



# JESUIT SOCIAL SERVICES SUBMISSION TO THE VICTORIAN INQUIRY INTO THE LABOUR HIRE INDUSTRY AND INSECURE WORK

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**Jesuit**  
**Social Services**  
Building a Just Society

Jesuit Social Services welcomes the opportunity to respond to the Victorian Inquiry into the Labour Hire Industry and Insecure Work. We commend the focus on improving the safeguards and supports for workers in Victoria, but particularly those who are more vulnerable and more likely to be exposed to exploitation in the workplace.

### **Our expertise**

Jesuit Social Services has been a longstanding advocate for people who are highly vulnerable in society. For over 37 years, we have accompanied people facing disadvantage. By working in solidarity with people who are in need, Jesuit Social Services strives to build a just society where the dignity of all people is respected and the common good is pursued.

Our work is grounded in years of experience working with people involved in the justice system, culturally and linguistic diverse communities, refugees and asylum seekers, young people with mental health issues and indigenous communities. In particular, our Jesuit Community College, our Ignite Social Enterprise, our African Australian Inclusion Program in partnership with National Australia Bank (NAB) our Workplace Inclusion Program and our Industry Employment Initiative all work directly with people at different points along the education and employment pathway. These programs are highly successful at re-engaging vulnerable groups, supporting them through alternative pathways in education and employment. These practical programs provide support for people to learn, train and take up employment opportunities.

Our service delivery and advocacy focuses on the following key areas:

- **Justice and crime prevention** - for people involved with the criminal justice system
- **Education, training and employment** - for people with barriers to sustainable employment
- **Mental health and wellbeing** - for people with multiple and complex needs and those affected by trauma, suicide, and complex bereavement
- **Settlement and community building** - for recently arrived immigrants, refugees, displaced people and disadvantaged communities.

Our employment initiatives are described below. A full description of our programs is provided at Appendix 1.

- **Jesuit Community College:** The College is a Registered Training Organisation and Learn Local organisation. We assist people facing significant barriers to learning, providing real skills for life, learning and work.
- **Artful Dodgers Studios:** Part of Jesuit Community College providing pathways to education, training and employment for young people with multiple and complex needs associated with mental health, substance abuse and homelessness.
- **African Australian Inclusion Program:** A partnership between Jesuit Social Services and the National Australia Bank that provides paid work experience placements for people from African communities.
- **Social enterprise Ignite Cafés:** Our Ignite Cafes (located in Hawthorn and Camberwell) are 'living classrooms' where people gain on-the-job, real work experiences and certified training.
- **Workplace Inclusion program:** A program of Jesuit Community College that partners directly with employers to provide tailored pre-placement training and entry level employment opportunities for people experiencing significant barriers to social and

economic inclusion. Since its inception in 2013, the Workplace Inclusion Program has worked with over 30 employers and placed 43 participants in employment opportunities.

- **Industry Employment Initiative:** The Industry Employment Initiative (IEI) is developing and prototyping a demand-led employment model that can meet the entry-level recruitment needs of national employers around the country while improving employment outcomes for long-term unemployed jobseekers who want to work. Through the IEI, Jesuit Community College is currently working with Coles Supermarkets to support 30 highly disadvantaged young people into entry level employment.

### **Summary of our recommendations**

- **Support alternative labour hire models that can meet the needs of disadvantaged workers**
- **Advocate for changes to Centrelink practices to better facilitate labour hire and other casual employment opportunities for people on unemployment benefits**
- **Invest in preventing early school leaving and link those who leave to appropriate supports**
- **Create a funding stream to support the access of disadvantaged learners to high quality education and training programs**
- **Support proven approaches to working with disengaged and disadvantaged groups into education and employment**
- **Fund on-the-job placement support as a core component of all employment programs for disadvantaged groups**
- **Target investment in the education and training needs of people involved in the justice system**
- **Trial whole-of-community approaches in the most highly disadvantaged communities in order to enhance the employability of disadvantaged groups.**

## Summary

Our submission focuses largely on the issue of insecure work and to a lesser extent we comment on the labour hire industry. In particular we highlight the issues faced by disadvantaged groups in employment and the way in which insecure work disproportionately affects this group. Disadvantaged groups are not only more likely to experience insecure work, but they are more likely to experience the negative aspects of insecure work. We therefore argue that one of the key ways to address the problems associated with insecure work is to empower and protect disadvantaged groups in employment through tailored and intensive supports.

Please also see our recent response to the Victorian Government's Employment Programs Review which covers related employment issues.

### Q. Does the use of labour hire arrangements lead to positive outcomes for Victorian workers, businesses and the broader community? What problems does it create?

Some of our program participants apply for work through labour hire firms. Labour hire firms for people coming out of prison for example, can be a good way to gain some short-term work experience and a recent employment reference. This can be especially important for someone who may not have been in the workforce for many years. However many labour hire firms still require people with recent experience, who are job ready, and have experience and skills in particular areas. For our programs this means providing the same levels of support to the person as they would any other job application process. This involves support around the application processes (which are generally online and often quite complex) preparing the person for interview and assisting with attaining appropriate licenses and checks.

The nature of labour hire work can make working life especially difficult for people who are disadvantaged. The following describes how aspects of labour hire work – in particular, the unpredictable levels of work, in which people are required to respond at short notice, can be especially challenging for people with limited resources in terms of money and access to a reliable vehicle. In addition the inconsistent income of labour hire work can impact on Centrelink benefits and a person's ability to comply with Centrelink requirements. The following discusses these issues in more detail.

### **Labour hire work and Centrelink practice and processes**

One of the significant problems our participants encounter when engaging with labour hire firms includes the unpredictable and inconsistent availability of work. For people on Centrelink benefits, the on-again, off-again nature of labour hire work creates considerable administrative difficulties for their Centrelink payments, including eligibility for Health Care Cards. Some of our participants have found the difficulties involved in constantly re-negotiating Centrelink payments has led to being cut off all income for periods of time. For many people who are employed on an intermittent basis, the stress and potential for problems in dealing with Centrelink requirements results in many people simply opting out of labour hire work arrangements.

Centrelink require people on Newstart to notify them on the day they commence employment so that their benefits can be reduced for that fortnight. However the problem for people taking up labour hire work is that they often don't receive income from the labour hire firm for up to four weeks from commencing the work. For someone who may already be struggling to meet basic bills, such as their rent, this situation can result in them having little or no income for that fortnight. In addition if a person fails to notify Centrelink until they

actually receive the labour hire income they are then considered in arrears and must pay back benefits to Centrelink. This situation can be repeated many times over a period of months. It is common for administrative mistakes and miscommunication to occur. Many people find themselves cut off from benefits without notice, and involved in ongoing disputes with Centrelink which is often stressful and time intensive.

In addition, taking up labour hire work on an ad-hoc basis can also create havoc with other compliance issues related to Centrelink benefits such as attending appointments with Job Services providers. It is not uncommon for people to fail to attend an appointment with Job Services because they have just taken up employment that same day and have not had the time to be able to notify Job Services. For people from disadvantaged backgrounds, who may have low literacy, limited English skills, and are dealing with a range of other challenges in their lives, the problem of continuously negotiating with Centrelink around short-term work arrangements often becomes untenable and they cease taking up labour hire work.

Despite the increasing casualization of the workforce over the past two decades, the administration of welfare benefits appears to still be largely based on an ongoing model of employment. In the experience of our staff in supporting disadvantaged groups the administration and requirements associated with Centrelink benefits in the context of labour hire can often impede rather than facilitate employment opportunities.

### **The hidden additional resources required of on-hired workers**

Labour hire work generally requires on-hired workers to be available at short notice to travel to different locations. This requirement can be particularly difficult for people who due to the limited income may not have access to a reliable car, or have limited access to a car. For example one car may be shared amongst many members of a family. This can lead to people struggling to meet the requirements of employment and create stress on other family members. In addition labour hire firms generally require that on-hired workers have their own mobile phone and access to email. For disadvantaged groups this can represent an additional requirement and hidden cost to the requirements of their employment.

### **Training and OH&S provided by labour hire firms**

It has been recognised in a number of reports and inquiries that on-hired workers are particularly vulnerable to health and safety risks. In our experience people from disadvantaged backgrounds who may have low levels of literacy, limited English skills or have been out of the work force for a long period of time, can be more vulnerable occupational risks. This is compounded in labour hire situations, where a person may be required to regularly work in unfamiliar work environments. Not only are they less familiar with the workplace environment, they are less likely to feel confident about calling on the help of other workers, they may be less qualified in the area of work, and there is also a greater risk that other staff may assign them work for which they may not be fully qualified to undertake.

In addition we are aware that many labour hire firms use online tutorials for teaching OH&S. This can present a problem for people with low literacy and language difficulties and those that may not be confident with computers and online materials.

In summary while labour hire can represent on the face it an appealing flexible employment option, the current structures and systems of most labour hire firms makes it difficult if not impossible for people from disadvantaged backgrounds to access labour hire arrangements. This operates as a disincentive to seek labour hire employment and runs counter to the aims and efforts of government employment policies that seek to encourage employment.

However in our view labour hire firms do not have to be operated in this way. Labour hire models could be supported that can offer additional support to disadvantaged groups. In addition Centrelink should be encouraged to change their practices to ensure that people on unemployment benefits do not face unnecessary barriers to taking up labour hire employment.

### **Q. What experience or evidence can you provide of exploitation of vulnerable workers in Victoria?**

Clearly certain groups in the Victorian community are more vulnerable to exploitation in employment, such as vulnerable young people, Aboriginal and Torres Strait Islander people, people from refugee backgrounds with limited English, people with disabilities, people in the justice system, women with caring responsibilities and low-skilled workers for example. In our experience these groups are more likely to become 'trapped' in insecure work often due to their lack of other employment options.

In addressing the problem of insecure work it is important to understand the links between insecure work and structural disadvantage - in which groups of people because of life circumstances are far more vulnerable to insecure work. Limited employment options, low employability and the need for flexibility in employment arrangements are all core factors which can make people more vulnerable.

In our view responses to insecure work must be joined up with other government and community efforts to address socio-economic disadvantage and exclusion. The Background paper notes that insecure work has been described as 'poor quality work that provides workers with little economic security and little control over their working lives.' Essentially this description describes what we already know about jobs at the bottom of the employment ladder. It is these jobs with low pay and poor conditions that are nearly always occupied by vulnerable and disadvantaged groups.

While we must have a strong system of industrial protections to tackle the problem of insecure work we must also invest in education and training of disadvantaged groups - in order to enhance their employment options and thereby reduce their vulnerability to exploitation.

#### ***Educational disadvantage driving insecure work***

Education plays a critical role in addressing many of the overlapping issues encountered by vulnerable and disadvantaged groups. Unfortunately, in Australia, the most vulnerable people still face significant barriers to successful participation in the education system, with socioeconomic status continuing to have a major influence on the educational attainment levels of Australians.<sup>1</sup>

In Victoria, more than 36,000 young people aged 15-19 (about 10 per cent) are not in education, training or employment. In addition around one in five young people leave school before completing Year 12.<sup>2</sup> Almost half of these young people end up marginalised in the labour force, either in insecure employment or out of work. Children from disadvantaged backgrounds are over-represented among early school leavers, with a lower rate of year 12

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<sup>1</sup> Productivity Commission, 2013, Report on Government Services, [http://www.pc.gov.au/\\_\\_data/assets/pdf\\_file/0005/121784/government-services-2013-volume1.pdf](http://www.pc.gov.au/__data/assets/pdf_file/0005/121784/government-services-2013-volume1.pdf)

<sup>2</sup> Victorian Auditor General Report 2012, Student Completion Rates, <http://www.audit.vic.gov.au/publications/2012-13/20121128-Students/20121128-Students.pdf>

completion. People in the lowest socio-economic areas are approximately 20 per cent less likely to attain Year 12 or equivalent.<sup>3</sup>

The consequence is a significant cohort of people who lack the necessary literacy, numeracy and problem solving skills necessary for a decent wage and secure employment. Addressing this inequality is perhaps the most fundamental change that would alter the life opportunities of disadvantaged people, and should be a priority objective of government.

### **The need for early intervention approaches**

Jesuit Social Services supports an early intervention approach to early school leaving. Funding needs to be provided for outreach workers to reengage students in education and training, and respond to the cause of their disengagement promptly and therefore minimise the exacerbation of barriers to learning. In addition, students at risk of disengaging need to be identified and there needs to be a more diverse range of schooling models so that we can retain vulnerable students in the schooling system.

Adjusting funding models to direct additional resources to schools with high numbers of disadvantaged students is one way to contribute to this objective. Investing in the educational needs of people makes sound economic sense if we are to prevent disenfranchisement and economic disadvantage, and the subsequent cost to individuals and their families, and to the community more broadly.

### ***VET system reforms impacting on disadvantaged groups***

The Vocational Education and Training (VET) system provides an important pathway for people from disadvantaged backgrounds to gain qualifications and find decent and meaningful work. Since 2008, the VET system has undergone significant reform, resulting in unfavourable changes for disadvantaged groups. These reforms saw a rise in poor quality training provision and a reduction in funding for equity programs. Consequently, there have been fewer enrolments from people across a range of vulnerable groups in the last year, and of the students who do enrol, many find the transition to further study and/or employment challenging.

The consequence is that many people who have had poor experiences in school, and who lack the skills or motivation to independently engage in VET programs, have very limited opportunities to be engaged in training.

Research clearly indicates that the critical characteristics of programs that effectively engage disadvantaged groups include:

- **Intensive and sustained engagement:** strong relationship building; outreach in strategically located areas; quick responses to early school leaving
- **Support for wider needs of the learners:** tailored support services through multidisciplinary teams; engaging students' support networks; strong partnerships between education providers, support organisations and the local community
- **Flexible learning environments:** flexible learning options; soft entry points; welcoming and supportive learning environments; relevant and interesting curriculum; embedding literacy and numeracy; mentoring and strong peer relationships
- **Pathways into further learning and work:** volunteering, on-the-job training, career guidance; partnerships between businesses, education providers and local

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<sup>3</sup> Australian Social Inclusion Board, 2012 Social Inclusion in Australia. How Australia is faring 2nd Edition, [http://ppcg.org.au/dev/wp-content/uploads/2011/08/HAIF\\_report\\_final.pdf](http://ppcg.org.au/dev/wp-content/uploads/2011/08/HAIF_report_final.pdf)

community organisations; continued support for broader individual needs in employment settings.

A more systematic and better resourced approach is required for disengaged and disadvantaged groups. Education and training programs need to be tailored for disadvantaged groups in order to address what is currently a significant gap in the education and training system. Such an approach is needed to ensure equitable access for disadvantaged groups to the employment market.

### ***People in the justice system are particularly vulnerable to insecure work***

People involved in the justice system can be particularly vulnerable to insecure work. Research consistently shows that the majority of people involved in the justice system have low education levels and often come from backgrounds of entrenched disadvantage.<sup>4</sup> In addition, most have limited education and a limited employment history. They may also be struggling with a range of other difficulties including mental health problems, substance abuse, and lack confidence in many areas of their lives. More often they have a background of early disengagement from schooling. We believe that there needs to be greater investment in the vocational and employment needs of this group. We believe there needs to be investment in the employment needs of this group to provide them with access to employment and divert them away from the criminal justice system and associated individual and community costs.

Further, statistics shows that:

- In Victoria less than 7% of the adult male prisoner population have a secondary, trade or tertiary education
- Around 90% of male prisoners and 80% of female prisoners have not completed secondary schooling
- 60% of male prisoners and 76% of female prisoners were unemployed when they entered custody.

Our Youth Justice Community Support Services (YJCSS) staff are aware of the specific difficulties for young people in the justice system in accessing employment opportunities. In our experience mainstream employment programs are generally not able to respond to the complex needs of this cohort. Reengaging these young people in education and employment is critical to their future outcomes.

### ***What works for highly disadvantaged groups?***

For highly disadvantaged jobseekers, the barriers they face mean that they are some distance from entering the formal labour market, let alone securing and maintaining decent work. Programs that support people to transition on to further opportunities are more likely to see long-term reengagement in the education system and positive employment outcomes.

Short-term approaches to employment assistance are ineffective with vulnerable and disadvantaged people. Under the current arrangements, many programs are funded as short-term models, with limited additional support.

A relationship needs to be built with the person particularly in the initial stages, in order to fully identify the person's barriers to employment. Building positive relationships plays a crucial role when engaging disadvantaged groups. By engaging and supporting vulnerable

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<sup>4</sup> Australian Institute of Health and Welfare, The Health of Australia's prisoners, 2012, <http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129543945>

and disadvantaged groups, through a relationship built over time, these individuals can restore their confidence and trust in education and employment environments.

For vulnerable and disadvantaged groups soft entry points to education, training and eventual employment are critical to facilitating their participation. Many disadvantaged groups do not have the confidence or knowledge to access large educational or training institutions, and do not feel prepared to access mainstream employment programs. Soft entry points are local, welcoming, non-threatening environments that engage people in a range of educationally-related activities. By working with people in the context of art and music for example, creates opportunities for building relationships and trust.

We know that for disadvantaged groups, job placement support is critical to sustainable and secure employment outcomes. This step is missing in many of the current programs.

### ***Disadvantaged communities impacted by insecure employment***

The *Dropping Off the Edge* (DOTE) report by Jesuit Social Services and Catholic Social Services Australia (2015) found that the most vulnerable four per cent of localities in Victoria showed high rates of unemployment, criminal convictions, disability, child maltreatment, family violence and psychiatric admissions alongside low levels of education.<sup>5</sup>

DOTE research shows that a significant number of postcodes have persistent, entrenched disadvantage. For example those living in the 3% most disadvantaged postcodes in the state are:

- 3.6 times as likely to have spent time in prison
- 3.3 times as likely to be experiencing long term unemployment
- Nearly 3 times more likely to have a low level of education.

Locating places of learning and expanding employment pathways within vulnerable communities' helps to alleviate some structural and accessibility barriers to education and employment. Research suggests a localised, targeted strategy is the best way of increasing participation by vulnerable groups in the VET sector.<sup>6</sup>

### We recommend:

- **Funding alternative labour hire models that are able to meet the needs of disadvantaged workers.** The government should support alternative labour hire models that provide holistic support to disadvantaged groups as a way to support them on the pathway to secure employment.
- **Advocating for changes to Centrelink practices to better facilitate labour hire and other casual employment opportunities for people on unemployment benefits.** The state government should advocate to the commonwealth government to change Centrelink practices which act as barriers to casual employment (including labour hire) for people on Centrelink benefits.

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<sup>5</sup> Vinson T & Rawsthorne M, 2015, *Dropping Off the Edge, Persistent Communal Disadvantage in Australia*, Jesuit Social Services and Catholic Social Services Australia, [http://www.dote.org.au/wordpress/wp-content/uploads/0001\\_dote\\_2015.pdf](http://www.dote.org.au/wordpress/wp-content/uploads/0001_dote_2015.pdf)

<sup>6</sup> Davies, Lamb & Doecke 2011, *Strategic Review of Effective Re-Engagement Models for Disengaged Learners*, Victorian Department of Education and Early Childhood Development, <http://www.education.vic.gov.au/Documents/about/research/revreengage.pdf>

- **Investing in preventing early school leaving and linking those who leave to appropriate supports.** Keep vulnerable children and young people engaged in learning by funding area-based workers to follow up with those who disengage and match them to learning opportunities.
- **Creating a funding stream to support the access of disadvantaged learners to high quality education and training programs by:**
  - Creating flexible funding packages.
  - Enabling flexible funding packages to cover the costs to meet students' needs which may impose barriers to participation
  - Ensuring all pre-accredited, Certificate I and Certificate II courses engaging disadvantaged learners are fee-free or have a very small capped co-payment amount.
- **Supporting proven approaches to working with disengaged and disadvantaged groups into education and employment.** Soft entry approaches that combine engagement activities and flexible educational delivery are critical to building the confidence of disadvantaged groups and provide a pathway to education, training and eventual secure employment into the future.
- **Funding on-the-job placement support as a core component of all employment programs for disadvantaged groups.** On-the-job support would help to support the rights and empower vulnerable groups in employment.
- **Targeting investment in the education and training needs of people involved in the justice system.** Provide targeted and tailored support to this cohort including preparing them for training and/or employment on release, and support on-the-job training in the early stages.
- **Trialling whole-of-community approaches in the most highly disadvantaged communities.** As part of a whole-of-community response invest in education programs and the expansion of employment pathways alongside other support services such as mental health, domestic violence and homelessness services in order to enhance the employability of disadvantaged groups and therefore reduce insecure work.

## **Appendix 1: Jesuit Social Services programs**

### **Justice and crime prevention programs**

#### **African Visitation and Mentoring Program (AVAMP)**

The African Visitation and Mentoring Program (AVAMP) is run from the Brosnan Centre in Brunswick. It is an initiative delivered by the Jesuit Social Services in partnership with Corrections Victoria, providing mentoring support to people from an African background who have been imprisoned in the Melbourne region.

#### **Brosnan Services**

Brosnan Services is a holistic support service for young people exiting adult prisons and/or Youth Justice centres, who are assessed as high risk/need, with limited social and family networks, limited accommodation and post release support options and experiencing multiple and complex health problems.

Brosnan staff deliver quality programs in a manner that reflects the social justice principles of participation, equity, access and respect. Services include: intensive outreach support, case management, supported accommodation, drug and alcohol counselling, recreation programs, employment/training programs, 24/7 after hours emergency assistance and duty work and referral service.

#### **Corrections Victoria Reintegration Program**

Jesuit Social Services delivers post-release support to people exiting prison in the north and west of Melbourne as part of the Corrections Victoria Reintegration Program (CVRP).

The CVRP program provides voluntary, targeted post-release support for up to 12 months to high risk/complex needs and high profile offending men and women. Support provided uses an individually tailored, case management approach that addresses key domains including: housing and material supports, assistance with family reunification, day-of-release support, referral to specialist services (such as drug and alcohol counselling employment/training programs, supported accommodation) and 24/7 after hours emergency assistance and referral service.

#### **Next steps**

Next Steps is a Homelessness Innovation Action Project that aims to prevent homelessness for highly vulnerable young people 16-24 who intersect with the youth justice or adult justice systems. Next Steps delivers intensive, multi component case management support that addresses the issues of homelessness and offending, incorporating therapeutic elements and links to training, vocational and employment services.

Based in Carlton, Dillon House, is the supported accommodation component of Next Steps, and provides temporary, short- term or transitional 24 hour supported accommodation for young people involved in corrections or the youth justice system.

#### **Youth Justice Community Support Services**

The Youth Justice Community Support Program provides intensive case management for young people aged 10-21 engaged with the justice system. Our approach brings together agencies currently supporting Youth Justice clients to work alongside statutory Youth Justice Case Managers to:

- achieve a reduction in the rate, severity and frequency of re-offending
- enable young people to make an effective transition to adulthood, and

- develop young people's capacity for economic, social and cultural participation

### **Youth Justice Group Conferencing**

Youth Justice Group Conferencing is a sentencing option based on restorative justice principles that aims to balance the needs of young people, victims and the community by encouraging dialogue in a controlled and structured way between individuals who have offended, their victims and the wider community. Young people who can be referred to Youth Justice Group Conferencing include young people aged 10 to 17 (at the time of offending) who have:

- pleaded guilty or have been found guilty of offence(s) that do not include homicide, manslaughter, sex offences; and
- appeared in court on a previous occasion and have committed offence(s) serious enough to warrant a supervisory order (primarily a probation order) to be considered by the court; or
- have committed offence(s) serious enough to warrant a supervisory order on their first appearance; and
- consented to participate; and
- been assessed as suitable by a DHHS Youth Justice Officer.

## **Education, training and employment**

### **The Artful Dodgers Studios**

The Artful Dodgers Studios provide innovative and creative spaces for young people to work in fully equipped art and music studios with experienced artists and musicians. Exploring and developing their creative skills and getting involved in projects, exhibitions and public outcome events.

Based in Collingwood the program offers a flexible and welcoming space for young people to work in order to increase social connectedness, self-esteem, foundation and employability skills and re-engage positively in the learning process. Young people can choose whether to engage in a short course, one on one mentoring, drop in to the open access studios to work on individual or collaborative projects or a combination of these based on readiness.

### **African Australian Inclusion Program**

The African Australian Inclusion Program (AAIP) is a partnership between Jesuit Social Services and the National Australia Bank that provides paid work experience placements for people from African communities. The AAIP is a dynamic and highly professional program for qualified African-Australians providing 6 months paid working experience at National Australia Bank (NAB).

The need for the program was identified by the African-Australian community who noted that lack of local experience in the Australian business sector was a significant barrier to employment for qualified African-Australians. The AAIP has been recognised with a number of awards.

### **Community Futures program**

Community Futures program at Jesuit Community College provides opportunities for recent arrivals to engage with their local community as volunteers and develop skills that can lead to further study or employment in the community sector. Delivering Certificate I in Active Volunteering with an ESL focus, Jesuit Community College focuses on improving learners' language, literacy and communication skills through volunteering, to promote inclusion, build their personal confidence, highlight the value they can add to their community and enhance their capacity to interact and engage with a broad range of people in the community. Emphasis is placed on providing innovative, flexible and supported training to meet individual learner needs and preparing learners for more fulfilling involvement in their community and/or further study

### **Community Work Programs**

Jesuit Social Services through Jesuit Community College has developed and is delivering an increasing number of vocational pathway programs for people on Community Service Orders, as well as people exiting detention from the Dame Phyllis Frost Centre (DPFC) and the Judy Lazarus Transition Centre (JLTC).

These initiatives have been recognised as delivering significant benefits both to the Department of Justice and Regulation and the individual participants. A number of the programs which have been developed for people on Community Service Orders over the past three and a half years have also been recognised as exemplary projects through the Department's Community Work Awards.

### **Jesuit Community College**

Jesuit Community College is a Registered Training Organisation and Learn Local organisation. We assist people facing significant barriers to learning, providing real skills for life, learning and work. The College also provides opportunities for personal development, a solid foundation for further education and training and connection to a community of learning. For a broader group of learners, we offer a wider range of accredited and non-accredited vocational education and training and pathways to further study and work. The College also brokers opportunities for learners to access training offered by other training organisations in ways that suit their needs and circumstances

We offer nationally recognised qualifications in general education for adults, short courses in visual arts and pre-vocational programs. Jesuit Community College is funded by the Victorian and Federal Government for eligible student enrolments in pre accredited and accredited training. People with a disability are encouraged to apply under the Victorian Training Guarantee and Learn Local ACFE programs.

### **Social enterprises - Ignite Cafés**

Our Ignite Cafes located in Hawthorn and Camberwell are 'living classrooms' where people gain on-the-job, real work experiences and certified training. Through our cafes participants can gain experience in both back-of-house and front-of-house hospitality services while completing accredited courses through Jesuit Community College.

### **The Outdoor Experience**

Offering an alternative treatment service through a range of outdoor intervention programs for young people aged 15 – 25 years, who have or have had problems with alcohol and/or other drugs. Since 1985, The Outdoor Experience (TOE) has been offering a range of Outdoor Adventure Intervention programs for young people aged 15 - 25 years.

During the program, participants set personal goals for the program; learn teamwork; gain an understanding of many aspects of "safety"; take up the challenges of outdoor adventure; acquire living skills; enjoy a sense of health and wellbeing; and are encouraged to take control and make decisions about the programming. Young people are supported to deal with and reflect upon the difficult life circumstances that may have brought them to TOE. These programs assist young people to recognise their own strengths and to make changes that are valuable in everyday life.

## **L2P**

The L2P program managed by Jesuit Social Services, Brosnan Youth Services was created for young people involved with Southern Melbourne Metropolitan Region Youth Justice and Child Protection programs. Jesuit Social Services, Brosnan Youth Services has funding from VicRoads through Department of Human Services to support 25 young people to access supervised driving practice to assist them to complete the required 120 hours of driving practice prior to taking their Probationary License test. Department of Human Services has funded the purchase of the 5 star ANCAP rated vehicle to be used for this initiative. The vehicle is housed at the City of Greater Dandenong.

The volunteer drivers are covered for liability through Jesuit Social Services by becoming registered volunteers with the organisation. Volunteers are to undergo a selection process including an interview, a Police Check, Working with Children Check, VicRoads Driver History Report and reference checks to assess their suitability to be in a vehicle with young learner drivers. Volunteer drivers are to undertake training designed by VicRoads to assist them with the management of the learner driver and to give them a better understanding of the aims of the program and requirements of a supervising driver on the road. Separate training is run by Jesuit Social Services, Brosnan Youth Services and covers how to work with high risk young people, how to engage them and how to put boundaries in place.

## **Mental Health and Wellbeing**

### **Connexions**

Connexions was established in January 1995 as a response to young people experiencing co-existing mental health and drug and alcohol issues. Connexions is a counselling programs for young people with a "dual diagnosis" of mental illness and substance misuse. Diagnosis can be formal or self reported.

### **Support After Suicide**

Formed in July 2004, Support After Suicide is a program developed specifically for people bereaved by suicide. The program provides support to individuals, families and children who are bereaved by suicide and has also developed a range of resources and materials to assist those who are bereaved. The program also provides education and training to health, welfare and education professionals about how to effectively and sensitively support those who are bereaved.

## **Settlement and community building**

### **Settlement Services**

Jesuit Social Services has provided settlement services to asylum seeker communities on the Flemington public housing estate for over ten years and in St Albans since 2010. Services focus on supporting people from migrant backgrounds to integrate into Australian society while keeping in touch with their cultural backgrounds.

The program follows a strengths-based approach, acknowledging and building on participant and community skills and knowledge. The program conducts a number of activities within a community development framework including:

- casework and referrals to help strengthen participant's ability and confidence to access support services and develop independence
- information sessions designed to provide increased knowledge and understanding of issues facing participants
- basic skills training and work experience opportunities to volunteers as part of a volunteers program
- community advocacy to strengthen relationships between police, leaders in the community and community members, and
- Homework Club on the Flemington housing estate for primary and secondary school students.