to run it; passion about the enterprise should extend to all levels of the enterprise. Passion is more important than those involved having a particular academic background or a known set of specific skills. The required skills can be learnt during the development of the enterprise, but passion is crucial from the start to run the enterprise with love and care and not to give up when things get difficult. Camden's focus is its community, so passion for the enterprises is not hard to find."

Social enterprise activities at Camden Community Centre include the Op shop, where the centre sells clean clothes, books, various household items and wood products created in the wood work shed. Another service provided is the Camden Community Child Care, creating a warm, friendly and safe environment for children in the community and opportunities for individuals looking to secure employment in the child care sector. The Stitch and Sew service is also offered at Camden, providing sewing services to those interested and also sewing classes. One of the centres most innovative enterprises is that of the garden boxes. The

71 Barraket and Collyer (2010), "Mapping Social Enterprise in Australia: Conceptual Debates and their Operational Implications".
72 Massetti (2012), "The Duality of Social Enterprise: A Framework for Social Action".
73 Kerlin (2013), "Defining Social Enterprise Across Different Contexts".
74 Barraket et al. (2010), "Finding Australia's Social Enterprise Sector: Final Report".
75 Social Enterprise Academy (www.theacademy-ssea.org/about/social_enterprise)

garden boxes located in the yard area of the centre are garden bed boxes made entirely out of recyclable materials and effective containers for growing vegetables. Volunteers rent their own garden box for a small fee per week and grow their own vegetables. The community shared garden box also provides food for the centre's HACC programs. The wood work shed at Camden creates the garden boxes and also sells them at a very reasonable price.

The centre has also implemented promotional activities to raise awareness of social enterprise activities. The centre has utilised mobile signs to advertise the Op shop, not only on the street of the centre, but also on a busy local street to gain attention. Other forms of advertisement include bus advertisement on the community bus and online advertisements on the internet trading platform gumtree.

All of these services provide financial security and word-of-mouth advertising for the centre. Due to the variety of services offered, the centre serves many needs of the local community which increases the centre's popularity and in turn adds revenues.

Bagster Road Community Centre, Salisbury North – Fast and Fresh Meal Kits

Obesity Prevention and Lifestyle (OPAL) Salisbury is a local government initiative that fosters healthy life styles for children through healthy eating and staying fit campaigns.[76] In collaboration with Bagster Road Community Centre (Salisbury North) the council and the centre provide *Fast and Fresh meal kits*. These meal packages are ready-to-cook and include all ingredients needed to prepare a healthy and delicious meal at home for a family of four persons for only $8.50. Gillian Aldridge, Mayor of the City of Salisbury stated:

> "Cooking quick and fresh meals at home can be inexpensive and fun. The kits contain produce from local suppliers so it's a great way for residents to access fresh and tasty home meals at an affordable cost while supporting local farmers and businesses."

The meal kits have been developed with the advice and guidance from nutritionists with a focus on the usage of food that is fresh as well as seasonal. The meals are not only easy to cook and affordable, but are an opportunity for parents to teach their children healthy cooking skills. In fact, a simple recipe is delivered with the kits. The winter range for the year 2013 comprises for example layered vegetable bake, Italian chicken cacciatore or beef and broccoli stir fry.[77]

The food may also be kept in the fridge or freezer and be prepared the next day, so that single-households or households with only two people can also enjoy these tasty meals.

[76] SA Health, OPAL (www.sahealth.gov.au)
[77] City of Salisbury 2013, (www.salisbury.sa.gov.au)

Table G.1: List of South Australian Social Enterprises

Camden Community Centre	Wood Shed Opportunity Shop Child Care Home Care
The Hut	The Book Shed, Men's Shed (Repairs), Home Care
MarionLife	The Café Honey sales Soap Nut sales (eco-friendly laundry product) "The Green Army" – Holiday garden service (launch August)
PISA Italian Meals and Services	The Café Meal Service – Community HACC funded
Bagster Road Community Centre	"Fast and Fresh" – fresh meal preparation packs Child Care The Café
Community House Port Lincoln	Calendar Egg run Opportunity Shop Vegetable sales from Community Garden Kindling from pallets
Encounter Centre	Wooden Toys
Mitchell Park	Sewing Group – Sewn items
Bowden Brompton Community Group	Seeds of Affinity – Soap and Beauty products (representing the interests of women with lived prison experience)
Aldinga Community Centre	Men's Shed
Glandore Community Centre	Market
Clarence Park Community Centre	Child Care, Toy workshop
Loxcare	Opportunity Shop
Gawler Community House	Opportunity Shop + Refurbished whitegoods
NACYS (Northern Area Community and Youth Service)	Child Care
Hackham West Community Centre	The Café, Men's Shed
Reynella	Child Care
Morella	Cafe
Twelve Twenty Five Youth	Temporary Tattoo
Milang	Aqua culture/recycling/The Hub education program
Pooraka Farm	Men's Shed (Wooden items)
Mt Barker	Occasional child care, Men's Shed (repairs)
Tailem Bend	Woodwork, leadlight, painting, Market Day, Catering
Torrens Valley	Opportunity Shop + Men's Shed
Mannum (Mid- Murray)	Opportunity Shop
Murray Bridge	Community Garden – Vegetable sales
Coromandel Valley	Festival, Child Care
Maitland	Shed, market (once a week local produce)
Naracoorte	Training, Community Garden veggie sales
Paddocks	Market Days
Robertstown War Memorial Community Centre	Centrelink and bank agencies, gift shop, cafe
Southern Yorke Peninsula	Gift Shop
Women's Community Centre	Child Care
The Junction	Italian Community Meals + Child Care
Cheltenham	Maltese Community Meals

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Appendix H

Childcare Programs in Houses and Centres, 2013

	Crèche	Licensed occasional child care	OSC	School holiday program
Aberfoyle Community centre	Y			Y
Accare Mount Gambier	Y			Y
Aldinga Community Centre	Y	Y		Y
Seaton Neighbourhood House				Y
Bowden Brompton	Y			
Burton Park	Y			
Bagster Community House		Y		
Pooraka Farm NH	Y			
Salisbury East				
Camden CC		Y long day care		
Christie Downs Ch	Y		Y	Y
Clarence Park CC		Y		
Community House Port Lincoln	Y			Y
Coromandel Community Centre	Y			Y
City of Charles Sturt Centres				Y
City of Marion	Y			Y
Eastwood Community Centre	Y			
Elizabeth Community Connections	Y			
Enfield Baptist Church & Community Centre				Y
Goodwood Community Services	Y			Y
Hackham West CC	Y		Y	Y
City of Tea Tree Gully				Y
Holdfast Bay Community Centre				Y
Junction Community Centre	Y			Y
Kura Yerlo		Y	Y	Y
Le Fevre CC				Y
Marion Life Community Services	Y			
Midway Road Community House	Y			Licensed vac care
Milang	Y		Y	Y
Morella Community Centre	Y			
Mount Barker Family House		Y		
North East Community House	Y			Y
NACYS		Y long day care	Y	Y
Port Pirie Community Centre	Y			
Reynella NC	Y			Y
Seaford Moana	Y			Y
Tailem Bend CC				Y
Torrens Valley CC				Y
Trott Park NH				Y
Wandana CC	Y			Y
Women's Community Centre	Y			Y
Woodcroft Morphett Vale	Y			