"We're part of our own solution"

Social inclusion through community embedded, socially-supported university education

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Purpose of this base report

This document reports in detail on the research of the *Catalyst-Clemente* study, *Social inclusion through community embedded, socially-supported university education*, which was funded through an Australian Research Council grant. It aims to be as comprehensive and detailed as possible, drawing on all available evidence generated through the project. It serves as the base document from which both a full electronic document and a summary public document will be made available.

Acknowledgements

This report is developed from the *Catalyst-Clemente* study, *Social inclusion through community embedded, socially-supported university education*, which was funded through an Australian Research Council grant and involved academic partners from Australian Catholic University, Curtin University, Edith Cowan University, and the University of Western Australia, in collaboration with Mission Australia and the National Council of the St Vincent de Paul Society. Students and staff engaged with the Catalyst-Clemente program have been key participants in the way in which this research has been undertaken. We would like to thank them for sharing their knowledge and experiences.

During the course of the project the following people have been part of the research team: Anne Hampshire; Susie Scherf; Bess Harrison; Jonathan Campton; Dr Elizabeth McDonald; Jennifer He.

Dedication

This report is dedicated to the inspirational vision of Earl Shorris (1936-2012) – *Founder of Clemente*.

Further information about both the ARC Linkage research and the Clemente Australia program are to be found at:
http://clementeaustralia.acu.edu.au

Painting included on the cover completed by Daniel Smith.

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Abbreviations

AA	Alcoholics Anonymous
ACU	Australian Catholic University
ARC	Australian Research Council
CC	Catalyst-Clemente
GROW	Mental Health Support NGO
HILDA	Household Income and Labour Dynamics in Australia
MA	Mission Australia
St V de P	St Vincent de Paul Society
WHOQOL-BREF	World Health Organisation Quality of Life

Executive Summary

> '…we're part of
> the help and part
> of our own solution…'
>
> (Catalyst-Clemente student)

In 2012, nearly one million Australians (18 – 64) experience multiple disadvantage. These Australians and their families are in current dire circumstances due to ongoing adversity across a range of life areas. Yet, whilst facing such adversity, people are able to make dramatic changes through relevant community embedded education and social support, even though progress will not be linear and ongoing support will remain necessary. Catalyst-Clemente, a humanities based higher education program, is one way of supporting these changes and the social inclusion of people experiencing multiple disadvantage.

The research reported on in this publication confirms the role of education as being valuable in itself as well as a means to effect change in the lives of people experiencing multiple disadvantage and social isolation. It confirms that educational outcomes are enhanced when learning approaches and content are responsive to learners, their contexts and their individual needs. Indeed, it has been found that it is the combination of health and welfare support with relevant education that contributes to improvements within the social, economic, and personal domains of a person's life. The project's findings have implications for Australia's national higher education agenda and add comprehensively to the evidence base for purposeful social program design.

Catalyst-Clemente is a collaborative model of university education that is both community embedded and socially supported to meet the needs of Australians experiencing multiple disadvantage. It is a model that involves education, community and business sectors and uses existing resources in innovative and cost-effective ways to enable people to access and participate in higher education learning. It provides the resources and opportunity to support vulnerable people to make changes in their lives. Since 2003, more than 500 Australians experiencing multiple disadvantage have enrolled in Catalyst-Clemente and many, upon completion, have used it as a pathway to further education, employment and community participation.

Central to Catalyst-Clemente has been a rigorous program of ongoing research that reveals itself in a developing body of work. This Australian Research Council (ARC) funded project (2009-2011) builds from this knowledge base using a mixed method longitudinal approach to provide a detailed understanding of the students' backgrounds, the personal changes they have made through participation, and the critical factors that have supported these changes, and an economic analysis of participation. Key findings include:

- The students who participate in Catalyst-Clemente are diverse, with a multitude of individual experiences. However, considered as a group they are faring significantly worse than other Australians in a range of areas, including health, employment, financial situation and quality of life. In the year prior to entering the study two in five students had to go without food when hungry.

- Participation in Catalyst-Clemente supports students in strengthening and developing their personal agency and in making significant and sometimes dramatic changes in their lives, most notably in the areas of personal learning skills, self-confidence, health and wellbeing, and in what they see as future possibilities for themselves. After 12 months, students have developed better time management, planning, communication and writing skills. Students report a significant increase in the skills developed to cope with a crisis, and they are also less socially isolated than on entry.

- Indicative results, at twelve months, show that close to two-thirds (60 per cent) of the costs of running the Catalyst-Clemente Program are offset by savings to government in the health and justice areas examined by the study. Results point to a potential cost offset of $14,624 per student that may be achieved by the program. This is nearly three times the cost of program delivery per student.

- The interrelatedness of people and processes in creating a learning space that is connected and relevant to the daily lives of people is the key factor contributing to the changes within individuals. Central in bringing about such changes is the personal agency of the students. Their personal agency supports the building of a range of new relationships to provide a basis for changes that are broader than educational achievement.

Each student's life story indicates that access to and ongoing participation in Catalyst-Clemente provides a learning opportunity through which students use their own capabilities to build new personal skills and competencies. People strengthen their personal agency and go beyond improved self-esteem and self confidence to make decisions about a future for themselves and, frequently, for their children. Access to, and ongoing participation in Catalyst-Clemente offers opportunities and experiences through which people can move from the experience of multiple disadvantage towards learning, work and social inclusion and have a voice in their own lives. Markedly, Catalyst-Clemente provides a new equity model supporting access and participation that meets higher education policy goals and does so in a way consistent with emerging principles of social program design and social inclusion policy.

Given the evidence of the positive role of personal agency among the most disadvantaged Australians, and of the resultant learning outcomes and cost offsets that greater personal agency achieves, it is proposed that the Commonwealth Government support the development of community embedded socially supported learning across Australia as part of its funding for higher education through the Department of Education, Employment and Workplace Relations (DEEWR).

Further, it is proposed that DEEWR implement its support through the allocation of resources, and invite expressions of interest from collaborative partnerships of universities and community agencies to offer their expertise in providing the academic and social supports that enable the access and ongoing participation of specific Australian population groups and cohorts.

While work must continue on the structural dimensions of disadvantage such as unaffordable housing and pockets of high unemployment, this study confirms that people facing ongoing multiple disadvantage have the personal agency to effect change. In supporting Australians experiencing disadvantage in moving towards social inclusion, Catalyst-Clemente offers opportunities and resources. There is now the knowledge, practice, detailed research and cost analysis which articulate how individual change can best occur through collaboration across sectors to deliver purposeful education embedded in the community with the critical social supports.

CASE STUDY 1:
Neo

Case studies

Individual experiences help us to understand the realities that people encounter. There are five case studies of Catalyst-Clemente students (Pseudonyms: Neo, Jess, Sophie, Jordon and Mary) interspersed through the report that explain the changes in the context of their individual lives.

Having left school at 14 to get a job, Neo worked for more than 20 years in the automotive industry and human resource management. Along the way he fathered four children. While he has achieved much, Neo has also lived with many challenges. From the age of eleven he looked after himself and his younger brother when his mother left the family due to illness and his father travelled extensively with work. As a result Neo's school years were not positive; despite this, he has managed to dip in and out of education successfully over the years, with a certificate IV in three fields.

In recent years, Neo's physical and emotional health has suffered and he is no longer able to work full-time. He has ended his long-term and often abusive relationship with the mother of his children, although he still sees his children every weekend. With money a constant source of worry, and with only casual work over the past few years, Neo found new hope through his relationship with Mission Australia and a supported living environment. He tutored young people and had links with other organizations. He reflects:

> *The best job I had was probably, well I did enjoy the teaching for Mission Australia and it was good because you know I suppose I enjoyed passing my knowledge on to other people.*

Neo describes his upbringing and most of his adult life as being "pretty financially secure", with both parents working, his father as a state manager. However, since his illness of recent years affected his ability to engage socially, he has not worked very much and he has struggled to get by. As a result, Neo felt isolated from most aspects of social life, including friends, family and community activities.

Neo began the Catalyst-Clemente program in 2009, and after three semesters and three completed units of study he has been able to reflect on his own experiences and the range of influences that have affected his life:

> *Well I think it [my life] has changed. I have met a lot of people here and having, like a phobia of you know this sort of thing, meeting people and whatnot, it's been a great help. Although I did teaching and all that I was sort of teaching mainly to year 10 leavers and long term unemployed. They were mostly younger and I think I was doing that to sort of also help with this phobia I had but meeting other people this has been great and it's certainly improved my social sort of thing.*

Since enrolling in Catalyst-Clemente after some time in a rehabilitation clinic, Neo has stayed well enough to complete his third TAFE Certificate IV, this time aligned with his new career goals in counselling. His experiences before Catalyst-Clemente and his current studies in the humanities have influenced his new career plans to become a counsellor and to continue his university studies in counselling or psychology part-time while working part-time:

> *I'm quite amazed how for me, it was almost like… spiritually planned to just flow from one to the next with the subjects; I think whoever chose the subjects had a spiritual insight. For me it did because it really… scratched the surface the first one, then it went a little bit deeper… and it… just sort of rolled like that for me. It was almost like it was meant to be. That's how I found it.*

While his financial situation is still very challenging, Neo is now working casually. He has developed a sense of community around Catalyst-Clemente and made friends with other students. The barriers that affected his social interactions in the past have begun to be broken down, and he now has some social activities outside of class such as shopping and visiting the library.

> *Well actually I do go out fairly often. I go to meetings Monday, Tuesday, take my daughter to singing lessons on Wednesday, but socially with friends we don't go out a lot.*

Significantly, over the past two years, since his enrolment in Catalyst-Clemente, Neo says that his physical and psychological wellbeing has consistently and slowly improved. His social relationships have fluctuated but his environment has improved significantly.

> *The people I have met since I have been in rehab. I go to meetings…where I've met most of the friends I now have. They're really important to me. …Living in a place that's owned by the church who are sort of supporting me … for the last year.*

Neo is now more positive about his living arrangements, his study and academic capability, his career prospects and his plans for the future than when he commenced his studies. During this period he has moved from temporary accommodation to private rental accommodation, a change about which he is very positive.

> *Well, I have got a friend who comes over regularly because there's a little workshop downstairs from where I'm living and… we restore motorbikes and things like that… that was set up by the bloke whom I'm renting the house off … get us back into doing stuff and you know getting back into the workforce and whatnot. We do sometimes get paid for projects we've done.*

Neo still expresses some unhappiness about his social life, his financial situation and the ways in which he occupies his spare time. But he reflects that consistently throughout his time in the course, his standard of living has improved as he has become more engaged with study and society.

> *Well this program has given me hope of a better future you know. There's something to work towards and you know I think without it for me, it's pretty important to be able to achieve, to do this program because I'd really, I've always wanted to do a uni degree and never thought I'd have the chance. It's sort of made me more focused to look after myself and to get back on my feet and sort out all of my issues. It's certainly been a great help towards doing all of that.*

Introduction

This document reports on the findings and implications of research, funded through an Australian Research Council (ARC) Linkage Grant, into community embedded, socially supported university education. Using the example of Catalyst-Clemente, which enabled adults experiencing multiple disadvantage to access and participate in university education in an ongoing way, detailed empirical research was carried out over three years (2009-2011) across three sites nationally to examine how Australians experiencing disadvantage improved their social inclusion. Since 2003, over 500 people have participated in Catalyst-Clemente, with more than 146 students enrolled nationally across eight sites in Semester 1, 2012. This research reports upon the lives of a group of Catalyst-Clemente students over the period 2009-2011 and illustrates the changes made by the students in a range of areas relating to social inclusion. This publication:

- Outlines the research project in the context of a social inclusion agenda

- Reports on the results of the research by:

    o Profiling the students, and in particular the multiple disadvantages that students typically face

    o Examining the changes students were able to make as a result of their participation in Catalyst-Clemente

    o Tracing the life journeys and experience of Catalyst-Clemente of five students through detailed case studies

    o Examining the people, factors and processes that are essential to students' accessing and participating in Catalyst-Clemente

    o Undertaking an economic analysis of Catalyst-Clemente

- Discusses these findings in terms of the national context and literature

- Considers the social, policy and future research implications arising from the research, and concludes with recommendations.

The research project

In this section the research project is outlined through:

- The research objectives and questions

- The context for the research, including consideration of the concepts of social inclusion, exclusion, poverty and deprivation and a description of the model of community embedded, socially-supported university education and the example of Catalyst-Clemente

Research objectives and questions

The research project's *objectives* were to:

1. examine the impacts of community embedded, socially-supported university education on the pathway to social inclusion for disadvantaged Australians;

2. understand the factors and processes that assist or hinder disadvantaged Australians entering, progressing and completing such education; and

3. identify the costs and benefits associated with this type of university education.

The project's *research questions* were:

1. What are the immediate, short-term and longer term social inclusion outcomes from disadvantaged students' participation in community embedded socially-supported university education?

2. How, and to what extent, do the educational processes in this type of university education impact upon the pathway to social inclusion for disadvantaged people?

3. What social supports are fundamental to providing this form of effective pathway towards social inclusion for disadvantaged people?

4. What are the costs and benefits of this form of education as a pathway to social inclusion for disadvantaged Australians?

5. What are the social inclusion policy implications of the research project's findings?

In short, this research project seeks to identify the circumstances of people who participate in Catalyst-Clemente and the profound and complex challenges they face, the changes they make, the critical factors that support these changes, and the cost offsets and savings in health and justice expenditure of Catalyst-Clemente relative to those in other settings. Informed by previous research, this project seeks to understand the ways in which students develop new personal resource bases. It goes beyond simple measures of success, such as course completion, to those that seek to illuminate the complexity of individual change and the way it is achieved as people move towards social inclusion.

Context for the research

Social inclusion, social exclusion and the role of education

The Australian Labor government elected in 2007 had the social inclusion agenda as one of its top priorities (Gillard & Wong, 2007), with the National Social Inclusion Board being established in May 2008. This Board is the key advisory body to the federal government on ways to achieve better outcomes for the most disadvantaged people in Australia. For the Australian context, social inclusion is defined as having the resources, capabilities and opportunities to work, learn, participate and have a voice (Social Inclusion Board, 2010). A whole-of-government approach on social inclusion has been adopted by the federal government in order to maximise the impact of intervention. The Board has a key role to play in this process and in the last few years has produced seminal publications on understanding and quantifying the extent of social exclusion in Australia and multiple disadvantage in particular (Social Inclusion Board, 2010), as well as articulating policies and principles on how cycles of disadvantage can be broken (Social Inclusion Board, 2011).

 Social exclusion emerged as a concept in the late twentieth century to shift the focus from poverty seen solely as low income, to include dimensions of unemployment and disengagement which result in precarious living. Thus, social exclusion occurs when individuals and families experience low incomes relative to community norms and needs, do not have secure and safe shelter, experience unemployment, and are not connected with friends, families and their neighbourhood (Kohen et al., 2008; Martijn & Sharpe, 2006; Saunders & Zhu, 2009). It is multi-dimensional, dynamic, and appears at several levels - individual, household, community, and institutional: "[A]n individual is socially excluded if he or she does not participate in key activities in the society in which he or she lives" (Burchardt et al, 2002, p. 30). Indeed, the elements of social exclusion relate to the communities and to the physical and social environments in which people live, and which contribute to their disconnectedness. Denial of access to the opportunities to participate, it is argued, can be more important than the lack of participation itself (Saunders & Zhu, 2009, p. 25). Three forms of social exclusion have been identified: a) disengagement, which includes lack of participation in a wide range of social activities; b) service exclusion, which entails a lack of adequate access to key services when needed; c) economic exclusion, which restricts access to economic resources and produces low economic capacity (Saunders, 2008, p. 14).

Social exclusion can generate feelings of rejection (lack of belonging), distress and anxiety, and, can threaten four fundamental human needs: belonging, self-esteem, control and meaningful existence (Krill et al, 2008, p. 684). People who are socially excluded experience self-esteem and quality of life outcomes well below those of the general community. Social exclusion leads to involvement in criminal activity and contributes to increased levels of public spending on welfare, health and related public services (Kohen et al., 2008; Martijn & Sharpe, 2006; Scott et al., 2001). Whilst social exclusion leads to feelings of inner numbness, emotional emptiness, and meaninglessness of life (Twenge et al., 2003; Twenge et al., 2007) it has also been argued that exclusion can stimulate a desire to build social bonds and reconnect with the social world (Maner et al., 2007). Molden et al. (2009) have tried to connect these hypotheses by

differentiating between exclusion through being rejected and through being ignored. They found that people who were explicitly excluded through rejection responded by greater withdrawal from social contact and experienced feelings of agitation and anxiety. In contrast, people who were implicitly excluded through being ignored responded by a greater attempt to build social reconnection (p. 427).

This report emphasises the capabilities of people themselves as expressed in the literature (Sen, 1999) highlighting the personal agency of people and the potential they have to achieve for themselves. This emphasis emerges from an understanding that the underlying talents and abilities of people are not distributed differently among people from different socio-economic status, ethnic or language backgrounds, or according to where they live. Too often, social exclusion emphasises structural factors such as unemployment and unaffordable housing and their consequences in terms of self-esteem and lack of control. The core characteristic of a capability approach, synonymous with Sen (1999), is a focus on what people are able to do and be – that is, a focus on their capabilities. This focus warns against any approach that sees people who are socially excluded as passive victims and as those for whom things need to be done (Guarnaccia & Henderson, 1993).

Notwithstanding this focus on personal agency and capability, Vinson in his influential report *Dropping off the edge* (2007), suggests that a significant number of Australians face cumulative disadvantage and emphasises the entrenchment of concentrated and severe disadvantage within pockets of certain communities resulting in long-term social exclusion. Many aspects of disadvantage are interconnected, such as low income and poor health, which in turn are connected to inadequate housing.

People who are socially excluded: the extent of the challenge

Many Australians may at some point face an obstacle or setback that hinders or limits their social inclusion. For most, this is at worst a temporary state of affairs. However, close to one million Australians aged 18 to 64 years experience **ongoing** adversity across a range of areas of life: that is, they are facing multiple disadvantage, defined as the experience of at least three forms of disadvantage (Social Inclusion Board, 2010). These forms may be economic, such as joblessness and low income; social, such as an inability to get support in times of crisis; or personal, such as low educational attainment or poor self-assessed health (Social Inclusion Board, 2010). The interrelated nature of these problems means that they are often longstanding and entrenched, making them challenging to address in their complexity, and occasioning significant costs to both the individual and the community.

Australian data from the Household, Income, Labour Dynamics in Australia (HILDA) survey demonstrates that around 13% of Australians are facing disadvantage and have the following profile: incomplete secondary education; typical experience of unemployment for more than eighteen months; high reliance on welfare payments, and low income; poor physical and mental health; and experience of the lowest levels of social support of any group (Headey & Warren, 2007). Vinson, who mapped disadvantage in Australia (2007), highlights that pockets of concentrated and severe social disadvantage have become entrenched across certain communities. These communities and many who live within them are experiencing long term and sustained social exclusion. The literature from a range of fields in the social sector suggests a relationship between the time in a situation and the time needed to move out of it. For example in the field of homelessness, Van Doorn (2005) draws a direct link between the length of time people have been homeless and the supports they will require. Therefore, it is to be expected that there will be no immediate or short-term solution. However, there is an increasing sense that social programs and interventions work best when they work with peoples' strengths and capacities rather than focus on what they can't do or what they don't have. Thus, while services and supports may need to be provided in the long term, dramatic change is possible in individual lives when service delivery is premised on individual strengths, capabilities and capacities (Mission Australia, Michael Project, 2012).

Policy context

Long-term social exclusion is a global issue and countries and entities such as the U.K., Ireland, and the European Union continue to be challenged in finding ways to promote sustainable social inclusion (UK Social Exclusion Strategy; EU Poverty Reduction Strategy). Across Europe, social exclusion and deprivation frameworks have been adopted by governments to develop social policies in response to poverty and disadvantage. Britain and Ireland have officially adopted deprivation indicators in their poverty reduction policies (Saunders et al., 2008, p. 178) and the European Union has given social inclusion and social cohesion prominence through its social policy agenda (Atkinson et al., 2004; O'Brien & Penna, 2008).

Australia has been slow to embrace new national frameworks around deprivation and social exclusion to guide public policy. The previous Australian Coalition government (1998-2007) adopted a narrow approach to social exclusion, focusing

largely on the role of employment to remedy deprivation and exclusion (Saunders, 2008). The election of the Australian Labor government in 2007 placed social inclusion in the spotlight, with the government making the social inclusion agenda a top priority. In summary, social exclusion occurs when individuals, families and neighbourhoods: experience low incomes relative to community norms and needs; do not have secure and safe shelter; experience unemployment; live in fear in their environment; cannot access the health, child care and social services they need; do not receive adequate schooling; are not connected with friends, families and their neighbourhood; and experience self-esteem and quality of life outcomes well below those of the general Australian community. Social exclusion impacts on individuals, families and communities, and contributes to increased social and economic costs in terms of health and social services, antisocial behaviour and crime, and welfare dependence (Aos et al, 2001; Henry, 2008; Stilwell & Jordan, 2007; Vinson, 2007). It also results in a decline in social cohesion and an inability to harness society's human capital resources (Abhayaratna, & Lattimore, 2006; Productivity Commission, 2005).

Recent research and analysis by the Social Inclusion Board (2011) has recommended some common factors in creating pathways out of a cycle of disadvantage. Practical support, the Board suggests, needs to address the psychological impact of disadvantage, to be flexible, tailored and specific, and to be provided in the long term. Moreover, three key principles are identified for addressing cycles of disadvantage that can be used to inform government work around service delivery reform: the way you treat people matters, continuity of support is essential, and a focus on addressing structural barriers must be maintained.

At the core of people moving out of social exclusion, Vinson notes "it is difficult to deny the centrality of limited education and its impact on the acquisition of economic and life skills in the making and sustaining of disadvantage in Australia" (2007, p. xiv). Indeed, limited education continues to be acknowledged as a key factor in social exclusion (Henry, 2008). Education has a pivotal role to play in effecting change both in terms of the individual but also in terms of their relationships with others, including family, friends and community. It is for these reasons that Gillard and Wong (2007) have described education as "perhaps the most significant aspect of … Labor's social inclusion agenda."

Education has a pivotal role

Education has long been acknowledged as a key social determinant of health and wellbeing (Marmot & Wilkinson, 1999), with research reporting the specific impacts of education upon health and resilience throughout the lifespan (Hammond, 2004; Grossman & Kaestner, 1997; Hammond, 2002; Hartog & Oosterbeek, 1998; Ross & Mirowsky, 1999). Many of these impacts are related to psychological qualities which "may promote attitudes, practices, and life circumstances that are conducive to positive health outcomes" (p. 552). Relevant education can lead to improvements in: self-confidence (Carlton & Soulsby, 1999; Dench & Regan, 1999); self-efficacy (Wertheimer, 1997); self-understanding (Cox & Pascall, 1994); competencies, communication skills, and civic engagement (Emler & Fraser, 1999; Parry, Moyser, & Day, 1992); a sense of belonging to a social group (Emler & Fraser, 1999; Jarvis & Walker, 1997); and substantive freedoms and capabilities (Sen, 1999). Educational outcomes have been found to be closely linked with socio-cultural and socio-economic status (Teese, R. & Polesel, J., 2005).

That people from disadvantaged backgrounds are not less educationally able than the more advantaged is recognized in recent Australian school education policy (*Review of Funding for Schooling – Final Report, 2011*). It is also recognized in higher education policy that seeks in light of the Bradley Report to increase the access and participation of all Australians to higher education (*Transforming Australia's Higher Education System*, 2009). Educational qualifications are an important aspect of the social inclusion agenda, although the question remains as to how these educational opportunities can be accessed effectively by people experiencing disadvantage, often in multiple and complex forms. People from disadvantaged backgrounds are "disabled" from participation in post-compulsory education as they are not equipped, due to personal and family circumstances, with the educational capital to progress to tertiary study. Evidence indicates that it is the combination of both 'soft' and 'hard' outcomes that indicates how relevant education can contribute to improvements within the social, economic, and personal domains of a person's life (Hammond, 2004; Luby & Welch, 2006). Such educational outcomes are enhanced when learning approaches and the curriculum are responsive to learners, their contexts and needs (Cherednichenko & Kruger, 2006).

Community embedded, socially-supported university education

Disadvantaged people most in need of access to education and the critical pathway it provides to transformative learning and social inclusion are often those least likely to access it (Butcher, Howard & McFadden, 2003). Reasons include an inability to meet entrance requirements, very low incomes, and a complex suite of health, mental health and social problems that inhibit their ability to maintain their studies. Providing educational pathways to social inclusion for people

who are disadvantaged requires their access to education that enables them to have the confidence and capabilities to take personal control and engage purposefully in a changing society (Benson, Harkavy & Puckett, 2007).

One such pathway can be accessed through community embedded socially supported university education. This form of university education is distinctive in that:

> *Disadvantaged people are engaged in university education within community agency settings with access to professional welfare support and facilitated access to a diverse range of services.*
>
> *(Howard & Butcher, 2007)*

Important dimensions of community embedded, socially supported university education include:

- Permeability of boundaries between the education centre and other elements of students' lives;
- Greater openness of lecturers and tutors to students and their lives;
- Informal and supportive culture of community embedded socially supported education for course participants;
- The expansive caring and supportive role of centre or agency staff; and
- Balancing of the supportive and formal teaching roles of lecturers (Gallacher, et al, 2007).

Such education has been found to provide pedagogical tools and strategies for developing student competence and class membership and participation. These strategies include "teachers and students addressing one another as persons who can and do have choices, preferences and tastes. This is seeing and knowing someone in all their particularity – and with dignity" (Thomas, 2007, p. 791).

Often disadvantaged people in mainstream universities would have been labelled as alternative entry participants and regarded as an identifiable minority group (Tett, 1999). Through embedding university education in the community these people find both a formal and socially supportive educational pathway to social inclusion. In such an approach, people who experience disadvantage find a balance between their needs as a person and as a university student, and their further engagement with the wider community as well as with the formal requirements of a university institution.

Students with significant education, welfare and health issues are best supported in their education when they can access the professional welfare and the range of supports they need. A key structural aspect of community embedded socially supported university education is the collaboration of the education, community and business sectors in supporting people who are socially isolated to access enhanced educational and learning opportunities. This collaboration is built upon new social arrangements and cross-sector community networks. All have a shared social vision based upon purposeful shared learning, with people achieving higher levels of self-esteem, self-confidence and social connectedness within the community.

The collaboration within community embedded socially supported university education (see Table 1) is structured to assure quality, effectiveness and sustainability to provide ongoing support for the students to achieve their goals, as well as contributing to community social capital and wellbeing.

Table 1. Collaborative contributions within community embedded, socially supported university education

Dimension of collaboration	Education	Welfare	Health	Business
Student personal wellbeing and learning	Increased self efficacy and hope for learning and for the future	Increased capacity of people for engagement in meaningful activity	Better self management of health and medications	Sense of fulfilment in engagement and learning
Quality service delivery for students	Certificate of Liberal Studies	Structured pathways to re-engagement	Ready portal for community health services	Expression of corporate social responsibility
Enhancing social capital	Social and community engagement across students, employees, volunteers, learning partners. Increased engagement of students with families, friends and colleagues.			
Accountability for quality and cost effective services	Quality assurance procedures within and across sectors. Identification of the costs and benefits of the program in terms of personal, social, economic, social benefits for individual, community, society and government			
Financial sustainability of services	University carriage of cost of student fees, student administration	Provision of coordination and infrastructure		Cash and in-kind philanthropic contributions
Personal, community and institutional capacity building	Capacity to offer community embedded, socially supported university education	Holistic delivery of services through university-community partnership	Provision of pathways to better health e.g. from depression	Employees engagement with people and communities in the complexity of their lives.

(Howard, Butcher, & Egan, 2010, p. 95)

The structural dimensions of the provision of this quality service bring the varying elements of community embedded socially supported university education together in a holistic way for the students. There is a genuine understanding amongst all groups that they are collectively contributing to human dignity through access to university learning opportunities so often denied to people who are socially excluded. At the same time, through engaging with one another all groups come to learn, respect and appreciate each other in new ways, thus enhancing the community's social capital. Mutual benefits and reciprocity are key features of the partnerships and cross-sectoral collaboration amongst universities, non-government organisations, community agencies and business support. For all concerned, the engagement and learning by the students form the focus of the provision of community embedded socially supported programs.

Catalyst-Clemente – Community Embedded, Socially Supported University Education in action

Since 2003, Australian Catholic University (ACU), in collaboration with not for profit agencies, other universities and the broader community, has led the development and implementation of a model for community embedded socially supported university education. It is a model that uses existing and available resources in innovative and cost effective ways to enable access to, and ongoing participation by, those Australians experiencing multiple disadvantage. One such example of this model is the Catalyst-Clemente program.

Catalyst-Clemente is sourced from Earl Shorris's (2000) Clemente program in the United States of America. It shares a commitment to enabling and empowering people experiencing disadvantage through university education in small classes with a focus on the humanities subjects. Such a focus allows for content that is relevant and connected to the

lives of the students. Small classes focused on discussion provide an opportunity for students to give voice to their experiences in the context of their learning.

Catalyst-Clemente students study one subject at a time across 12 weeks. Upon completion of four subjects, students receive a non-award university Certificate, approved by the institution's Academic Board, that can provide a pathway for entry into further undergraduate study. A key benefit of studying subjects in the humanities – such as history, literature, ethics and art – is that such study enables people to think about and reflect on the world in which they live. By doing so, they examine, question, contemplate and engage in "activity with other people at every level" (Shorris, 2000) and become engaged 'public' citizens (Howard & Butcher, 2007).

The basic requisites for students enrolling in Catalyst-Clemente are:

- A desire to learn;
- A willingness to commit to learning [initially to a 12-week program];
- A literacy level sufficient to read a newspaper; and
- A degree of ongoing stability in their lives.

People who enquire about Catalyst-Clemente express a hope for a further degree of stability in their lives and are conscious of the personal educational risk they are taking in considering the program. For these students, undertaking tertiary level education is a considerable leap, often taken within the context of prior and ongoing experiences of homelessness, physical and psychological health issues, social isolation, and financial hardship.

There are a number of key roles in Catalyst-Clemente which involve the partnership of community agencies, the university, businesses and individuals and the students themselves. As described in Table 1, it is a large scale collaboration that rests on a complex web of relationships.

The students are typically people who have experienced disadvantage or marginalisation from society. They must be at least 18 years of age. Students come from a variety of academic backgrounds; some will have limited formal education while others have postgraduate education. Many students encounter medical, financial, or material adversities.

The community partners provide well-resourced learning environments for Catalyst-Clemente as well as computers, Internet access, printers, and personal and material support for students. The students view the delivery site of Catalyst-Clemente as their place, for which they have a strong sense of belonging, connectedness and ownership. Ongoing research has demonstrated that the relationships formed at the site contribute to the students' sense of empowerment rather than the sense of dependency often associated with sites where people seek support or specialist assistance (Yashin-Shaw et al, 2005; Mission Australia, 2007; Howard et al 2008). Furthermore, the commitment of the various stakeholders to institutional accountability, financial sustainability and capacity building education conveys to the students the stakeholders' commitment to Catalyst-Clemente.

A key role in support of the program and the students is that of the agency coordinator at each site. The community agencies, through the role of the agency coordinator, recruit students and provide overall coordination of the program on the community site, psychosocial support and, in some instances, case management services to the students. The community partners act as conduits between the students and the university, receiving, vetting and forwarding email communication. They also provide considerable practical support through computer and writing workshops, as well as photocopying the academic material required for the units.

The community partners also recruit, train and support the Learning Partners who work with the students. These volunteers, with experience in and links to the business and corporate sectors, support the shared learning sessions. They are called Learning Partners to reflect the fact that both the students and the volunteers learn from their experiences of interacting with one another. The Learning Partners' role is to assist the students in undertaking and completing their tasks, assignments and other coursework, especially with regard to computing and written language skills.

The University provides the accredited course, the lecturer and course materials. Academics from universities share their expertise in an academic discipline using an interactive small group approach to develop in students an understanding of some aspect of humanities study. They are responsible for student assessment, providing the course materials for copying to the community agency, and teaching the unit.

There are no costs to students and upon completion of four subjects they receive a non-award university Certificate approved by the institution's Academic Board.

Catalyst-Clemente, while in keeping with the spirit of Shorris's conception, builds on it in a distinctive way in the Australian context. Howard and Butcher (2012) have outlined these major differences. First, Catalyst-Clemente students are formally assessed. Grading and assessment is considered to be an important feature of promoting and maintaining the credibility of Catalyst-Clemente as an academically approved course rather than a welfare intervention, for example. Second, the humanities units on offer are not as prescriptive as those originally proposed by Shorris. Rather, they have varied from site to site depending upon student interest and teaching staff availability. Third, there are no maximum age restrictions on who can participate, with the minimum commencement age being 18 years. Fourth, Catalyst-Clemente has seen the introduction of learning partners who are community volunteers and who assist students in their re-engagement with others and their academic learning.

In Australia, Catalyst-Clemente, which began with 10 students at one site in 2003, has by 2012 involved more than 500 students aged 18-70 across nine sites. Of these 500, 86 have graduated and continued with further educational choices.

Table 2. Growth statistics by site for the period 2003 to 2012

	Site								
	Ballarat (2008-)	Brisbane (2007-)	Campbelltown (2007-)	Canberra (2007-)	Melbourne (2008-)	Newcastle (2009-10)	Surry Hills (2003-)	Perth (2008)	Adelaide (2010)
Student									
Enrolments	74	72	125	107	113	41	320	64	31
Completions	9	10	15	5	9	5	22	6	5

Note: Cell entries are numbers of students. Years for sites are those in which the program operated.

Assessing the impact of community embedded socially supported university education

Research has provided an understanding of the culture, practices and characteristics particular to community based education (McCue, 2007; Tett, 1999; Tett, et al, 2001; Thomas, 2007). This research rarely includes the social support from community agencies found in community embedded socially supported education. Furthermore, impact studies are needed with respect to disadvantaged people's pathways to social inclusion.

There is a developing body of research that seeks to appreciate, understand and measure the impact of Catalyst-Clemente (Mission Australia 2007; Stevenson, Yashin-Shaw & Howard 2007; Howard et al, 2008). Preliminary research on re-engaging homeless people in inner city Sydney through Catalyst-Clemente noted increased student self-esteem and autonomy (Yashin-Shaw, Howard & Butcher, 2005) and their development of "attributes needed in working life" (Stevenson, Yashin-Shaw, & Howard, 2007). In 2006 further research was conducted to explore students' hopes, experiences, aspirations and outcomes after accessing community embedded, socially supported university education. Core findings that emerged from analysis of the qualitative data (Mission Australia, 2007) were:

- self: increases in self-esteem, confidence and personal development;
- social interaction: the desire for increased social participation;
- relationships with others: improved relationships with family and friends;
- learning: overcoming what had often been an alien experience of education;
- community participation: novel experiences such as going to the theatre; and
- the future: students seeing new possibilities and taking positive steps for their futures.

These findings have identified areas of impact of community embedded socially supported university education upon students' pathways to social inclusion. These findings provide the foundations for further research into:

- the longer term impacts of community embedded socially supported university education on the social inclusion of disadvantaged participants; and
- the economic analysis of community embedded socially supported university education as a pathway to social inclusion.

Methodology of the research project,
Social inclusion through community embedded, socially supported university education

Research design

To meet the research objectives and answer the research questions a robust research design was developed which built on existing evidence and understandings. At the core of this design was the endeavour to measure and understand the changes that individuals participating in Catalyst-Clemente were able to make, and in particular the ways in which students were able to support their own social inclusion. Consequently, the 3-year study had a mixed-methods research design comprising both longitudinal and cross-sectional data as well as quantitative and qualitative data. Quantitative data were collected to provide comparable demographic data on students across three quite diverse sites, and to assess their health and wellbeing and quality of life. Qualitative data provided in-depth analysis of the personal, emotional, social and learning experiences of a small number of students as they progressed through the program. The mixed methods research design combined the advantages of quantitative and qualitative approaches, providing insights into different levels of analysis and allowing triangulation of data (Cresswell, 2003; Higginbotham, Albrecht & Connor, 2001).

Sites

Over an eighteen month period (2009-2010) data were gathered across three Australian Catalyst-Clemente sites: Sydney, Campbelltown and Perth. Initially a fourth site in Brisbane had been included in the study, but this had to be omitted due to budgetary constraints following a reduced ARC grant. These three distinct sites, across two Australian states, provide a diverse range of student profiles and types of disadvantage and of differing social and geographical contexts across which findings could be studied. Detailed data related to the life experiences and learning and social support processes that students encountered as they entered, progressed, completed, exited and transited their educational pathways were collected and analysed. Since 2003, these sites have developed with ongoing collaboration and planning between the community agencies and universities. The sites are outlined below (Table 3).

Table 3. Sites, Partners and Student Description

Site	Partners	Students
Surry Hills, Sydney	MA & ACU began 2005	Mental health, drug/alcohol, housing instability issues. Age range 23-70 yrs.
Campbelltown, NSW	St V d P & ACU began 2007	Region has significant numbers of low SES families, lone parents and isolated young people. Age range 25-40 yrs.
Maddington, Perth	MA & Edith Cowan Uni	Low SES, housing instability issues, long term unemployment, mental health issues. Includes young mothers and older women.

Data collection

Data collection took place across an 18-month period, from July 2009 until December 2010 and included: a **survey** of all students willing to participate across the three sites at multiple points in time; **in-depth interviews** with a sub-sample of students at multiple points in time; **interviews** with the site co-ordinators; **focus group interviews** with students at the Sydney and Perth sites; and an **economic analysis** of Catalyst-Clemente based on service use data compiled through the survey.

Methods

A **Baseline Survey** was developed to collect comprehensive student data and was conducted first in Semester 2 2009 and completed by both students beginning the program and those continuing the program.

The survey was conducted at the three sites. Data collected included demographic information as well as data for four domains: health and wellbeing; social supports; program engagement and participation; and social inclusion. This survey data was used to construct a profile of the participants. The Baseline Survey gathered data from students as to their

current experiences of the program as well as asking retrospective questions about their educational background and their experiences of homelessness and states of precarious living over time. The Baseline Survey was conducted approximately three weeks into a semester.

A subsequent survey was to be administered at the end of a semester, being completed in full by all students whether continuing, completing or discontinuing their studies at this time. This survey was identified as an Interim Survey. Students who were continuing with the program would complete the Concluding Survey at the end of two semesters.

In the proposed research project, it was planned that a total population of 120 to 140 students would be involved in the survey over the course of the study. This survey included, for longitudinal data, a minimum of 40 and maximum of 60 students who would be followed across four semesters at the four sites (with a minimum number of ten per site). Up to thirty would be in the second half of their program with retrospective views, and up to thirty students would be in the first half of their course with aspirational data.

In practice, a total of 59 students completed the Baseline Survey. The reasons for this variance had to do with project budgetary allocation constraints that resulted in the reduction of study sites from four to three, and the reduction of the duration of the study from four semesters to three and the decision to recruit into the sample at one point in time and not on a rolling basis at the beginning of each semester.

While 59 students completed the Baseline Survey, 34 students completed at least two of the surveys (over the course of one semester) and 18 completed at least three surveys (over two semesters). In 2011 initial findings on the impact of Catalyst-Clemente were understood through the prism of this group of 34, which effectively provided outcomes over the period of one semester (http://www.acu.edu.au/__data/assets/pdf_file/0003/373773/Multiple_disadvantage.pdf). For this ARC report the group of 18 who completed three surveys (Baseline, Interim, Concluding) over two semesters becomes the key focus. At times in the report, this group of 18 is referred to as the 'matched sample group' as their Baseline Survey results are matched with their results after two semesters of study, obtained through their completion of the Concluding Survey.

Cross-sectional and longitudinal data from the surveys were analysed to examine impacts of the program and factors contributing to these impacts. The study detailed the economic, social and wellbeing position of the student population accessing community embedded socially supported university education and undertook cohort comparisons with relevant Australian and international population groups. The analysis then mapped changes in the economic, social and wellbeing position of the student population over time using the longitudinal data and examined the extent to which participation had produced significant changes in outcomes.

An **economic analysis** provided indicative results on the extent to which this type of university education improves the outcomes of participants relative to the net cost of delivering the program. Estimates of outcomes were derived from completed survey data. An indicatory net cost of the program was given by the gross cost net of any savings achieved elsewhere as a result of the outcomes obtained by participants. Savings, or cost offsets, occur if the program reduces community costs. On the basis of cross-sectional and longitudinal survey data and unit cost information, the study compared the health, justice and other community 'costs' of the students prior to student completion of the Baseline Survey with similar 'costs' of the population at large to obtain estimates of the potential savings associated with this type of education. After two semesters an assessment was made of the extent to which participants' costs had fallen (if at all). Studies of this type are complex, but there is a growing body of research which is attempting such analysis (Aos, Phipps, Barnoski, & Lieb, 2001; Access Economics, 2004; Flatau et al., 2008; Pinkney & Ewing, 2006).

Semi-structured **in-depth interviews** were undertaken with twelve students of the total of fifty nine who comprised the baseline group (**S** – four students from each of the three sites), and with program co-ordinators (**PC** – at the three sites). Interviews were conducted across the 18-month data collection phase of the study: July 2009; November 2009; June 2010; November 2010. Five students took part in three interviews over this period, and the majority completed at least two interviews.

The interviews focused on 5-6 key topics related to the project's research questions with the use of open-ended, follow-up and structured questions (see Appendix A). Student interviews gathered data on the individuals' life journeys across the study, exploring and providing insights into the students' perspectives on their home, school and employment experiences, social interaction, health and wellbeing and the impact of these factors on their studies. As the students progressed in their studies, the interviews explored how their education was influencing aspects of their lives. Interviews were 'guided conversations' which, while having specific topics, were fluid, allowing backtracking, reflexivity, and

diversions (Minichiello, Aroni, Timewell & Alexander, 1992; Yin, 2003). These interviews constituted case studies to illuminate both the circumstances leading to students' disadvantage and the role that community embedded socially supported university education was playing in their lives. The method focuses on the impact of contextual conditions and allows for multiple variables of interest (Yin, 2003). The life journey of individual students was developed with some key characteristics in mind: the need for data to be significant rather than trivial; to be 'complete', in terms of the story they tell of each individual; to display sufficient and relevant information; and, importantly, to be engaging for the reader (Yin, 2003).

In-depth interviews were conducted with program coordinators (PC) at each site. The purpose was to explore coordinators' perceptions of their student cohort and the challenges facing them in their studies, and issues particular to the site and geographic location.

Focus group interviews were conducted in Semester 2 2011 with both a Sydney-based and Perth-based current student group. This work focused on the development of profiles of each student cohort and explored the extent to which group dynamics, interpersonal relationships and other contextual issues contributed to student success.

All sets of interviews were recorded and transcribed. Analysis of the focus group and program coordinator interview data comprised coding transcripts using themes derived from the research questions. Preliminary research indicated that these might include themes about the self, social interaction, relationships with others, learning, community participation, and the future (Mission Australia, 2007).

Table 4. Research plan

Jan – June '09	July – Dec '09	Jan – June '10	July – Dec '10	Jan – Dec '11
Development phase	Data collection and analysis phase			Data interpretation and report writing phase
Updating literature search				Data Analysis
Ethics approval	July: **Survey conducted**	Feb: **Survey conducted**	July: **Survey conducted**	National Workshops
Instrument development and trialling	**Student interviews**			Publication
Development of the interview schedule				Report writing
Establishing research protocols	Nov: **Survey conducted**	June: **Survey conducted**	Nov: **Survey conducted**	
Training of researchers in appropriate research protocols	**Student interviews** **Preliminary data analysis**	**Student interviews** **Data analysis**	**Student interviews** **Agency coordinator interviews**	
Site management			**Focus groups** **Data Analysis**	

Rich data were gained through this overall approach to the research, though inevitably in a program like Catalyst-Clemente one of the challenges is that the sample is small. The length of time over which the research attempts to capture change is also limited and so it is not possible to take a long view regarding the outcomes of the program in the individual participants' lives. Thus it is not possible to capture changes in financial security, employment and longer-term educational outcomes for the group.

Contextual description of each of the 3 sites involved in the research study

Maddington, Perth, Western Australia: Wattle House

Maddington is a mixed-use suburb 20 kilometres south of Perth's CBD, within the City of Gosnells local government area. It is classified as a regional centre and contains major residential, retail and industrial sections as well as some semi-rural areas with vineyards and orchards. The suburb has a population of 9,136 but draws upon the wider local government area of Gosnells, with a population of 104,000. The area is rated 1003.5 on the ABS Index of Relative Socio-Economic Disadvantage with more people on lower incomes, unemployed and experiencing diverse forms of social disadvantage than other Australians.

The Catalyst-Clemente program is located at Wattle House, a hub of co-located Mission Australia integrated support programs assisting the region's population to address their complex needs. Services include emergency relief for those facing homelessness, and support workers for those exiting from supported accommodation and for those with substance use problems.

The Catalyst-Clemente program was established in 2008 by the School of Communication and Arts, Edith Cowan University, with one unit taught each semester by selected ECU staff. The students come from diverse backgrounds, including Maori and Indigenous. All of the students have faced personal challenges, including long-standing physical and mental health issues, substance misuse, traumatic childhoods, chronic socioeconomic disadvantage, insecure housing, unemployment and poor experiences of schooling.

Wattle House provides a warm, bustling centre of activity and students and their children are made welcome at all community events held at the centre. Celebrations for graduating students are held each semester at Wattle House and attract both past and present students with their families and friends. The centre is well equipped for learning, with television, audio-visual equipment and computers. Students have easy access to tea – and coffee-making and are encouraged to make themselves comfortable at the centre.

Surry Hills, Sydney, New South Wales: The Mission Australia Centre (MAC)

Surry Hills is an inner city suburb of Sydney, located within a few kilometres of the CBD. The suburb has 15,000 residents, just under a tenth of the population of the Sydney Local Government Area (ABS 2006). After a period of gentrification, it is now a prosperous area known for its trendy shops, cafes and restaurants. The area attracts young professionals, with residents who are on average younger and better educated than in metropolitan Sydney as a whole. Median incomes are higher than the metropolitan Sydney average, and housing is also relatively expensive. The unemployment rate is slightly lower than the Sydney average, at 4.9% (ABS 2006).

These figures, however, mask the disadvantage experienced by many local residents. The area has a large amount of public and community housing, accommodating eleven percent of the local population at the time of the 2006 Census (ABS 2006). The LGA has a large homeless population, and 25 Specialist Homelessness Services are located in the area (Housing NSW 2010).

Catalyst-Clemente has been in operation at the Mission Australia Centre (MAC) in Surry Hills since 2005. Around that time, the MAC was renovated and remodelled to provide a number of services and programs aimed at breaking the cycle of homelessness. The MAC now provides housing in the form of intensive supported accommodation for homeless men and a small number of longer-term affordable units. The Cooinda Centre, located on the ground floor of the MAC, provides a hub for a range of programs and services, including specialist health services, living skills classes, art and music classes, and recreational programs. These programs operate on a 'drop-in' basis and are available to members of the local community as well as to MAC residents. A full-time Co-ordinator oversees these activities, with Catalyst-Clemente a substantial focus of this role.

The Catalyst-Clemente student group comprises members of the local community as well as a number of MAC residents and ex-residents. A large number of students have had a history of homelessness, and some continue to face housing

difficulties. Because of the hub nature of the centre, many students initially attend the Cooinda Centre for other activities and are then introduced to Catalyst-Clemente by other students or the Centre Coordinator.

Students are encouraged to use the range of resources available at the MAC to help them through their studies. In particular, several computers are available for research and assignments, and computing classes are on offer for those who struggle with computer skills. The central room of the Centre has a casual feel, with a large area for couches and tea and coffee available. Students often meet before and after class in this area to discuss life and learning, and this area is also host to the Learning Partner sessions. Most Learning Partners are professionals working in the nearby CBD.

Further information about the Mission Australia Centre can be found at:
http://www.missionaustralia.com.au/downloads/social-policy-reports/documents/file/204-an-icon-for-exit-the-mission-australia-centre-2005-2008

Campbelltown, New South Wales: The Nagle Centre

Campbelltown is a regional centre comprising 23 suburbs within the Macarthur region in the south western area of Sydney. It is about 1.5 hours' drive from Sydney's central business district. The city's population has increased significantly during the last 20 years as people seek more affordable housing. The city has a census population of 146,000 (ABS, 2006) and is currently estimated to have 155,000. It is described as being predominantly working class with a number of specific low socio-economic suburbs and a significant number of assisted housing areas. The city has a rating within the Australian Index of Relative Socio-Economic Disadvantage of 954.5. In 2006 (ABS) 7.6% of the workforce was unemployed compared to the Sydney percentage of 5.3%.

The area includes the headquarters of the University of Western Sydney, and the community's education expectations and aspirations are rising.

Catalyst-Clemente is held at The Nagle Centre operated by the St Vincent de Paul Society and Presentation Sisters. This centre offers crisis support in delivering a number of social services such as counselling, small loan support, and disadvantaged youth services, and includes a kitchen serving breakfast and lunch. The Catalyst-Clemente program was begun in Semester 1, 2007 with one unit being taught each semester.

Catalyst-Clemente co-ordination was originally undertaken by the Manager of the Centre before he mentored one of the Clemente students into a part-time paid co-ordination role. The student became responsible for marketing and recruitment of students, organising the lecture and Learning Partner sessions, and providing the necessary links between the students and the Centre services.

The students describe themselves as socially isolated, with limited access to services and facilities that are more available in Sydney. There are people amongst the student group who have experienced long term drug and alcohol use, suffered mental health issues, have relatively poor and limited housing, and have encountered numerous incidents of difficulty and disadvantage from an early age in their lives. A number of students with a refugee background have begun the program but often discontinue when they find employment or move to other housing.

The learning environment is warm and welcoming. The Centre provides all the necessary teaching resources, including a television and data projector, and has seating for up to 20 people. The Centre is challenged in purchasing the best technology for IT and computers, and this difficulty has been an ongoing budgetary concern.

CASE STUDY 2:
Jess

Jess is a young, single Aboriginal woman with five children under 12. Her only employment in the past has been unpaid home duties and child care. Jess left school at Year 10, mainly because she didn't like it. She has diabetes and asthma and describes herself as overweight. Despite sometimes feeling isolated from society because of poverty, she has strong family support. In the past she said she's had difficulty learning and having the confidence to change her life. She first heard about Catalyst-Clemente from a friend and initially this was the only reason she had for commencing her studies.

Jess describes her financial position as "getting by – just". In the past she has spent almost four years living with relatives because she had nowhere else to go, and she's struggled to find the rent on some occasions. While this situation has not changed much since she started studying, she is more optimistic about her employment prospects. At her first interview she talked about being too old to pursue her dream of becoming a lawyer, but after studying she now wants to be an Aboriginal worker in a school:

> *…Helping kids…so they don't get to my age and regret their life and regret what they can't do; because you can always do it, no matter how late in life it is.*

When first interviewed she said her family (mum, brothers and kids) were her only social contacts before starting Catalyst-Clemente. But now she says

> *I've got friends now and I've got a better network of people that I can go and have a cup of tea and just vent to, I guess. I look forward to coming here every Monday and Wednesday. Just sitting down and having lunch and having our little talks…I love it and everybody gets involved.*

For Jess, it's not so much the content of Catalyst-Clemente that's been important. For her the most satisfying thing has been doing better than she expected, and she has now completed four units.

She also looks forward to coming to class each week because of

> *The atmosphere and meeting with everybody every week and it's just really nice to get out of the house and do something for me and having the friends I've made here.*

When asked about the challenges posed by study, Jess said that not having a computer meant extra work as she had to handwrite assignments before coming into the centre to type them. However, she praised the innovation of "Your Tutor" at ECU because they help with

> *Everything. It's like, I think it's like people from university; they proofread your stuff and if you say 'I'm stuck, what can I do'? They give you some tips on, like websites and stuff like that; it's really, really good.*

Jess says her writing, time management and critical thinking skills have all improved over the past year. She's also found the learning partners helpful in taking time out to help give her ways of getting around problems and looking at them from a different point of view. The study setting and small class size were important to her:

It's really homely and friendly. Like we're not thrown into a classroom with …one hundred other people that we're gonna be…like scared, I guess.

Jess couldn't praise the Catalyst-Clemente program support enough, particularly the coordinator:

X [coordinator] is excellent. If we have any problems, X is more than willing to help us solve them and get us to where we need to be…if it wasn't for him I wouldn't be here…

Jess talked about some big changes in her life and that of her family since starting with Catalyst-Clemente. She says the program has broadened her outlook on life and she now looks at challenges differently:

I'm more involved in stuff. Learning how to communicate with people better. Learning not to shut down and be quiet; that my opinion is valid. I'm more outgoing now, I think.

Jess's education has impacted upon her whole family:

…my kids' father is proud of me for what I'm doing. My mum is. Before I used to just stay at home all the time and now I'm actually out there and doing something and I'm enjoying it and just my outlook on life is different and I'm more happy within myself.

Her children have started copying her good study habits:

They love it and then we sit down and I do my homework and they do their homework so we're doing it together…we're doing it more as a family which they enjoy a lot more.

Importantly, Jess is now proud of herself. Since starting the course she says she's much less anxious and has lost 15 kilos. She used to doubt her ability to change her life; now she believes she can accomplish a lot:

I don't have a can't do attitude no more; I have 'I can do it'…Before I used to think, I can't go to school, I'm too old even though I'm only 26. I can't do this because I have kids. But coming here has shown me that even though I have kids I can still do a lot of things.

Research Results

In this section the results of the research are reported in four sections drawing on both the quantitative and qualitative data. In all cases the research team is presenting and reporting using information provided primarily by the students but also including the interviews with the agency coordinators. The four sections are:

- the profile of the students (to provide a detailed position of students on entry to the research project on various measures of social inclusion)

- the immediate, short-term and longer term impacts of Catalyst-Clemente (to indicate the changes that students are able to make as a result of Catalyst-Clemente and to help appreciate journeys towards social inclusion)

- the people, factors and processes at work (to examine the supports students find useful as they prepare to undertake, begin and continue Catalyst-Clemente)

- an economic analysis of running the program (to understand the costs of running the program relative to those of other educational settings and against the indicative savings made over two semesters, as well as examining the potential cost offsets that the program may deliver as a result of increased social inclusion over the year)

Catalyst – Clemente student profile[1]

Students who are studying through the Catalyst-Clemente program have overcome significant hurdles throughout their lives. Some have experienced traumatic childhoods, interrupted and unhappy schooling, unemployment and financial hardship, and ongoing physical and mental health problems, including long periods of serious drug and alcohol use. These shared painful experiences can help to provide bonds between the students:
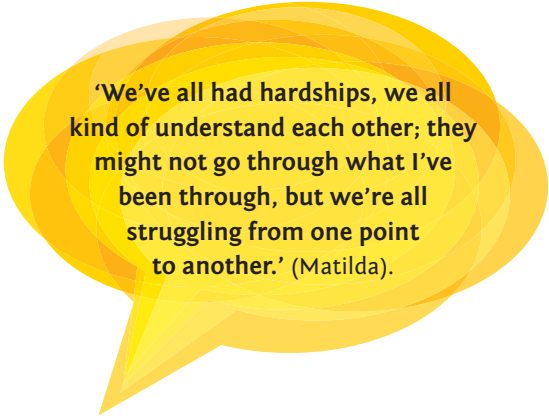
A detailed profile helps to provide a picture of the complexity of the lives of this cohort of people. Across 2009-2010, a Baseline Survey of 59 participants in the Catalyst-Clemente program was carried out to understand their current position and recent past. The survey data presented is complemented by the first person testimony of students gathered through interviews.

'We've all had hardships, we all kind of understand each other; they might not go through what I've been through, but we're all struggling from one point to another.' (Matilda).

Demographics

The baseline group of 59 consists of about equal numbers of men and women with an average age of 42 years. More than half of the participants are single, and this group, combined with those who are separated or divorced, makes up 76 percent; the others are married, or in a relationship. Sixty-three percent were born in Australia; 21 percent speak a language other than English at home; 7 percent are of Aboriginal or Torres Strait Islander descent; about two thirds have children, 14 percent of the participants are caring for children aged four years or under, and 22 percent have dependants between the ages of five and twelve.

Backgrounds

The key element in the lives of students was that "*There was no significant others anywhere*" (Julie, first interview).

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[1] Student pseudonyms are used at all times.

Homelessness history

A majority of the respondents had experienced homelessness and states of precarious living. At one time or another, 79 percent of the 59 students in the baseline sample had experienced homelessness and states of precarious living. Of these, 44 students, or 74 percent, had lived in crisis or emergency accommodation, 77 percent had lived with relatives, friends or acquaintances because they had nowhere to live, and 44 percent had lived on the streets, camped in parks, toilets, or charity bins or had lived in squats or cars. As well, 44 percent had lived in boarding or rooming houses or hostels.

'A garbage bag existence where it's – yeah – you're just stuffing things up and just having to go.'
(Julie).

Table 5. Homelessness History

		Percent	Average duration
Prior homelessness	Ever experienced homelessness	79	–
Of these…	Ever slept rough	44	2.7 years
	Ever spent time in crisis accommodation	74	0.5 years
	Ever lived with relatives/friends as no other accommodation available	77	2.3 years
	Ever lived in boarding/rooming houses	44	4.0 years

Educational attainment

All of the respondents have attended primary or secondary school. Of these, 37 percent have completed Year 12 or equivalent; 58 percent have completed between Year 9 and Year 11 or equivalent; 5 percent have only completed Year 8 or below. Some of the reasons those who left school before Year 12 were: living circumstances prevented them doing so, they didn't like school, they were not doing very well at school, and they were not given the opportunity to complete Year 12. Since leaving school, 3 percent had attained a post-graduate or graduate degree, 5 percent a Bachelor degree, and some had obtained a vocational qualification. For some participants, attempts at study have been disrupted due to health issues, having to care for children and courses being too intensive, among other reasons.

Bad memories, my school years. School's, yeah, not good (Neo).

There was too much turmoil going on outside for school…it was just chaos…we didn't have anyone there to look after us (Neo).

Health and wellbeing

A long-standing physical health condition, illness, disability or infirmity was experienced by 58 percent of the respondents. Forty-nine percent of students were restricted in their everyday activities. Many students experienced ongoing mental health issues, with 46 percent receiving support from a health practitioner and 30 percent taking medication for a mental health condition.
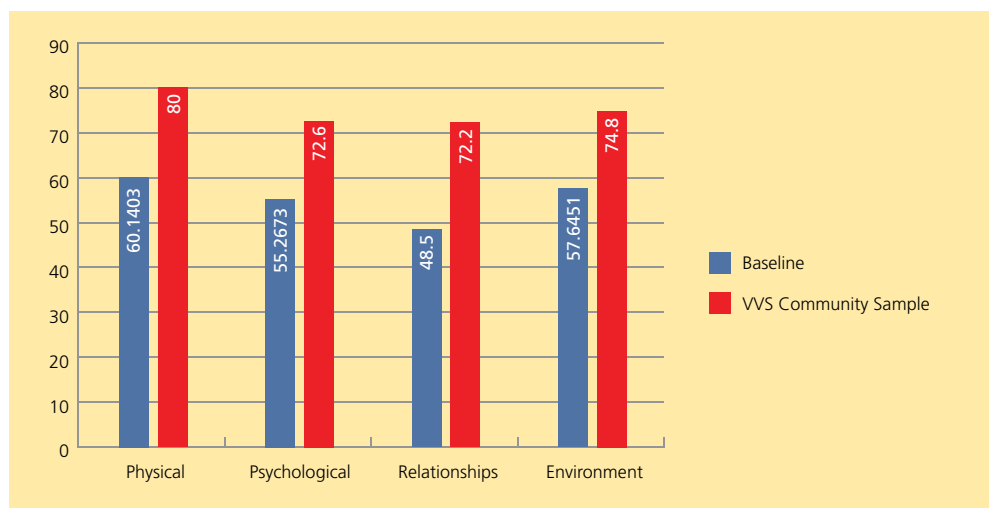
'…pretty severe anxiety disorder, social phobia, lots of things…'
(Neo)

'I suffer some pain every day…'
(Millie)

Table 6. Physical and mental health

	Percent
Has a chronic physical health condition	58
Restricted in everyday activities due to a chronic health condition	49
Currently receiving support from a health practitioner for a mental health condition	46
Frequently or always experience negative feeling (e.g. blue mood/despair/anxiety/depression)	31
Currently taking medication for a mental health condition	30

The experience of significant physical and mental health and wellbeing issues is supported by evidence from responses to the international World Health Organisation Quality Of Life instrument (WHOQOL-BREF), which reveals scores substantially lower than the Australian public in all areas, as shown in Figure 1. In other words, the Catalyst-Clemente student population considered as a whole has significantly worse health and wellbeing than the general Australian population. However, the evidence from responses to the international General Self Efficacy scale, which measures personal competence to deal with stressful situations, shows scores comparable to international norms for mainstream populations.

Figure 1. Mean Catalyst-Clemente student baseline scores on the World Health Organisation Quality of Life Bref instrument compared with mean scores for the 2000 Victorian Validation Study (VVS) community sample

Data from the 2000 Victorian Validation Study are reported in Murphy et al. (2000, p29)

Employment

At the time of the Baseline Survey, six percent of the participants were working full-time in a job that had lasted longer than two weeks, and though not currently employed in a full-time job, a further 42 percent had held a full-time job for a period of at least two weeks in the last two years. However, nearly a quarter of participants had not been engaged in such a job for over 5 years and 7 percent had never held a full-time job for a period of two weeks. The majority of respondents had not been looking for a job, with 61 percent saying they did not look for work in a full- or part-time job in the week prior to the survey.

Financial situation

Participants subsisted mainly on government pensions and benefits (87 percent). Others made their income primarily through working or from other sources. The survey asked the respondents about their financial situation and ability to make ends meet. About a third said they had 'just enough money to get by', a quarter said they had 'enough to get by, but not get back on track', and a quarter did not have sufficient funds to get by.

Over the past year the inability to pay bills was a serious issue, with 52 percent not being able to keep up with utility payments, and 32 percent getting behind in the rent or mortgage. At least 36 percent could not afford their own place, and stayed with friends or relatives; 28 percent moved house because the rent or mortgage was too high; 14 percent lived on the streets because they could not afford their own place.

Strengthening the picture regarding the financial hardship faced by students was the prevalence of issues with wellbeing and quality of life owing to insufficient personal funds over the past year. Forty-eight percent had to ask a welfare agency for clothes, accommodation or money at one time or another over the last 12 months, and 38 percent had to go without food when hungry. Thirty-nine percent did not have access to dental care and 65 percent did not have savings of $500 for an emergency. Some participants (37 percent) raised funds to live by pawning or selling something or borrowing money.

Shortage of funds was also affecting connection with other people; two thirds could not go out with friends because they were unable to pay their way, one third of participants were unable to attend a wedding or funeral, and 35 percent were not able to go to an event because of lack of transport. Self-esteem and confidence issues may have also been experienced among the 45 percent who wore badly fitting or worn out clothes.

> *I've had some pretty low times financially…there were many times…through the years where I would have to go to charities to make sure there was food on the table and that was a very hard thing to do, but I did what I had to, to feed my children* (Millie).

Service use

The survey found that there was a very high usage of health and justice services among those surveyed.

Health: 95 percent of participants had contact with doctors, hospitals, and health workers in the last year. The 59 students reported a total of 849 GP visits, 368 medical specialist visits, 372 psychologist visits, 38 nurse or allied health consultations, and 22 other allied health consultations. A total of 1,200 days had been spent in a drug or alcohol rehabilitation centre in the last year, though this total was accumulated by just six participants. A number of participants had experienced multiple health challenges:
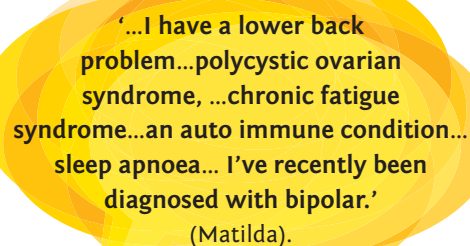
Justice: 50 percent had contact with the police, justice system or courts in the last 12 months. They had a total of: 37 visits that they had made to or received from justice or police officers, 31 incidents of being stopped on streets by police, 22 instances of being in court over an incident, four apprehensions, and 17 instances of being a victim of an assault or robbery which resulted in police investigation.

> '…I have a lower back problem…polycystic ovarian syndrome, …chronic fatigue syndrome…an auto immune condition… sleep apnoea… I've recently been diagnosed with bipolar.'
> (Matilda).

Social isolation

Many of the participants in the Catalyst-Clemente program have not felt connected to the rest of society over the last 12 months for various reasons:

- Lack of supportive friends and family was identified by many of the participants: 46 percent said that they lacked friends to provide support when needed, 52 percent said lack of supportive family members, 58 percent said family-related problems, and 21 percent said lack of access to children created non-inclusion

- Money: 66 percent of students felt isolated by a lack of money, and 55 percent felt isolated by a lack of paid work

- Transport: 50 percent did not have their own transport, and 30 percent faced difficulties travelling because of irregular or expensive public transport

- Poor health: lack of physical access due to disability isolated 23 percent of the respondents. A little over a third said physical health conditions, and 40 percent said mental health conditions prevented them from feeling a part of society

- Discrimination: 15 percent said racism, 10 percent sexual prejudice, and 9 percent discrimination because of disability created a sense of isolation

- Caring responsibilities: about a quarter had child care responsibilities which prevented them from getting out

> *…we were just fringe dwellers; we were on the fringe…misfits* (Jordon).

Sophie is a single mother in her 30s with three children under 11. She says she cruised through Year 12 doing the 'vegetable' (non tertiary entrance) subjects, mainly because she was mixing with the wrong crowd. She went straight into full-time work in retail which provided her with a secure income. This changed dramatically when she became sick during her first pregnancy and she now realises she was suffering from postnatal depression which worsened with the birth of her second child. Her relationship deteriorated and she experienced three hard years of domestic violence and what she describes as "a very dark path" of drug use. Sophie and her children experienced extended periods of emergency accommodation and relying on relatives because they had nowhere else to live. She has had a longstanding physical disability as well.

She first learned of Catalyst-Clemente from a poster but she says she had no real expectation of the program because:

> *I've learnt not to put expectations on new experiences so that I cannot be disappointed.*

She was looking to extend her learning, meet other people, and to prove she was capable of achieving something that would allow her to move on from where she was. While she has sometimes felt socially isolated due to her financial situation, she initially described herself as happy with her own company and that of her family. However, her time with Catalyst-Clemente has broadened her social contacts, despite the fact that her financial situation is still sometimes precarious. Sophie puts her larger social network down to her being more relaxed and better able to communicate with other people.

Sophie's experience as a Catalyst-Clemente student has been overwhelmingly positive, and the most satisfying aspect has been the feeling of achievement at the completion of each unit. She's now a Catalyst-Clemente graduate, having completed all four units. The biggest challenge she's faced with her study has been finding time to study:

> *...that's my biggest struggle, is just the time, because by the time my kids go to bed I'm too tired to sit there for another two hours and pump out work...*

The first unit – English literature – was the hardest for her, full of "big words". After that, the others seemed "relatively less daunting". While she still struggles with time management, she says her writing and critical thinking skills have improved. In large part she attributes these changes to the "amazing" learning partners, and the coordinator who's been a "huge, huge support". The community setting close to home has been crucial for Sophie's learning; it's "not so intimidating...not so daunting" as a conventional university lecture.

There have been quite a few changes in Sophie's life since she started Catalyst-Clemente, most coming from increased self confidence:

> *...it's boosted my self-confidence, probably to the point that I've never been so [confident] or felt confident enough in my life to do anything that I'm doing now.*

While the work has been very challenging:

> *...when enough people tell you, you can do it, you can do it.*

During her studies her then boyfriend objected to her doing gender studies, because it was "all about sexual things" but Sophie put him straight:

> *...because I was doing something I wanted to do and I knew that I needed to do it, I was able to say 'look, this just isn't working, so if you're not going to support me, see you later'.*

When asked how she feels looking back on how she managed that situation, she says "I think it was great!"

Another illustration of her greater confidence is her current technical and further education (TAFE) studies in community services, which is training her to work with young people and people with disabilities. She said that while she would have loved to go straight on to university studies after Catalyst-Clemente, it wasn't realistic until her youngest child starts school. It was important for her to successfully complete her TAFE studies and get a job.

As with other Catalyst-Clemente students, Sophie's kids really benefited from her new status as a university student. While they've always attended school:

> *...since I've started here, probably in the past 12 months, they've both actually been trying at school; like they say 'oh mum's studying, mum can do it', so...I think it's a subconscious thing with them; I don't think they're aware of what's actually happened.*

Sophie believes passionately that Catalyst-Clemente deserves ongoing funding, so that others can change their lives as she has:

> *...if...more people invested in good things where it actually helps and changes people's lives for the better, then even though they're paying for it...if they could see the effect, then surely that would make them feel good. You know like if I do something good for someone, that makes me feel good as well as them feel good. So if...the big industries or companies...could see the effect, I'm sure they would probably be more willing to sponsor.*

People making change –
"it gave me a sense of achievement" (Sam)

The preceding section on student profile clearly demonstrates that people participating in Catalyst-Clemente come from a variety of backgrounds and often face serious and multiple disadvantage. From the literature it is evident that while there are no 'quick fix' solutions, education can be simultaneously an end in itself and also the driver of other changes an individual may wish to make. Catalyst-Clemente, as an example of community embedded, socially supported university education, seeks to provide a new context in which people can develop a resource base for themselves and others. In design, Catalyst-Clemente is about providing the resources and opportunity so that a person can move from a place where they believe 'someone like me would never expect to be' and where 'honestly in your head [you] can't believe that it's possible' to believing that it is possible.

At baseline, people reported a range of reasons for undertaking study with Catalyst-Clemente, as shown in Table 7.

Student motivations for Catalyst-Clemente

Table 7. Reasons for undertaking study with Catalyst-Clemente (baseline)

Reason	Category	%
For knowledge	Personal	73
To prove to myself I can achieve	Personal	63
For learning interest	Personal	61
For personal satisfaction	Personal	61
To move on from where I am	Personal	61
To prepare for another course of study	Study-related	53
To undertake recognised academic study	Study-related	49
To engage with other people	Personal	47
I wanted additional skills	Personal	46
To move into employment	Employment-related	39
To get a better job	Employment-related	36
To make new friends	Personal	31
Other	Other	27

n=59; multiple answers possible

Most people indicated personal change reasons for entering Catalyst-Clemente rather than study or employment-related reasons. The most common reason given was 'for knowledge', followed by 'to prove to myself that I can achieve' followed by for 'learning interest/ personal satisfaction/ to move on from where I am.' For others, given their past, there may have been a reluctance to have any expectations at all.

Students' emphasis on life choices rather than career choices suggests that the accepted measures of success such as completion, employment or further education are insufficient and inadequate – are indeed too simple – to measure the expectations that people set for themselves on entering Catalyst-Clemente. Students' expectations about Catalyst-Clemente are related to personal change. Students will access and participate in Catalyst-Clemente in ways that suit them and their personal needs. Using the variety of resources offered through Catalyst-Clemente, students begin to re-engage, utilising such resources in individual ways.

...for some of our students, yes they've certainly completed the four units of study, some have tried to do it as quickly as they possibly could over the two years and that's great that we can do that here. Others we've seen for one semester and then we haven't seen them again for two semesters and they've come back and obviously our clients are transitional in nature and so we can't predict exactly how stable they'll be at any time or how quickly they'll finish the program but I know that, I guess if we're flexible enough to allow for that variation... certainly students have sat in say six or seven weeks and realised it's too much for them, come back the next semester and are in a place where they can actually finish and indeed many of our residents at this point, in crisis mode are dealing with you know drug and alcohol, mental health etc. so for them to sustain those 12 weeks at this level of higher education can be challenging ...(Agency Co-ordinator).

An individual's journey with Catalyst-Clemente is very personal and complex, dependent upon their individual purposes. Thus, the research team recognises the importance of recording the movement and change experienced by individual students. First-person testimony gathered through the interviews was crucial to this process, as was the use of a variety of instruments including Kessler10, WHOQOL-BREF and GSE to help measure various aspects of social inclusion.

Evidence for change

One of the important questions that the research was designed to address was the immediate, short-term and longer term social inclusion outcomes from participation in Catalyst-Clemente.

Data from the surveys can be used to explore the changes the students have made over the duration of the research. In 2011, the research team published a summary report (http://www.acu.edu.au/__data/assets/pdf_file/0003/373773/Multiple_disadvantage.pdf) on the immediate changes and those achieved over one semester (Baseline Survey plus an interim survey) that students reported as a result of their participation in this example of community embedded socially supported education. Notable changes were reported in four areas: personal learning, personal aspects of life, social connectedness and quality of life. This evidence built on previous findings on the impact of Catalyst-Clemente. (Yashin-Shaw, 2005; Howard, 2008)

As reported earlier, 59 students completed the Baseline Survey. The data used in the following analysis is based on identifying a subgroup of 18 students who completed the Baseline Survey, an Interim Survey and a Concluding Survey, thus allowing for an examination of the changes that they made over two semesters (effectively the period of one year). In summary, this section is only concerned with the evidence in respect of the 18 matched sample group and examines what the matched sample group reported at the time of the Baseline Survey and at the end of their second semester (Concluding Survey) to demonstrate the changes that had occurred over the duration of two semesters. This sample provides indicative findings.

The changes students make are considered in following areas:

- Aspects of life

- Personal learning skills

- Health and wellbeing

- Self-efficacy and self-confidence

- Community connectedness

- Material circumstances

Aspects of Life

Many of the group of eighteen students reported positive changes in many aspects of life. Students were asked about how they felt about different aspects of life at baseline and then after two semesters (at the end of the research). The difference between the Baseline Survey response and that of the Concluding Survey shows, in some cases, considerable change across five areas. After two semesters, participants in Catalyst-Clemente indicated a more positive outlook on most aspects of life – with the important exception of a small decline in satisfaction with their life:

- 35 percent believed they were better able to cope with serious problems at the time of the Baseline Survey (compared to when they had begun the Catalyst-Clemente unit), a figure that increased to 53 percent of students at the end of the research
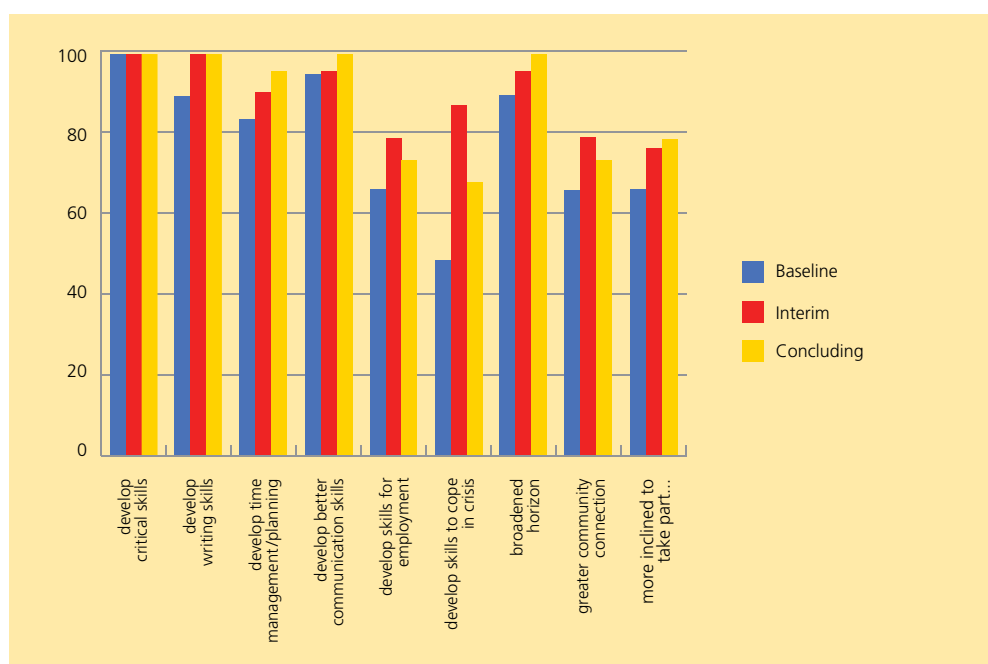
- 53 percent felt more part of the local community, increasing to 56 percent by the end of the research

- Six percent believed their financial situation was better after starting the program, and this figure increased nearly fourfold to 22 percent at the end of the research

- 29 percent believed their health was better after starting the program, increasing to 67 percent at the end of the research, and

- While 59 percent were better satisfied with their life at the time of the Baseline Survey, the figure has decreased slightly to 55 percent at the end of the research[2]

Personal Learning Skills

At the core of the changes that students make are personal learning skills. Many of the students believed they had gained a wide range of skills through Catalyst-Clemente and that their "view of the world" had changed.

The following figure (see Figure 1 below) records students' responses to questions about aspects of their learning through Catalyst-Clemente. It shows the percentage of students who responded that they "agree" or "strongly agree' on each of the three surveys (Baseline Survey, Interim and Concluding Surveys) undertaken across the period of the research.

Figure 2. Student responses on the Baseline, Interim and Concluding Surveys about their learning from Catalyst-Clemente

In the Concluding Survey over 90 percent of the students agree that during their involvement with Catalyst-Clemente they had developed critical thinking skills, writing skills, time management/planning skills and communication skills, and that the course had broadened their horizons.

Students were less convinced about having developed skills for employment, to cope in a crisis, and about having a greater connection with the community and a willingness to take part in community activities, though after two semesters of study over 60 percent indicated that they have developed skills in these areas. Not surprisingly, given the life challenges students have faced, one of the areas in which they are least convinced about developing skills is that of coping with a crisis. However, even though they are less convinced, this remains one of the areas of development, with students demonstrating change across the research period from 47 percent to 66 percent who agreed that they had developed skills to cope in crisis.
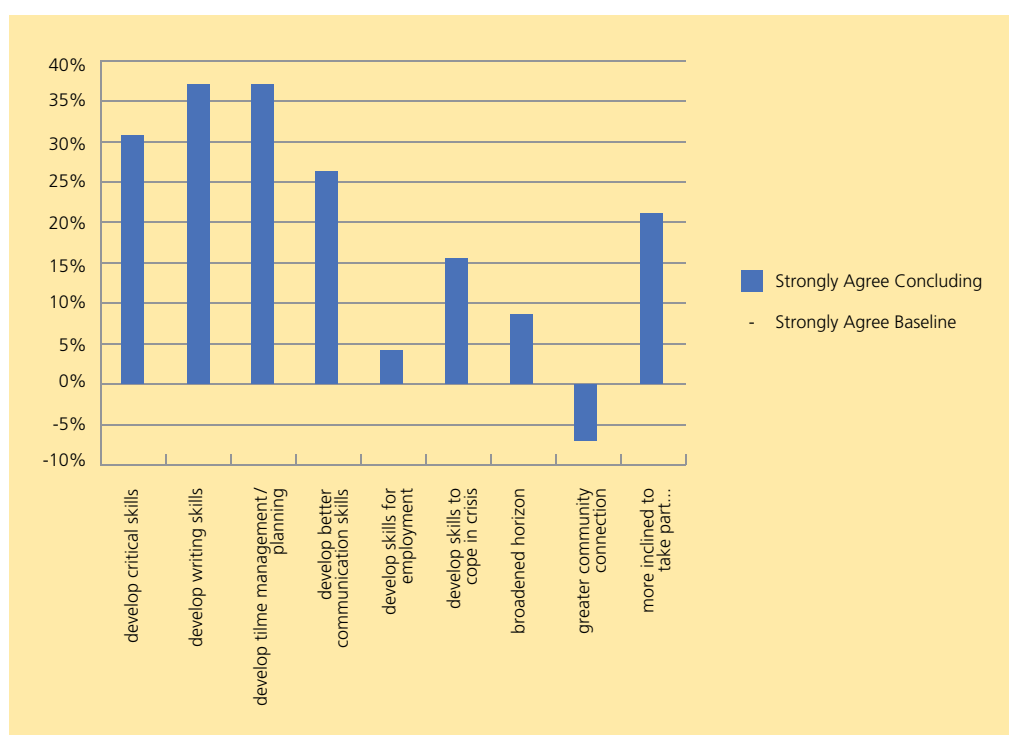
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[2] All percentages used in this section refer to participants who completed the question

Sam summarised the experience:

> *Well this is a place you can come and get help. This is a place you can come and feel better about yourself. This is a place you can come and engage your mind and learn something that you might not have known. I certainly learnt things that I didn't know. For instance I'd never, ever read the Bible. I had no knowledge of religion until I did my Philosophy course and it led me to learn about other religions in the world and the basis upon which they are founded and it broadened my outlook. So now I feel more able to make my own decisions with some depth albeit minimum, but some depth of understanding.* (Sam)
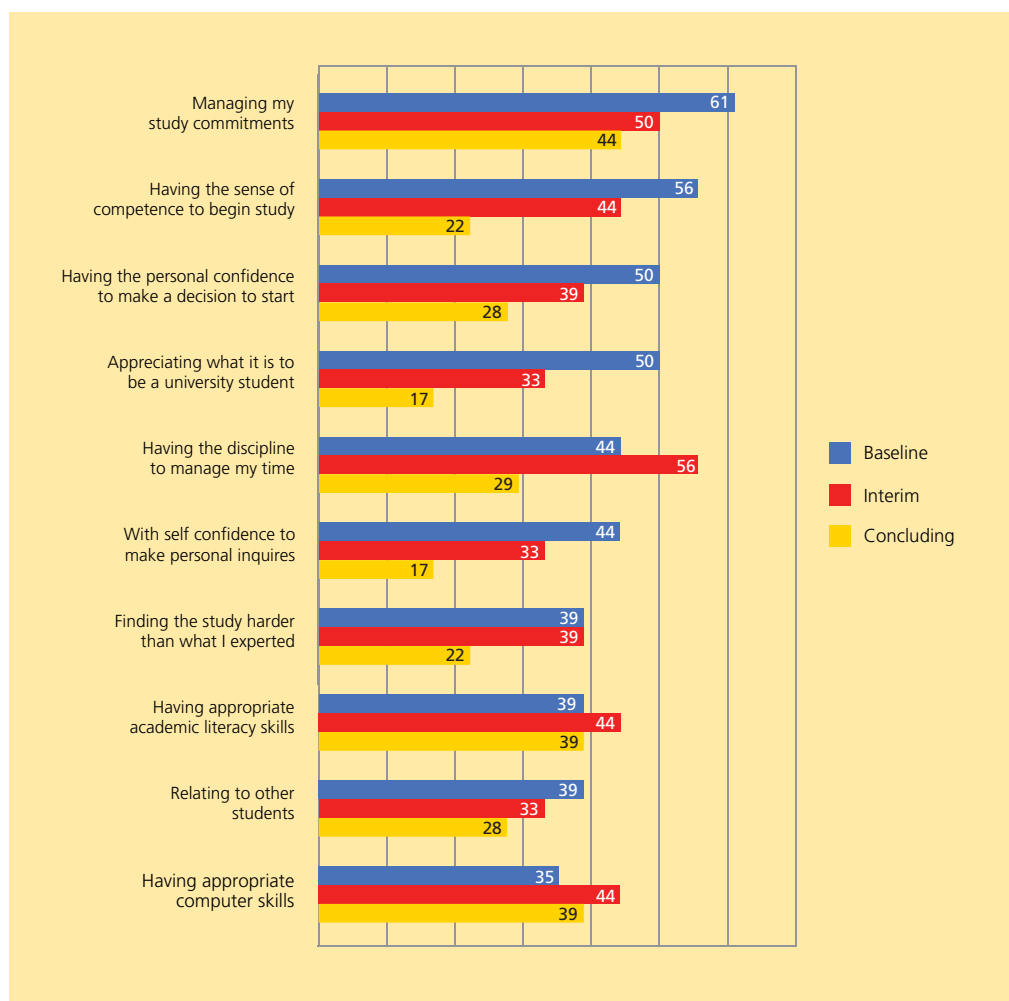
Over time, these 18 students felt more positively about the skills they developed and their engagement with community. This change may not be dramatic; in some cases there is little room for change given that all, or almost all students agreed on all three surveys about gaining particular skills, as in the instances of critical skills and communication skills. From most of the skills, however, there was more conviction by the third survey as a greater portion of students answered 'strongly agree', particularly in relation to critical skills, writing skills and communication skills (see Figure 3).

Figure 3. The percentage difference between those students who answered 'strongly agree' on the Baseline Survey and those who answered 'strongly agree' on the Concluding Survey

Students' reported continuing development of their study skills, a result also reflected in a decrease in the number of study-related challenges that they reported over time (Figure 4). Challenges related to perceived confidence and competence declined particularly, as did those related to the ability to manage study commitments. Students' growing familiarity and comfort with university study were reflected in a decline in the challenge 'appreciating what it is like to be a university student' from 50% at baseline to 17% at the Concluding Survey. Students also pointed to significant improvements in relating to other students and managing their time. These students enrolled in Catalyst-Clemente were at the same time managing the life challenges they already faced. It appears that many were better managing the various challenges that arose because of participation in Catalyst-Clemente, indicating enhanced personal capability.

Figure 4. Challenges reported by students: change over time

Managing my study commitments — Baseline: 61, Interim: 50, Concluding: 44

Having the sense of competence to begin study — Baseline: 56, Interim: 44, Concluding: 22

Having the personal confidence to make a decision to start — Baseline: 50, Interim: 39, Concluding: 28

Appreciating what it is to be a university student — Baseline: 50, Interim: 33, Concluding: 17

Having the discipline to manage my time — Baseline: 44, Interim: 56, Concluding: 29

With self confidence to make personal inquires — Baseline: 44, Interim: 33, Concluding: 17

Finding the study harder than what I experted — Baseline: 39, Interim: 39, Concluding: 22

Having appropriate academic literacy skills — Baseline: 39, Interim: 44, Concluding: 39

Relating to other students — Baseline: 39, Interim: 33, Concluding: 28

Having appropriate computer skills — Baseline: 35, Interim: 44, Concluding: 39

Legend: Baseline, Interim, Concluding

* Selected measures only.

Interestingly, despite the overall decrease in the percentage of students experiencing challenges (Figure 4), when all measures were considered there was a significant increase in that of students who identified managing personal behaviours as a challenge affecting them, with 16.7 per cent of students at baseline increasing to 38.9 per cent after two semesters. Difficulties caring for children and caring for other family members also increased for some students, with changes of 5.6 to 27.8 percent and 16.7 to 22.2 per cent respectively. The proportion of students who reported challenges related to literacy skills and appropriate computer skills remained constant for the former and worsened slightly for the latter over the research period. The data point to the need for continued support throughout the program and beyond for those students in making their transition into further study, employment and ongoing community participation.
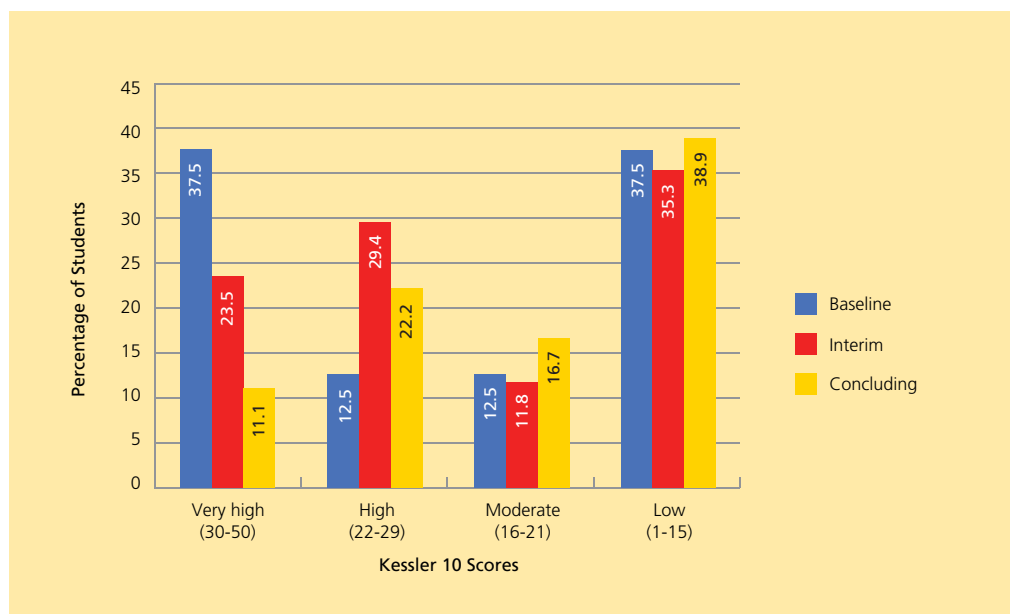
Health and wellbeing

Many students reported that their health and wellbeing had improved. This was evidenced through responses of students to international instruments measuring health and wellbeing, and found further support in the interviews.

Kessler 10 (K10)

The Kessler 10 is a measure of psychological distress. On this measure, there was a substantial decrease in the proportion of students experiencing very high levels of psychological distress from 38% to 11%. The proportion of students experiencing low or moderate levels of distress remained fairly constant.
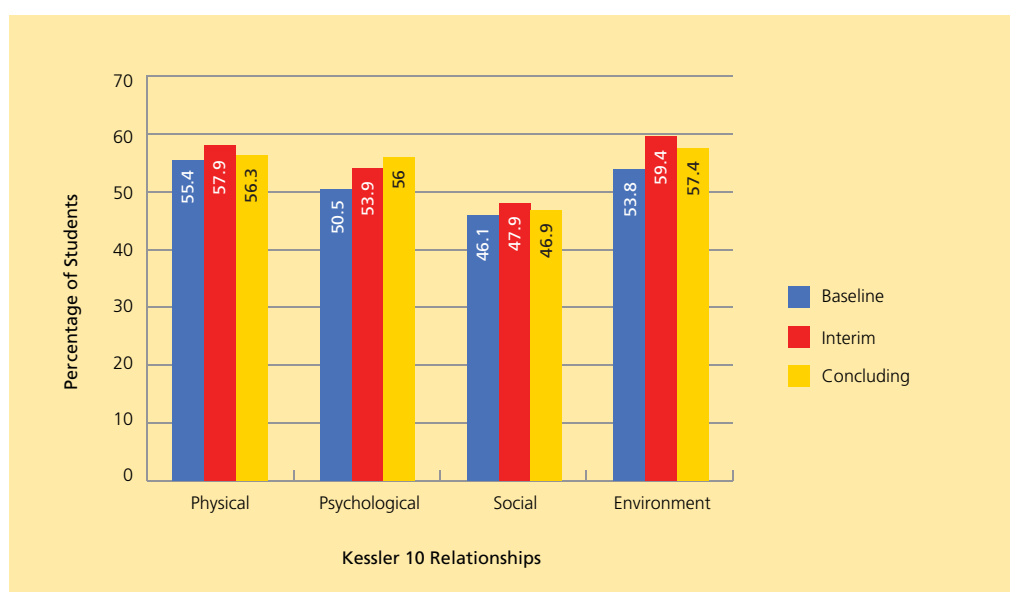
Figure 5. Kessler 10 (K10)

Well, my level of distress isn't so high all the time, you know, I've calmed down a bit, I'm more at peace…Yep and a little bit more relaxed…[why?] I don't know, probably because I've made some connections through Clemente and all that sort of thing.
(Neo)

WHOQOL-BREF

The WHOQOL-BREF measures quality of life by assessing the fit between individuals' hopes and their current experience across four domains. Overall, there were some changes across the year for the matched sample group. After two semesters, results remained fairly similar for the physical domain and the relationships domain, although both improved slightly. However, the mean score for the psychological domain increased from 50.5 to 56.0 and the environment score increased from 53.8 to 57.4.

'My issues were all based around emotional turmoil and the program has actually lifted me from focusing on what I'm doing now, instead of what was.'
(Millie)

Figure 6. WHOQOL-BREF

Frodo explains how his wellbeing improved by participating in Catalyst-Clemente:

> *Well it taught me to be positive and I'm not drinking that much now. It's just taught me to be optimistic and it's taught me you know to have a wellbeing you know and it's taught me to hey, you know even though you fall, just pick up yourself and just continue to move on because there's a goal. I'm pretty ambitious, you know there's a goal that I want to get and I'm not going to give up. I'm happy but I'm not fully happy until I get that goal.*

While these scores do suggest some important changes, especially in the psychological domain, they need to be considered against Australian norms (Murphy et al, 2000). When so considered, Catalyst-Clemente students continue to experience a substantially worse quality of life as measured through the WHOQOL-BREF, scoring between 17% and 24% points below the broader Australian community in each of the domains. It was clear from the interviews that many students were still receiving professional mental health support and continued to attend organisations such as Alcoholics Anonymous or GROW (peer support for mental health) and that these were essential to the continued wellbeing of these individuals.

Self-confidence and self-efficacy

Students reported increased self-confidence but little change in overall self-efficacy. There are a number of confidence measures contained within the survey which demonstrate increased confidence. At baseline a third of the 18 students strongly agreed that Catalyst-Clemente 'has given me confidence to change my life' a score that had increased to half (50%) after completion of the Concluding Survey. Similarly, at the time of the Baseline Survey just under a third strongly agreed that Catalyst-Clemente had 'helped me to improve other areas of my life' compared to a half after completion of the Concluding Survey.

These findings of a heightened sense of personal agency were supported in the interview data. All the students interviewed illustrated the way their confidence developed over the time in which they were participating in Catalyst-Clemente.

> *Well it's just taught me how to, it just gave me confidence. Just, confidence that I can do what I always wanted to do...*
> (Jordon)

> *When I started I had in fact been unwell before I started doing it and I'd been through a lot of trauma and it helped me recover my confidence and, because I used to be quite self assured many years ago and I'm feeling a bit more like I used to. I attribute that quite greatly to it...* (Millie)

In turn, this increased self-confidence manifested itself in different ways, for example in health and wellbeing:

> *Well I do have more confidence in myself probably to the point that I was able to stop smoking marijuana on a daily basis or nightly basis. But yeah I've got more confidence. Like I would never ever have joined a belly dancing class with my daughter in my whole entire life had I not had confidence built up and know that I can do those things, I can do that* (Sophie)
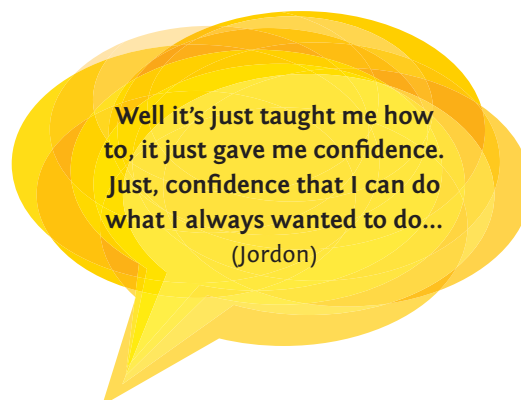
In coping with adversity:

> *I think that's the main one. I can overcome the challenges. Its more, it's a funny thing, it's like you don't, you're not trying to figure everything out, it's like yeah well just do it and see what happens. It's not such a big deal. It's not like I need to know all the answers now. It's like I'll learn as we go* (Jordon)

In looking to the future:

> *It's given me motivation. I've only joined the pool since I've been coming here and like my friends have, they've said that my whole outlook seems to have changed. I've gotten a lot more confident and actually a friend, yesterday I caught up with my friend and she was actually saying, she said I'm so proud of you the last six months and I said why and she goes, you're actually starting to value yourself again and yeah its, yeah I'm thinking now of going back to uni and looking at some sort of a proper positive career and looking forward and actually seeing that there is a future you know which is really good. Just got to get through the next few years until I can get it done, that's all* (Evie)

There was little evidence of change in the General Self-Efficacy scale for the 18 students. General Self-Efficacy is defined as 'a stable sense of personal competence to deal effectively with a variety of stressful situations' (Chen et al, 2001). The score at the time of the Baseline Survey was 29.3, and after two semesters it was roughly maintained at 28.7. This score is

roughly in line with that of other international general population groups, but lower than that of a recent sample of Australian homeless men (MA, Michael Project, 2012).

Community connectedness

Students reported a decrease in social isolation but a more equivocal picture with regard to social contact. The total picture suggests that increased social contact alone is not sufficient to break down an individual sense of social isolation.

Social Isolation

As evident from Table 8, on almost every measure the matched sample group is experiencing less social isolation after one year than at entry to the research project. After two semesters, students are questioned on their feelings of social isolation experienced since the last time they were surveyed (this time period was approximately three months). While students are reflecting on a shorter time period in comparison to the Baseline Survey, results suggest improved outcomes in this area with the matched sample group reporting less social isolation on almost every measure. There is no change in the percentage of students isolated because of irregular or expensive public transport. The single measure which becomes worse relates to a lack of friends to provide support when needed.

Table 8. Social Isolation

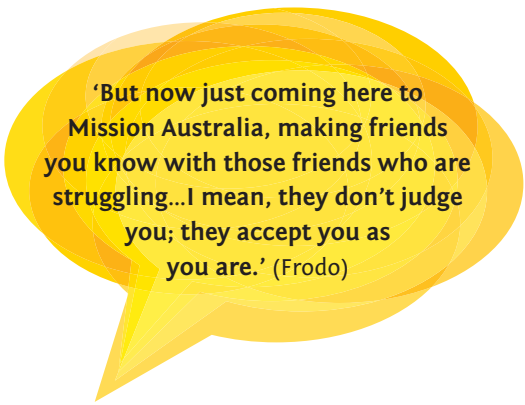|		Baseline Time period: Last 12 months	Concluding Time period: Approx 3 mths
Have there been times when you have felt isolated and cut off from society for lack of paid work	Yes	58.8%	44.4%
Have there been times in the past year when you have felt isolated and cut off from society for lack of money	Yes	77.8%	72.2%
Have there been times in the past year when you have felt isolated and cut off from society for lack of own transport	Yes	52.9%	35.3%
Have there been times in the past year when you have felt isolated and cut off from society for irregular or expensive public transport	Yes	35.3%	35.3%
Have there been times in the past year when you have felt isolated and cut off from society for lack of friends to provide support when needed	Yes	50.0%	61.1%
Have there been times in the past year when you have felt isolated and cut off from society for absence of supportive family members	Yes	64.7%	55.6%
Have there been times in the past year when you have felt isolated and cut off from society for family-related problems	Yes	61.1%	44.4%
Have there been times in the past year when you have felt isolated and cut off from society for lack of access to your children	Yes	33.3%	23.5%
Have there been times in the past year when you have felt isolated and cut off from society for lack of involvement in community or sporting groups	Yes	47.1%	38.9%
Have there been times in the past year when you have felt isolated and cut off from society for problems with physical access due to a disability	Yes	31.3%	16.7%
Have there been times in the past year when you have felt isolated and cut off from society for physical health condition(s)	Yes	41.2%	38.9%
Have there been times in the past year when you have felt isolated and cut off from society for mental health condition(s)	Yes	37.5%	33.3%

*Selected measures only

Social contact

Data from student surveys regarding the level of social contact reported by the matched sample group were equivocal. The most notable change was an increase in the proportion of students who reported having regular contact with those outside the Catalyst-Clemente course, a proportion that increased from 72% to 83%. However, the proportion of students who reported attending community events halved.

Information from the interviews is much stronger than that gleaned from the survey data. Those interviewed spoke strongly about the positive impact of the program on friendships both within and outside the course.

> *…before I did Clemente, my social life, even though it's not necessarily with the students here, has changed dramatically because before that…I didn't go out for years pretty much at all* (Millie)

> *It's made me I guess comfortable enough to broach different areas of the community. Like I said you know I now do the belly dancing with my daughter whereas I never would have even dreamt of doing something like that. They've actually, there's a church that do free dinners on a Monday night that I have gone to a couple of times which I would have never have even done before you know, I'd rather sit at home and have a packet of noodles or something. I have had help a couple of times from Mission Australia financially that I would never have ever done before. I mean I've always known that these groups are available but I just never would have made enquiries or anything* (Sophie)

> *Well I think it [my social life] has changed. I've met a lot of people here and having, like, a phobia…meeting people and what not, it's been a great help* (Neo)

'**But now just coming here to Mission Australia, making friends you know with those friends who are struggling…I mean, they don't judge you; they accept you as you are.**' (Frodo)

Together, the key findings from social isolation and social contact indicate that individuals can have more social contact but still lack friends to provide support when needed. This suggests that increased social contact may not be sufficient to counter social isolation. Rather, it is the quality of the contact and relationship which is key.

Material circumstances

The housing situation of the 18 students showed little change between Baseline Survey and the Concluding Survey.

Students' perceptions of their material circumstances clearly shifted over the course of the research. As reported above, six percent believed their financial situation was better after starting the program in the Baseline Survey, compared with 22 percent at the end of the research. The number of students who indicated that they had "not got enough to live on" dropped to four students compared with seven on the Baseline Survey and the number who indicated they had "enough to live on and a few extras" changed from two to five. This shift came despite the apparent lack of material change in students' financial and employment situations. There was no change in the number of students working, and very little change in the average hours worked across time.

Summary

Students in this study made substantial changes in their lives as a result of their decision to participate in Catalyst-Clemente. Their personal learning skills improved, as did their self-confidence, psychological state, health and wellbeing. They were less socially isolated and maintained their self-efficacy as well as their material circumstances. Their feelings towards various aspects of life improved across most all domains. There was good movement for the matched sample group between Baseline and the Concluding Survey, especially in terms of the expectations students had for themselves. However, the data also showed that their individual overall quality of life was considerably lower at all points when compared to a sample of the Australian population. This may be because many students developed new hopes and expectations for their lives through Catalyst-Clemente, and that may affect how they assess their current quality of life. However, the point remains that the matched sample group continues to show a significantly worse quality of life than the broader Australian community.

> *My outlook…is changing…has changed quite a bit…my perspectives are different…I'm a lot more optimistic* (Millie)

CASE STUDY 4:
Jordon

Jordon is a single man in his mid 30s. He completed his Higher School Certificate in 1991 and described himself as being in the minority at the school as a "Skippy". He was "good at English and Modern History", though he was already drinking heavily by the end of Year 12 and had discovered "pot". During the early years of his employment he undertook some studies in management at TAFE, sponsored by his employer. In his thirties he took up an interest in photography, film making and script writing, though to his disappointment he recognised he was unlikely to get work in that field.

His family and friends even today do not understand or conceive of someone doing university; it's "alien" to them. Indeed he describes his parents' view of him at 21 as: "it was like they were proud because you know I had a job, I hadn't got anyone pregnant and I wasn't in jail".

Following school Jordon had a period of unemployment for about a year. Other than that he has had employment, including while doing Catalyst-Clemente. He worked between 20 and 28 hours a week over the 18 months of his Catalyst-Clemente studies. His describes his employment as "just jobs". Living at home with his mother means he has enough to "get by on" and have a few extras. His main extra is his car.

At his first interview when he had enrolled in his second semester of Catalyst-Clemente, he said about his future: "I want to do a BA and I would like to major in Psychology but even now I'm not so set in stone anymore". By the time of the final interview Jordon had begun study at ACU. He was determined to continue education while being more open with regard to the direction of his studies.

After a history of panic attacks from his early 20s Jordon suffered a "severe, severe depression" where he "felt like death" in 2008. He describes that time as being in a prison: "You're stuck in your own head and you can't get out of it". His current job is at a large transport company where he has been working for 10 years. He describes it as being locked in with high fencing and security; the workers have a negative attitude; they only talk about football and "I did that in the pub for 10 years you know, I don't want to do that anymore".

For Jordon the importance of Catalyst-Clemente was:

The choices. The choices. That I have choices! That yeah I'm not stuck. That's what I was, in a nutshell when the depression came I was stuck, I was just stuck and I couldn't get out of there.

Jordon acknowledges he gained skills in communication, writing, and to a lesser extent critical thinking, but above all Catalyst-Clemente has given him confidence:

Catalyst has broadened my horizons I guess would be what I would say. Broadened my horizon and just given me more confidence in myself and yeah confidence that I can study further, I can study as long as I'm willing to put in the work I can do it.

For Jordon one of the main things he has learnt from this experience is that other people are "not very different from myself. I always thought I was so different". As the small group of students work together they are open and honest with each other: they "don't tend to wear too many masks around here". Jordon has

learnt to "trust" and to "give respect" to other people though he found that this learning is fragile. Over the long summer break without contact with the group Jordon says:

> *But the sad thing is you, you forget. I can forget. That's what I did forget too, when I was away from here for so, when I was at work for three months without coming here I think I got less understanding of people because I'm hanging around the masks again, all the protection and stuff and you just start to harden.*

In moving away from the pub scene and away from his heavy drinking mates he explains: "I don't really have a circle". While he did not form ongoing friendships through Catalyst-Clemente, he did meet a lot of people, people who were interested to talk about things other than football.

Jordon has gained strength through the GROW group which he attends. He has also formed a friendship with a former Catalyst student, the person who inspired him to join Catalyst. That man, also a student at ACU has been a mentor, particularly when to Jordon's surprise he suffered a "full, big" panic attack at home after his first week at university.

Though Jordon is still under care for his mental health, he describes his general health as having improved, though he suffers from a physical injury gained on the job. He says of his health:

> *Psychologically I think it's better than it's [ever been], than I can ever remember. Physically it's hard to say, it's funny because I've put on weight and um, but I wasn't healthy when I was skinny, I was skinny because I was sick. Because I was drinking and I was sick all the time.*

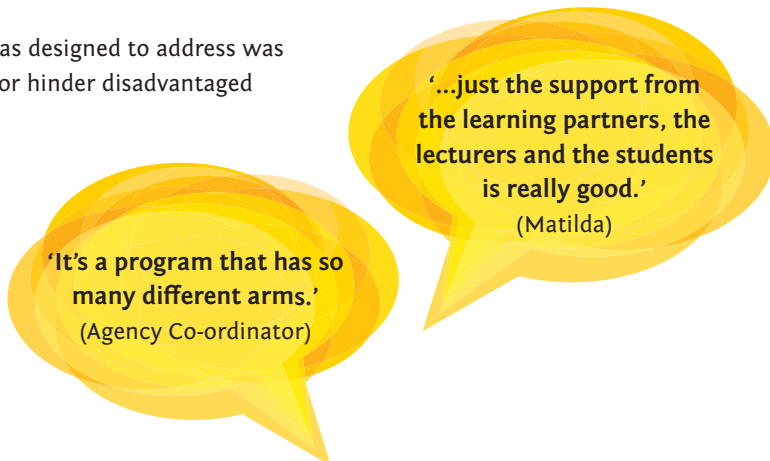Jordon has given up heavy drinking. He is working hard at "keeping the fear at bay" and trying to "trust".

> *I can overcome challenges. It's more, it's a funny thing, it's like you don't, you're not trying to figure everything out, it's yeah well just do it and see what happens. It's not such a big deal. It's not like I need to know all the answers now. It's like I'll learn as we go along.*

Jordon says he returned to university despite his panic attack because "it's like quitting isn't an option".

> *Actually I think the main thing I think I'm capable of achieving is getting to the end.*

People, factors and processes

One of the important questions that the research was designed to address was to understand the factors and processes that assist or hinder disadvantaged Australians entering, continuing and completing community based tertiary education. This section reports the critical factors that emerged through an analysis of the qualitative data. It identifies the social support elements and the community embeddedness of Catalyst-Clemente, which supports disadvantaged Australians to access, continue in and complete community based tertiary education. The operation of Catalyst-Clemente is a large scale collaboration resting on a complex web of relationships. Catalyst-Clemente comprises many components, some of which are related to the people engaged in the program, others to the course itself, and others to the essential expertise contributed by the partners.

'It's a program that has so many different arms.'
(Agency Co-ordinator)

'…just the support from the learning partners, the lecturers and the students is really good.'
(Matilda)

Personal Agency – building relationships based upon trust and confidence

The students are at the centre of the successful operation of Catalyst-Clemente. Upon entering Catalyst-Clemente they demonstrate a willingness to begin a process of personal change and are prepared to test their readiness. They must have sufficient trust in themselves to take the "risk" of engaging in study and to then continue.

As one student explained:

> *I come from a pretty dark place and you know coming out of a rehab back in 2008 I did first attempt to do this, Indigenous People in 2008 but I wasn't quite ready and I knew that that was always there and I came back to it in 2009 and it was sort of like the beginning of changing, of crawling out of that dark hole that I was in* (Neo)

Through the interviews, many students identified the issue of reaching a point in life when they recognised the need to change. Another student chose not to begin study when it was first offered by the Community Agency Co-ordinator:

> *Well at first I wasn't, because he did mention it like for the previous semester, if I wanted to do it but I wasn't in the right frame of mind yet and then it was around November I was really suicidal, I ended up going to my dad's for a couple of weeks and sort of decided that I had to either start taking steps forward or get it over with and stop you know malingering and whatever and I thought it would be an opportunity to start, just one foot in front of the other, in the right direction* (Evie)

A number of students mentioned the importance of the personal welcome and the ease of joining the program because it is a caring and compassionate learning environment:

> *..as (Co-ordinator) has said, they may not do it but they may come back next semester and do it. So they've gotten the experience and they've thought OK not this time but I'll come next semester … people were signing on three and four weeks in after they've got their confidence …whereas in other classes if you haven't signed up you get out.* (Jordon)

Once the students engage in the program the development of "trust" in themselves, others and the institutions strengthens: "trust is in all the elements – every part of the process is integral to building that trust" (Agency coordinator).

People involved in Catalyst-Clemente work to reinforce the students' possibilities and potential. The message is: come and have a look, come and sit in, you can talk to people. One student in a focus group says persisting with the program

"comes from how people interact with you… ", "feeling it's OK to have a go, you can do this". Another says "you don't have to sign up or anything… you could come in and sit down and decide this isn't for me" (Jordon).

Socially supported

Students face a complexity of multiple disadvantage, requiring a range of supports, not available within universities, to access and participate in higher education learning. Often they require an approach that is person-centred, supporting the individual across a range of issues:

> *a very holistic model, fusing education in its most liberal way… and looking at the human being in there, in the totality of a human person. Therefore we're looking at an effective way of getting the person to mature as a person and the challenges that are peculiar to that, particularly those in a disadvantaged area and those who also, and have crutches like drugs and god knows what to go from* (Agency coordinator)

The challenges that students face, including combinations of mental and physical health issues, financial hardship, and family disruption remain with them after they enter the course. Students continued to access ongoing support, such as counselling, to address these problems. Catalyst-Clemente also brings a new challenge to the students, one of "change" itself:

> *Change is frightening whether it's successful change or whether it's not. Change itself can be very, very scary, it can cause anxiety, depression, a whole range of different things and all of that can stop someone from seeing their own potential to move forward and study …* (Millie)

Community Agency and Coordinator – "the backbone"

The community agency takes a pivotal role by providing the facilities and (through the co-ordinator) identifying student needs and supporting students to enrol and then monitoring their ongoing participation throughout the course. The program site is grounded in the community, providing a space that is welcoming:

> *when I come here to Mission Australia you know because this is sort of like my second home and I feel much more you know relaxed because you know you just feel comfortable with the lecturers, you feel comfortable with the people here, feel comfortable with [Agency Co-ordinator] just taking on the project so you do feel, I mean you do feel like a sense of belonging here to Mission Australia.* (Frodo)

Consistency, routine and care remain important as students have to make a number of transitions during the time they are studying Catalyst-Clemente. Students come and go, some through completions and others for different reasons. New semesters bring another start:

> *…I almost come back expecting it to follow on from that and I had to start again. All new people, new class, new subject, had no idea so I had to find my feet again. I think that was the biggest thing I noticed, it took me a while; it took me about a month to really find my feet again.*

Millie sums the process of Catalyst-Clemente up by saying:

> *In a nutshell it's a social way of learning where people from all different backgrounds can come together and feel safe and feel involved in what they're doing and feel supported to actually achieve their own goals. It's a program that helps people help themselves. There's another way of putting that, but yeah, it definitely does. I mean it gives people confidence, it gives them the knowledge that they are worth more than they think they are.* (Millie)

The agency co-ordinator monitors the students and quickly follows up with the university and the student on any apparent variation in patterns of participation. The agency co-ordinator is the "backbone" for the organisation and the students, providing a contact point for both the direct educational needs but also for social services and supports. The co-ordinator advertises the program, encourages people to consider the program and tests whether it is right for them, provides the diverse social supports needed by people during their study, and generally helps to create an environment in which students can learn. Co-ordinators offer a friendly face and a person who cares.
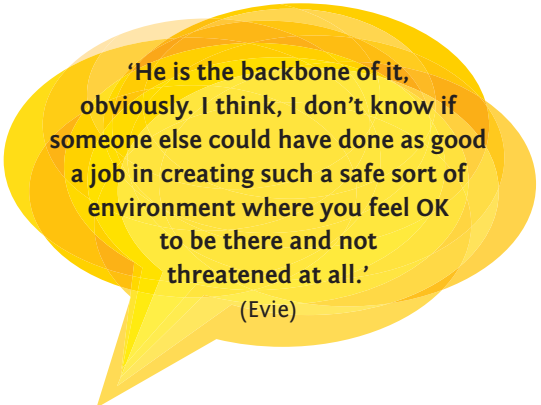
Jordon commented on the Agency Coordinator:

> *Other supports – besides XXX (Coordinator) running around, who does practically everything yeah. Yeah well you've got to say XXX haven't you…. Before you even know you've got a problem, someone is there is front of you, XXX is there writing on her arm something you know. What else do you need? What else do you need?* (Jordon)

Jess and Evie spoke about the support provided by the Agency Coordinator:

> *If we have any problems YYY (Coordinator) is more than willing to help us solve them and get us to where we need to be and he's a real inspiration I guess. If it wasn't for him I wouldn't be here. He helps in every way possible that he can and yeah.* (Jess)

Learning partners: "you couldn't do it without the learning partners"

The research indicates that Learning Partners are very important to the success of many of the students. They provide a mentoring role as well as helping students to explore beyond their usual world. The data from Figure 5 below suggests that it takes a little time to develop the sort of relationship that will allow students to accept this sort of help. By the final survey over 80 percent of students were very satisfied regarding opportunities for discussion with learning partners and the help they received from them.

'He is the backbone of it, obviously. I think, I don't know if someone else could have done as good a job in creating such a safe sort of environment where you feel OK to be there and not threatened at all.' (Evie)

Learning partners are "a big part of me being here and feeling confident to finish" (Focus Group). For another student "they're like come on, let's do it and we've got to get it done" (Jess). Mary's learning partner texted her and asked each week if she was going to Catalyst-Clemente and texted to find out how she was going. Mary explained: "It's a little bit like having, being an adult or being a child and having the parent that's encouraging you". The learning partners offer new perspectives, "opening things up" and providing "the stimulating conversation". The interaction between student and learning partner is both stimulating and a chance to have an ordinary conversation:

> *we've got a learning partner there and we can pick their brain or you know or just be normal, talking to them about what's going on in your life, what's going on in their life and the eating together and even with the other students and getting to know them has been really good this semester* (Mary)

There has to be a level of trustworthiness, as what is sometimes discussed can be personal.

> *… knowing that what I discuss with her is personal and isn't going to be discussed with anyone else. Knowing that you've got someone you can trust to talk about, like if you're not feeling confident about doing something…* (Frodo)

The level of trust and openness, through ordinary conversation, is a critical format for the students.

> *Well we had a few discussion groups and some of the learning partners wanted something more regimented and to me it just doesn't make any sense to do that because you can't… Yeah, yeah. I mean to try and say we're going to learn this, it won't work, it won't work because everyone is at different levels, everyone is at different places in their thought process and you really just have to find I guess the person that you can get along with and work with them. I think that trying to regiment it in different ways is not a good idea* (Millie)

The weekly encounters with the learning partner enhance the personal lives and wellbeing of the students.

> *That's the highlight. I come Wednesday straight from work and I just love to be here and talk and listen to the learning partners, they've got so much to offer but, and it's a bit of an unwind for me from slogging the keyboard but when we go downstairs and have dinner together and you know and we've got a learning partner there and we can pick their brain or you know or just be normal, talking to them about what's going on in your life, what's going on in their life and the eating together and even with the other students and getting to know them has been really good this semester. I didn't get to know too many people last semester, this semester I've got to know more and about their lives and that sort of thing and that generally happens over a meal* (Earlybird)

The agencies provide and support the learning partners and it is this evident professional approach that ensures the best value from their volunteer work:

> *its run quite professionally in every place, like the learning partners I know when they start to engage, do the professional boundaries, mental health, drug and alcohol training so it's all set up in a way that you know it's very official and very professional but also very accessible but as we all say it's not kind of a Mickey mouse thing, just because it happens at an agency. … A learning partner is interested because they know this set up works and they've had the training and they know it's going to be supported* (Agency Co-ordinator)

Learning supports

> *Support is a very key element in this whole program so students are given all forms of support you know whether it's in terms of administration, in terms of photocopying, in terms of helping with researching or surfing the net, getting information, resources, you know overall they're really well looked after, what they really need is just the commitment and that determination to you know stick with the program.* (Agency Co-ordinator)

Additional courses offered by the community agencies assist the Catalyst-Clemente students to meet the academic levels required, as explained by an agency co-ordinator:

> *Participants have very basic literacy skills, haven't developed grammar or spelling so for them through this course I guess often, well links with the learning partners plus our writing and some of them do our literacy skills course plus the computer classes ... all of those things combined mean that they're much better at communicating verbally and in a written form.*

Academically, "The lectures are good. The learning partners are fantastic. If I don't understand in a lecture the learning partners are there to help. The students, the interactions with the students throughout the lecture, it's just, it's helpful to understand. It just helps that bit better." (Matilda)

Community-embedded

A key structural aspect of community embedded socially supported university education is the collaboration of a range of sectors, including community, education and business sectors. It is this collaboration that enables people who face multiple disadvantage, and who may be socially isolated and avoid institutional spaces, to access enhanced learning opportunities. Providing a welcoming learning environment that focuses on an educational alternative that is embedded in the community, and of which students feel a part, strengthens their opportunities to access and participate.

Small classes

The small class, which enables the building of trust and confidence, was clearly important for many of the students. "I poked my head in the door and it was intimate ... it wasn't overwhelming for me right, and so that's why I went into the class" (Sam). The size of the class enables interactions and engagements that lead to building relationships and friendships essential for many students who suffer from social isolation. The co-ordinator at the Western Australia site (WA) talked about the importance of the dynamic amongst the students: "they come to depend on each other, they meet socially outside the program and they really support each other". A number of the students attested to this dynamic.

> *I think the size of the class is a huge factor because I don't really feel comfortable in big crowded places and its actually a little daunting to think that this is my last unit that I can do here and then I do have to go into the big wide world and those big classrooms and lots of people and stuff but I'll cross that when it comes to it* (Sophie)

> *The number of people definitely makes a difference because you can't, not everyone in a very large group, you know when you've got over 20 or 30 people there you can't all be heard. It's got to be difficult for the lecturer because you know as mature adults they sort of go off into their own little conversations as well* (Millie)

Learning and social environment

The community agencies ensure that the learning environment for Catalyst-Clemente is one promoting success and one that provides opportunities for sharing, particularly the sharing of food.

> *I found it all really geared to success for everyone, it just, yeah it wasn't like, I'm just trying to think, very encouraging, so you wouldn't feel like a failure even if you couldn't do it but if you could then you'd feel even better.* (Evie)

The sharing of a meal seems particularly important for the women. Many students talked about sitting down to a meal and how important that was for them in building relationships with other students and learning partners. Students identified that time for sharing was important for them as it gave them the opportunity to discuss a variety of topics and to both establish and build friendships:

> *... we go downstairs and have dinner together and you know and we've got a learning partner there and we can pick their brain or you know or just be normal, talking to them about what's going on in your life, what's going on in their life and the eating together and even with the other students and getting to know them has been really good this semester.* (Mary)
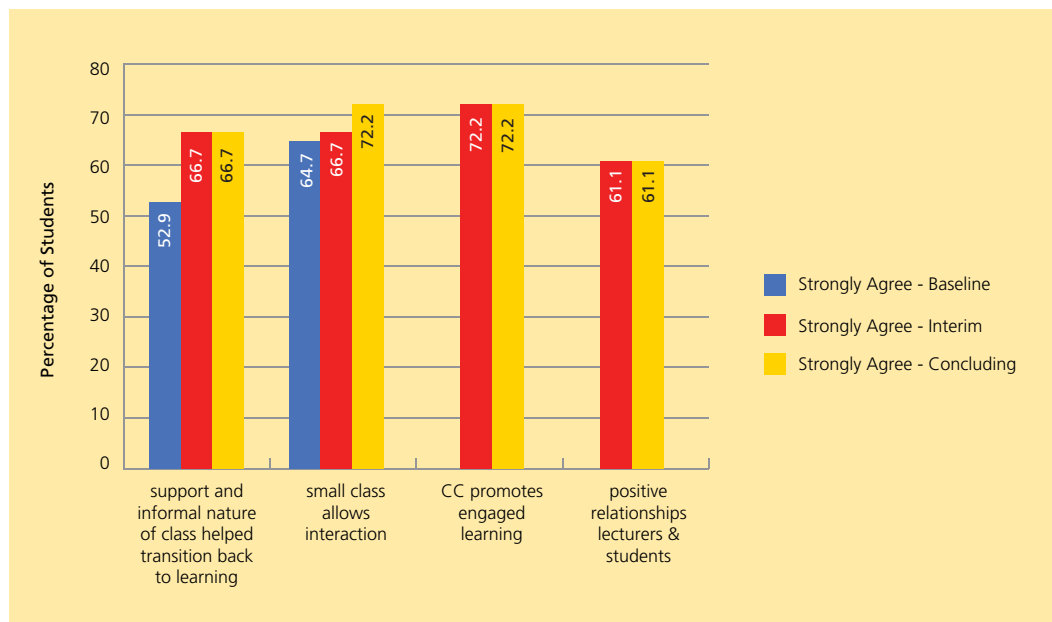
... it's making close friends and but not only do we share our struggles but we also just share our ideas about the course, about how does the course affect you, we just put ideas, we just brainstorm and just getting together as a group and just discussing about the ideas of the course and what the course can do for the both of us. (Frodo)

Community of learners

The students were very positive about elements of Catalyst-Clemente as shown in Figure 7 below. The student responses speak to the nature of classroom relationships and the value of the small classes. By the end of the survey data collection all students "agree" and over sixty percent "strongly agree" on all the items listed below (see Figure 7):

- I have been able to form positive relationships with fellow students and lecturers in the Catalyst-Clemente program

- The Catalyst-Clemente program promoted engaged learning with others and with lecturers

- The small class size is more supportive and allows for good interaction between lecturers, learning partners and students

- The supportive and informal nature of the classes has helped me with the transition back to study

Figure 7. Results from surveys regarding agreement on items related to classroom relationships

(Note some items have only two results as these were not included in the Baseline Survey.)

These responses support the importance of the small class and the way it operates to support student learning.

In addition to the community agency co-ordinator, three groups of people – lecturers, learning partners and students – play key roles in the success of Catalyst-Clemente. In the surveys the students indicated high levels of satisfaction with the support of the learning partners (LP) and with opportunities for discussion. They also indicated that they had high levels of opportunity for discussion with the lecturer and other students (see Figure 8). Conversations and discussions with learning partners, lecturers and their fellow students were very much part of the design of Catalyst-Clemente and were highly valued by the students.

Figure 8. Student satisfaction with learning partner student and lecturer discussion, and support from learning partners across three surveys

Community focus

The importance of having a community-based site with easy and safe access for the students is repeatedly highlighted in the student interviews.

> *It's almost like the university coming to me…I actually did start off in a university and I was so overwhelmed… I crumbled…just trying to juggle everything* (Earlybird)

> *The way we do the education here is a lot different…it's very social and…you become less frightened, because it's actually quite frightening to go back to university as a mature age student… It's not formal; the informality of it is what makes it because it encourages students to take part in their learning* (Millie)

> *Yeah because here we could come anytime really you know if we were stuck with an assignment or something we could sort of, this was sort of our base* (Wattle House focus group of ECU graduates, 2010)

University Education

Being a University student

Catalyst-Clemente offers a new personal identity to participants as university students, and the promise of new opportunities. These two features arise from the fact the program is made up of university-approved units that provide both a recognised certificate and credit to university. Co-ordinators identified the importance to students of being a "university student" as essential to Catalyst-Clemente and as a way for the students to gain confidence in their own potential and ability to study at a higher education level:

> *I think it's very important that the students are looked upon as university students… they're owned by the university and that's important to them, they believe that, that the university is something that they've never [experienced before], you know I'm a university student now…* (Campbelltown Co-ordinator)

The orientation and student welcome days at university and graduations with other students, along with the student ID card, are all part of the university ownership and were appreciated by the students.

> *… seeing the faces of these guys over the last few weeks when it (student ID) comes through, to have that identity of being a student linked to a university rather than being you know so and so who's you know on the street, is incredibly life changing.* (Agency Co-ordinator)

Activities such as on-line support from the university or engaging with mainstream university students through blogs as part of the program of study make this new identity a reality for the Catalyst-Clemente students. Other opportunities open up to the participants as university students.
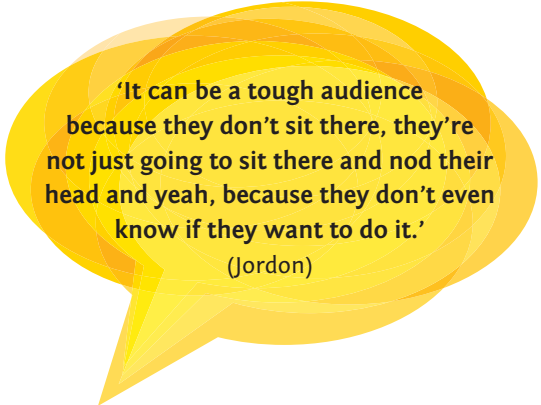
I went on purpose and asked some of the lecturers if I could sit in on their lectures at university to see what it was like there. You can do all that sort of stuff. The library is obviously always available. (WA focus group)

Essential to this new university student identity is the sense that this is "really" authentic university level study. One group discussed the challenge of study as a "good stress", a "good chunky stress" (WA focus group). It was a reason to commit to something; "it was a challenge because I do like challenges" (WA focus group). Another student said: "It was really good to actually do something at a university level" (Julie). Further, the university units completed in Catalyst-Clemente "offered credits", which was a symbol of a beginning and of possibilities for the future – "that had to be a good thing" (Jordon).

The Lecturer – "a gift to educate"

Teaching Catalyst-Clemente students requires a particular set of lecturer skills and experience that often goes beyond what is required in a university classroom.

As students, even those who have decided they want to study are re-engaging with learning and lack confidence. The interpersonal pedagogical approach taken by the lecturer is key to students' continuing and developing. Students discussed the importance of the lecturer to their development, both as a person who helps them gain confidence and in the approach they take to teaching that supports and motivate students to learn. The importance of the lecturer's feedback is part of the process of personal valuing: "the feedback with the lecturer and with everyone else, it sort of just makes you start validating yourself a bit more" (Neo).

> **'It can be a tough audience because they don't sit there, they're not just going to sit there and nod their head and yeah, because they don't even know if they want to do it.'**
> (Jordon)

For those students who lack self-esteem, asking questions is not easy. It is made easier when the relationship is "more intimate" and an "open line of communication" exists so that the student "feel(s) much more able to ask" the lecturer (Focus Group). On the whole, students were satisfied with the opportunities for discussion with the lecturer and were progressively more satisfied over the experience with Catalyst-Clemente (see Fig 8 above).

Having 'the right' lecturer is essential for the success of the program. One of the agency co-ordinators described his experience regarding the university coordinator for the program: "she's very careful in picking the lecturer, not just good academically but also someone that will fit in well with the program and I think that's been one of the key components to the success of the program here so far". Lecturers have to be "empathetic", recognise the challenges and demands on the students, and be flexible in a number of ways (including giving extensions to assignments).

Lecturers help students to learn when they take "the time to explain" (Focus Group). This care in approach was explained further:

> *The lecturers, see the good thing about it is, some lecturers will just, well in previous in school and stuff like that and past before all this, they'd just talk, you know you're meant to grab it all in but they actually go out of their way to inform you a bit more and I think you get a better understanding, try to get a better understanding of what they're on about, that's so important and then we discuss it amongst us and that's really good, good feedback.* (Focus group)

Julie explored the approach taken and the value of such an approach for her:

> *They had several different readings of different lengths and I had problems with concentration so there was an opportunity to actually utilise some shorter readings which I felt was very good for people like me, it didn't dumb down the work at all, it just, I was able to look at something that was a little bit shorter and work with that. Yeah and I was, I felt that I benefited a lot from the content of the course too. It was a very positive course...* (Julie)

> *There is also a need for the lecturer to develop trust with the students and clearly demonstrate he/she values the opinions and views of the students. Some lecturers appeared to be remarkably attuned to the students: "they analyse you, they look at your fear and terror and actually can help you, and a small group itself was helpful". (Focus group) Good teaching was recognised – "that woman has just got a gift to educate, to help people learn"* (Focus Group)

Studying the humanities

Humanities study is in essence stories of people, their conditions, the way they deal with life and how they think and act, and it therefore provides such a rich resource for students to help them understand themselves. Humanities is the focus of study for Catalyst-Clemente:

The way it expands your thinking; it gets you to think about other things…like there is a life out there…there is something happening over there and it's not just Big Brother on TV; you know what I mean? (Jordon)

The Clemente program was like a catalyst that sort of started me thinking at a deeper level, at more of a humane level, more of a, where I never really thought of that before you know in terms of critically thinking about the human condition and what not. (Neo)

While participants did not discuss the value of learning humanities subjects as such, they did discuss the value of individual subjects, and one student talked at length about the way the subjects offered different perspectives and worked well together. The sentiment in the following student's summary was echoed by other students.

I'm a lot wiser, you know I know a lot more about myself, I'm able to think a lot more about things, deeper understanding for a lot of humanity type things now, yeah its changed a lot, my life has changed incredibly in the last you know two odd years or so….. almost one flowed into the other from the Ethics looking at critically thinking and then asking questions about things and you know like asking those questions why we believe in what we believe and that sort of started the ball rolling for me and then into the English Literature which sort of, writing poems about your life and creative sort of things, which sort of took me a little bit deeper again into you know understanding myself and looking at some of these poems that people had written and then trying to look at the deeper meanings, I think that sort of, and you know like together with the critical thinking that's encouraged in the Ethics, made me really ask questions about who I was and why I felt like I did, what brought me to where I was at the time, those sorts of things. You know I know I think a little bit deeper than the average person like you were saying before, but that's what it's sort of done for me. (Neo)

Choosing the relevant curriculum for the group is important, as the above discussion attests. This does not mean the topics of study would necessarily have been those the students would have chosen if there had been a student choice:

…I think the subjects, I don't know, they sort of, they made me realise why I thought the way I did (Jordon)

By emphasising the power of the humanities Catalyst-Clemente honours the spirit of the course established by Earl Shorris in the United States of America. It reaffirms the power of the humanities to help people think about and reflect on the world in which they live and their place within it.

> '… I wasn't interested in English Lit at all but I did it and passed and you know it was like, oh that wasn't so bad.'
> (Neo)

Well you know for starters like when you're reading some of those writers, their writing you can see that they're like us, they have a way of, they're like everyone else, they have a way of being able to express what's going on for them and that sort of at the same time makes you think about your own journey and what's going on for you, you know. It's at that level that I haven't really looked at before or even taken notice of, of great writers. Like great writers to me were somebody that used fancy words but oh, they're people that are able to express themselves and I never knew that before, so all that stuff has opened up a new level for me, a new level of thinking about myself in this world (Neo)

The courage required was clear as students confronted themselves and their past:

Through the poetry it touched on having to deal with issues in my life which was, originally which was abandonment which I hadn't dealt with, years ago it just didn't happen so during this whole time as well, I've been dealing with emotional issues in my life, deep seated things. During this time I'd also had just, things would come to memory from, lost from years ago, childhood things were coming up to deal with which I had written some poems about which I don't want published but which I'd written poems about and then I'd have to read that, I found it really difficult to even show that poem to Jenny [Learning Partner] but then a week had passed and I was able to show the poem and I'd obviously been dealing with it and that sort of thing (Earlybird)

Course is at no cost

Because Catalyst-Clemente harnesses existing resources in new ways, it can be offered at no cost to the students. Given the financial stress many of these students face, this is an essential, critical feature:

> *… it's brilliant. I talk to Shayne, I still talk to Shayne about it and we laugh. It's like a secret. It's amazing. We were just talking to a guy at ACU today and he couldn't believe it. He said what, its free? Yes it's free, yeah it's free. I couldn't believe it myself when Shayne told me.* [Well free is a big issue isn't it?] *Yeah.* [Particularly as you're trying to work that pathway for the future.] *Well they were the two major things for me in deciding because I had those three, I had about three options, well the fourth option was do nothing of course, which wasn't an option because that led to death I think. But Catalyst was free, it was offering credits which even back then I knew had to be a good thing and there wasn't any pressure, like you didn't have to sign up or anything, you just speak to [Agency Co-ordinator] on the phone and she's so laid back, she's like yeah just come in, sit down and so there you go, that's for me bad mouthing people just coming and sitting along because that was part of the appeal, that you could just come in and sit down and decide no this isn't for me. So there's a catch 22 on that.* (Jordon)

Bringing it together

It is of critical importance for the students that these elements work in effective and efficient interconnected and interrelated ways once the students are ready to take the risk of further study. The presence of these factors supports the students as they experience the transitions of entering, progressing through and exiting Catalyst-Clemente. The partnership of the various stakeholders, including students, community agencies, universities, business and community, is key to ensuring the availability of the program. An important dimension is the permeability of systems, structures and people. Operating from a shared value base and embracing a willingness to be flexible, Catalyst-Clemente thrives on individuals who span across and between the various stakeholders and can act as the glue to the program.

> *Everyone is willing to do a bit more than what they normally would in a circumstance to make it happen because you see the outcome and it's real and so if you can see something happen so easily in one way then you're going to keep being involved because you know it works* (Agency Co-ordinator)

Such a co-ordinated innovative approach supports people in accessing and maintaining ongoing participation in a community embedded socially supported learning model program such as Catalyst-Clemente. The students come to the course largely through community agencies or word of mouth, unlike many other programs and initiatives, to which they are often directed or referred by case managers. The profile data and the first person testimony makes clear what an achievement accessing Catalyst-Clemente frequently is, especially for the majority of people who had not been in a learning environment for many years and who may have had poor personal learning experiences when they were. In Catalyst-Clemente, people are demonstrating a willingness to give things a go and not be afraid of learning and succeeding.

Mary is a divorced woman in her fifties who had her first child at 19, spending much of her adult life juggling the rearing of her five children with full-time work. She herself was raised by an aunt after her parents divorced. Mary currently has a full-time job she enjoys and is buying her own house. While physically healthy and financially independent, Mary describes herself as emotionally fragile as the last of her children has recently left home. Her second marriage was violent and she struggled to make a safe, secure home for her children when that relationship broke down. Her exclusion from tertiary education and pathway to the Catalyst-Clemente program has to do with her conservative upbringing in which women's place was seen very much in the home.

Mary was convent educated to Year 10 but despite wanting to go to university, was not encouraged to go on as the school was "just picking the cream". Later on when Mary attempted university studies her aunt said she couldn't understand why a woman and mother would want to study anyway, saying in effect "who do you think you are that you can do university"? This attitude was shared by Mary's ex-husband who was "very much against my learning..." as "...it made him feel insecure".

Mary first heard about Catalyst-Clemente from a friend who was attending classes; she noticed a change in her:

> ...*I could just see this change, this shift, this change and I thought that is so good...*

When her friend told her about the program Mary said she was "at the door with bells on" as she had waited all her life for an opportunity to study. Her reasons for wanting to do the course were numerous – for knowledge and additional skills, but also for personal satisfaction and to prove to herself and others that she was capable of doing this.

It's not been easy. Mary has struggled to balance her study commitments with her work and family responsibilities, as well as maintaining a busy social life that includes a church community and recreational dancing. But she's determined to make it as:

> *I'm actually doing something that I've wanted to do all my life, from teenage on – that I'm actually having a go here, without fighting my way into university.*

The Catalyst-Clemente focus on the humanities has had a significant impact. At her second interview, Mary spoke eloquently about the way in which studying poetry and prose affected her at a deep, sub-conscious level:

> ...*it touched on having to deal with issues in my life which was...abandonment, which I hadn't dealt with...I've been dealing with emotional issues in my life, deep seated things.*

She said the poetry she read and wrote allowed her to start addressing the way in which her difficult childhood continues to influence her reactions to her family today.

Mary has enjoyed both the other students and her learning partner who texts her most weeks, providing constant affirmation like the "Mary is brilliant" she typed into the essay she was editing. This is the first time

in Mary's life she has had this kind of encouragement and she has persisted with her studies, at least in part, because she doesn't want to let her learning partner down.

Being able to study in a community setting –"starting at a small level in a friendly atmosphere" – has been crucial for Mary, as she found previously that traditional university life was not for her:

> *...I was so overwhelmed and I remember I crumbled...trying to juggle everything and I crumbled...*

Catalyst-Clemente exposes students to different ideas, often forcing them to reassess their own views on life. For Mary, this has meant she has gradually taken on a less black and white approach to the world:

> *...my mind is a little bit more open or sympathetic...I can see things from another side...I'm a little less judgmental on all things...a lot more understanding of people, and respect...for other people and their views...*

In particular, this has allowed her to see strengths in other Catalyst-Clemente students who, because of the obstacles they've faced in life, face prejudice and discrimination despite the fact that some "have brilliant minds".

When asked about the impact of Catalyst-Clemente on her life, Mary says it's made her a more confident, less needy person. She reflects on how important this opportunity is for many women:

> *...this is mine, this is for me and I think it's the one thing that a lot of women [need] you know, they sort of focus on getting married when you're young and you forget about you and growing as a person... that's what happened to me and happens to a lot of women.*

Over the course of her studies Mary has come to realise that despite her age and being a woman she now has choices:

> *I can make decisions for my life...I don't think I could ever just stay stale and not be doing something or learning or growing. I couldn't go back to that again.*

Economic analysis

The research project included an economic analysis of Catalyst-Clemente to help determine the net cost of delivering this form of a community embedded socially supported university education program. The net cost of running the program is the cost of delivery less savings obtained elsewhere as a result of outcomes achieved by students. The savings under examination in this study are government expenditure on health and justice services. Our analysis examines the expenditure on these services by the student group relative to that of the general population.

We found that the students' costs were significantly higher than those of the general population, reflecting the marginalised position of the students at baseline, including time spent homeless. There are, therefore, significant potential savings that may accrue. These potential savings are estimated as the reduction in government costs should engagement in the program result in costs being brought in line with those of the general population. The proportion of these potential offsets that need to accrue for the program to achieve cost neutrality will also be explored in this analysis. We also estimate the indicative net cost of program delivery by examining the change in actual expenditure on health and justice services for the matched sample of 18 students over the course of 2 semesters.

People with employment, housing, health and economic issues that accompany multiple disadvantage tend to have high costs in a number of areas such as health and justice, housing authority and private rental management costs and income support payments. The costs incurred by students that are the focus of the research project are government expenditure on a range of health and justice services such as GP consultations, drug and alcohol rehabilitation centres and police services.

The health and justice costs incurred by the student group in the 12 months prior to their completion of the Baseline Survey are reported and compared to those of the general population. A subset of the baseline group, comprising eighteen students also referred to as the matched sample group, completed surveys over the course of two semesters to provide information on their health and justice usage. Change over time in the usage of these services will be explored to shed light on savings achieved. However, as the sample size is small, results will be indicative only. How these costs then compare to running the program is an important component of the cost-effectiveness of Catalyst-Clemente.

The Catalyst-Clemente Baseline Survey was completed by 59 students. A series of questions in the survey asked students about the number of contacts that they had with different types of health and justice services in the past year (e.g. how many contacts did they have with a general practitioner, how many nights were spent in hospital, how many times were students the victim of an assault/robbery). The average number of contacts that the student group had with each service type was generated from these responses.

Through the examination of government reports such as that of the Steering Committee for the Review of Government Service Provision (Productivity Commission, 2011), unit costs were estimated per occasion of service usage. Similarly, these reports were used to calculate an estimate of the general population's contact with these services (see column 1 of Table 9). These figures were used to generate an average population cost for each service and total average health costs and average justice costs (see column 2 of Table 9). While 14 of the 59 students were from Perth, the majority, 76 percent, were from NSW. NSW data has therefore been used to benchmark general population averages for the student group's service utilisation rates and costs. Costs have been reported in 2009-10 dollars to maximise consistency with the costs of program delivery which were reported for the 2010 teaching year. Health costs have been adjusted by the Total Health Price Index and justice costs by the GDP chain volume measure to convert prices to 2009-10 financial dollars when needed.

An example of this is as follows: the average cost of the use of an ambulance in NSW in the 2008-09 financial year was estimated at $669.37. With program delivery cost being reported in 2010 dollars, prices have been adjusted by the total health price index to $690.79 2009-10 financial year dollars. The general population had an average number of 0.13 occasions of use per person whereas the Catalyst-Clemente baseline group had an average number of 0.35 occasions of use. This difference gives them an average annual cost of $92 (see Column 2 of Table 9) and $242 (see Column 4 of Table 9) respectively.

Baseline Results

Total health costs and total justice costs for the general population compared with the same costs for the Catalyst-Clemente student group at baseline show that the latter had significantly higher expenditures in these areas. The student group's health and justice costs were $14,624 higher per student over the preceding twelve month period than those of the general population (see final row of Column 5 in Table 9). The high health and justice costs incurred by Catalyst-Clemente students are not dissimilar to those obtained in studies of the homeless population. A 2008 AHURI study investigating the cost-effectiveness of homelessness programs (Flatau et al 2008) and the more recent Mission Australia Michael Project Report (Flatau et al 2011) both examined contact by homeless populations using similar health and justice services and reported health and justice costs very much in line with estimates for the Catalyst-Clemente study. This is not altogether surprising, given the finding of the group's experiences of homelessness in its various forms prior to beginning the Catalyst-Clemente program.

All health services investigated were utilised at higher rates by the student group than by the general population, with the exception of outpatient services, where the average utilisation rate and corresponding cost was close to half that of the general population. Nights in hospital, mental health facilities and drug and alcohol detoxification centres accounted for 85 percent of the total health costs, with a collective value of $13,242.[3]

At an average of $1,302 per student per annum, total justice costs were much lower than total health costs but still much higher than the general population's average. It should be noted that the general population also experiences lower per person justice costs than health costs. Costs associated with students' being the victims of assaults/thefts or appearing in court were the areas of highest cost.

These baseline results, compared with utilisation rates of and costs for the general population, allow for the examination of the potential offsets that may occur as a result of students' use of Catalyst-Clemente to reduce their multiple disadvantage and increase their social inclusion. Furthermore, a small subset of the baseline group, comprising 18 students, provided details of their health and justice utilisation over two semesters that allowed for cost offset analysis. Results from this analysis are indicative only, due to the small sample size. Cost of program delivery has also been examined as part of this process.

With a total number of 59 students, the baseline sample is relatively small, but the results do indicate that students who access Catalyst-Clemente utilise health and justice services at a much higher rate than the general population and consequently have higher health and justice costs. This rate indicates that there is a significant potential to reduce these costs. If the contacts with health and justice services associated with the student's experiences of multiple disadvantage could be addressed, and their utilisation rates reduced to those of the general population, the potential whole-of-government budgetary savings would be $14,624 per student. The determination of program cost, indicative cost offsets and proportion of potential offsets required for cost neutrality to be achieved will be discussed in the following sections.

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[3] A significant contributor to this cost is average number of nights spent in drug and alcohol detox/rehab. It is important to note that 89% of students did not use these facilities in the 12 months prior to completion of the Baseline Survey.

Table 9. Health and Justice Costs: Baseline Results, Entire sample

Health services	Population Statistics		Baseline Results (59 students)		
	Average occurrences (1)	Average cost $ (2)	Average occurrences (3)	Average cost $ (4)	Annual Difference/ Potential Cost Offset $ (5)
GP	5.65	241	15.44	659	418
Medical specialist consultation	1.17	83	6.69	473	390
Psychologist	0.12	11	6.76	630	619
Nurse or allied health professional consultation	0.56	47	1.09	91	44
Casualty or Emergency	0.32	58	0.98	177	119
Outpatient	2.55	291	1.33	152	-139
Ambulance	0.13	92	0.35	242	150
Nights in hospital	0.76	1,055	3.41	4,709	3,654
Nights in mental health facility	0.12	82	2.71	1,890	1,809
Nights in drug and alcohol detox/rehab	0.02	6	21.82	6,643	6,637
Total Annual Health Cost		**1,966**		**15,666**	**13,701**
Justice services					
Victim of an assault/theft	0.05	99	0.31	592	493
Stopped by the police in street	0.16	14	0.57	50	36
Stopped by the police in vehicle	0.63	43	0.44	30	-13
Apprehended by police	0.0020	0	0.07	12	12
Court	0.06	63	0.41	445	382
Visits to or from justice officers	0.16	14	0.69	60	46
Nights held by police (other than remand, detention, prison)	0.0005	0	0.05	11	11
Night in prison	0.40	112	0.16	45	-67
Nights in remand, detention or correctional facility	0.12	33	0.20	56	23
Total Annual Justice Cost		**379**		**1,302**	**923**
Total Costs		**2,344**		**16,969**	**14,624**

Health and Justice Costs after 2 Semesters

The use of health and justice services by 18 students in the program was followed over 2 semesters through the student survey instrument, allowing for an estimation of their service utilisation in a 12-month period. The baseline results for the 18 students were compared with their estimated utilisation rates one year after completing the Baseline Survey. As the sample size was very small, it must be stressed that the results from this analysis are indicative only. When examining the baseline results for the 18 students (see Column 4 of Table 10) in comparison with the baseline results for the entire student group, it can be seen that the 18 students are not entirely representative of the baseline sample. However, as with the entire baseline sample, their costs were higher than those of the general population in all health areas, with the exception of outpatient services. It is the significantly higher costs associated with nights in hospital and nights in drug and alcohol detox/rehab that made the health costs for the 59 students much higher.

As with the baseline results for the 59 students, the 18 students had higher justice costs than the general population. Conversely they were higher, albeit by a substantially smaller margin, among the 18 students than for the entire baseline sample. The higher cost is attributable to a greater incidence of being a victim of an assault/theft among this group.

Students were asked at the end of each semester to report on the number of health and justice contacts that they had had since they were last surveyed. On average, the survey responses covered 57 percent of the year. An estimate of the additional contacts was projected from the data provided. The resulting annual average utilisation rates and costs are displayed in Columns 5 and 6 respectively of Table 10. Column 7 indicates the cost offsets for each service as well as the total health and total justice offsets. While there have been slight increases in costs in a number of areas, which have resulted in negative values in the cost offset column, they have been outweighed by cost savings in other areas so that both areas of health and justice have generated a cost saving. Overall there is a total cost offset of $3,245 per person.

The areas where there has been the greatest reduction of costs from the point of the Baseline Survey to one year later include average nights in hospital, use of ambulance services and incidence of being a victim of an assault or theft. Significantly, average nights in hospital costs decreased by $2,469. There was also a decrease in use of ambulance services. As the unit price for use of this service is relatively low, this has not been reflected in a significant reduction in costs, but average occurrence has dropped by nearly three-quarters (see Table 10). Should there be a relationship between the two, that is, that at a higher rate of use of ambulance services results in higher average number of nights spent in hospital, the cost reductions revealed may point to a decrease in the use of avoidable crisis health services due to a greater stability in students' lives generated by their engagement with the Catalyst-Clemente.

Table 10. Health and Justice Costs: 18 students – 12 months prior to baseline and after 2 semesters

Health services	Population Statistics		Baseline Results (18 students)		Projected Annual Costs – 18 students		
	Average occurrences (1)	Average cost $ (2)	Average occurrences (3)	Average cost $ (4)	Average occurrences (5)	Average cost $ (6)	Cost offset $ (7) = (4)-(6)
GP	5.65	241	18.29	781	12.64	540	241
Medical specialist consultation	1.17	83	9.29	657	12.73	900	-243
Psychologist	0.12	11	7	652	7.64	712	-60
Nurse or allied health professional consultation	0.56	47	0.59	49	4.41	370	-320
Casualty or Emergency	0.32	58	1.41	255	.88	159	95
Outpatient	2.55	291	1	114	1.96	224	-110
Ambulance	0.13	92	0.76	525	.20	135	390
Nights in hospital	0.76	1,055	2.18	3011	.39	541	2469
Nights in mental health facility	0.12	82	1.76	1228	1.47	1025	203
Nights in drug and alcohol detox/rehab	0.02	6	0.59	180	.00	0	180
Total Annual Health Cost		**1,966**		**7,451**		**4,606**	**2,845**
Justice services							
Victim of an assault/theft	0.05	99	0.56	1070	0.20	374	696
Stopped by the police in street	0.16	14	1	87	1.03	89	-2
Stopped by the police in vehicle	0.63	43	0.87	59	1.12	76	-17
Apprehended by police	0.0020	0	0.06	10	0.21	36	-26
Court	0.06	63	0.31	336	0.50	538	-201
Visits to or from justice officers	0.16	14	0.25	22	0.81	71	-49
Nights held by police (other than remand, detention, prison)	0.0005	0	0	0	.00	0	0
Night in prison	0.40	112	0	0	.00	0	0
Nights in remand, detention or correctional facility	0.12	33	0	0	.00	0	0
Total Annual Justice Cost		**379**		**1,585**		**1184**	**400**
Total Costs/Offsets		**2,344**		**9,036**		**5,790**	**3,245**

Cost of Delivering Catalyst-Clemente Education

Catalyst-Clemente is delivered by a community agency in partnership with a university and each contributes to the running costs. Cost offsets have been measured on a per student basis. To allow comparison, the sum of the community agency and university costs of program delivery also need to be calculated on a per student basis. The cost of running the program, the number of students involved in the program, and the number of units completed are discussed before costs are compared.

Cost of Running the Catalyst-Clemente at Each Site

The costs of delivering Catalyst-Clemente at the three sites of the study, Campbelltown, Surry Hills and Perth, were captured in the Cost Survey. Each site recorded the expenses incurred by both the university and community agency in running the program. Expense items included teaching staff, support staff, management staff and office staff expenses attributable to delivering the program in 2010. Other office costs and overheads were also collected. A total annual cost for each site was calculated from this information. The Campbelltown and Perth sites each ran two units per year (one per semester) while Surry Hills ran four units per year (two per semester).

It is important to note that two significant areas were not included in total expenditure: Learning Partners' time and students' use of support services at the community agency. Qualitative results from the study have shown that the Learning Partners played a crucial role in students' positive experiences with the Catalyst-Clemente program. The partners were volunteers, often from the corporate world and/or community, who met with students on a weekly basis to offer vital help with assignments and assessments and also to provide general support. In addition, some students may have used services provided by the community agency services, such as counselling, throughout their involvement in Catalyst-Clemente, and this additional support may have played a deciding role in their continuation with the program. Consideration of these costs is important for a comprehensive understanding of the resources involved in delivering the Catalyst-Clemente program; however, their measurement is beyond the scope of the present study.

Cost per unit of study, per student

Costs to run Catalyst-Clemente need to be determined on a 'per student per unit basis'; that is, the cost for a student to take part in one unit of study, before determining the cost on a 'per student involved in the program for a year' basis. Calculations for the latter require cost per student in a unit to be multiplied by the average number of completed units. The numbers of students who enrolled in a unit of study, who withdrew by census date, who withdrew after census date or who had completed a unit over the course of 2010 were also recorded on the Cost Survey. Ordinarily, for budgeting and record keeping purposes and in their calculation of the number of equivalent full-time students, universities report those enrolled minus those who have withdrawn before census date. Students who withdraw past the census date still incur the unit fee and are included in final student numbers; the record of the number of students in an ordinary university setting is tied to the receipt of unit fees.

Catalyst-Clemente is university-level education at no cost to the student and there is no incentive to withdraw before census date as there is for fee-paying students. In fact, given individual backgrounds and the purpose of Catalyst-Clemente, students are encouraged to participate in a unit of study for as long as they are able to do so. In the previous section some of the factors that act to encourage ongoing participation have been discussed, such as the welcoming space and place, the small class size and connection of the community agency to other aspects of a student's life. It is unsurprising, therefore that at two of the three sites a sizable proportion of enrolled students withdrew from the program, and all did so after the census date[4]. To adopt the method employed by universities generally would result in the inclusion of a high number of students who withdrew before completing a given unit in the final number of students. Given the purpose of Catalyst-Clemente, however, in determining the number of students all students who withdrew past the census date have been included[5]. This gives a total number of students in a unit and reflects a focus on the benefit a student gains from engaging in the program for a longer period of time, though not a full semester,[6] rather than on the inclusion of all students who would be fee paying should they have enrolled in a standard university unit.

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[4] The Perth site was the exception, with all students that withdrew doing so before census date.

[5] Including all students in the final number by which costs will be divided would result in a lower per student cost. This would potentially underestimate the per-student cost of running the program.

[6] Students who withdrew from the program after census date had considerable involvement in the program before doing so. Furthermore, the decision to take part in the program in itself is a significant step for the student group who, given their present circumstances and difficulties they have faced in their past, would be unlikely to have otherwise engaged in university education.

Cost per student for each study site is calculated by dividing the total cost at a site in 2010 by the number of students undertaking each unit.

Cost per unit of study per student (2010) = Total cost to deliver Catalyst-Clemente in 2010 at site 1
Indicative number of students in 2010 at site 1

A weighted average of the 'cost per unit of study per student (2010)' is calculated based on the proportion of 'indicative number of students' at each site to give an overall weighted average cost of $2,077 per student in a unit of the Catalyst-Clemente program. As a point of comparison, the approximate cost of a fee paying student enrolled in a university-based Bachelor of Arts unit is between $1500 and $1700/unit depending on the discipline (ACU, 2012).

Total annual per student cost

As the number of units a student will complete in a year varies, the calculation for total annual per student cost has been made based on the average number of units completed by the follow-up group of 18 students. Information on unit completion was included in the student surveys. Over the two semesters in which the eighteen students responded to the surveys, an average of 2.6 units per student was completed. The per unit cost of $2,077 is multiplied by the average number of units to give an annual cost of $5,399 (see column 1 of Table 11).[7]

Table 11. Estimation of Net Cost of Catalyst-Clemente Program

Annual Cost $ (based on completion of an average of 2.6 units) (1)	Total Estimated Actual Health & Justice Offsets $ (2)	Cost/Saving $ (3) = (2) – (1)
5,399	3,245	-2,154

Column 3 of Table 11 shows that the costs of running Catalyst-Clemente exceeded the indicative savings in health and justice areas achieved by the 18 students by $2,154. However, close to two-thirds (60 percent) of the costs of running the Catalyst-Clemente Program are offset by savings in the health and justice areas examined by the study.

Table 12. Proportion of potential offsets that need to be realised for program delivery to attain cost neutrality

Annual Cost $ (based on completion of an average of 2.6 units) (1)	Potential Offset – Baseline sample $ (2)	Proportion of potential cost offset required for program to be cost neutral % (3) = (1)/(2)
5,399	14,624	37

Determination of an annual cost of program delivery per student allows for comparison with the baseline sample's annual potential cost offsets, that is, the difference between students' average annual health and justice costs and the average for the general population (Column 5, Table 9)[8]. The potential offsets for the baseline group total $14,624, which is nearly three times the expenditure incurred for program delivery. A cost reduction of 37 per cent needs to be attained for the program to achieve cost neutrality (see Column 3, Table 12).

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[7] Should all students who withdrew after census date be included in the final number of students, per unit cost of student would be $2,285. Average annual cost would be $5,941, and rather than costs of running the program being offset by 60% they would be offset by 55 percent. Information of the degree of involvement of students who withdrew from the program after census date is unavailable.

[8] Potential offsets for the entire baseline sample, rather than the matched sample baseline results, are considered when examining potential offsets due to larger sample size. Should the matched sample baseline group be considered more likely to exhibit costs of a student more likely to continue the program then it would be more appropriate to use this, given that we are looking at change in expenditure of those students who remain with the program for 2 semesters. However, since composition of both groups at the point of baseline consists of both existing and continuing students and attrition of students in entire baseline sample could be to completion of program rather than discontinuance, we are unable to make this assumption.

Summary

As Catalyst-Clemente is community embedded and socially supported at no cost to the individual, people are able to access and participate in learning at a higher education level. Such participation is rewarding to the individual in the ways indicated previously, but is also of benefit immediately, in the short-term – and one would predict in the long term – to the Australian community, specifically in the indicative health and justice cost offsets.

Overall, the cost-offset analysis has revealed a group of students with health and justice costs significantly higher than those of the general population, and this is particularly the case in the area of health costs. Importantly, this analysis points to the potential for the program to reduce costs among this group, with potential offsets among the baseline sample calculated at $14,624, which is nearly three times the per student cost of running the program. A small group within the original baseline cohort completed surveys over two semesters providing information on their usage of health and justice services, allowing for an estimation of their costs in the 12 months after their completion of the Baseline Survey. As the number of these students was 18, results are indicative only, but their cost data one year on showed a decrease in both overall health and justice costs. When compared to the amount required to run Catalyst-Clemente, the savings accounted for 60 percent of running costs.

While these indicative results point to lower outlays in two key areas of government expenditure as a result of improvements in students, utilisation of services attributable to their involvement in Catalyst-Clemente, many of the cost offsets associated with engagement of people experiencing multiple disadvantage are likely be realized over a longer time period. With many students gaining confidence through continuing their studies, engagement with the labour force and a movement away from government income supports towards more secure housing are likely to be experienced by students as they continue to participate and move into the next phase of their lives.

Key Learnings from the Research

A deeper appreciation of the capabilities and agency of people experiencing multiple disadvantage has emerged as a key finding from this ARC project. This highlights both the complexity within individual lives and the detailed and innovative ways in which community, through its available resources and capacities, is required to operate in supporting people through education to bring about change in their lives. Change has been shown to be possible despite significant structural barriers. Such change cannot be imposed; it has to be generated from within (Shorris, 2000). The people themselves have to be part of the solution. This focus on personal agency in Catalyst-Clemente is significantly different from the focus of many welfare and government initiatives which, more often than not, place the focus primarily upon the impact of programs that are interventionist in nature.

> '...we're part of the help and part of our own solution....'
> (Catalyst-Clemente student)

> '...No one can release the poor from poverty, no-one can accomplish power for them.'
> (Shorris, 2000, pp98-99)

Such an appreciation has emerged from the fine-grained knowledge of the student profiles, the changes people can make, the explicit factors and processes required for change and, for the first time, an economic analysis of this option of a community embedded socially supported model of education.

Students experiencing multiple disadvantage

The profile data collected demonstrates clearly the extent of multiple disadvantage experienced by people entering the program. Many have experienced and continue to experience the cumulative weight of many dimensions of entrenched disadvantage simultaneously and continuously. People who have been homeless or who are currently in precarious housing are strongly represented. This cohort of students commonly experiences lack of employment and financial hardship, with a large number experiencing high levels of material deprivation and significant social isolation. Their lives are challenging in an ongoing way, as demonstrated through high health and justice costs. As a result, the research proposes strongly that any way forward will likely be non-linear for the students. About two thirds of the students had children, demonstrating the potential intergenerational effects that may be achieved through their participation in such a program. Paradoxically, it is clear from the data that these students often have levels of personal agency that are at international population norms and have experience of dealing with multiple and complex challenges and situations simultaneously.

Changes students make

Notable changes students made through participating in community embedded socially supported education are reported in four areas: personal learning, personal aspects of life, social connectedness and quality of life. This information reinforced and built upon previous findings on the impact of Catalyst-Clemente (Yashin-Shaw, 2005; Howard, et al 2008; Mission Australia, 2011).

The results of this survey-based research indicate that over two semesters students achieve clear personal learning outcomes as they report a number of improvements. These learning outcomes are as a direct result of their participation in Catalyst-Clemente, including, for example, improvement in their writing skills, time management skills and communication skills. An important related finding to improved personal learning outcomes is the demonstrable way that the students come to better manage the personal challenges that arise from entering Catalyst-Clemente. The student profile reported on the complexity that each individual encounters in her/his life. Yet, at the same time as experiencing these life challenges each student has made a decision to take on the additional challenge of studying Catalyst-Clemente. The reality is that students are managing themselves and their lives, as well as a new element in

undertaking the course. By the end of the year that encompassed this research project, on most measures students are better managing the personal challenges of the course. Indeed, these students are displaying the personal discipline to manage their time and study commitments better and to relate better to other students. These are concrete achievements that the students are demonstrating to themselves and others.

Students are also reporting reduced psychological distress, reduced social isolation, a more positive attitude to many aspects of life and a reduction in health service use at the crisis end. These are substantial changes that demonstrate, as with the literature, that the effects of education go beyond personal learning outcomes. However, it is important to note that changes in material circumstances, (in housing and employment, for example) are not evident from the data. The research team believes that this result could be due to the limited duration of the research, and reflects the persistence of structural barriers.

The student interviews support and amplify the findings provided through the survey research, noting the importance of the course content as well as describing increased self confidence and self esteem, an increased appreciation of others, and a greater sense of personal optimism. The strong focus on the future that comes through in interviews and case studies provides a way of understanding the substantial changes in key psychological measures in the survey. This first-person testimony sheds light on the critical importance of relationships with friends and others who can provide the key social supports necessary as individuals seek to make changes in their lives. Such changes can involve moving out of social isolation or breaking away from existing patterns and the people who continue to entrench them. The students' voices explain why overall quality of life and satisfaction with life may remain poor, given the disadvantage that they often continue to face, but also the way in which their hopes and expectations may be changing through participation on the course.

Student Agency: capabilities, opportunities, resources

The students themselves are the key to their achieving the personal, social and economic outcomes outlined in this report. The students become "architects of their own change process" (O'Gorman, Butcher & Howard, 2012) using their capabilities to build a new personal resource base through Catalyst-Clemente. In building their resource base students go beyond improved self-esteem and self-confidence to conceive and make decisions about a future for themselves and frequently their children and others. Access to and ongoing participation in Catalyst-Clemente offer much more than a couple of hours per week during which people feel better about themselves, as important as this may be. Students are using Catalyst-Clemente to create movement in their own lives, and through this movement are determining their own future. Access to and ongoing participation in Catalyst-Clemente offer students opportunities and experiences to develop an effective resource base through which they can move from the experience of multiple disadvantage towards learning, work and participation, and have a voice in their own lives. This is a realistic move toward social inclusion.

Focusing on the humanities through a Socratic teaching method emphasising reflection is central to bringing about personal agency. The focus on reflection was further emphasised by Stevenson et al (2007) who argued that the changes associated with Catalyst-Clemente could be understood in terms of habitus, '...to move the participants away from reacting simply to contexts and events, i.e. seeking to interrupt the direct operation of the habitus, their automatic 'schemes', challenging the participants to resist their history-based anticipations about the results of present actions. Presumably, over time, such repeated experiences of critical thinking would lead to some changes in the schemes themselves, as new personal histories become embodied'.

Through accessing and participating in Catalyst-Clemente, students both interrupt the direct operation of the habitus and develop new personal narratives. This two-fold process is apparent in each of the five case studies presented in this report, in the journeys described by Neo, Jess, Sophie, Jordon and Mary, and is supported by the survey data. Personal agency was clearly always present, as demonstrated by the very fact that people were prepared "to give Catalyst-Clemente a go" when all their life experiences might have told them not to do so.

The creation of new relationships with themselves, their friends and family, community agencies, the university and the community is, as has been shown, at the heart of individual experiences of Catalyst-Clemente. In two recent papers, some of the research team have sought to understand the individual journeys that people undertake. In the first, Howard, Butcher, Egan (2010), consider hope theory as a means to understand the students' pathways. Using Snyder's work (1991, 1995) they seek to illuminate the way in which Catalyst-Clemente offers support for the cognitive processes

of personal agency thinking and pathway thinking – the will and the way of hope. In the second, O'Gorman, Butcher, Howard (2012) develop an integrative rationale and framework explaining the development of personal agency and social inclusion through drawing on social cognitive theory. The authors, using Bandura (1987, 2006), seek to provide greater specificity about the way in which changes occur:

> *hope in the sense of a broad outlook on life…is not a simple outcome of the structures of Clemente Australia but the result of those structures facilitating the development of goal setting, efficacy, and outcome expectancies in a number of specific situations and of participants' reflections on outcomes in those situations.*
> (O'Gorman, Butcher & Howard, 2012)

In particular, the students' academic achievement of completing a subject, together with other outcomes such as personal engagement with others, can begin to strengthen a broader individual narrative of hope and future.

> *It is the gradual and cumulative process of building from specific expectancies, goals, competencies, and self-regulatory systems to an elaborated life narrative of hope, meaning, and purpose that is critical to the program, encouraging the specific in order to achieve the general.* (O'Gorman, Butcher & Howard, 2012)

The research project's survey and interview data both indicate that while the people accessing Catalyst-Clemente share similar challenges, their individual lives are as different as the number of people undertaking the course. The data suggest that the opportunities presented by the course will be used and marshalled differently by different people. Evidence demonstrates that students develop their resource base in varying ways and have different views of their future. For some, this might involve further education, for others, volunteering, or employment, or community participation.

It is also clear from the research that through the continued process of engaging with community embedded socially supported university education people are enhancing their personal agency through:

- developing goals for themselves,

  > *It taught me to be positive…to be optimistic…even though you fall, just pick yourself up and continue to move on because there is a goal.* (Frodo)

- developing outcome expectancies relating to these situations,

  > *Catalyst has broadened my horizons …broadened my horizon and just given me confidence in myself and yeah confidence that I can study further, I can study as long as I'm willing to put in the work I can do it.* (Jordon)

- reflecting upon substantive changes in themselves,

  > *I can make decisions for my life…I don't think I could ever just stay stale and not be doing something or learning or growing. I couldn't go back to that again.* (Mary)

  > *I can overcome challenges…It's more, it's a funny thing, it's like you don't, you're not trying to figure everything out, it's yeah well just do it and see what happens. It's not such a big deal. It's not like I need to know all the answers now. It's like I'll learn as we go along.* (Jordon)

Overall, the people are developing their personal agency through constructing new narratives for themselves in which the future has more potential and possibility:

> *Well this program has given me hope for a better future…there's something to work towards…it's sort of made me more focused to look after myself and to get back on my feet and sort out all my issues. It's certainly been a great help doing all of that.* (Neo)

People, factors and processes

In terms of the individual as well as their relationships with others (including family, friends and community) education has a key role to play. Within the literature, education has long been acknowledged as a key social determinant of health and wellbeing and research has shown the specific impacts of education upon the individual's health and resilience throughout the lifespan. People experiencing multiple disadvantage are as educationally able as the more advantaged. Often, they are "disabled" from participation in education by personal and family circumstances. It is clear from both the Bradley and Gonski Reports that there are serious national issues involved in those Australians experiencing disadvantage

in accessing and maintaining ongoing participation in education. As such, many people are missing out on the potential and well-recognised benefits of education for themselves, their children and their families, and ultimately for the broader Australian community.

The evidence suggests that the educational processes and social supports offered together are important to access and ongoing participation. At the heart of this model is that teaching and learning occur in community settings – places where students feel safe, secure and at ease. It is about 'teachers and students addressing one another as persons who can and do have choices, preferences and tastes. This is seeing and knowing someone, in all their particularity, and with dignity' (Thomas 2007, p791). Foundational to any such program is an emphasis on values of respect and acceptance through a non-judgemental teaching approach. A shared vision of values emphasising the dignity of those who enter the program, relating to each person as an individual of worth, and appreciating their potential as learners, positions each student as central to the program. Through engaging with one another, all people involved in the program come to learn, appreciate and respect each other in new ways, thus enhancing the community's social capital.

Too often in a mainstream university people experiencing social isolation, or described as disadvantaged or from low socio-economic backgrounds, are labelled as alternative entry participants and regarded as an identifiable minority group (Tell, 1999). A community embedded socially supported university education model provides spaces and opportunities for people to be included and recognised for their inherent dignity as people and the individual capabilities and potential which they both possess and can develop.

Key aspects for the essential elements of such a model are reflected in being:

socially supported: including the co-ordinator, the learning partner, the community agency, learning supports and the trust and confidence these social supports together engender;

community embedded: including the small classes, the social environment, the spaces and places, the community of learners, the community focus;

university education: including studying the humanities, the course being provided at no cost, the energy and expertise of the lecturers, and the adapted delivery and university administration.

The presence of these essential factors supports the ongoing participation of students as they experience the transitions of entering, progressing through and exiting Catalyst-Clemente as the varying individual challenges arise. The partnership of the different stakeholders, including students, community agencies, universities, business and community is a key component to ensuring availability of the program. An important dimension is the permeability of systems, structures and people. Operating from a shared value base and embracing a willingness to be flexible, Catalyst-Clemente thrives on individuals who span across and between the various stakeholders and can act as the glue to the program. For the students, it is of critical importance that these elements come together in appropriate ways.

Such a co-ordinated approach supports people in accessing and maintaining ongoing participation in a program such as Catalyst-Clemente. The students come to the course largely through community agencies or word of mouth, unlike many other educational programs and initiatives to which they are often directed or referred by case managers. In Catalyst-Clemente, people are demonstrating a willingness to give things a go and not be afraid of succeeding. The profile data makes clear what an achievement accessing Catalyst-Clemente is, especially for the majority of people who have not been in a learning environment for many years and who may have had poor personal learning experiences when they were.

Catalyst-Clemente, as an example of community embedded socially supported university education, offers an example of how to support people to social inclusion but also poses direct challenges for universities, communities and government. By using available resources from community agencies, universities, business and the community in new ways, Catalyst-Clemente has gone from one site working with 10 students to 9 sites working with more than 500 students and with 86 people having graduated since the program commenced in 2003 (as of Dec 2011). Both sustainability and availability are challenges. This model of community embedded socially supported education is providing opportunity to people experiencing multiple disadvantage who would normally miss out. Such a community embedded socially supported higher education model has the potential to reach even more people with the right structures and resourcing.

Economic analysis

An economic analysis examined the related costs of implementing Catalyst-Clemente. The finding is that after shaping and harnessing existing resources in new ways, the overall cost of the program is similar to existing higher education costs. Across the three study sites, the average cost of delivering the program for each student is $2077 per unit. As a point of comparison, the approximate cost of a fee paying student enrolled in a university based Bachelor of Arts unit is between $1500 - $1770/ unit (depending on the discipline).

Economic analysis of service use data reveals a group of students on entry to the study with health and justice costs significantly higher than those of the general population, particularly in the health domain. Indicative cost data after one year show a decrease in both overall health and justice costs by the matched sample group which account for 60 percent of the running costs of the program. This outcome indicates that after one year, students are building different relationships with the health service system and are moving away from the crisis end towards more community supports.

While these indicative results point to lower outlays in two key areas of government expenditure as a result of improvements in students, utilisation of services attributable to their involvement in Catalyst-Clemente, many of the cost offsets associated with the engagement of Australians experiencing multiple disadvantage in community embedded, socially supported university education such as Catalyst-Clemente are likely be realized over a longer time period. With many students gaining confidence and continuing their studies, engagement with the labour force and a movement away from government income supports and into more secure housing are likely to be experienced by students as they continue with the program and move into the next phase of their lives.

Breaking the Cycle

In *Breaking Cycles of Disadvantage* (Social Inclusion Board, 2011) emphasis is placed on addressing the psychological impact of disadvantage if the cycle of disadvantage is to be broken. The Board notes that the experience of disadvantage has a significant psychological impact: "Living in crisis and high stress situations can undermine an ability to plan or think long-term leaving people without a strategy for changing their circumstances." They further comment on the role that service providers can play in this process as a force for good, but also for the potential that exists to reinforce the sense of hopelessness and powerlessness that may exist. Importantly, they note that "The research found that for all those who had overcome a cycle of disadvantage there was universally a person or people who had established a meaningful relationship with them, and demonstrated concern, belief in their abilities, and provided emotional as well as practical support." (p.49)

Each person studying Catalyst-Clemente has to weave the factors and processes that they encounter in their own way, for their own purposes. The findings from this and other related research work about changes supported by Catalyst-Clemente begin to build a framework for appreciating the ways in which individual students, using their capabilities and personal agency, bring together the threads of the program. The findings detail the profile of the people enrolled in Catalyst-Clemente, the changes they make and the outcomes they achieve as a result of the factors and processes of the program. Also, the findings describe for the first time the costs and benefits of this example of community embedded socially supported university education, and offer a deeper appreciation of the real life changes that the students make.

This research project is helping to explain how the educational processes and the social supports within community embedded, socially supported university education address endemic disadvantage, enhance social inclusion, and improve personal and community wellbeing. This research provides new knowledge about the immediate, short-term and longer term social inclusion outcomes for disadvantaged Australians from such education with respect to their personal health, wellbeing and economic participation. While community embedded socially supported university education is justified on equity grounds, the very significant costs of providing holistic, integrated university programs for people experiencing disadvantage may lead some to question the value to society of such interventions. The economic analysis in this study is starting to provide the data and adding significantly to the relatively small Australian literature on the cost-effectiveness of social inclusion educational programs (see, for example, Access Economics Pty. Ltd. 2004; Flatau et al, 2008, Pinkney & Ewing 2006; Raman & Inder, 2005).

The research is providing an evidence base for collaboration among government, community services and tertiary institutions in providing a holistic educational approach in supporting people to move beyond disadvantage to new levels of participation and social inclusion.

Social Inclusion

In Australia, social inclusion is defined as the resources, capabilities and opportunities to work, learn, participate and have a voice (Social Inclusion Board, 2010). The federal government has emphasised a whole-of-government approach to social inclusion. Close to one million Australians aged 18 to 64 years are facing multiple disadvantage that is simultaneously economic, social and personal of long standing. The interrelated nature of multiple disadvantage means that people face issues which are often deep and entrenched, making them challenging to address in their complexity. It has been considered that such complexity requires substantial time to address and that often there will be no immediate or short-term solution (van Doorn, 2005; Vinson, 2007).

The case studies in this report provide real life examples of people experiencing homelessness, isolation and marginalisation. Their individual journeys towards social inclusion portray the impact and influence of community embedded socially supported university education in confronting the multiple disadvantage in their lives. Such journeys are not linear, and people will continue to encounter aspects of the disadvantage that many have experienced for extended periods of time. What has become evident is that the people themselves are part of the solution in accessing relevant processes that they use in moving towards greater social inclusion.

Implications of the Research

Higher Education Policy Implications

This research project has documented personal and public outcomes resulting from Catalyst-Clemente, an educational program focused upon enhancing people's sense of personal agency. This community embedded socially supported learning model offers an appropriate, effective and cost effective way to ensure equity, access to, and ongoing participation in higher education by people experiencing multiple disadvantage.

This research confirms what is known about the potential role of education in the improvement of life chances generally, and that educational outcomes are enhanced when learning approaches and the curriculum are responsive to learners, their contexts and needs (Cherednichenko & Kruger, 2006). It is the combination of these 'soft' and 'hard' outcomes that indicates how relevant education can contribute to improvements within the social, economic, and personal domains of a person's life (Hammond, 2004; Luby & Welch, 2006).

The research evidence points to the integral role of Catalyst-Clemente within the suite of learning options available to people experiencing multiple disadvantage. As living skills and vocational education have learning roles to play for people within the Australian community, so too does community embedded socially supported university education.

Table 13. Higher Education Policy implications for Government

Policy Principle	Policy Intent	Research Evidence – Catalyst-Clemente
Equity	Long-term and sustainable prosperity is dependent on investment in human capital. At the core of this is higher education and providing the opportunity for all individuals to access it no matter where they come from.	Using existing resources in new ways, Catalyst-Clemente, in a major collaboration between universities, community agencies, business, the community and individuals, has since 2003 built human and social capital in Australia, by focusing focus on personal agency and capacity building. Hundreds of students have now had the opportunity to undertake university education in new ways through Catalyst-Clemente.
Access	Australians of all backgrounds who have the ability to study at university have the opportunity to do so, with a particular focus on people from low SES groups, people who are of Aboriginal or Torres Strait Islander descent, and people from rural and regional Australia.	The people who have accessed Catalyst-Clemente are defined in existing government policy as the hardest to reach. About two-thirds of people in the research sample have Year 11 education or less. A Centrelink payment is the main source of income for 87%. A longstanding physical health condition, illness or disability is experienced by 58%. At least 7% are of Aboriginal or Torres Strait Islander descent.

Participation	It has been well recognised that assisting people to access higher education is only the beginning. The participation of individuals will need to be supported once they are on campus to ensure that their participation is ongoing.	Catalyst-Clemente demonstrates how people can be supported in their participation in higher education through collaboration among universities, community agencies, business, the community and individuals. It presents evidence supporting establishing community embedded socially supported learning spaces. It is built on the knowledge that the way you treat people matters, that continuity of support is essential, and that such support will ebb and flow depending on individual needs. (see Table 14 below)
Attainment (of goals)	It is also acknowledged that ongoing participation and attainment cannot simply be delivered through student support but depends on creating a space in which the experiences and knowledge that students bring to higher education can be shared and valued.	Catalyst-Clemente, from its very inception, has been grounded in the value of individual experience whilst maintaining the highest academic standards. Through its particular approach it seeks to create a dialogue between lived experience and course content that affirms individual agency. In this way real change can be made as individuals attain the goals they set for themselves.

Social Inclusion Policy Implications

The evidence emerging from the research supports what is known from the literature about the design of social programs. It provides evidence to support recent research and analysis by the Social Inclusion Board, which has recommended some common factors in finding a pathway out of a cycle of disadvantage. The Board suggests that practical support needs to address the psychological impact of disadvantage, be flexible, tailored and specific, and be provided in the long term. Moreover, three key principles are identified for addressing cycles of disadvantage that can be used to inform government work around service delivery reform, all of which are central to how Catalyst-Clemente functions.

Table 14. Social Inclusion Policy Implications

Principles	Core to the Principles	Research Evidence – Catalyst-Clemente
The way you treat people matters	Relationship building	At the core of Catalyst-Clemente is a large scale collaboration that rests on a complex web of relationships among universities, community agencies, business, the community and students.
	Leadership	Under the leadership of ACU, major charities and community agencies stepped into a space with new ways to bring about change previously considered too hard or not possible.
Continuity of support is essential	Longer-term funding for service providers	Individuals over a minimum of one year and usually two to three years receive continuity of support through their participation in Catalyst-Clemente.
	Groups with greatest need	People with the greatest need are supported through Catalyst-Clemente as they move toward the goals that they set for themselves.

A focus on addressing structural barriers must be maintained	Locations of disadvantage Public Housing Income Support Service System	Education has been demonstrated to have value in itself and as a means of affecting other areas of life. Catalyst-Clemente is part of an existing environment and a web of support that people can access. However, it is not an answer in itself. In short, through appropriate education participants can begin to change aspects of their lives, including their use of social service systems, and to address the structural barriers they experience.

Research Implications

This research project has implications for future research in two ways. First, it adds to the increasing knowledge base about researching and working with vulnerable groups. There is much to be shared from the engaged methodology approach undertaken by this research project as well as tools developed through the project. These will be written up in subsequent research papers. Second, the findings from this research project indicate new areas of investigation to build upon the knowledge base around community embedded socially supported university education in general and Catalyst-Clemente in particular. Key areas of focus include:

- transitions into and particularly out of Catalyst-Clemente (especially, the supports and strategies students need as they transition from Catalyst-Clemente to further study or work);

- further detailed empirical research on the new relationships students form through Catalyst-Clemente and how their participation alters existing ones;

- further detailed empirical research on how students use the social supports available at each site;

- examination of the role of the humanities as a key element in determining content for many programs involving the disadvantaged and marginalised;

- investigation of strategies that could be put in place to support those students who discontinue their studies (evidence emerging from this study indicates that this group of students may contain a number of subgroups including those for whom Catalyst-Clemente is too ambitious at that point in their lives, and those for whom Catalyst-Clemente leads to their next goal, which might be other than university education);

- case study analysis of the ways in which institutions, organisations and communities collaborate in constructing and offering appropriate educational programs.

These areas considered together provide a future research agenda for Catalyst-Clemente as an example of community embedded socially supported university education.

Recommendations

Given the evidence of the positive role of personal agency among the most disadvantaged Australians, and of the resultant learning outcomes and cost offsets that greater personal agency achieves, it is proposed that the Commonwealth Government support the development of community embedded socially supported learning across Australia as part of its funding for higher education through the Department of Education, Employment and Workplace Relations (DEEWR).

Further, it is proposed that DEEWR implement its support through the allocation of resources, and invite expressions of interest from collaborative partnerships of universities and community agencies to offer their expertise in providing the academic and social supports that enable the access and ongoing participation of specific Australian population groups and cohorts.

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Appendices Contents

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Student Survey
2009

BASELINE 2009

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Dr Tim Marchant	Mission Australia

Ethics approvals

The Catalyst-Clemente research study has received ethics approval from the Universities' Human Ethics Committees.

Sources

The Catalyst-Clemente Survey draws on a number of existing sources. These include:
- The Australian Bureau of Statistics (ABS), 2006 *Australian Census*
- The ABS*, The Job Search Experience of Unemployed Persons* survey
- National Centre for Vocational Education Research (NCVER) and the Department of Education, Employment and Workplace Relations (DEEWR) 2003 *The Longitudinal Survey of Australian Youth*
- The ABS, 2005 *The Survey of Education and Training*
- The Supported Accommodation Assistance Program (SAAP) National Data Collection Agency *SAAP Client Form*
- The Social Policy Research Centre (SPRC), University of New South Wales, *Community Understanding of Poverty and Social Exclusion (CUPSE)* survey
- The ABS, 2004/05 *National Health Survey*
- The Office for Policy, Planning and Evaluation (VIC), 2007 *The On Track Survey Statewide Report*
- The World Health Organisation, *The World Health Organisation Quality of Life-(WHOQoL) Bref*
- The Joseph Rowntree Foundation, Townsend Centre for International Poverty Research, Bristol, Centre for Research in Social Policy, Loughborough, Department of Social Policy and Social Work, York, Heriot-Watt University, Edinburgh, *Millennium Poverty and Social Exclusion Questionnaire*
- Matthias Jerusalem and Ralf Schwarzer, *Generalized Self-Efficacy Scale*
- Ronald Kessler*, Kessler Psychological Distress Scale (K10)*

Details of the source of particular questions are available from the authors on request.

Information for Respondents

The purpose of this **Catalyst-Clemente Program Survey** is to examine the impact that Catalyst-Clemente has on disadvantaged students and how it helps students reconnect with the community.

The objectives of the research project are to:

1) examine the impacts of community embedded, socially-supported university education on the pathway to social inclusion for disadvantaged Australians;

2) understand the factors and processes that assist or hinder disadvantaged Australians entering, progressing and completing such education; and

3) identify the costs and benefits associated with this type of university education.

The survey will take approximately 60 minutes and includes questions on:

- your previous education and employment experiences;

- your current studies and what you want to get out of the **Catalyst-Clemente Program**;

- your income and employment position; and

- your health and wellbeing.

There are three further follow-up surveys over an 18 month period.

The survey is completely anonymous. Names and addresses will **not** be recorded in data collected from the survey. Names and contact details will only be used for follow-up survey purposes.

Completion of the Catalyst-Clemente Program Survey is entirely **voluntary**. Your written consent is required prior to the completion of the Survey and for us to contact you in the future in regard to the completion of follow-up surveys. You may withdraw consent at any time.

At any time you may skip a question you do not wish to answer and go on to the next question.

If you are willing to consent to participation in this study, please **complete the Consent Form.**

Thank you for your assistance with this research project.

Consent Form

Participant

I (Print name)_____ agree voluntarily to take part in this study and understand that I am free to withdraw from the study at any time without needing to give any reason. I have read the Information Sheet provided and been given a full explanation of the purpose of this study, of the procedures involved and of what is expected of me. The researcher has answered all my questions and has explained the possible problems that may arise as a result of my participation in this study.

I understand that the information contained in this survey will be used for research purposes and that I will not be identified in any publication arising out of this study. I understand that my name and identity will be stored separately from the data, and these are accessible only to the investigators for follow up surveys. All data provided by me will be analysed anonymously using code numbers. All information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

I would like to receive a copy of the feedback from the study.

Please contact me at   _____

_____

_____

Signature of Participant: _____   Date: …..../…..../…….

Facilitator

I have fully explained to _____ the nature and purpose of the research, the procedures to be employed, and the possible risks involved. I have provided the participant with a copy of the Information Sheet.

Signature of **Facilitator** _____   Date: …..../…..../…….

_____   _____

Print Name   Position

1. Date of first enrolment in Catalyst-Clemente?

D   D   M   M   Y   Y   Y   Y   **Or**

☐☐   ☐☐   ☐☐☐☐

Semester   Y   Y   Y   Y

☐   ☐☐☐☐

2. University of enrolment *Please tick the appropriate box.*

Australian Catholic University in Surry Hills, Sydney	☐
Australian Catholic University in Campbelltown, NSW	☐
Australian Catholic University in Melbourne, VIC	☐
Edith Cowan University in Perth, WA.	☐

3. List the name/s of unit/s the respondent has completed so far in the Catalyst-Clemente program.

Unit Code   **Period**   **Unit name**
(semester/year)
e.g. 01/09

☐☐☐☐☐☐   ☐☐☐☐   ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

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4. Complete the Catalyst Clemente Survey Identification Code (ID) below and fill in the code on each page.

☐☐☐☐☐ / ☐☐☐☐

The ID code is comprised of the following components: State, Site, Sequential number /Start Date

State –

W=WA	N=NSW	V=VIC

Site -

S=Surry Hills	C=Campbelltown	M=Melbourne	P=Perth

☐☐☐☐☐ / ☐☐☐☐

Sequential number allocated to each to student from the enrolment form – 001 = student one, 002 = student two etc.

Year and Semester Started –
e.g.,

09/01 = 2009 Semester One	09/02 = 2009 Semester Two	10/01 = 2010 Semester One	10/02 = 2010 Semester Two	11/01 = 2011 Semester One

For example, for student number two listed in the WA program, Perth, Started Semester Two 2009

W	P	0	0	2	/	0	9	0	2

				/			=	

SECTION A – PERSONAL INFORMATION

Please note: Names and addresses will <u>not</u> be recorded in data collected from the survey. Names and contact details will only be used for follow-up survey purposes.

1. Today's date _____   **2. Consent Form signed   Yes** ❑ **No** ❑

3. Title_____ First name_____ Last name_____

4. Current address_____

_____

_____ State_____Postcode_____

5. Postal address (if different from above)_____

_____

_____ State_____Postcode_____

6. Gender   Male ❑ **Female** ❑

7. Date of birth

D	D		M	M		Y	Y	Y	Y

8. Are you of Aboriginal origin, Torres Strait Island origin or both? *Tick only <u>one</u> box.*

<u>Yes</u>

❑   **Aboriginal**   ❑   **Torres Strait Island**   ❑   **Both**

<u>No</u>

❑

9. What is your current marital/ relationship status? *Tick only <u>one</u> box.*

❑   **Currently married**

❑   **Separated**

❑   **Divorced**

❑   **Widowed**

❑   **De-facto relationship**

❑   **Single**

❑   **Other (please specify) _____**

❑   **Don't know**

					/				

10. Do you have any children? Yes ❑ No ❑

    If yes, please complete the following:

	No. of dependent children	No. of non-dependent children
Children aged 0-4		
Children aged 5-12		
Children aged 13-15		
Children aged 16-17		
Aged 18 years or older		

11. Do you speak a language other than English at home? Yes ❑ No ❑

If yes, which language other than English do you speak at home? *Tick only <u>one</u> box. If more than one language, indicate the one that is spoken most often.*

❑ Italian	❑ Greek	❑ Cantonese
❑ Mandarin	❑ Arabic	❑ Vietnamese
❑ German	❑ Spanish	❑ Tagalog (Filipino)
❑ Indigenous language	❑ Other (please specify) _____	

12. In which country were you born? *Tick only <u>one</u> box.*

❑ Australia	❑ England	❑ New Zealand
❑ Italy	❑ Vietnam	❑ Scotland
❑ Greece	❑ Germany	❑ Philippines
❑ India	❑ Fiji	❑ Sudan
❑ Other (please specify) _____		

1. How did you hear about Catalyst-Clemente program? *Tick only <u>one</u> box.*

Mission Australia	❑	St Vincent de Paul Society	❑
Curtin University	❑	Poster	❑
Information session	❑	Centrelink	❑
Internet	❑	Edith Cowan University	❑
Australian Catholic University	❑	Friend/family	❑
Other (specify_____)	❑		

2. The next questions are about your impressions of life as a Catalyst-Clemente student. For each of the following statements please indicate whether you strongly agree, agree, disagree, strongly disagree or unsure/can't say with each one.

Tick only <u>one</u> box in each line

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure/ Can't say	Not Applicable
I really like being a Catalyst-Clemente student	❑	❑	❑	❑	❑	❑
I really like the atmosphere in class	❑	❑	❑	❑	❑	❑
Catalyst-Clemente has lived up to my expectations	❑	❑	❑	❑	❑	❑
I've made close friends through Catalyst-Clemente	❑	❑	❑	❑	❑	❑
Catalyst-Clemente has broadened my outlook on life	❑	❑	❑	❑	❑	❑
Catalyst-Clemente has helped me improve other areas of my life	❑	❑	❑	❑	❑	❑
I now look at challenges differently	❑	❑	❑	❑	❑	❑
Catalyst-Clemente has given me the confidence to change my life	❑	❑	❑	❑	❑	❑

3. The following statements describe some challenges that may affect students of the Catalyst/Clemente Program. For each of them, please indicate whether it has or has not been a problem for you.

		Yes	No
a)	Managing study commitments	❏	❏
b)	Managing personal behaviours	❏	❏
c)	Having the discipline to manage my time	❏	❏
d)	Having the self confidence to make initial enquiries	❏	❏
e)	Having the personal confidence to make a decision to start	❏	❏
f)	Having the sense of competence to begin study	❏	❏
g)	Finding the study harder than what I expected	❏	❏
h)	Caring for children	❏	❏
i)	Travelling and being on time for lectures	❏	❏
j)	Caring for other family members	❏	❏
k)	Having appropriate academic literacy skills	❏	❏
l)	Having appropriate computer skills	❏	❏
m)	Balancing personal relationships with studies	❏	❏
n)	Relating to other students	❏	❏
o)	Making new friends	❏	❏
p)	Relating to lecturers	❏	❏
q)	Relating to learning partners	❏	❏
r)	Relating to agency staff	❏	❏
s)	Appreciating what it is to be a university student	❏	❏
t)	Finding time for other commitments such as sporting, church or voluntary groups	❏	❏
u)	I have faced other difficulties during my first semester of study	❏	❏

4. Which one of the 21 statements listed above would you say has been your main issue of difficulty?
_____ *(Please state the relevant letter. For example if (o) making new friends was your main difficulty quote the letter o).*

5. What do you intend to do after completing the Catalyst Clemente program? *Tick all relevant boxes*

❏	Look for full-time work
❏	Look for part-time work
❏	Find long term housing
❏	Join a club – theatre, sports, book, social
❏	Holiday
❏	Further study
❏	Volunteer with an organisation
❏	Other (specify_____)

6. Do you think graduation from Catalyst Clemente could help you later on to get employment, a promotion, a pay rise or a more responsible job?

Yes ❑ No ❑ Don't know ❑

7. How closely did your experience as a Catalyst-Clemente student match with the expectations you had when you commenced the course? *Tick only <u>one</u> box.*

❑   The reality was as I expected

❑   There were few minor differences

❑   It wasn't at all what I expected

❑   I had no real expectations

7 a) Please comment on your answer. What was different from what you expected? What was the same?

_____

_____

_____

_____

_____

_____

_____

7 b) Please comment on how the shared learning experience with the Learning Partners has assisted you with regard to both your studies and your personal life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

7 c) Add any comments you would like to make about this course, e.g., what would you change or what was the most valuable aspect of this course? Your comments should refer to the Catalyst/Clemente course only, not to the individual instructors.

_____

_____

_____

_____

_____

_____

8. What were your reasons for undertaking study with Catalyst/Clemente? *Tick all relevant boxes*

Personal Reasons
- ❏ I was asked by a friend
- ❏ I was asked by a family member
- ❏ I saw an advertisement
- ❏ For learning interest
- ❏ For knowledge
- ❏ For personal satisfaction
- ❏ To prove to myself I can achieve
- ❏ To engage with other people
- ❏ To make new friends
- ❏ I wanted additional skills
- ❏ To move on from where I am
- ❏ Other _____

Study related reasons
- ❏ To prepare for another course of study
- ❏ To undertake recognised academic study

Job related reasons
- ❏ To move into employment
- ❏ To get a better job

Other reasons
- ❏ What other reasons you would like to indicate? _____

9. What was your __main__ activity in the 12months before commencing study for this course (or subject)?
Tick only __one__ box.

Work-related activity
- ❏ Working/paid leave
- ❏ Unpaid leave
- ❏ Looking for work

Education-related activity
- ❏ At secondary school
- ❏ Doing a different course at TAFE
- ❏ Doing a different course at university
- ❏ Studying elsewhere

Personal/family activity
- ❏ Own ill-health or disability
- ❏ Receiving treatment for a drug or alcohol problem
- ❏ Receiving treatment for a mental health condition
- ❏ Home duties/childcare
- ❏ Travel/holiday/moving house/other
- ❏ Homeless/living on the street
- ❏ Retired/voluntarily inactive
- ❏ Unpaid voluntary work
- ❏ In prison
- ❏ Other _____

10. Since starting this course, do you think you will be able to manage better in a time of crisis?

Yes ❏ No ❏ Don't Know ❏

10 a) If yes, please comment on why you think this is so?
_____
_____
_____
_____
_____

11. Below are statements about different aspects of your life. Could you indicate whether you are (1) very happy, (2) happy, (3) unhappy, (4) very unhappy (5) can't say/don't know with each statement. *Tick only one box in each line*

	Very Happy	Happy	Unhappy	Very unhappy	Unsure/ can't say
The work you do at study, at home or in a job	❏	❏	❏	❏	❏
What you do in your spare time	❏	❏	❏	❏	❏
How you get on with people in general	❏	❏	❏	❏	❏
The money you get each week	❏	❏	❏	❏	❏
Your social life	❏	❏	❏	❏	❏
Your independence i.e. being able to do what you want	❏	❏	❏	❏	❏
Your career prospects	❏	❏	❏	❏	❏
Your future	❏	❏	❏	❏	❏
Your life at home	❏	❏	❏	❏	❏
Your standard of living	❏	❏	❏	❏	❏
The way the country is run	❏	❏	❏	❏	❏
The state of the economy	❏	❏	❏	❏	❏
Where you live	❏	❏	❏	❏	❏
Your life as a whole	❏	❏	❏	❏	❏

12. Thinking back to 12 months before commencing study for this course could you indicate whether you were (1) very happy, (2) happy, (3) unhappy, (4) very unhappy (5) can't say/don't know with each statement below. *Tick only one box in each line*

	Very happy	Happy	Unhappy	Very unhappy	Unsure/ can't say
The work you do at study, at home or in a job	❏	❏	❏	❏	❏
What you do in your spare time	❏	❏	❏	❏	❏
How you get on with people in general	❏	❏	❏	❏	❏
The money you get each week	❏	❏	❏	❏	❏
Your social life	❏	❏	❏	❏	❏
Your independence being able to do what you want	❏	❏	❏	❏	❏
Your career prospects	❏	❏	❏	❏	❏
Your future	❏	❏	❏	❏	❏
Your life at home	❏	❏	❏	❏	❏
Your standard of living	❏	❏	❏	❏	❏
The way the country is run	❏	❏	❏	❏	❏
The state of the economy	❏	❏	❏	❏	❏
Where you live	❏	❏	❏	❏	❏
Your life as a whole	❏	❏	❏	❏	❏

13. How satisfied are you with each ….? Please indicate your satisfaction with each aspect on a scale from (1) very unsatisfied (2) unsatisfied (3) satisfied (4) very satisfied. If you cannot give an answer or something is not applicable to your situation, please select (5) Not Applicable.

Tick only <u>one</u> box in each line

	Very unsatisfied	Unsatisfied	Satisfied	Very satisfied	Not applicable
The opportunities for discussion with other students	❏	❏	❏	❏	❏
The opportunities for discussion with the Learning Partners	❏	❏	❏	❏	❏
The opportunities for discussion with university lecturers	❏	❏	❏	❏	❏
The information you were provided with before enrolling in this course	❏	❏	❏	❏	❏
The amount of personal support you were given	❏	❏	❏	❏	❏
Information on what is expected of you as a student enrolled in this course	❏	❏	❏	❏	❏
Encouragement to explore new areas of knowledge in the discipline	❏	❏	❏	❏	❏
The unit topics on offer	❏	❏	❏	❏	❏
Access to the university facilities, such as the library, computers	❏	❏	❏	❏	❏
Access to support services	❏	❏	❏	❏	❏
Feedback on your progress	❏	❏	❏	❏	❏
The support provided by the Learning Partners	❏	❏	❏	❏	❏
Overall, quality of teaching	❏	❏	❏	❏	❏

14. Please indicate whether you strongly agree, agree, disagree, strongly disagree, are unable to judge or not applicable with the following statements. *Tick only one box in each line*

	Strongly agree	Agree	Disagree	Strongly disagree	Unable to judge	Not applicable
I found the requirements for admission were clearly identified.	❏	❏	❏	❏	❏	❏
The information that I received when I applied for entry accurately reflects the course.	❏	❏	❏	❏	❏	❏
Administrative staff are available to help with student enquiries.	❏	❏	❏	❏	❏	❏
I know where to get information on procedures for course withdrawal and unit exemptions.	❏	❏	❏	❏	❏	❏
I know where to get information on financial aid, such as loans and Austudy.	❏	❏	❏	❏	❏	❏
I know where to get information on health and other personal services.	❏	❏	❏	❏	❏	❏
When I have needed academic help, I have been able to access it.	❏	❏	❏	❏	❏	❏
When I have needed personal help, I have been able to access it.	❏	❏	❏	❏	❏	❏
The supportive and informal nature of the classes has helped me with the transition back into study.	❏	❏	❏	❏	❏	❏
The small class size is more supportive and allows for good interaction between lecturers, learning partners and students.	❏	❏	❏	❏	❏	❏
The formal structure of the lectures has helped with the transition into further study.	❏	❏	❏	❏	❏	❏
This course has assisted the development of my critical thinking skills.	❏	❏	❏	❏	❏	❏
This course has assisted the development of my writing skills.	❏	❏	❏	❏	❏	❏
This course has assisted in the development of my time management skills/planning skills.	❏	❏	❏	❏	❏	❏
This course has helped me develop better communication skills.	❏	❏	❏	❏	❏	❏
The skills I have gained from doing this course will help me gain future employment.	❏	❏	❏	❏	❏	❏
The skills I gained from doing this course will help me cope in a time of crisis.	❏	❏	❏	❏	❏	❏
The experience as a Catalyst-Clemente student has broadened my horizons.	❏	❏	❏	❏	❏	❏
Communicating with academic staff has given me the confidence to enrol in further university study.	❏	❏	❏	❏	❏	❏
Through this course I have established contacts that may assist me with future employment.	❏	❏	❏	❏	❏	❏
Seeing other people with similar backgrounds successfully complete this course has given me the confidence to do further study.	❏	❏	❏	❏	❏	❏
I now feel a greater connection to the community.	❏	❏	❏	❏	❏	❏
The public performances have given me the confidence to join drama/theatre groups.	❏	❏	❏	❏	❏	❏
I am are more inclined to take part in a community based activity such as a political group, community radio, a performing arts group or something similar.	❏	❏	❏	❏	❏	❏
My overall health and wellbeing has improved as a result of this course.	❏	❏	❏	❏	❏	❏

15. Think now about how you felt about aspects of your life just prior to starting the Catalyst/Clemente program. Compared to that time have things improved or become worse with various features of your life? How do you rate your feelings of aspects of your life <u>now compared with before you began with Catalyst-Clemente?</u>

Tick only <u>one</u> box in each line

	Much better now than before I started Catalyst/ Clemente	Somewhat better now than before I started Catalyst/ Clemente	About the same as before I started Catalyst/ Clemente	Somewhat worse than before I started Catalyst/ Clemente	Much worse now than before I started Catalyst/ Clemente
Your housing situation	❏	❏	❏	❏	❏
Your employment opportunities	❏	❏	❏	❏	❏
Your financial situation	❏	❏	❏	❏	❏
How safe you feel	❏	❏	❏	❏	❏
Feeling part of your local community	❏	❏	❏	❏	❏
Your health	❏	❏	❏	❏	❏
The neighbourhood in which you live	❏	❏	❏	❏	❏
Your ability to cope with any serious problems you face	❏	❏	❏	❏	❏
Overall how satisfied are you with your life?	❏	❏	❏	❏	❏

SECTION C – PRIOR EDUCATION

1. What is the highest year of primary or secondary school that you have completed? *Tick only <u>one</u> box.*

- ❑ Year 12 or equivalent
- ❑ Year 11 or equivalent
- ❑ Year 10 or equivalent
- ❑ Year 9 or equivalent
- ❑ Year 8 or below
- ❑ Did not go to school

    Other_____

2. If you left school before completing Year 12, what was your <u>main</u> reason for doing so? *Tick only <u>one</u> box.*

- ❑ Not applicable (Completed Year 12)

- ❑ You had a job, apprenticeship or traineeship to go to
- ❑ You wanted to get a job, apprenticeship or traineeship
- ❑ You were not doing very well at school
- ❑ You didn't like school
- ❑ Financially, it was hard to stay at school
- ❑ Your teachers thought you should leave
- ❑ You wanted to earn your own money
- ❑ Your parents wanted you to leave
- ❑ Your living situation prevented you
- ❑ The school didn't offer the subjects or courses you wanted to do
- ❑ Having Year 12 wouldn't help you get a job
- ❑ You didn't need Year 12 to go on to further study or training
- ❑ Other reason (please specify) _____

3. Since leaving school what education qualifications have you <u>attempted</u> or <u>attained</u>? *Tick <u>all relevant</u> boxes.*

	Attempted	Attained	Year attained (where relevant)	Where relevant reason for non-completion
Doctorate	❑	❑		
Postgraduate Degree	❑	❑		
Graduate Diploma/ Graduate Certificate	❑	❑		
Bachelor Degree	❑	❑		
Advanced Diploma	❑	❑		
Certificate III/IV	❑	❑		
Certificate I/II	❑	❑		
Certificate (not defined)	❑	❑		
Year 12 (or equivalent)	❑	❑		
Year 11 (or equivalent)	❑	❑		
Year 10 (or equivalent)	❑	❑		
Year 9 (or equivalent)	❑	❑		
Year 8 (or equivalent)	❑	❑		
Did not go to school	❑	❑		
None	❑	❑		
Other _____				

SECTION D – EMPLOYMENT AND INCOME

1. <u>Last week</u>, did you have a full-time or part-time <u>paid</u> job of any kind? *A 'job' means any type of work including casual, temporary, or part-time paid work, if it was for <u>one</u> hour or more.*

        ❑ No *(Proceed to Question 2)*
        ❑ Yes *(If yes complete question 1 a)*

1 a) <u>Last week</u>, how many hours did you do <u>paid</u> work in all jobs? *Add any overtime or extra time worked and subtract any time off.* **Hours worked**: _____

2. When did you last work for at least 2 weeks in a job of 35 hours or more a week? *Tick only <u>one</u> box.*

❑   Currently working in such a job
❑   Less than 2 years ago
❑   2 to 5 years ago
❑   5 or more years ago
❑   Never worked in a job of 35 hrs or more per week
❑   Don't know

3. Did you actively look for work at any time in the last <u>four weeks</u>? *Examples of actively looking for work include: being registered with Centrelink as a job seeker; checking or registering with any other employment agency; writing, telephoning or applying in person to an employer for work; or advertising for work.*

        ❑ No *(Proceed to Question 4)*
        ❑ Yes *(If yes complete question 3 a)*

3 a) Did you look for full-time or part-time work or any work? *Tick only <u>one</u> box.*

❑   Yes, looked for full-time work (only)
❑   Yes, looked for part-time work (only)
❑   Yes, looked for both part-time and full-time work
❑   Don't know

4. How much income do you currently receive from ……..? *(NB// Gross = <u>before</u> tax/Net = <u>after</u> tax)* Tick all relevant boxes

Income Type	Amount ($)	Unit of time	
Government pensions or benefits			
❑Yes	$......................	Per week	❑
❑No	❑Gross	Per fortnight	❑
❑Don't know	❑Net	Per month	❑
Wages, salary, own business			
❑Yes	$......................	Per week	❑
❑No	❑Gross	Per fortnight	❑
❑Don't know	❑Net	Per month	❑
All other sources			
❑Yes	$......................	Per Week	❑
❑No	❑Gross	Per Fortnight	❑
❑Don't know	❑Net	Per Month	❑

5. Thinking of your present situation, which of the following statements BEST describes how you are currently managing on your own income? *Tick only <u>one</u> box.*

- ❏   I haven't enough to get by on
- ❏   I have just enough to get by on
- ❏   I have enough to get by on but not enough to get back on track
- ❏   I have enough to get by and for a few extras
- ❏   I have much more than I need

6. Have you experienced any of the following over the last 12 months because of a SHORTAGE OF MONEY? *Tick only <u>one</u> box in each line.*

		No	Yes
a)	Had to go without food when I was hungry	❏	❏
b)	Got behind with the rent or the mortgage	❏	❏
c)	Moved house because the rent/mortgage was too high	❏	❏
d)	Couldn't keep up with payments for water, electricity, gas or the telephone	❏	❏
e)	Had to pawn or sell something, or borrow money from a money lender	❏	❏
f)	Had to ask a welfare agency for food, clothes, accommodation or money	❏	❏
g)	Wore badly-fitting or worn-out clothes	❏	❏
h)	Couldn't go out with friends because I was unable to pay my way	❏	❏
i)	Unable to attend a wedding or funeral	❏	❏
j)	Couldn't get to an important event because of lack of transport	❏	❏
k)	Couldn't afford my own place, stayed with friends and relatives	❏	❏
l)	Couldn't afford my own place, lived on the streets	❏	❏

SECTION E – HOUSING

1. What are your current and immediate past accommodation circumstances?

		Main Accommodation *in the past twelve months* *Tick only __one__ box*	Current Accommodation *Tick only __one__ box*
No shelter/ accommodation			
1	Improvised dwelling, car, tent or squat	❑	❑
2	Street, park, in the open	❑	❑
Accommodation in an institutional/residential setting			
3	General hospital (not including psychiatric hospital, unit of facility)	❑	❑
4	Psychiatric hospital, unit of facility	❑	❑
5	Prison	❑	❑
6	Detention/remand/correctional facility	❑	❑
7	Youth training centre	❑	❑
8	Drug or alcohol rehabilitation centre	❑	❑
9	Residential out-of-home care	❑	❑
10	Other institutional/residential setting (please specify)…………………	❑	❑
Accommodation in a temporary setting			
11	Caravan	❑	❑
12	Boarding/lodging or rooming house (not long-term tenure)	❑	❑
13	Hostel, hotel or motel	❑	❑
14	Extended family member or friend or acquaintance *(include couch surfing but NOT holiday stays)*	❑	❑
Government Supported or crisis accommodation programs			
15	Govt supported crisis/short-term accommodation programs	❑	❑
16	Govt supported medium/long-term accommodation programs	❑	❑
19	Other short-term accommodation (please specify)………………………….	❑	❑
Long-term tenure			
20	Purchasing/purchased own dwelling	❑	❑
21	Private rental	❑	❑
22	Public housing rental	❑	❑
23	Long-term community housing accommodation	❑	❑
24	Indigenous community housing organisation accommodation	❑	❑
25	Rent-free accommodation in a family or other home	❑	❑
26	Long-term boarding/lodging tenure	❑	❑
27	Other Accommodation (please specify)…………………………….	❑	❑
28	**Don't know**	❑	❑

2. Homelessness and states of precarious living.

Have you ever…….		What is the <u>total time</u> spent in that situation? (add up time spent across all occasions in that position) (b)	How old were you the first time? (c)
1. Lived on the streets, camped in parks, toilets, charity bins or lived in squats/cars?	☐Yes ☐No	Years Months Weeks	
2. Spent time in crisis or emergency accommodation provided by a welfare agency prior to your current stay?	☐Yes ☐No	Years Months Weeks	
3. Lived with relatives, friends or acquaintances because you had nowhere else to live or because you faced serious domestic problems at home?	☐Yes ☐No	Years Months Weeks	
4. Lived in boarding or rooming houses/ hostels? . <u>*Do not include time spent back-packing or on holidays*</u>	☐Yes ☐No	Years Months Weeks	

					/				

SECTION F – HEALTH AND WELLBEING

1. **Do you have a long-standing physical health condition, illness, disability or infirmity? Long-standing means anything that has troubled you over a period of time or that is likely to affect you over a period of time.** *Tick only <u>one</u> box.*

❑ Yes
❑ No (Proceed to question 2)

If yes, using the categories listed below please state which long standing physical health condition(s) you suffer from. *Tick <u>all relevant</u> boxes.*

a) Infectious disease
Viral hepatitis [HAV, HBV, HCV]
Human immunodeficiency virus [HIV]
Tuburculosis
b) Cancer
Skin cancer
Other forms of cancer
c) Blood/immune problems
Anaemia
d) Metabolic problems
Thyroid trouble or goitre
Diabetes
Malnutrition
Obesity
e) Neurological problems
Meningitis
Parkinson's disease
Alzheimers disease
Epilepsy
Cerebral palsy
Migraine
Paraplegia

f) Vision problems
Total or partial blindness (one or both eyes)
Glaucoma
Cataracts
Trachoma
Lazy eye/Strabismus
g) Hearing problems
Total deafness
Deaf in one ear
Hearing loss/partially deaf
Tinnitus
Meniere's Disease/Syndrome
Otitis media
h) Circulatory problems
Rheumatic heart disease
Hypertension (high blood pressure)
Heart disease (e.g. angina, heart attack, rapid)
or irregular heart beats
Stroke
High cholesterol, hardening of the arteries
Varicose veins
Haemorrhoids

i) Respiratory problems
Pneumonia
Bronchitis
Cystic fibrosis
Emphysema
j) Digestive problems
Major dental problems
Ulcers
Appendicitis
Hernia
Liver disease
Gall stones
Pancreatitis
k) Skin problems
Abscess
Dermatitis, Eczema, Psoriasis
l) Musculoskeletal problems
Arthritis
Osteoporosis
m) Genito-urinary problems
Kidney stones
Endometriosis

	No	Yes
a) Infectious disease	❑	❑
b) Cancer	❑	❑
c) Blood/immune disease	❑	❑
d) Metabolic problems	❑	❑
e) Neurological problems	❑	❑
f) Vision problems	❑	❑
g) Hearing problems	❑	❑
h) Circulatory problems	❑	❑
i) Respiratory problems	❑	❑
i) Digestive problems	❑	❑
k) Skin problems	❑	❑
l) Musculoskeletal problems	❑	❑
m) Genito-urinary problems	❑	❑

2. Have you had any of the following conditions, that have lasted, or are likely to last, for six months or more? *Tick only <u>one</u> box in each line.*

	Yes	No
a) Sight problems not corrected by glasses or contact lenses	❑	❑
b) Hearing problems	❑	❑
c) Speech problems	❑	❑
d) Blackouts, fits or loss of consciousness	❑	❑
e) Difficulty learning or understanding things	❑	❑
f) Limited use of arms or fingers	❑	❑
g) Difficulty gripping things	❑	❑
h) Limited use of legs or feet	❑	❑
i) Any condition that restricts physical activity or physical work (e.g. back problems, migraines)	❑	❑
j) Any disfigurement or deformity	❑	❑
k) Any mental illness for which help or supervision is required	❑	❑

3. **Still thinking of conditions lasting six months or more, are you restricted in everyday activities by any of these?**

❑ No *(Proceed to question 8)*

❑ Yes

If yes, which ones?

		Yes	No
a.	Shortness of breath, or difficulty breathing	❑	❑
b.	Chronic or recurring pain	❑	❑
c.	A nervous or emotional condition	❑	❑
d.	Long-term effects as a result of a head injury, stroke or other brain damage	❑	❑
e.	Any other long-term condition that requires treatment or medication	❑	❑
f.	Any other long term condition (such as arthritis, asthma, heart disease, Alzheimer's disease, dementia)	❑	❑

IF YOU ANSWERED YES TO QUESTION 3 PROCEED TO QUESTION 4 OTHERWISE GO STRAIGHT TO QUESTION 8.

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4. Because of the condition/conditions you have indicated above, do you ever need help or supervision with any of the following tasks;

1. Self-care: Need help bathing / showering/ dressing / undressing/ eating / feeding/ going to toilet/ bladder / bowel control
2. Mobility: Need help moving around away from home, moving around at home, getting in or out of a bed or chair
3. Communication (in own language): Need help understanding / being understood by strangers, friends or family, including use of sign language / lip reading

❑ Yes *(Proceed to Question 5)*
❑ No *(Proceed to Question 6)*
❑ Decline to answer *(Proceed to Question 5)*

5. Do you always need help with any of these tasks?
❑ Yes *(Proceed to question 8)*
❑ No *(Proceed to question 8)*
❑ Decline to answer *(Proceed to question 6)*

6. **Because of the condition/conditions you have told me about, do you ever have difficulty with any of these tasks?**
❑ Yes *(Proceed to question 8)*
❑ No *(Proceed to question 7)*
❑ Decline to answer *(Proceed to question 7)*

7. Even though you can do these self-care mobility and communication tasks without difficulty, do you use any aids to assist with these tasks?
❑ Yes
❑ No
❑ Decline to answer

8. Looking at the list of mental health disorders below, have you ever been <u>diagnosed</u> by a medical practitioner or psychologist with experiencing any of the following conditions? *Tick <u>all relevant</u> boxes*

a) Mood disorder
Major depressive episode/disorder
Bipolar disorder
Dysthymia
Cyclothymia
b) Anxiety disorder

Generalised anxiety disorder
Panic disorder
Obsessive-compulsive disorder
Posttraumatic stress disorder
Simple phobia
Social phobia

c) Personality disorder
Paranoid personality disorder
Schizoid personality disorder
Borderline personality disorder
Antisocial personality disorder
Histrionic personality disorder
Narcissistic personality disorder
Avoidant personality disorder
Dependent personality disorder
Obsessive-compulsive personality disorder
d) Psychotic disorder
Schizophrenia
Schizophreniform disorder
Schizoaffective disorder
Delusional disorder
Brief psychotic disorder (e.g. substance induced)

e) Dissociative disorder
Dissociative identity disorder
Dissociative amnesia
Dissociative fugue
Depersonalisation disorder
f) Substance abuse or dependence

Cannabis
Opioid (e.g. heroin, morphine)
Sedative (e.g. benzo's)
Amphetamine (e.g. speed, ice)
Cocaine
Alcohol
g) Eating disorder
Anorexia nervosa
Bulimia nervosa
h) Impulse-control disorder
Pathological gambling

	No	Yes
a) Mood disorder	❑	❑
b) Anxiety disorder	❑	❑
c) Personality disorder	❑	❑
d) Psychotic disorder	❑	❑
e) Dissociative disorder	❑	❑
f) Substance use disorder	❑	❑
g) Eating disorder	❑	❑
h) Impulse-control disorder	❑	❑
i) Other (please specify) ………………………………………)	❑	❑

9. Are you <u>currently</u> taking any medication in relation to a condition such as Depression, Schizophrenia, Post-Traumatic Stress Disorder, Substance Dependence or Withdrawal? *Tick only <u>one</u> box*

❑ Yes
❑ No

10. Are you <u>currently</u> receiving support from a medical practitioner; a mental health service or a mental health specialist in relation to a mental health condition? *Tick only <u>one</u> box*

❑ Yes
❑ No

11. The next questions are about how you have been feeling during the past 30 days (i.e. the past month). For each question please answer using the following scale. *Tick only one box in each line.*

During the past 30 days, about how often did you …..	All	Most	Some	A Little	None
a) Feel tired out for no good reason?	❏	❏	❏	❏	❏
b) Feel nervous?	❏	❏	❏	❏	❏
c) Feel so nervous that nothing could calm you down?	❏	❏	❏	❏	❏
d) Feel hopeless?	❏	❏	❏	❏	❏
e) Feel restless or fidgety?	❏	❏	❏	❏	❏
f) Feel so restless that you could not sit still?	❏	❏	❏	❏	❏
g) Feel depressed?	❏	❏	❏	❏	❏
h) Feel so depressed that nothing could cheer you up?	❏	❏	❏	❏	❏
i) Feel that everything was an effort?	❏	❏	❏	❏	❏
j) Feel worthless?	❏	❏	❏	❏	❏

SECTION C – HEALTH

12. The following question is about your drug and alcohol use. Please tick all relevant boxes.

Do not include medications (e.g. methadone, buprenorphine, morphine, dexamphetamine, benzodiazepines) if they are used as prescribed; only include medications if they were obtained illegally (e.g. bought off the street or obtained by 'doctor shopping') or used more often than the prescribed amount (e.g. 30 days of tablets finished in one or two weeks).

	Have you *ever tried* any of the following?		Have you taken or used any of the following in the *last four weeks?*	
	Yes	No	Yes	No
Nicotine	❏	❏	❏	❏
Alcohol	❏	❏	❏	❏
Marijuana (e.g. Cannabis, dope, grass, hash, pot)	❏	❏	❏	❏
Heroin (e.g. smack, hammer, horse, scag)	❏	❏	❏	❏
Opioids other than heroin (e.g. street methadone, done, morphine, pethidine, codeine, physeptone)	❏	❏	❏	❏
Amphetamines (e.g. speed)	❏	❏	❏	❏
Cocaine (e.g. coke, snow, crack)	❏	❏	❏	❏
Tranquillisers/Benzos (e.g. Serepax, Rohypnol, Mogadon, Valium, Normison)	❏	❏	❏	❏
Hallucinogens (e.g. LSD, acid, ecstasy, magic mushrooms)	❏	❏	❏	❏
Inhalants (e.g. amyl nitrite / rush, glue, aerosols, petrol, nitrous oxide)	❏	❏	❏	❏

SECTION I – ALCOHOL AND OTHER DRUGS (FREQUENCY)

13. In the last month have you use any of the drugs mentioned below?
- ❑ Yes *(Proceed to Question 14)*
- ❑ No *(Proceed to Section G, Question 1)*
- ❑ Decline to answer *(Proceed to Section G, Question 1)*

14. The following are more questions about the use of drugs and alcohol. For each of the five questions, please indicate the most appropriate response, as it applied to your drug use in the last month. If you did not use in the last month please tick N/A.

a) Do you think your use of (drug) was out of control?								
Heroin (smack, hammer, horse, scag)	**Other Opioids** (street methadone, done, morphine, pethidine, codeine, physeptone)	**Alcohol**	**Cannabis** (marijuana, dope, grass, hash, pot)	**Amphetamines** (speed)	**Cocaine** (coke, snow, crack)	**Tranquillisers /Benzos** (Serepax, Rohypnol, Mogadon, Valium, Normison)	**Hallucinogens** (LSD, acid, ecstasy, magic mushrooms)	**Inhalants** (amyl nitrite / rush, glue, aerosols, petrol, nitrous oxide)
Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑
Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑
Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑
Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

b) Did the prospect of missing a fix (or dose) make you anxious or worried?								
Heroin	**Other Opioids**	**Alcohol**	**Cannabis**	**Amphetamines**	**Cocaine**	**Tranquillisers /Benzos**	**Hallucinogens**	**Inhalants**
Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑
Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑
Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑
Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

c) Did you worry about your use of (drug)?

Heroin	Other Opioids	Alcohol	Cannabis	Amphetamines	Cocaine	Tranquillisers /Benzos	Hallucinogens	Inhalants
Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑
Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑
Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑
Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

d) Did you wish you could stop?

Heroin	Other Opioids	Alcohol	Cannabis	Amphetamines	Cocaine	Tranquillisers /Benzos	Hallucinogens	Inhalants
Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑
Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑
Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑
Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

e) How difficult did you find it to stop or go without (drug)?

Heroin	Other Opioids	Alcohol	Cannabis	Amphetamines	Cocaine	Tranquillisers /Benzos	Hallucinogens	Inhalants
Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑
Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑
Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑
Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

					/				

SECTION G–SERVICE USAGE

We are interested in knowing about your contact with a range of government services over the last year (12 months).

Health services

1. **Have you seen, been to, or had any contact with doctors, hospitals and health workers over the last 12 months?**

   Ensure that responses refer to the 12 months prior to starting the Catalyst/Clemente course.
   Put a cross X in one box below

   ❑ Yes
   ❑ No
   ❑ Decline to answer

2. **In the last year, how many times have you had contact with ……….?**
   Estimate the number of times/contacts; if no times/contacts, write 0.

   a) General practitioner consultation   _____

   b) Medical specialist consultation (e.g. psychiatrist, gastroenterologist)   _____

   c) Psychologist (private) consultation   _____

   d) Nurse or allied health professional (public) consultation   _____

   e) Other allied health professional (private) consultation   _____

   f) Hospital – at least one night (no. of separate occasions)   _____

   g) Mental health facility – at least one night (no. of separate occasions)   _____

   h) Drug and alcohol rehabilitation centre – at least one night (no. of separate occasions) _____

   i) Casualty or Emergency   _____

   j) Outpatient at hospital, day clinic, mental health facility or drug and alcohol service _____

   k) Ambulance services   _____

3. **How many nights in total did you spend in the following health facilities over the last 12 months?**

   a) Hospital   _____

   b) Mental health facility   _____

   c) Drug and alcohol detoxification/rehabilitation centre   _____

					/				

Justice Services

4. **Have you had any contact with the police, the Justice system or the courts over the <u>last year (12 months)</u>?**

    *Put a cross **X** in <u>one</u> box below*

    - ❑ Yes
    - ❑ No
    - ❑ Decline to answer

5. **In the last year, how many times have you had contact with the police, the Justice system or the courts?** *Estimate the number of times/contacts; if no times/contacts, write 0.*

    a) Been the victim of an assault/robbery which resulted in police contact/investigation? _____

    b) Been stopped by the police on the street? _____

    c) Been stopped by the police in a vehicle? _____

    d) Been apprehended by the police? _____

    e) Been held overnight by the police? (other than in remand, detention, prison)? _____

    f) Been to Court over an incident? _____

    g) Been in prison? _____

    h) Been in detention, remand, or correctional facility? _____

    i) Made visits to, or received visits from, Justice or Police Officers? _____

6. **How many <u>nights</u> in total did you spend in the following justice facilities over the last 12 months?**

    d) Held over night by the **police:** _____
    (other than in remand, detention or correctional facility e.g. prison)

    e) Held overnight in **prison:** _____

    f) Held overnight in **remand, detention or a correctional facility**: _____

    g) <u>Decline to answer</u> ❑

					/				

SECTION H – LIFE EXPERIENCES

1. Which of the following things do you have?	(a) Do you have it? (circle the appropriate response)	(b) …if no, is it because you cannot afford it? (circle the appropriate response)
a) A decent and secure home of your own	Yes No	Yes No
b) A substantial meal at least once a day	Yes No	Yes No
c) Warm clothes and bedding, if it's cold	Yes No	Yes No
d) Medical treatment if needed	Yes No	Yes No
e) Able to buy medicines prescribed by a doctor	Yes No	Yes No
f) Dental treatment if needed	Yes No	Yes No
g) A car	Yes No	Yes No
h) A hobby or leisure activity for children (*Circle N/A if you have no children*)	Yes No	Yes No NA
i) A television	Yes No	Yes No
j) A phone (mobile or fixed)	Yes No	Yes No
k) Up to $500 in savings for an emergency	Yes No	Yes No
l) Regular social contact with other people	Yes No	Yes No
m) A week's holiday away from home each year	Yes No	Yes No
n) Am treated with respect by other people	Yes No	
o) Am accepted by others for who I am	Yes No	
p) Regular contact with family	Yes No	

				/					

2. **Have there been times in the past year when you have felt isolated and cut off from society for any of the following reasons?**

		Circle the appropriate response	
a)	Lack of paid work	Yes	No
b)	Lack of money	Yes	No
c)	Lack of own transport	Yes	No
d)	Irregular or expensive public transport	Yes	No
e)	Lack of friends to provide support when needed	Yes	No
f)	Absence of supportive family members	Yes	No
g)	Family-related problems	Yes	No
h)	Lack of access to your children	Yes	No
i)	Lack of involvement in community or sporting groups	Yes	No
j)	Problems with physical access due to a disability	Yes	No
k)	Physical health condition(s)	Yes	No
l)	Mental health condition(s)	Yes	No
m)	Sexism	Yes	No
n)	Racism	Yes	No
o)	Sexual prejudice (i.e. prejudice because of sexual orientation)	Yes	No
p)	Discrimination relating to disability	Yes	No
q)	Child care responsibilities	Yes	No
r)	Other caring responsibilities	Yes	No
s)	Other (please specify……………………………………..)	Yes	No

3. **In the last week did you have contact with any family members?** *Tick only <u>one</u> box*

❑ Yes

❑ No

4. **In the last week did you have regular social contact with people outside the Catalyst-Clemente course?** *Tick only <u>one</u> box*

❑ Yes
❑ No

5. **In the last week have you participated in an organised sport, dance, choir, art, craft, political or religious group?** *Tick only <u>one</u> box*

❑ Yes
❑ No

					/				

6. **In the last week have you accessed goods facilities and services such as shops, childcare, libraries , leisure and medical centres?** *Tick only <u>one</u> box*

    ❑ Yes
    ❑ No

7. **In the last week have you participated in a decision making board or committee or been involved in a group that has discussed local issues and activities?** *Tick only <u>one</u> box*

    ❑ Yes
    ❑ No

8. **In the last week have you attended any community events?** *Tick only <u>one</u> box*

    ❑ Yes
    ❑ No

				/				

9. **The following statements relate to how well you see yourself coping with problems and with your own self-esteem. The more you agree with the statement, the higher the number of the box you should cross. The more you disagree, the lower the number of the box you should cross.**

Circle the appropriate response for each statement

		Not at all true	Hardly true	Moderately true	Exactly true
1.	I can always manage to solve difficult problems if I try hard enough	1	2	3	4
2.	If someone opposes me, I can find the means and ways to get what I want	1	2	3	4
3.	It is easy for me to stick to my aims and accomplish my goals	1	2	3	4
4.	I am confident that I could deal efficiently with unexpected events	1	2	3	4
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations	1	2	3	4
6.	I can solve most problems if I invest the necessary effort	1	2	3	4
7.	I can remain calm when facing difficulties because I can rely on my coping abilities	1	2	3	4
8.	When I am confronted with a problem, I can usually find several solutions	1	2	3	4
9.	If I am in trouble, I can usually think of a solution	1	2	3	4
10.	I can usually handle whatever comes my way	1	2	3	4

WORLD HEALTH ORGANISATION
QUALITY OF LIFE

WHOQoL-BREF
Australian Version (May 2000)

Instructions

This assessment asks how you feel about your quality of life, health, & other areas of your life. Please answer all the questions. If unsure about which response to give to a question, please choose the one that appears most appropriate. This can often be your first response.

Please keep in mind your standards, hopes, pleasures and concerns. We ask that you think about your life in the **last two weeks**

Example:

	Never	Sometimes	Often	All the Time
Do you get the kind of support from others that you need?	1	2	(3)	4

You would circle the number 3 if in the last two weeks you got a great deal of support from others

	Never	Sometimes	Often	All the Time
Do you get the kind of support from others that you need?	(1)	2	3	4

But if you did not get any support from others that you needed in the last two weeks you would circle 1.

Thank you for your help.

Please read each question and assess your feelings, <u>for the last two weeks</u>, and circle the number on the scale for each question that gives the best answer for you.

	Very poor	Poor	Neither poor nor good	Good	Very good
1. How would you rate your quality of life?	1	2	3	4	5

	Very Dissatisfied	Fairly Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
2. How satisfied are you with your health?	1	2	3	4	5

The following questions ask about how much you have experienced certain things in the **last two weeks.**

	Not at all	A Small amount	A Moderate amount	A great deal	An Extreme amount
3. To what extent do you feel that physical pain prevents you from doing what you need to do?	1	2	3	4	5
4. How much do you need any medical treatment to function in your daily life?	1	2	3	4	5
5. How much do you enjoy life?	1	2	3	4	5
6. To what extent do you feel your life to be meaningful?	1	2	3	4	5

	Not at all	Slightly	Moderately	Very	Extremely
7. How well are you able to concentrate?	1	2	3	4	5
8. How safe do you feel in your daily life?	1	2	3	4	5
9. How healthy is your physical environment?	1	2	3	4	5

	Not at all	Slightly	Somewhat	To a great extent	Completely
10. Do you have enough energy for every day life?	1	2	3	4	5
11. Are you able to accept your bodily appearance?	1	2	3	4	5
12. Have you enough money to meet your needs?	1	2	3	4	5
13. How available to you is the information you need in your daily life?	1	2	3	4	5
14. To what extent do you have the opportunity for leisure activities?	1	2	3	4	5

	Not at all	Slightly	Moderately	Very	Extremely
15. How well are you able to get around physically?	1	2	3	4	5

The following questions ask you to say how good or satisfied you have felt about various aspects of your life over the **last two weeks**.

	Very Dissatisfied	Fairly Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
16. How satisfied are you with your sleep?	1	2	3	4	5
17. How satisfied are you with your ability to perform your daily living activities?	1	2	3	4	5
18. How satisfied are you with your capacity for work?	1	2	3	4	5
19. How satisfied are you with yourself?	1	2	3	4	5
20. How satisfied are you with your personal relationships?	1	2	3	4	5
21. How satisfied are you with your sex life?	1	2	3	4	5
22. How satisfied are you with the support you get from your friends?	1	2	3	4	5
23. How satisfied are you with the conditions of your living place?	1	2	3	4	5
24. How satisfied are you with your access to health services?	1	2	3	4	5
25. How satisfied are you with your transport?	1	2	3	4	5

	Never	Infrequently	Sometimes	Frequently	Always
26. How often do you have negative feelings such as blue mood, despair, anxiety, depression?	1	2	3	4	5

SERVICES

Thank you for participating in the survey.

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

End of Semester Survey

2009 (??)

Authors

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Ethics approvals

The Catalyst-Clemente research study has received ethics approval from the Universities' Human Ethics Committees.

Funding

Sources

The Catalyst-Clemente Survey draws on a number of existing sources. These include:
- The Australian Bureau of Statistics (ABS), 2006 *Australian Census*
- The ABS*, The Job Search Experience of Unemployed Persons* survey
- National Centre for Vocational Education Research (NCVER) and the Department of Education, Employment and Workplace Relations (DEEWR) 2003 *The Longitudinal Survey of Australian Youth*
- The ABS, 2005 *The Survey of Education and Training*
- The Supported Accommodation Assistance Program (SAAP) National Data Collection Agency *SAAP Client Form*
- The Social Policy Research Centre (SPRC), University of New South Wales, *Community Understanding of Poverty and Social Exclusion (CUPSE)* survey
- The ABS, 2004/05 *National Health Survey*
- The Office for Policy, Planning and Evaluation (VIC), 2007 *The On Track Survey Statewide Report*
- The World Health Organisation, *The World Health Organisation Quality of Life-(WHOQoL) Bref*
- The Joseph Rowntree Foundation, Townsend Centre for International Poverty Research, Bristol, Centre for Research in Social Policy, Loughborough, Department of Social Policy and Social Work, York, Heriot-Watt University, Edinburgh, *Millennium Poverty and Social Exclusion Questionnaire*
- Matthias Jerusalem and Ralf Schwarzer, *Generalized Self-Efficacy Scale*
- Ronald Kessler*, Kessler Psychological Distress Scale (K10)*

Details of the source of particular questions are available from the authors on request.

Information for Respondents

The purpose of this **Catalyst-Clemente Program Survey** is to examine the impact that Catalyst-Clemente has on disadvantaged students and how it helps students reconnect with the community.

The objectives of the research project are to:

1) examine the impacts of community embedded, socially-supported university education on the pathway to social inclusion for disadvantaged Australians;

2) understand the factors and processes that assist or hinder disadvantaged Australians entering, progressing and completing such education; and

3) identify the costs and benefits associated with this type of university education.

The **end-of-semester** survey will take approximately 20 minutes for on-going students and includes questions on your experiences in the **Catalyst-Clemente Program**. There are additional questions for students who will be completing their studies at the end of 2010.

The survey is completely anonymous. Names and addresses will **not** be recorded in data collected from the survey. Names and contact details will only be used for follow-up survey purposes.

Completion of the Catalyst-Clemente Program Survey is entirely **voluntary**. Your written consent is required prior to the completion of the Survey and for us to contact you in the future in regard to the completion of follow-up surveys. You may withdraw consent at any time.

At any time you may skip a question you do not wish to answer and go on to the next question.

If you are willing to consent to participation in this study, please **complete the Consent Form.**

Thank you for your assistance with this research project.

Consent Form

Participant

I (Print name)_____ agree voluntarily to take part in this study and understand that I am free to withdraw from the study at any time without needing to give any reason. I have read the Information Sheet provided and been given a full explanation of the purpose of this study, of the procedures involved and of what is expected of me. The researcher has answered all my questions and has explained the possible problems that may arise as a result of my participation in this study.

I understand that the information contained in this survey will be used for research purposes and that I will not be identified in any publication arising out of this study. I understand that my name and identity will be stored separately from the data, and these are accessible only to the investigators for follow up surveys. All data provided by me will be analysed anonymously using code numbers. All information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

I would like to receive a copy of the feedback from the study.

Please contact me at   _____

_____

_____

Signature of Participant: _____   Date: …...../…...../…….

Consent Form – Facilitator

I have fully explained to _____ the nature and purpose of the research, the procedures to be employed, and the possible risks involved. I have provided the participant with a copy of the Information Sheet.

Signature of **Facilitator** _____   Date: ……./……./…….

_____   _____
Print Name   Position

OFFICE USE ONLY

List the name/s of unit/s the respondent undertook in second semester 2010 in the Catalyst-Clemente program.

Unit Code   **Unit name**

Complete the Catalyst Clemente Survey Identification Code (ID) below and fill in the code on each page.

					/				

The ID code is comprised of the following components: State, Site, Sequential number /Start Date

State –

W=WA	N=NSW	V=VIC

Site -

S=Surry Hills	C=Campbelltown	M=Melbourne	P=Perth

Sequential number allocated to each to student from the enrolment form – 001 = student one, 002 = student two etc.

Year and Semester Started –
e.g.,

09/01 = 2009 Semester One	09/02 = 2009 Semester Two	10/01 = 2010 Semester One	10/02 = 2010 Semester Two	11/01 = 2011 Semester One

For example, for student number two listed in the WA program, Perth, Started Semester Two 2009

W	P	0	0	2	/	0	9	0	2

SECTION A – PERSONAL INFORMATION

Please note: Names and addresses will <u>not</u> be recorded in data collected from the survey. Names and contact details will only be used for follow-up survey purposes.

1. Today's date _____   **2. Consent Form signed   Yes** ❑ **No** ❑

3. Title_____ First name_____ Last name_____

4. Current address_____

_____

_____ **State_____Postcode_____**

5. Postal address (if different from above)_____

_____

_____ **State_____Postcode_____**

SECTION B – CATALYST-CLEMENTE PROGRAM

1) **The next questions are about your impressions of life as a Catalyst-Clemente student. For each of the following statements please indicate whether you strongly agree, agree, disagree, strongly disagree or unsure/can't say with each one.** *Tick only <u>one</u> box in each line*.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure/ Can't say	Not Applicable
I really like being a Catalyst-Clemente student	❏	❏	❏	❏	❏	❏
I really like the atmosphere in class	❏	❏	❏	❏	❏	❏
Catalyst-Clemente has lived up to my expectations	❏	❏	❏	❏	❏	❏
I've made close friends through Catalyst-Clemente	❏	❏	❏	❏	❏	❏
Catalyst-Clemente has broadened my outlook on life	❏	❏	❏	❏	❏	❏
Catalyst-Clemente has helped me improve other areas of my life	❏	❏	❏	❏	❏	❏
I now look at challenges differently	❏	❏	❏	❏	❏	❏
Catalyst-Clemente has given me the confidence to change my life	❏	❏	❏	❏	❏	❏

2) **Think now about how you felt about aspects of your life just prior to starting the Catalyst/Clemente program. Compared to that time have things improved or become worse with various features of your life? How do you rate your feelings of aspects of your life <u>now compared with before you began with Catalyst-Clemente?</u>** *Tick only <u>one</u> box in each line*

	Much better now than before I started Catalyst/ Clemente	Somewhat better now than before I started Catalyst/ Clemente	About the same as before I started Catalyst/ Clemente	Somewhat worse than before I started Catalyst/ Clemente	Much worse now than before I started Catalyst/ Clemente
Your housing situation	❏	❏	❏	❏	❏
Your employment opportunities	❏	❏	❏	❏	❏
Your financial situation	❏	❏	❏	❏	❏
How safe you feel	❏	❏	❏	❏	❏
Feeling part of your local community	❏	❏	❏	❏	❏
Your health	❏	❏	❏	❏	❏
The neighbourhood in which you live	❏	❏	❏	❏	❏
Your ability to cope with any serious problems you face	❏	❏	❏	❏	❏
Overall how satisfied are you with your life?	❏	❏	❏	❏	❏

3) **For each of the following statements please indicate whether you *strongly agree, agree, disagree, strongly disagree or are unable to judge*. If the statement does not apply to your situation please tick *not applicable*.** *Tick only <u>one</u> box in each line.*

	Strongly agree	Agree	Disagree	Strongly disagree	Unable to judge	Not applicable
I found the requirements for admission were clearly identified.	❑	❑	❑	❑	❑	❑
The information that I received when I applied for entry accurately reflects the course.	❑	❑	❑	❑	❑	❑
The Catalyst-Clemente induction program prepared me adequately for study	❑	❑	❑	❑	❑	❑
I was supported through the period of transition into the Catalyst-Clemente program	❑	❑	❑	❑	❑	❑
Administrative staff are available to help with student enquiries.	❑	❑	❑	❑	❑	❑
I have sufficient access to computers to enable me to effectively undertake my studies	❑	❑	❑	❑	❑	❑
I know where to get information on procedures for course withdrawal and unit exemptions.	❑	❑	❑	❑	❑	❑
I know where to get information on financial aid, such as loans and Austudy.	❑	❑	❑	❑	❑	❑
I know where to get information on health and other personal services.	❑	❑	❑	❑	❑	❑
When I have needed academic help, I have been able to access it.	❑	❑	❑	❑	❑	❑
When I have needed personal help, I have been able to access it.	❑	❑	❑	❑	❑	❑
Mission Australia/St Vincents have supported me through the process of study in Catalyst Clemente	❑	❑	❑	❑	❑	❑
The supportive and informal nature of the classes has helped me with the transition back into study.	❑	❑	❑	❑	❑	❑
The small class size is more supportive and allows for good interaction between lecturers, learning partners and students.	❑	❑	❑	❑	❑	❑
The Catalyst-Clemente program promotes engaged learning with others and with lecturers	❑	❑	❑	❑	❑	❑
I have been able to form positive relationships with fellow students and lecturers in the Catalyst Clemente program	❑	❑	❑	❑	❑	❑
The formal structure of the lectures has helped with the transition into further study.	❑	❑	❑	❑	❑	❑
The humanity units on offer in the Catalyst-Clemente program fits well with what I need to get out of University study	❑	❑	❑	❑	❑	❑
This course has assisted the development of my critical thinking skills.	❑	❑	❑	❑	❑	❑
This course has assisted the development of my writing skills.	❑	❑	❑	❑	❑	❑
This course has assisted in the development of my time management skills/planning skills.	❑	❑	❑	❑	❑	❑
This course has helped me develop better communication skills.	❑	❑	❑	❑	❑	❑
The skills I have gained from doing this course will help me gain future employment.	❑	❑	❑	❑	❑	❑
The skills I gained from doing this course will help me cope in a time of crisis.	❑	❑	❑	❑	❑	❑
The experience as a Catalyst-Clemente student has broadened my horizons.	❑	❑	❑	❑	❑	❑
Communicating with academic staff has given me the confidence to enrol in further university study.	❑	❑	❑	❑	❑	❑
Through this course I have established contacts that may assist me with future employment.	❑	❑	❑	❑	❑	❑
Seeing other people with similar backgrounds successfully complete this course has given me the confidence to do further study.	❑	❑	❑	❑	❑	❑

	Strongly agree	Agree	Disagree	Strongly disagree	Unable to judge	Not applicable
I now feel a greater connection to the community.	❏	❏	❏	❏	❏	❏
The public performances have given me the confidence to join drama/theatre groups.	❏	❏	❏	❏	❏	❏
I am are more inclined to take part in a community based activity such as a political group, community radio, a performing arts group or something similar.	❏	❏	❏	❏	❏	❏
My overall health and wellbeing has improved as a result of this course.	❏	❏	❏	❏	❏	❏

4) **How satisfied are you with each of the following possible outcomes of your study with Catalyst Clemente? Please indicate your satisfaction with each aspect on a scale from (1) very unsatisfied (2) unsatisfied (3) satisfied (4) very satisfied. If you cannot give an answer or something is not applicable to your situation, please select (5) Not Applicable.** *Tick only one box in each line*

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Not applicable
The opportunities for discussion with other students	❏	❏	❏	❏	❏
The opportunities for discussion with the Learning Partners	❏	❏	❏	❏	❏
The opportunities for discussion with university lecturers	❏	❏	❏	❏	❏
The information you were provided with before enrolling in this course	❏	❏	❏	❏	❏
The amount of personal support you were given	❏	❏	❏	❏	❏
Information on what is expected of you as a student enrolled in this course	❏	❏	❏	❏	❏
Encouragement to explore new areas of knowledge in the discipline	❏	❏	❏	❏	❏
The unit topics on offer	❏	❏	❏	❏	❏
Access to the university facilities, such as the library, computers	❏	❏	❏	❏	❏
Access to support services	❏	❏	❏	❏	❏
Feedback on your progress	❏	❏	❏	❏	❏
The support provided by the Learning Partners	❏	❏	❏	❏	❏
Overall, quality of teaching	❏	❏	❏	❏	❏

The following questions relate to your Catalyst-Clemente experiences this semester.

5) The following statements describe some challenges that may affect students of the Catalyst/Clemente Program. For each of them, please indicate whether it <u>has</u> or <u>has not</u> been a problem for you <u>this semester.</u>

		Yes	No
a)	Managing study commitments	❏	❏
b)	Managing personal behaviours	❏	❏
c)	Having the discipline to manage my time	❏	❏
d)	Having the self confidence to make initial enquiries	❏	❏
e)	Having the personal confidence to make a decision to start	❏	❏
f)	Having the sense of competence to begin study	❏	❏
g)	Finding the study harder than what I expected	❏	❏
h)	Caring for children	❏	❏
i)	Travelling and being on time for lectures	❏	❏
j)	Caring for other family members	❏	❏
k)	Having appropriate academic literacy skills	❏	❏
l)	Having appropriate computer skills	❏	❏
m)	Balancing personal relationships with studies	❏	❏
n)	Relating to other students	❏	❏
o)	Making new friends	❏	❏
p)	Relating to lecturers	❏	❏
q)	Relating to learning partners	❏	❏
r)	Relating to agency staff	❏	❏
s)	Appreciating what it is to be a university student	❏	❏
t)	Finding time for other commitments such as sporting, church or voluntary groups	❏	❏
u)	I have faced other difficulties during my first semester of study	❏	❏

6) Which one of the above 21 statements listed above would you say has been your main issue of difficulty? _____ *(Please state the relevant letter. For example if <u>(o) making new friends </u>was your main difficulty quote the letter o).*

a) Please comment on the difficulties you faced this semester and provide suggestions of how these may be overcome in the future

_____
_____
_____
_____
_____
_____

				/			

7) Thinking back to the start of semester, how closely did your experiences this semester match with your expectations? *Tick only <u>one</u> box.*

❑   The reality was as I expected

❑   There were few minor differences

❑   It wasn't at all what I expected

❑   I had no real expectations

Please comment on your answer. What was different from what you expected? What was the same?

_____
_____
_____
_____
_____
_____
_____
_____

8)   Please comment on how the shared learning experience with the Learning Partners has assisted you with regard to both your studies and your personal life

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

9)   This semester, what part of the course did you find most beneficial and why?

_____
_____
_____
_____

10)   This semester, what part did you find least beneficial? Please comment on your answer.

_____
_____
_____
_____

11)   Did you find any part of course too difficult or beyond your capabilities? Please comment on your answer.

_____
_____
_____
_____

12)   What skills do you think you have gained this semester?

_____
_____
_____
_____
_____

13)   Overall, how satisfied were you with the course/units this semester? Please comment on your answer.

_____
_____
_____
_____
_____

14) Please provide a short statement on how the Catalyst-Clemente program has affected your life beyond the realms of study.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

					/				

SECTION C – EMPLOYMENT AND INCOME

1. Last week, did you have a full-time or part-time paid job of any kind? *A 'job' means any type of work including casual, temporary, or part-time paid work, if it was for one hour or more.*

         ❑ No *(Proceed to Question 2)*
         ❑ Yes *(If yes complete question 1 a)*

         a) Last week, how many hours did you do paid work in all jobs? *Add any overtime or extra time worked and subtract any time off.* **Hours worked**: _____

2. When did you last work for at least 2 weeks in a job of 35 hours or more a week? *Tick only one box.*

❑   Currently working in such a job
❑   Less than 2 years ago
❑   2 to 5 years ago
❑   5 or more years ago
❑   Never worked in a job of 35 hrs or more per week
❑   Don't know

3. Did you actively look for work at any time in the last four weeks? *Examples of actively looking for work include: being registered with Centrelink as a job seeker; checking or registering with any other employment agency; writing, telephoning or applying in person to an employer for work; or advertising for work.*

         ❑ No *(Proceed to Question 4)*
         ❑ Yes *(If yes complete question 3 a)*

         a) Did you look for full-time or part-time work or any work? *Tick only one box.*

❑   Yes, looked for full-time work (only)
❑   Yes, looked for part-time work (only)
❑   Yes, looked for both part-time and full-time work
❑   Don't know

4. How much income do you currently receive from …….. ? *(NB// Gross = before tax/Net = after tax)* Tick all relevant boxes

Income Type	Amount ($)	Unit of time	
Government pensions or benefits			
❑Yes	$......................	Per week	❑
❑No	❑Gross	Per fortnight	❑
❑Don't know	❑Net	Per month	❑
Wages, salary, own business			
❑Yes	$......................	Per week	❑
❑No	❑Gross	Per fortnight	❑
❑Don't know	❑Net	Per month	❑
All other sources			
❑Yes	$......................	Per Week	❑
❑No	❑Gross	Per Fortnight	❑
❑Don't know	❑Net	Per Month	❑

5. Thinking of your present situation, which of the following statements BEST describes how you are currently managing on your own income? *Tick only one box.*

- ❑ I haven't enough to get by on
- ❑ I have just enough to get by on
- ❑ I have enough to get by on but not enough to get back on track
- ❑ I have enough to get by and for a few extras
- ❑ I have much more than I need

6. Since we last surveyed you have you experienced any of the following because of a SHORTAGE OF MONEY? *Tick only one box in each line.*

		No	Yes
a)	Had to go without food when I was hungry	❑	❑
b)	Got behind with the rent or the mortgage	❑	❑
c)	Moved house because the rent/mortgage was too high	❑	❑
d)	Couldn't keep up with payments for water, electricity, gas or the telephone	❑	❑
e)	Had to pawn or sell something, or borrow money from a money lender	❑	❑
f)	Had to ask a welfare agency for food, clothes, accommodation or money	❑	❑
g)	Wore badly-fitting or worn-out clothes	❑	❑
h)	Couldn't go out with friends because I was unable to pay my way	❑	❑
i)	Unable to attend a wedding or funeral	❑	❑
j)	Couldn't get to an important event because of lack of transport	❑	❑
k)	Couldn't afford my own place, stayed with friends and relatives	❑	❑
l)	Couldn't afford my own place, lived on the streets	❑	❑

SECTION D – HOUSING

1. What are your current accommodation circumstances? *Tick only <u>one</u> box*

No shelter/ accommodation		
1	Improvised dwelling, car, tent or squat	❑
2	Street, park, in the open	❑
Accommodation in an institutional/residential setting		
3	General hospital (not including psychiatric hospital, unit of facility)	❑
4	Psychiatric hospital, unit of facility	❑
5	Prison	❑
6	Detention/remand/correctional facility	❑
7	Youth training centre	❑
8	Drug or alcohol rehabilitation centre	❑
9	Residential out-of-home care	❑
10	Other institutional/residential setting (please specify)…………………	❑
Accommodation in a temporary setting		
11	Caravan	❑
12	Boarding/lodging or rooming house (not long-term tenure)	❑
13	Hostel, hotel or motel	❑
14	Extended family member or friend or acquaintance *(include couch surfing but NOT holiday stays)*	❑
Government Supported or crisis accommodation programs		
15	Govt supported crisis/short-term accommodation programs	❑
16	Govt supported medium/long-term accommodation programs	❑
19	Other short-term accommodation (please specify)……………………………	❑
Long-term tenure		
20	Purchasing/purchased own dwelling	❑
21	Private rental	❑
22	Public housing rental	❑
23	Long-term community housing accommodation	❑
24	Indigenous community housing organisation accommodation	❑
25	Rent-free accommodation in a family or other home	❑
26	Long-term boarding/lodging tenure	❑
27	Other Accommodation (please specify)……………………………..	❑
28	**Don't know**	❑

SECTION E – HEALTH AND WELLBEING

1. **The next questions are about how you have been feeling during the past 30 days (i.e. the past month). For each question please answer using the following scale**. *Tick only one box in each line.*

During the past 30 days, about how often did you …..	All	Most	Some	A Little	None
a) Feel tired out for no good reason?	❑	❑	❑	❑	❑
b) Feel nervous?	❑	❑	❑	❑	❑
c) Feel so nervous that nothing could calm you down?	❑	❑	❑	❑	❑
d) Feel hopeless?	❑	❑	❑	❑	❑
e) Feel restless or fidgety?	❑	❑	❑	❑	❑
f) Feel so restless that you could not sit still?	❑	❑	❑	❑	❑
g) Feel depressed?	❑	❑	❑	❑	❑
h) Feel so depressed that nothing could cheer you up?	❑	❑	❑	❑	❑
i) Feel that everything was an effort?	❑	❑	❑	❑	❑
j) Feel worthless?	❑	❑	❑	❑	❑

SECTION C – HEALTH
SECTION C – HEALTH

SECTION F–DRUG AND ALCOHOL USE

The following question is about your drug and alcohol use.

1. **In the last month have you use any of the drugs mentioned below?**

    ❑ Yes *(Proceed to Question 2)*   ❑ No *(Proceed to Section G, Question 1)*   ❑ Decline to answer *(Proceed to Section G, Question 1)*

2. **The following are more questions about the use of drugs and alcohol. For each of the five questions, please indicate the most appropriate response, as it applied to your drug use in the last month. If you did not use in the last month please tick N/A.**

a) Do you think your use of (drug) was out of control?

Heroin (smack, hammer, horse, scag)	Other Opioids (street methadone, done, morphine, pethidine, codeine, physeptone)	Alcohol	Cannabis (marijuana, dope, grass, hash, pot)	Amphetamines (speed)	Cocaine (coke, snow, crack)	Tranquillisers /Benzos (Serepax, Rohypnol, Mogadon, Valium, Normison)	Hallucinogens (LSD, acid, ecstasy, magic mushrooms)	Inhalants (amyl nitrite / rush, glue, aerosols, petrol, nitrous oxide)
Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑
Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑
Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑
Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

b) Did the prospect of missing a fix (or dose) make you anxious or worried?

Heroin	Other Opioids	Alcohol	Cannabis	Amphetamines	Cocaine	Tranquillisers /Benzos	Hallucinogens	Inhalants
Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑
Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑
Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑
Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

c) Did you worry about your use of (drug)?

Heroin	Other Opioids	Alcohol	Cannabis	Amphetamines	Cocaine	Tranquillisers /Benzos	Hallucinogens	Inhalants
Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑
Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑
Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑
Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

d) Did you wish you could stop?

Heroin	Other Opioids	Alcohol	Cannabis	Amphetamines	Cocaine	Tranquillisers /Benzos	Hallucinogens	Inhalants
Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑	Never ❑
Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑	Sometimes ❑
Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑	Often ❑
Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑	Always ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

e) How difficult did you find it to stop or go without (drug)?

Heroin	Other Opioids	Alcohol	Cannabis	Amphetamines	Cocaine	Tranquillisers /Benzos	Hallucinogens	Inhalants
Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑	Not difficult ❑
Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑	Quite difficult ❑
Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑	Very difficult ❑
Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑	Impossible ❑
N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑	N/A ❑

SECTION G–SERVICE USAGE

We are interested in knowing about your contact with a range of government services since we last surveyed you.

Health services

1. **Have you seen, been to, or had any contact with doctors, hospitals and health workers since we last surveyed you?**

   Put a cross X in one box below

   ❑   Yes
   ❑   No
   ❑   Decline to answer

2. **Since we last surveyed you how many times have you had contact with ……….?**
   Estimate the number of times/contacts; if no times/contacts, write 0.

   a)   General practitioner consultation   _____

   b)   Medical specialist consultation (e.g. psychiatrist, gastroenterologist)   _____

   c)   Psychologist (private) consultation   _____

   d)   Nurse or allied health professional (public) consultation   _____

   e)   Other allied health professional (private) consultation   _____

   f)   Hospital – at least one night (no. of separate occasions)   _____

   g)   Mental health facility – at least one night (no. of separate occasions)   _____

   h)   Drug and alcohol rehabilitation centre – at least one night (no. of separate occasions)   _____

   i)   Casualty or Emergency   _____

   j)   Outpatient at hospital, day clinic, mental health facility or drug and alcohol service   _____

   k)   Ambulance services   _____

3. **How many <u>nights</u> in total did you spend in the following health facilities since you were last surveyed?**

   a) Hospital   _____

   b) Mental health facility   _____

   c) Drug and alcohol detoxification/rehabilitation centre   _____

Justice Services

4. **Have you had any contact with the police, the Justice system or the courts since we last surveyed you**?

    *Put a cross **X** in <u>one</u> box below*

    - ❑ Yes
    - ❑ No
    - ❑ Decline to answer

5. **Since we last surveyed you, how many times have you had contact with the police, the Justice system or the courts?** *Estimate the number of times/contacts; if no times/contacts, write 0.*

    a) Been the victim of an assault/robbery which resulted in police contact/investigation? _____

    b) Been stopped by the police on the street? _____

    c) Been stopped by the police in a vehicle? _____

    d) Been apprehended by the police? _____

    e) Been held overnight by the police? (other than in remand, detention, prison)? _____

    f) Been to Court over an incident? _____

    g) Been in prison? _____

    h) Been in detention, remand, or correctional facility? _____

    i) Made visits to, or received visits from, Justice or Police Officers? _____

6. **How many <u>nights</u> in total did you spend in the following justice facilities since you were last surveyed?**

    d) Held over night by the **police:**
        (other than in remand, detention or correctional facility e.g. prison) _____

    e) Held overnight in **prison**: _____

    f) Held overnight in **remand, detention or a correctional facility**: _____

    g) <u>Decline to answer</u> ___❑___

					/				

SECTION H – LIFE EXPERIENCES

SERVICES

1. Which of the following things do you have?	(a) **Do you have it?** (<u>circle</u> the appropriate response)		(b) **…if no, is it because you cannot afford it?** (<u>circle</u> the appropriate response)		
a) A decent and secure home of your own	Yes	No	Yes	No	
b) A substantial meal at least once a day	Yes	No	Yes	No	
c) Warm clothes and bedding, if it's cold	Yes	No	Yes	No	
d) Medical treatment if needed	Yes	No	Yes	No	
e) Able to buy medicines prescribed by a doctor	Yes	No	Yes	No	
f) Dental treatment if needed	Yes	No	Yes	No	
g) A car	Yes	No	Yes	No	
h) A hobby or leisure activity for children (*Circle N/A if you have no children*)	Yes	No	Yes	No	NA
i) A television	Yes	No	Yes	No	
j) A phone (mobile or fixed)	Yes	No	Yes	No	
k) Up to $500 in savings for an emergency	Yes	No	Yes	No	
l) Regular social contact with other people	Yes	No	Yes	No	
m) A week's holiday away from home each year	Yes	No	Yes	No	
n) Am treated with respect by other people	Yes	No			
o) Am accepted by others for who I am	Yes	No			
p) Regular contact with family	Yes	No			

2. Below are statements about different aspects of your life. Could you indicate whether you are (1) very happy, (2) happy, (3) unhappy, (4) very unhappy (5) can't say/don't know with each statement.
Tick only one box in each line

	Very Happy	Happy	Unhappy	Very unhappy	Unsure/ can't say
The work you do at study, at home or in a job	❑	❑	❑	❑	❑
What you do in your spare time	❑	❑	❑	❑	❑
How you get on with people in general	❑	❑	❑	❑	❑
The money you get each week	❑	❑	❑	❑	❑
Your social life	❑	❑	❑	❑	❑
Your independence i.e. being able to do what you want	❑	❑	❑	❑	❑
Your career prospects	❑	❑	❑	❑	❑
Your future	❑	❑	❑	❑	❑
Your life at home	❑	❑	❑	❑	❑
Your standard of living	❑	❑	❑	❑	❑
The way the country is run	❑	❑	❑	❑	❑
The state of the economy	❑	❑	❑	❑	❑
Where you live	❑	❑	❑	❑	❑
Your life as a whole	❑	❑	❑	❑	❑

3. **Have there been times since we last surveyed you that you have felt isolated and cut off from society for any of the following reasons?**

		Circle the appropriate response	
a)	Lack of paid work	Yes	No
b)	Lack of money	Yes	No
c)	Lack of own transport	Yes	No
d)	Irregular or expensive public transport	Yes	No
e)	Lack of friends to provide support when needed	Yes	No
f)	Absence of supportive family members	Yes	No
g)	Family-related problems	Yes	No
h)	Lack of access to your children	Yes	No
i)	Lack of involvement in community or sporting groups	Yes	No
j)	Problems with physical access due to a disability	Yes	No
k)	Physical health condition(s)	Yes	No
l)	Mental health condition(s)	Yes	No
m)	Sexism	Yes	No
n)	Racism	Yes	No
o)	Sexual prejudice (i.e. prejudice because of sexual orientation)	Yes	No
p)	Discrimination relating to disability	Yes	No
q)	Child care responsibilities	Yes	No
r)	Other caring responsibilities	Yes	No
s)	Other (please specify…………………………………………..)	Yes	No

4. **In the last week did you have contact with any family members?** *Tick only <u>one</u> box*

❑ Yes

❑ No

5. **In the last week did you have regular social contact with people outside the Catalyst-Clemente course?** *Tick only <u>one</u> box*

❑ Yes
❑ No

					/				

6. **In the last week have you participated in an organised sport, dance, choir, art, craft, political or religious group?** *Tick only <u>one</u> box*

❑ Yes
❑ No

7. **In the last week have you accessed goods facilities and services such as shops, childcare, libraries, leisure and medical centres?** *Tick only <u>one</u> box*

❑ Yes
❑ No

8. **In the last week have you participated in a decision making board or committee or been involved in a group that has discussed local issues and activities?** *Tick only <u>one</u> box*

❑ Yes
❑ No

9. **In the last week have you attended any community events?** *Tick only <u>one</u> box*
❑ Yes
❑ No

SERVICES

10. **The following statements relate to how well you see yourself coping with problems and with your own self-esteem. The more you agree with the statement, the higher the number of the box you should cross. The more you disagree, the lower the number of the box you should cross.**

Circle the appropriate response for each statement

		Not at all true	Hardly true	Moderately true	Exactly true
1.	I can always manage to solve difficult problems if I try hard enough	1	2	3	4
2.	If someone opposes me, I can find the means and ways to get what I want	1	2	3	4
3.	It is easy for me to stick to my aims and accomplish my goals	1	2	3	4
4.	I am confident that I could deal efficiently with unexpected events	1	2	3	4
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations	1	2	3	4
6.	I can solve most problems if I invest the necessary effort	1	2	3	4
7.	I can remain calm when facing difficulties because I can rely on my coping abilities	1	2	3	4
8.	When I am confronted with a problem, I can usually find several solutions	1	2	3	4
9.	If I am in trouble, I can usually think of a solution	1	2	3	4
10.	I can usually handle whatever comes my way	1	2	3	4

WORLD HEALTH ORGANISATION
QUALITY OF LIFE

WHOQoL-BREF
Australian Version (May 2000)

Instructions

This assessment asks how you feel about your quality of life, health, & other areas of your life. Please answer all the questions. If unsure about which response to give to a question, please choose the one that appears most appropriate. This can often be your first response.

Please keep in mind your standards, hopes, pleasures and concerns. We ask that you think about your life in the **last two weeks**

Example:

	Never	Sometimes	Often	All the Time
Do you get the kind of support from others that you need?	1	2	(3)	4

You would circle the number 3 if in the last two weeks you got a great deal of support from others

	Never	Sometimes	Often	All the Time
Do you get the kind of support from others that you need?	(1)	2	3	4

But if you did not get any support from others that you needed in the last two weeks you would circle 1.

Thank you for your help.

				/			

Please read each question and assess your feelings, <u>for the last two weeks</u>, and circle the number on the scale for each question that gives the best answer for you.

	Very poor	Poor	Neither poor nor good	Good	Very good
1. How would you rate your quality of life?	1	2	3	4	5

	Very Dissatisfied	Fairly Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
2. How satisfied are you with your health?	1	2	3	4	5

The following questions ask about how much you have experienced certain things in the <u>last two weeks.</u>

	Not at all	A Small amount	A Moderate amount	A great deal	An Extreme amount
3. To what extent do you feel that physical pain prevents you from doing what you need to do?	1	2	3	4	5
4. How much do you need any medical treatment to function in your daily life?	1	2	3	4	5
5. How much do you enjoy life?	1	2	3	4	5
6. To what extent do you feel your life to be meaningful?	1	2	3	4	5

	Not at all	Slightly	Moderately	Very	Extremely
7. How well are you able to concentrate?	1	2	3	4	5
8. How safe do you feel in your daily life?	1	2	3	4	5
9. How healthy is your physical environment?	1	2	3	4	5

	Not at all	Slightly	Somewhat	To a great extent	Completely
10. Do you have enough energy for every day life?	1	2	3	4	5
11. Are you able to accept your bodily appearance?	1	2	3	4	5
12. Have you enough money to meet your needs?	1	2	3	4	5
13. How available to you is the information you need in your daily life?	1	2	3	4	5
14. To what extent do you have the opportunity for leisure activities?	1	2	3	4	5

	Not at all	Slightly	Moderately	Very	Extremely
15. How well are you able to get around physically?	1	2	3	4	5

The following questions ask you to say how good or satisfied you have felt about various aspects of your life over the **last two weeks**.

	Very Dissatisfied	Fairly Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
16. How satisfied are you with your sleep?	1	2	3	4	5
17. How satisfied are you with your ability to perform your daily living activities?	1	2	3	4	5
18. How satisfied are you with your capacity for work?	1	2	3	4	5
19. How satisfied are you with yourself?	1	2	3	4	5
20. How satisfied are you with your personal relationships?	1	2	3	4	5
21. How satisfied are you with your sex life?	1	2	3	4	5
22. How satisfied are you with the support you get from your friends?	1	2	3	4	5
23. How satisfied are you with the conditions of your living place?	1	2	3	4	5
24. How satisfied are you with your access to health services?	1	2	3	4	5
25. How satisfied are you with your transport?	1	2	3	4	5

	Never	Infrequently	Sometimes	Frequently	Always
26. How often do you have negative feelings such as blue mood, despair, anxiety, depression?	1	2	3	4	5

SERVICES

Thank you for participating in the survey.

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Student Interview Guide and Interviewer's Notes

2009

St Vincent de Paul Society

Mission Australia

Murdoch UNIVERSITY

ECU EDITH COWAN UNIVERSITY

ACU AUSTRALIAN CATHOLIC UNIVERSITY

Curtin University

Consent Form

I (Print name)_____ agree voluntarily to take part in this study and understand that I am free to withdraw from the study at any time without needing to give any reason. I have read the Information Sheet provided and been given a full explanation of the purpose of this study, of the procedures involved and of what is expected of me. The researcher has answered all my questions and has explained the possible problems that may arise as a result of my participation in this study.

I understand that the information contained in this survey will be used for research purposes and that I will not be identified in any publication arising out of this study. I understand that my name and identity will be stored separately from the data, and these are accessible only to the investigators for follow up surveys. All data provided by me will be analysed anonymously using code numbers. All information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

I would like to receive a copy of the feedback from the study.
Please contact us at

_____

_____

_____

Signature of Participant: _____
     Date: ..../......./.......

1.   Introduction

Hi, my name is X and I'm here to talk to you about your experiences with the Catalyst-Clemente program. We're trying to find out as much as we can about the students involved with the program and how CC has impacted upon their lives. There are two parts to this interview; the first part is about you and your journey to this program, and the second part is about your experiences as a CC student. We hope that this research will help us to understand how and why CC works and what can be done to make it even more effective for students.

Today I'll be asking you a number of questions about education, employment, financial security, your social life, your health and wellbeing, and what your experiences of the Catalyst-Clemente program have been like. You can stop me at any time to ask about the questions, and you'll have an opportunity at the end to either ask questions or tell me some other information you think is important. What I'm interested in is knowing more about you and your views of the CC program.

Are you comfortable and ready to start?

In this introduction we want to set the tone of the interview – that of a conversation. We need to make sure that the interviewee is physically and psychologically comfortable (water/coffee/tea to drink, comfortable chair, temperature neither too hot nor cold, etc). The consent form will have been signed by this time.

2. Education

This first section is about your educational experiences, right from the beginning and later on in life. This sort of information gives us a better understanding of where you've come from educationally.

2.1   Can you tell me something about your education before starting with CC?

Here we're trying to get a history of their education. Usually this is easier going from their most recent educational experience and working backwards.

2.2   What memories do you have of school?

Sometimes our current attitudes to education have their origins in very early experiences, and this question is trying to get at these. Those memories might include the learning experience itself, but they will also include relationships – with teachers and other children.

2.3   What were the factors that most helped you at school?

These might include teachers or other people at school, supportive parents or other family members, or characteristics of the person

themselves – such as being interested in school, enjoying being with friends and the like.

2.4   What were some of those things that really prevented you from making the most of school?

These might include not being able to get on with teachers, being marginalised by other children, having parents or other family members who didn't value education.

2.5   What might have made a real difference to helping you through your schooling?

This might include a combination of the positive factors above, but could include more material things, like having access to books, a computer, etc.

3. Employment
This next section is about employment. Here I'm wanting to explore the sort of jobs you've had and wanted over the years.

3.1   Can you talk to me a little about the jobs you've had in the past, starting with the most recent one?

What we're trying to do here is build up an employment history, and this might take some probing if it's not clear what the job entailed, "Can you tell me what that job involved?"

3.2   What's been the best job you had? Why was it so good?

This should be straight-forward, but may not be. Answers might include factors such as the knowledge and skills of the person matching the job, but they may also be about finding an accepting environment.

3.3   Are there issues which have prevented you from getting the sort of work you like? What sort of things?

These might be a range of factors, such as health or psychological issues, education and training, or simply things like lack of a drivers' licence or transport.

3.4   What sort of work do you see yourself doing in the future?

Answers might be concrete and seemingly realistic, or more about a person's desires for the future.

3.5   How important is paid employment to you?

This question could prompt some deep responses about independence, status, and the like, but should also provide an opportunity to see where paid work comes into the priorities of each interviewee.

3.6 Are there other unpaid activities that you do now, or have done in the past, that are important to you? Can you tell me a bit about these?

These might include volunteering for a church group or NGO, supporting other students, and the like.

4. Financial security
I want to move on now to talk about financial security. Sometimes these questions can be a bit personal, but the answers can really help us to understand the sort of issues you have to face on a daily basis.

4.1 How would you describe your financial situation now?

Prompts:
-Would you say you're doing ok?
-Are you mostly able to pay your bills and have enough left over to live on?

We're trying to find out how financially secure the interviewee feels currently. This could be a sensitive question but if it's asked in a matter-of-fact tone, as the prompts suggest, most people should feel comfortable responding.

4.2 When you were growing up how financially secure was your family?

Prompts:
-Did you feel better or worse off than most kids around you?
-What did your mum and dad do for a living?

These childhood experiences can be very influential building blocks for later life, both negatively and positively. The question may lead to some sensitive revelations about their memories of childhood, so need to be approached delicately.

4.3 Since you've been an adult, how has your financial situation changed through time?

Prompts:
-What've been the highs and lows of your financial life?

Some of our interviewees will have had a roller-coaster experience, and we're trying to map an outline of this which may require several prompts.

4.4 If you have an emergency situation, like an important bill to pay, and you don't have the money, who could you ask to help out?

Should be straight-forward, but prompting may be necessary if the interviewee is not confident who they might approach, "e.g. How comfortable would you feel asking this person for a loan?"

4.5 If someone asked you for an emergency loan, say for $50, could you help them out?

5. Social life
I'm interested now in exploring your social life so these next questions are about the people in your life and who and what is important to you.

5.1 Can you tell me something about the people and activities that are important to you?

We're trying here to get an overall sense of the interviewee's everyday social life; those people that make up their social networks and/or play an important role in their life.

5.2 Who are the most important people in your life?

These may be people they see every day, but may not – for instance, they might include children or a spouse from whom they're separated and want to see more often than they can.

5.3 Who are the people you see most of the time each week?

Prompts:
-At home
-At uni
-At the centre

Again, this is an attempt to outline a social map for each person, to judge what role CC may play in their social network.

5.4 What organisations do you belong to?

Prompts:
-Church, political organisation, trade union, choir, etc?

Many people don't belong to any organisations, so it's important to reassure the interviewee that this is also very normal.

5.5 How often do you go out each week? What sort of things do you like to do?

Should be straight-forward, but might need some prompting, "Some people like to go out every Friday after work or school, what about you"?

5.6   If you're feeling a bit lonely, what do you do?

This question may be sensitive, as it's asking about who or what the interviewee can reach out to when they feel the need.

5.7   In what ways has your social life changed since you've been involved with CC?

5.8   Do you have particular friends at CC?

5.9   Are there people you're connected to or activities that you do now through connections with CC?

These questions are trying to ascertain whole role CC plays in the social life of interviewees.

6. Home
These next questions are about home. I'm interested here both in the physical place that you live in and what it means for you emotionally.

6.1   Where's home for you at present? Can you talk a little about where you live?

Here we want to find out the interviewee's current living circumstances, and whether or not this does constitute a "home" rather than simply accommodation.

6.2   Are you living on your own or with others?

6.3   Is it secure accommodation (e.g. long term rental, own home)?

6.4   Where would you like to be living? Can you describe what your ideal home would be – both the place and the people?

This question relates to 6.1, but is asking the interviewee to talk about what constitutes "home" for them, which might be about having a comfortable place to stay, but also about feeling "at home" with the people with whom they live. That is, a place in which they're accepted and feel safe.

7. Health and wellbeing
This section is about your health and wellbeing. Like some of the other questions, these can be pretty personal but your answers help us to understand the sort of challenges some people have had to overcome to get where they are today.

7.1   How would you describe your health at this stage of your life?

Prompts:
-Physically how well are you?

7.3   What about your emotional and psychological wellbeing?

Prompts:
-Any mental health issues in the past or now?

7.4   Have you had any issues with alcohol and other drugs that have affected your health and wellbeing? Are you happy to talk a bit about this?

7.5   What impact, if any, has your health and wellbeing, had on your ability to study and work?

Prompts:
-Have you ever lost a job because of health problems?

7.6   What changes, if any, have you experienced in your health and wellbeing since becoming involved with CC?

These questions, although potentially sensitive, have been designed to allow interviewees to talk about their health and wellbeing frankly. Given that many of our informants have had significant issues confronting them (both in the past and present) we need to have a clearer picture of the way in which these issues have impacted upon different aspects of their lives. Our experience is that people are mostly happy to discuss these issues if they're introduced sensitively. If someone does become upset through these questions it's important to provide support for them –both during the interview and afterwards through the coordinator.

8. Service supports

In this next section I'm exploring what services you've called upon to support you, or with whom you've been in contact both in the past and now. Some of these are pretty straightforward; others are really personal and might make you feel uncomfortable. Remember, you don't have to answer any of these questions and you will still have made a really good contribution to this research! We're asking them as they help us to paint a picture of your whole life, warts and all (but also the good bits!), and how CC might be making an impact on your life.

8.1   Can you tell me about any contact you've had with doctors, hospitals and other health workers over the past year?

Prompts:

-GP
-Medical specialist
-Psychologist
-Nurse or allied health professional
-Other allied health professional
-Hospital
-Mental health facility
-Drug and alcohol rehab centre
-Casualty or Emergency Department
-Outpatient at hospital, day clinic, mental health facility or AOD service
-Ambulance

Most of us would struggle to remember all of these, but what's important here is to have some sense of the frequency with which the interviewee has contacted these services.

8.2   What about contacts with the health system earlier on in your life?

Here we're interested to know how this service use has developed, in childhood, in adolescence, as an adult.

8.3   What contact have you had with the welfare system over the past year?

Prompts:
-Child protection
-Women's refuge/domestic violence services
-Social security
-Centrelink
-Disability services
-Veteran's Affairs
-Charities

As with the health services, we're trying to build a picture of the interviewee's use of welfare services.
8.4   What about contacts with welfare service earlier on in your life?

These contacts may have started in childhood or adolescence, and the questions could be sensitive.

8.5   What contact have you had with the police, the justice system or the courts over the last year?

Prompts:
-Victim of an assault/robbery resulting in police investigation?
-Stopped by police on the street?
-Stopped by police in vehicle?
-Held overnight by police?

-In court over an incident?
-In prison?
-In detention, remand or correctional facility?
-Visits to or from justice or police officers?

Interviewees may need to be reassured about the confidentiality of these questions, and why they're important to the study. We're trying to see what impact, if any, CC has on a person's ability to manage all aspects of their lives.

8.6   What about contacts with police, justice or the courts earlier on in your life?

Again, some interviewees may have had early experiences which were traumatic, and so these questions need to be tackled sensitively.

Thanks very much for talking about these issues.

9. Experiences of Catalyst-Clemente
In this next section we're keen to know more about your experiences with CC. We're interested in both your learning journey and the supports available to you through the CC program.

9.1   To start, could you please tell me how you describe this program to others?

What we're trying to get at here is an unprompted description of the program, which may focus on the university education, the support, the friendships, or other factors. These responses may be really valuable for CC promotion, so we're hoping for extended replies, if possible.

A Your learning journey
9.2   I'm interested to know how you came to be doing this program. Can you tell me the story of your journey into the program?

Prompts:
-How did you hear about it?
-What interested you in it initially?

This question is important as it could reveal how successful CC has been in promoting the program, and the different factors that appeal to students.

9.3   What sort of learning issues have arisen for you – both before starting the CC program and since then?

Prompts:
-Understanding what's required by each unit/lecturer?
-Meeting academic reading and writing standards?

-Organising study time?
-Meeting deadlines?

The focus here is on the practical learning issues that students are confronting; factors which might make a difference between success or failure and these will differ from site to site, and from unit to unit.

9.4   What factors have most helped your learning?

These might be practical learning aids, like being helped with a study program, or relationships which make coming to uni enjoyable.

9.5   What's been the biggest obstacle to your learning?

This could be material (money, books, transport), or mental health or substance issues, feeling confronted, etc.

B Support
9.6   What support is available to you in the CC program?

We're trying to get an unprompted description here of the learning and social supports.

9.7   What have been the most positive aspects of the program from your point of view?

Prompts:
-staff
-agencies
-Learning Partners
-lecturers
-setting
-other assistance provided
-other students

9.8   What does it mean for you to have CC delivered in a community setting, rather than you attending classes at the university?

This is probing the importance of the 'community-embedded' component of CC; to have a student's perspective on the importance of this.

9.9   How could the program be improved, again from your point of view?

Prompts:
-staff
-agencies

-Learning Partners
-lecturers
-setting
-other assistance provided
-other students

These questions should provide detailed information and what is or is not helping students to achieve in their programs; hence, this should be very useful for CC planning and review.

9.10 What do you hope to do when you finish your current study?

This might include further study, employment.

9.11 If you were asked to sum up what impact CC has had on your life, what would you say?

What we're hoping for here are some rich statements that describe CC in ways that will move others who hear them.

10. Concluding comments
That's the end of my questions but you might have questions of your own. Can you think of anything that's important that we've missed? Many thanks for your contribution. We'll send you a copy of your interview and you can tell us if you're happy for us to use everything in it. You won't be identified but your information will make a very important contribution to this project.

Thank you!

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Follow-up Student Interview Guide

2010

Consent Form

I (Print name)_____ agree voluntarily to take part in this study and understand that I am free to withdraw from the study at any time without needing to give any reason. I have read the Information Sheet provided and been given a full explanation of the purpose of this study, of the procedures involved and of what is expected of me. The researcher has answered all my questions and has explained the possible problems that may arise as a result of my participation in this study.

I understand that the information contained in this survey will be used for research purposes and that I will not be identified in any publication arising out of this study. I understand that my name and identity will be stored separately from the data, and these are accessible only to the investigators for follow up surveys. All data provided by me will be analysed anonymously using code numbers. All information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

I would like to receive a copy of the feedback from the study. Please contact us at

_____

 _____ _

 _____ _

Signature of Participant: _____
    Date: ..../......./.......

I'd like to start by thanking you for the way you shared your journey with us in your first interview. This has really helped shape our views of the Catalyst-Clemente program.

1.	As a follow up to our last interview we'd really appreciate hearing what's happened in your **personal life journey** and in your **participation in Catalyst-Clemente** since we met?

Follow-up questions:

In the last six months....

2.	What have you learnt about **yourself** during your CC studies?

	Prompts:

	-Accommodation?

	-Relationships?

	-Health & wellbeing?

	-Legal/police matters?

	-Personal finances?

3.	What have you learnt about **others** (such as other students, staff, academics, learning partners, etc) during your CC studies?

	Prompts:

	-Interactions/engaging with other people?

	-Accommodating other peoples' viewpoints?

	-Understanding other peoples' life journeys

4.	What have been some of the **best learning experiences** for you during CC?

5.	What have been some of the **challenges** for you in the CC program?

	Prompts:

-Learning?

-Participation?

Finally...

6. Do you have any thoughts on how you see `the next six months` shaping up for you as a result of being a CC student?

7. Are there any `changes` you would like to propose to the CC program?

`Concluding comments`
That's the end of my questions but you might have questions of your own. Can you think of anything that's important that we've missed?

Many thanks for your contribution. We'll be providing a short summary of what people have told us as soon as we've analysed the material.

Thanks Again!

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Third Student Interview Guide

2009

Consent Form

I (Print name)_____ agree voluntarily to take part in this study and understand that I am free to withdraw from the study at any time without needing to give any reason. I have read the Information Sheet provided and been given a full explanation of the purpose of this study, of the procedures involved and of what is expected of me. The researcher has answered all my questions and has explained the possible problems that may arise as a result of my participation in this study.

I understand that the information contained in this survey will be used for research purposes and that I will not be identified in any publication arising out of this study. I understand that my name and identity will be stored separately from the data, and these are accessible only to the investigators for follow up surveys. All data provided by me will be analysed anonymously using code numbers. All information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

I would like to receive a copy of the feedback from the study. Please contact us at

_____

_____

_____

Signature of Participant: _____

     Date: ..../......../.......

I'd like to start by thanking you for the way you shared your journey with us in your first and second interviews. This information has really helped shape our views of the Catalyst-Clemente program; in particular, the way it has impacted on the lives of all those involved, not just the students. In this final interview we're asking you to reflect backwards on your experience in the program and forwards to where you think you're going to now. I have a few questions at first, and then you'll have an opportunity to add anything you think we've missed. Are you ready?

1.   Looking back over your time in the Catalyst-Clemente program, what have been the most important changes to your life?

> Prompts:
> Family relationships
> Friendships
> Achievements
> Housing/finances
> Personal growth

2.   When you started the CC program what did you think you were capable of achieving? What do you think you're capable of achieving now, having got this far?
> Prompts:

> Education

> Employment

> Personal growth/awareness

> Interests/Hobbies

> Communication/Language

> Friends/Family

3.   Where do you see yourself this time next year?

Prompts:

Education

Employment

Family/friends

Socially

4. Now you've experienced the CC program over an extended period what are those aspects that have had the most positive impact on you?

    Prompts:

    University content

    People (lecturers/staff)

    Other students/friends/family

    Access to other services

5. What issues/questions would you like to be considered for the CC program?

    Prompts:

Finally...

6. How would you promote the CC program to others?

    What would you like to tell a government bureaucrat who thinks the program is too expensive to run throughout the country?

Concluding comments

That's the end of my questions but you might have questions of your own. Can you think of anything that's important that we've missed?

Many thanks for your contribution. As I said at the beginning, these interviews have given us terrific insights to the journeys you and others have undertaken through the Catalyst-Clemente program. We feel privileged to be witnesses to this aspect of your lives and wish you all the best for the future. All students will have copies of our final results and we look forward to hearing your comments on these.

Thanks Again!

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Interview Schedule – Coordinators

2009

St Vincent de Paul Society

Mission Australia

Murdoch UNIVERSITY

ECU EDITH COWAN UNIVERSITY

ACU AUSTRALIAN CATHOLIC UNIVERSITY

Curtin University

Consent Form

I (Print name)_____ agree voluntarily to take part in this study and understand that I am free to withdraw from the study at any time without needing to give any reason. I have read the Information Sheet provided and been given a full explanation of the purpose of this study, of the procedures involved and of what is expected of me. The researcher has answered all my questions and has explained the possible problems that may arise as a result of my participation in this study.

I understand that the information contained in this survey will be used for research purposes and that I will not be identified in any publication arising out of this study. I understand that my name and identity will be stored separately from the data, and these are accessible only to the investigators for follow up surveys. All data provided by me will be analysed anonymously using code numbers. All information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

I would like to receive a copy of the feedback from the study.
Please contact us at

_____

_____

_____

Signature of Participant: _____
      Date: ..../......./.......

1. INTRODUCTION

Hi, my name is X, and I'm here to talk to you about your experiences with the Catalyst-Clemente program. As you know we're interviewing some of the students directly, but we are also interested in coordinator's views of the program, their students and the challenges they face, and the history of each particular CC site. You can stop me at any time to clarify the question, and you'll have an opportunity at the end to either ask questions or to add information you think is important for this research.

Do you have any questions before we start?

2. CATALYST-CLEMENTE PROGRAM

2.1   Could you please describe the CC program in your own words?

2.2   What do you think are the essential components of the CC program?

2.3   Can you please tell me how you came to be involved as coordinator with this program?

These questions are designed to get an overview of the CC program, from a coordinator's perspective. We'll be interested to see if these descriptions are different from those given by students.

3. SITE

3.1   Can you please tell me how this site was established?

Prompts:

- Agencies involved
- Date established
- Characteristics of the suburb/area
- Key individuals involved

3.2   What are some of the challenges you have faced in establishing and maintaining the site?

Prompts:

- Financial commitments from agency partners
- University support
- Learning Partners
- Other

3.3   What are some of the distinctive features of this site?

Prompts:

- Characteristics of the region/suburb
- People involved
- Partnerships between university/agency
- Other

These questions should reveal the distinctive history and culture of each site; in terms of the region/area/suburb, the agencies involved, and the journey of the establishment of the site.

4.   STUDENTS

4.1   Can you please tell me about the students currently involved with the CC program at this site?

Prompts:
-        How many?
-        Backgrounds?

Depending upon the number of students at the site, this could be a long or short response. Basically what we're after here is a general description of the characteristics of the students at the site.

4.2   What are some of the challenges facing the students?

Prompts:
- personal issues
- physical and mental health issues
- substance issues
- learning issues

This question should provide rich data on the particular challenges facing students. We are also collecting students' views on this but what we're wanting here is an interested outsider's view. Coordinators will have a wealth of information that should complement students' views.

4.3   In your experience what have been the most important factors for students' success in this program?

Prompts:
-        Staff
-        Agencies
-        Learning Partners
-        Lecturers
-        Setting
-        Other assistance
-        Other students

This is an important question for the future of CC – both generally and for each particular site. What we're hoping for are sufficiently detailed responses so that those reviewing the program can understand what has worked and why.

4.4 What have been the most important issues facing students in the past year?

Prompts:
-       University offerings
-       Issues with lecturers
-       Health or personal issues
-       Site/agency issues

Some of these issues may be generic to the program; others may be particular to the site and the period involved. By focusing on the past year, we're attempting to build a recent history of the site.

4.5 In your view, what other ingredients are important to students' achieving well, and how well are these provided for at your site?

This question is attempting to elicit those issues which may relate to the CC program, or may not have been considered specifically, such as counselling for a substance use problem, etc.

4.6 What are some of the important transition points for students moving into and out of CC?

Prompts:
-       What happens when students move onto regular study or employment?

This question is in response to comments from students and coordinators about challenges once students have moved onto regular study and/or employment. What range of supports do they expect, seem to need at different stages?

4.7 Can you please tell me why CC is located in the community, rather than on a university campus? Why is it important for CC to be 'community-embedded'?

This is inviting coordinators to explicitly address one of the key characteristics of the CC program and what role it plays.

4.8 How do you acknowledge student successes at this site? Are there particular ways of celebrating here?

This is inviting coordinators to describe some of the important cultural events at the site – including rites of passage such as; passing a unit, or graduating; celebrating birthdays, etc.

5.   Concluding comments

That's the end of my questions, but after going through all this you'll probably have some questions of your own. What have we missed that might be really important? What do you hope this research reveals about Catalyst-Clemente?

We'll send you a copy of your interview and you can tell us if you're happy for us to use everything in it. You won't be identified but your information will make a very important contribution to this project.

THANK YOU!

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Focus Group Questions

Catalyst – Clemente ARC Linkages project

Focus group questions [Draft 3 25.02.11]:

Intro - you know we've been talking with CC students over the past year to try & find out what impact the program has on their lives. We want to acknowledge the important contribution you've all made to this research and thank you for sharing your journeys with us. We have a few questions which we hope will stimulate you as a group to talk about the program in the context of your lives. The first few questions focus on the main issues for the research overall. Later we're asking you to reflect more broadly on your experience of the program in your life.

Are you comfortable and ready to start?

1. The first question directing this research project was: What are the immediate, short term and longer term outcomes for students in the CC program? Looking back over your time with the program how would you respond to this question?

- Immediate benefits (things you noticed within a few weeks of involvement)
- Short term benefits (things you noticed within the first semester)
- Longer terms benefits (things that have happened slowly but are noticeable)
- Can you talk a little about how these changes have happened?
- What about not so positive outcomes since your involvement with the program?

2. What is it about the CC program that has resulted in the successes of students in different aspects of your lives?
- Centre-based support/relationships?
- University-based support/relationships?
- Learning partner support/relationships
- What are some of the successes in your lives that you think are linked to this program?
- Some of you are at different stages of study, what difference does this make to changes in your lives?

3. What do you think are the essential parts of the program, that is, those bits that you needed to keep going with your studies?
- Social supports?
- Financial support?
- University support?

- Other?

4. What changes would you make to improve the program?
- Centre
- University
- Other?

5. How does your experience of the program compare to your expectations when you started?

6. This question is for those of you who have graduated. What did the graduation mean to you?
- How did you feel during the graduation ceremony? And how do you feel now?
- What have your families and friends said about you graduating?

7. What would you say to someone thinking about study through the CC program?

8. What are your hopes for the program?

9. Are there any important issues that we haven't raised either today or in our earlier interviews?

We'll be writing this up & providing copies to all those who've participated in the research.

Thank you very much for your contribution to this research. We hope we're able to show how important the program is and provide opportunities for others to experience what you've been able to.

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Cost of Services Template

Catalyst Clemente

Centre: _____

University:_____

All data for the Calendar Year 2010

1.   Units

List the Catalyst Clemente units offered in 2010.

1.   _____

2.   _____

3.   _____

4.   _____

2.   Students

Identify the number of students undertaking and completing Catalyst Clemente units.

Unit _____

	Total Enrolled	Withdrew by Census Date	Withdrew Past Census Date	Completed
Semester 1				
Semester 2				

Unit _____

	Total Enrolled	Withdrew by Census Date	Withdrew Past Census Date	Completed
Semester 1				
Semester 2				

Unit _____

	Total Enrolled	Withdrew by Census Date	Withdrew Past Census Date	Completed
Semester 1				
Semester 2				

.

Unit _____

	Total Enrolled	Withdrew by Census Date	Withdrew Past Census Date	Completed
Semester 1				
Semester 2				

3. Recurrent Funding

List the dollar amount ($) of recurrent funding received from all sources to undertake Catalyst Clemente teaching. Do not include here revenue obtained directly from student fees.

Source	**$000s**
Government Program Funding	$
Agency or Organisation Financial Support	$
Grants	$
Other Funding Sources, eg. donations	$

4. Staff

Identify the number of staff engaged directly in teaching or supporting staff or managing the program or providing office support.

Unit _____

	Teaching	Support	Management	Office Support
Semester 1 Permanent/contract(EFT)				
Semester 2 Permanent/contract(EFT)				
Semester 1 Casual (EFT)				
Semester 2 Casual (EFT)				
Volunteers				

.

Unit _____

	Teaching	Support	Management	Office Support
Semester 1 Permanent/contract(EFT)				
Semester 2 Permanent/contract(EFT)				
Semester 1 Casual (EFT)				
Semester 2 Casual (EFT)				
Volunteers				

Unit _____

	Teaching	Support	Management	Office Support
Semester 1 Permanent/contract(EFT)				
Semester 2 Permanent/contract(EFT)				
Semester 1 Casual (EFT)				
Semester 2 Casual (EFT)				
Volunteers				

Unit _____

	Teaching	Support	Management	Office Support
Semester 1 Permanent/contract(EFT)				
Semester 2 Permanent/contract(EFT)				
Semester 1 Casual (EFT)				
Semester 2 Casual (EFT)				
Volunteers				

.

Unit _____

	Teaching	Support	Management	Office Support
Semester 1 Permanent/contract(EFT)				
Semester 2 Permanent/contract(EFT)				
Semester 1 Casual (EFT)				
Semester 2 Casual (EFT)				
Volunteers				

5.   Expenditure– Dollars

List expenditure ($) incurred to provide services to students. Specify separately items which represent greater than 10% of total cost.

Expenditure Item	Expenditure 2010 $000s
A. Teaching Staff costs 1. Salaries including on-costs (University) 2. Salaries including on-costs (Community Agency) 3. Staff training (University) 4. Staff training (Community Agency) 5. Other: _____ (Please specify items greater than 10% of Total Expenditure)	1. $ 2. $ 3. $ 4. $ 5. $
B. Support Staff costs 1. Salaries including on-costs (University) 2. Salaries including on-costs (Community Agency) 3. Staff training (University) 4. Staff training (Community Agency) 5. Other: _____ (Please specify items greater than 10% of Total Expenditure)	1. $ 2. $ 3. $ 4. $ 5. $
C. Management Staff costs 1. Salaries including on-costs (University) 2. Salaries including on-costs (Community Agency) 3. Staff training (University) 4. Staff training (Community Agency) 5. Other: _____ (Please specify items greater than 10% of Total Expenditure)	1. $ 2. $ 3. $ 4. $ 5. $
D. Office Staff costs 1. Salaries including on-costs (University) 2. Salaries including on-costs (Community Agency)	1. $ 2. $

.

3. Staff training (University)	3. $
4. Staff training (Community Agency)	4. $
5. Other: _____ (Please specify items greater than 10% of Total Expenditure)	5. $
E. Office/other costs (University) 1. Office rent 2. Vehicles 3. Maintenance, Utilities (eg. Telephone, electricity) and cleaning 4. General administration (eg. Stationary, advertising) 5 . Building related (eg. Insurance, security, maintenance, depreciation) 6. Other ___IT___& Food + Brokerage_____ (Please specify items greater than 10% of Total Expenditure) _____	1. $ 2. $ 3. $ 4. $ 5. $ 6. $
F. Office/other costs (Community Agency) 1. Office rent 2. Vehicles 3. Maintenance, Utilities (eg. Telephone, electricity) and cleaning 4. General administration (eg. Stationary, advertising) 5 . Building related (eg. Insurance, security, maintenance, depreciation) 6. Other ___IT___& Food + Brokerage_____ (Please specify items greater than 10% of Total Expenditure)	1. $ 2. $ 3. $ 4. $ 5. $ 6. $
G. Overhead costs (University) 1. Overheads allocated from central/head office 2. Other _____ (Please specify items greater than 10% of total expenditure)	1. $ 2. $
H. Overhead costs (Community Agency) 1. Overheads allocated from central/head office 2. Other _____ (Please specify items greater than 10% of total expenditure) _____	1. $ 2. $
I. Total Expenditure 1. University 2. Community Agency	1. $ 2. $

.

6.   Revenue other than Recurrent Funding– Dollars

List revenue ($) received, excluding recurrent funding. Specify separately items which represent greater than 10% of revenue.

Revenue Item	Revenue received 2010 (Other than recurrent funding) $000s
Rent	$
Fee for service Income	$
Revenue allocated from central/head office	$
Other revenue – (Please specify items greater than 10% of Total Revenue) _____	$

7. Physical Resource Utilisation (number

Indicate the main physical resources, other than staff, utilised in delivery Catalyst Clemente services

Resource	Number
List	

.

Appendix I

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Student Feedback No. 1

St Vincent de Paul Society

Mission Australia

Murdoch UNIVERSITY

ECU EDITH COWAN UNIVERSITY

ACU AUSTRALIAN CATHOLIC UNIVERSITY

Curtin University

Catalyst Clemente Research Project:
Student Feedback Report No 1: March 2010

The Catalyst Clemente (CC) Research Project aims to examine the immediate, short-term and longer-term outcomes for students who participate in the Catalyst Clemente program. The research is a joint project by Mission Australia, St Vincent De Paul, Australian Catholic University, Murdoch University, Edith Cowan University and Curtin University of Technology.

"...the choices are there and you just feel better because you have choices" (Jordan)

Background

During 2009 a number of CC students at Surry Hills and Campbelltown participated in surveys and interviews to share their thoughts and journeys about CC and the ways in which the program has impacted on their lives. Feedback from the initial findings from the surveys and interviews follow.

Surveys

Of the 25 completed student surveys, a large group indicated they had a background of homelessness with many identifying mental illness and drugs and alcohol as having impacted upon their lives. A long standing physical health condition, illness disability or infirmity was experienced by more than 50% of respondents. The majority of respondents were single, with 52% of respondents having dependent children under the age of 12. Sixty percent had left school before Year 12. Many started CC through agency contact whilst others came through a friend, church or university contact. While students may have social contact there is often a lack of strong relationships with others in general and with family members. More than 50% reported feelings of social exclusion. Importantly;

- 60% thought CC would assist with employment
- 66% indicated CC would be important for their personal satisfaction and knowledge
- 30-40% believed CC would help them gain secure housing

Student challenges in undertaking CC included managing study commitments (68%), motivation, personal confidence and managing personal behaviours, as well as literacy and academic issues.

Interviews

CC students have faced significant hurdles throughout their lives. Some have experienced traumatic childhoods, interrupted and unhappy schooling,

unemployment and financial hardship, and ongoing physical and mental health problems, including long periods of serious drug and alcohol use. These shared painful experiences help to bond them:

> *"We've all had hardships, we all kind of understand each other; they might not go through what I've been through, but we're all struggling from one point to another" (Matilda)*

Their circumstances meant that university study was usually not an option for them, either because they didn't have the necessary entry qualifications, or because of their physical and emotional difficulties they lacked the confidence to tackle what was seen as a very intimidating place. The more informal, community-based CC program provided them with a new start:

> *"The way we do the education here is a lot different...it's very social and...you become less frightened, because it's actually quite frightening to go back to university as a mature age student" (Millie)*

University study is a challenge still for most CC students. Besides having to deal with ongoing health and social difficulties, most have to cope with problems common to all students. They talk about needing to be more computer literate, learning to meet deadlines, and needing support when the system seems overwhelming:

> *"when you get your outline and you look it's a bit daunting, you know what I mean?" (Jordan)*

They speak highly of the learning partners who volunteer their time to assist them, and they value the help of the other CC students. The factors they identify as helping them most are the program staff: When asked what impact their study is having on their lives they identified broader social networks, coping better with the problems in their lives, and building a bigger picture of the world outside themselves. Studying humanities subjects:

> *"... expands your thinking; it gets you to think about other things...like there is a life out there...there is something happening over there and it's not just Big Brother on TV; you know what I mean?" (Jordan)*

CC students are very proud of their achievements. They are learning, reading and writing well, and completing assignments despite believing and being told previously that this was beyond their capabilities:

> *"I'm not a "gonna" anymore, I'm a "doer", I'm doing it. So if I do stuff up somewhere down the line, well, I've done it, I've had a go, you know?" (Jordan)*

Most of all students spoke about hope, about being more positive, optimistic, and about looking forward for the first time in a long time:

> *"...it's enabled me to cope at this point in time...I feel like I do have a life and ...like I've got something to strive for, for me" (Earlybird)*

> *"My outlook...is changing...has changed quite a bit...my perspectives are different...I'm a lot more optimistic" (Millie)*

Where to from here?

It is planned to continue with follow up surveys and interviews across 2010 at Surry Hills, Campbelltown and Perth. We hope to disseminate such findings to a wider audience across the coming 24 months. If you have any queries or questions contact peter.howard@acu.edu.au

Thanks for your ongoing support

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Student Feedback No. 2

Catalyst-Clemente Research Project
Student Feedback Report No. 2: October 2010

The Catalyst-Clemente (CC) Research Project aims to examine the immediate, short-term and longer-term outcomes for students who participate in the Catalyst Clemente program. The research is a joint project by Mission Australia, St Vincent De Paul, Australian Catholic University, Murdoch University, Edith Cowan University and Curtin University.

Acknowledgement

The success of the Catalyst-Clemente research program that began in 2009 has come about because of the committed support of students at Campbelltown, Sydney, and Perth. The efforts you have given to share your thoughts and experiences of the CC program are greatly appreciated. This short feedback is to keep you up to date with some of the results that are emerging from comments in interviews and responses to the many surveys.

Surveys

Fifty-four students completed baseline (Green) surveys across 2009 and 2010. The average age was 42 years, with a fairly even split between the numbers of men and women. About two-thirds of students were single, with a similar number indicating they have children. Housing has been a significant issue for many students. Four in five (80%) students had experienced one or more forms of homelessness, for example spending time in crisis accommodation or living in boarding houses or hostels. 58% of students had a long standing physical health condition, and about half (48%) were receiving support in relation to a mental health condition. A large number of students were facing financial difficulties. The impact of these hardships was evident, with most (94%) of students reporting that they felt isolated from society in the past 12 months. The most common reasons given for this were lack of money (64%) and lack of paid work (57%).

Opinions about the CC program have been positive, with 79% strongly agreeing with the statement "I really like being a Catalyst-Clemente student".

People reported experiencing change in the following areas of their lives:

- In the overall satisfaction with life, the majority felt somewhat better or much better than before they began the program;
- Many reported that they felt their ability to cope with serious problems had improved;
- Most (73%) either agreed or strongly agreed with the statement "I now feel a greater connection to the community".

Student Interviews

The student interviews give insight into the key features and outcomes of Catalyst-Clemente. Undertaking a university course was seen to be a significant step for many, accompanied by feelings of both hope and anxiety. The community aspect to the CC program was really important for all, as many had had negative experiences with educational institutions in the past. Many remarked that being in a comfortable environment made the thought of a university course seem less daunting. Studying alongside peers who were in similar life situations created a welcome camaraderie.

"Yeah this was a comfortable setting, it wasn't daunting, I mean it was daunting enough as it was without having been at the actual university to start with. I think that might have, quite possibly been overwhelming." (Wattle House focus group of ECU graduates, 2010)

Appreciating others

Participating in the course helped many students interviewed to realise that they were not alone in experiencing hardship and suffering. Through interaction with peers, and engagement with class materials, students reported a new understanding that other people don't have uniformly positive lives. The distance they felt between their lives and others seemed less significant, and their own lives appeared more 'normal'.

"…the main thing I learnt about other people is they're not very different from myself. I always thought I was so different [In what way?] Strange." (Jordan)

Course content

It was reported that the course material had expanded thinking, inspired self-reflection and led people to view the world in new ways. This helped some students to reassess and address personal issues that they had struggled with for some time.

"…during this unit [poetry] actually touched things in my life which I found hard to deal with that previously I hadn't dealt with, in counselling years ago that I was actually bought to have to deal with now. So it touched me on a deeper level, on a sub conscious level…" (Earlybird).

Self esteem and confidence

One of the clearest outcomes of the program was identified as improved self-esteem and confidence. Students expressed a new resilience to be able to try new things and cope better with the thought of failure, and said they felt less anxious about their lives and what the future may bring. Many had started participating in other community activities, which they had not had the motivation or confidence to try before.

"It's made me I guess comfortable enough to broach different areas of the community….I now do the belly dancing with my daughter whereas I never would have even dreamt of doing something like that…" (Sophie)

Optimism

Feeling a sense of self-worth was a new experience for many. Participating in the course had helped students reassess their own 'potential' in life, and led them to realise that they could achieve things they had previously felt were beyond them. People felt more positive and optimistic, and had begun to look forward to what the future may hold.

"Well this program has given me hope of a better future …it's sort of made me more focused to look after myself and to get back on my feet…" (Neo)

Where to from here?

Again our sincere thanks for your critical thoughts and comments regarding the Catalyst Clemente program and its impact. During 2011 the findings of the complete research will be distributed to a wider audience to share with them your experiences and your views. It is hoped that this will help to strengthen the place of

the program within the wider community. If you have any queries or questions contact peter.howard@acu.edu.au

Thanks for your ongoing support

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Student Feedback No. 3

Catalyst-Clemente Research Project
Student Feedback Report No 3: August 2011

The Catalyst-Clemente (CC) Research Project aims to examine the immediate, short-term and longer-term outcomes for students who participate in the Catalyst Clemente program. The research is a joint project by Mission Australia, St Vincent De Paul, Australian Catholic University, the University of Western Australia, Edith Cowan University and Curtin University.

Research

This research project has only been possible with the committed support of the Catalyst-Clement students and the purpose of this report is to feedback emerging findings from the research. Fifty-four students across three sites (Campbelltown, Perth, Surry Hills) completed a baseline survey at the start of semester in 2009 and 2010. The survey covered key domains of personal health and wellbeing, education, employment, income and housing situation, life experiences and opinions of the program. Subsequently, students completed surveys at the end of semester and in following semesters to provide an understanding of personal change over time. Complementing the survey, some students were involved in a series of conversational interviews that tracked their personal journeys. This 'fieldwork' has now been completed and initial data analysis commenced.

Main findings

Student backgrounds and the 'bigger picture'

Close to one million Australians aged 18 to 64 years experience ongoing adversity across a range of areas of life and are facing 'multiple disadvantage'. For these Australians, a common set of co-existing issues are: low income and assets, housing stress, unemployment or underemployment and poor health.

Many of the CC students involved in this research have experienced similar circumstances. Of the 54 students surveyed, 80 percent had experienced one or more forms of homelessness; 75 percent were not in employment; 58 percent had a long standing physical health condition, and 48 percent were receiving support for a mental health condition. The vast majority indicated that they had felt isolated from society in the past 12 months. The thought of undertaking tertiary level education was daunting for many students given these experiences.

Education in a community setting

Responses told us that the 'community setting' (the Mission Australia Centre, the Nagle Centre, and Wattle House) was critical in supporting students through the program. Students interviewed valued the opportunity to meet and interact with one another. The availability of support staff and services, such as computing facilities, were identified by many students as critical to their success. Catalyst-Clemente coordinators were thought particularly crucial, providing an ongoing source of support, encouragement, and information. The research suggests that community settings can be a key to making education available to people who might not have the means or confidence to access mainstream institutions.

Benefits for students

Analysis of the research has revealed some key areas in which students have benefited from the program. These include aspects of personal learning; aspects of personal life; and social connectedness.

Personal learning outcomes: students identified improved writing, time management, and communication skills as learning outcomes they had achieved through the course. Many also identified improvements in skills to help in a crisis, and improvements in their confidence about the thought of future study.

Aspects of personal life: The surveys sought student views about their personal aspects of life, such as housing, employment opportunities, personal safety, feeling part of the community and health. Most students reported improvements, with the number of students who reported feeling 'much better now' being particularly notable in the areas of employment opportunities, feeling part of the community, and overall satisfaction with life.

Social connectedness: Survey data and student interviews indicate that many students gained a greater sense of social connectedness. This included improved social lives and connection, or re-connection, to the broader community. At the time of the interviews, several students had started participating in other community activities which they had not had the motivation or confidence to try before.

Implications of research: social inclusion

The research has provided a body of evidence about the significant life challenges that many CC students have faced and continue to face. The program has assisted students to regain self-confidence and stability in their lives, with improvements in a range of domains. It is also clear that students' journeys through the program are seldom 'linear'. The potential benefits of the program differ from student to student depending on their individual circumstances, and ongoing personal challenges can continue to make participation difficult for some.

The research provides evidence that engagement with education and learning can help people address their own hopes and aspirations as active participants, rather than service recipients. It is expected that this research will be used to advocate for expanding Catalyst-Clemente, and similar programs, to allow a larger number of people to participate.

Where to from here?

A short publication ('Snapshot') of some research findings will be released by the end of October. Copies of this Snapshot will be available at each of the Catalyst-Clemente sites.

The research team will continue to work on further analyses of the data and a final report will be published in early 2012.

Acknowledgement

This research would not have been possible without the committed support of CC students and site co-ordinators at Campbelltown, Surry Hills, and Perth. The time and effort you have given to share your thoughts and experiences of the CC program are greatly appreciated.

Thanks for your ongoing support

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Student Feedback No. 4

Catalyst-Clemente Research Project
Student Feedback Report No 4: August 2012

The Catalyst-Clemente (CC) Research Project aims to examine the immediate, short-term and longer-term outcomes for students who participate in the Catalyst Clemente program. The research is a joint project by Mission Australia, St Vincent De Paul, Australian Catholic University, the University of Western Australia, Edith Cowan University and Curtin University. The research team appreciates the generous participation of all students and co-ordinators involved in the Catalyst-Clemente program which made this project possible. The purpose of this report is to feedback findings to you all.

> *...we're part of the help and part of our own solution...* (Catalyst-Clemente student)

In 2012, nearly one million Australians (18 – 64) experience multiple disadvantage. These Australians, and their families, are in current dire circumstances due to ongoing adversity across a range of life areas. Yet, whilst facing such adversity, people are able to make dramatic changes through relevant community embedded education and social support, even though progress will not be straightforward and ongoing support is often necessary.

Catalyst-Clemente, a humanities based higher education program, is one way of supporting these changes and the social inclusion of people experiencing multiple disadvantage. Catalyst-Clemente is a model that involves education, community and business sectors and uses existing resources in innovative and cost effective ways to enable people to access and participate in higher education learning. Since 2003, more than 500 Australians experiencing multiple disadvantage have enrolled in Catalyst-Clemente and used it as a pathway to further education, employment and community participation.

This Australian Research Council (ARC) project confirms the role of education as being valuable in itself as well as a means to effect change in the lives of people experiencing multiple disadvantage and social isolation. The project's findings have implications for Australia's national higher education agenda and add comprehensively to the evidence base for purposeful social program design. It provides a detailed understanding of the students' backgrounds, the personal changes they have made through participation, the critical factors that have supported these changes, and an economic analysis of participation. Key findings include:

- The students who participate in Catalyst-Clemente are diverse, with a multitude of individual experiences. However, considered as a group they are faring significantly worse than other Australians in a range of areas, including health, employment, financial situation and quality of life. In the year prior to entering the study two in five students had to go without food when hungry.
- Participation in Catalyst-Clemente supports students in strengthening and developing their personal agency and in making significant and sometimes dramatic changes in their lives, most notably in the areas of personal learning skills, self-confidence, health and wellbeing, and in what they see as future possibilities for themselves. After 12 months, students have developed better time management, planning, communication and writing skills. Students report a significant increase in the skills developed to cope with a crisis, and they are also less socially isolated than on entry.

- Indicative results, at twelve months, show that close to two-thirds (60 per cent) of the costs of running the Catalyst-Clemente Program are offset by savings to government in the health and justice areas examined by the study. Results point to a potential cost offset of $14,624 per student, in health and justice costs, that may be achieved by the program. This is nearly three times the cost of program delivery per student.
- A learning space that helps to connect people and is relevant to the daily lives of people is the key factor contributing to the changes within individuals. Central in bringing about such changes is the personal agency of the students. Their personal agency supports the building of a range of new relationships to provide a basis for changes that are broader than educational achievement.

Each student's life story indicates that access to and ongoing participation in Catalyst-Clemente provides a learning opportunity through which students use their own capabilities to build new personal skills and competencies. People strengthen their personal agency and go beyond improved self-esteem and self confidence to make decisions about a future for themselves and, frequently, for their children. Access to, and ongoing participation in Catalyst-Clemente offers opportunities and experiences through which people can move from multiple disadvantage towards learning, work and social inclusion and have a voice in their own lives.

Given the evidence of the positive role of personal agency among the most disadvantaged Australians, and of the resultant learning outcomes and cost offsets that greater personal agency achieves, it is recommended that the Commonwealth Government support the development of community embedded socially supported learning across Australia as part of its funding for higher education through the Department of Education, Employment and Workplace Relations (DEEWR).

Further, it is proposed that DEEWR implement its support through the allocation of resources, and invite expressions of interest from collaborative partnerships of universities and community agencies to offer their expertise in providing the academic and social supports that enable the access and ongoing participation of specific Australian population groups and cohorts.

While work must continue on addressing the structural dimensions of disadvantage such as unaffordable housing and pockets of high unemployment, this study confirms that people facing ongoing multiple disadvantage have the personal agency to effect change. There is now the knowledge, practice, detailed research and cost analysis which articulate how individual change can best occur through collaboration across sectors to deliver purposeful education embedded in the community with the critical social supports.

Thanks for making this important research possible

Catalyst-Clemente Program

Social inclusion through community embedded, socially supported university education.

Multiple Disadvantage Snapshot

Addressing multiple disadvantage

SNAPSHOT 2011

Mission Australia

NDRI national drug research institute

THE UNIVERSITY OF WESTERN AUSTRALIA
Achieve International Excellence

ACU AUSTRALIAN CATHOLIC UNIVERSITY

AUSTRALIA ECU UNIVERSITY EDITH COWAN

St Vincent de Paul Society
good works

INTRODUCTION

Well I'm on the disability pension and when I stopped work it was unplanned but my back just got too bad and I couldn't work anymore and I sort of thought, have a three month break, you'll be OK and it just didn't happen and it's degenerated so much that I can't ever go back to that type of work. That then sort of popped me on a downward spiral with the depression and I put on weight which made my back worse and just everything you know, all seemed to fall apart and yeah I had credit cards and things that you do and it's all just become a giant nightmare (Evie, 2010).

Many Australians may at some point face an obstacle or setback which hinders their ability to learn, work, engage and have a voice. For most, this is at worst a short term and temporary state of affairs. However, close to one million Australians aged 18 to 64 years experience ongoing adversity across a range of areas of life: that is, they are facing *multiple disadvantage*.

The Australian Social Inclusion Board defines multiple disadvantage as the experience of at least three forms of disadvantage. These may be economic, such as joblessness and low income; social, such as being unable to get support in times of crisis; or personal, such as low educational attainment or poor self-assessed health (Social Inclusion Board, 2010). The interrelated nature of these problems means they are often long-standing and entrenched, making them challenging to address.

This snapshot reports on research, funded through an Australian Research Council (ARC) Linkage grant, into an educational initiative called the Catalyst-Clemente program. Catalyst-Clemente aims to support adults experiencing multiple disadvantage by bringing those who are on the margins back into the mainstream. This snapshot provides an initial data analysis of the experiences of students undertaking Catalyst-Clemente. The snapshot:

- profiles the student body, in particular the multiple disadvantages that students typically face;
- outlines the emerging research evidence on the benefits of the program related to personal learning, personal wellbeing and social connectedness; and
- discusses policy implications.

THE IMPACT OF DISADVANTAGE AND EXCLUSION: THE AUSTRALIAN CONTEXT

For Australians experiencing multiple disadvantage, a common set of co-existing issues are: low income and assets, low skills, housing stress, unemployment or underemployment and poor health. Causes and consequences may include factors such as substance misuse, mental illness, disability, family violence, discrimination and homelessness.

Analysis of the Australian Bureau of Statistics (ABS) data demonstrates that people most likely to experience multiple disadvantages are:

● public renters

● one person and one parent households

● people in the 55-64 years age group (Australian Social Inclusion Board, 2010)

Education has long been acknowledged as a key social determinant of health and wellbeing (Marmot & Wilkinson, 1999). It has also been found to be closely linked with socio-cultural and socio-economic status (Teese & Polesel, 2005). People experiencing multiple disadvantage are not less educationally able than the more advantaged.

They are often excluded from the option of participation in university education as they are not equipped to progress to tertiary study due to personal or family circumstances.

It has been suggested that access to university education enables people who are socially excluded to gain confidence and capability to take control and re-engage purposefully in a changing society (Benson et al, 2007). Thus, university education can be seen as a way to impact upon the multiple disadvantage that people experience and so influence people's lives.

The Catalyst-Clemente program provides university education to some of the most marginalised Australians, by bringing together community agencies and universities in partnership in appropriate community settings utilising available social structures. Across time this has come to be referred to as an example of community embedded socially supported university education (Howard, Butcher & Egan 2010).

THE CATALYST-CLEMENTE PROGRAM

Catalyst-Clemente, building on the work of Earl Shorris (2000) in the United States, is designed to enable and empower people experiencing disadvantage through the provision of a university program with a focus on humanities subjects. Students study one subject at a time across 12 weeks. Upon completion of four subjects, students receive a Certificate of Liberal Arts from a university, which can provide a pathway for entry into further undergraduate study. A key benefit of studying the humanities – such as history, literature, ethics and art – is that it enables people to think about and reflect on the world in which they live. By doing so, they examine, question, contemplate and engage in "activity with other people at every level" (Shorris, 2000) and become engaged 'public' citizens (Howard & Butcher, 2007).

The basic requisites for students enrolling in Catalyst-Clemente are:

● A desire to learn;

● A willingness to commit to learning [initially to a 12 week program];

● A literacy level sufficient to reading a newspaper; and

● A degree of ongoing stability in their lives.

People who enquire about Catalyst-Clemente express a hope for a further degree of stability in their lives and are conscious of the personal educational risk they are taking in considering the program. For these students, undertaking tertiary level education is a considerable leap, often taken within the context of prior and ongoing experiences of homelessness, physical and psychological health issues, social isolation, and financial hardship.

AUSTRALIAN RESEARCH COUNCIL RESEARCH PROJECT

This snapshot reports on emerging evidence from an ARC funded national study of the outcomes of the Catalyst-Clemente program.

The research project, 2009-2011, aims to:

- Examine the impacts of Catalyst-Clemente program on the pathway to social inclusion of disadvantaged people

- Understand the factors and processes that assist or hinder disadvantaged Australians entering, progressing and completing such education, and

- Identify the costs and benefits associated with this type of university education

The research consisted of all Catalyst-Clemente students across three sites (Campbelltown, Perth, Surry Hills) being asked to complete a detailed baseline survey at the start of a semester. The survey covered key domains of personal health and wellbeing, educational background, employment, income and housing situation, life experiences and their response to the program. Subsequently, students completed surveys at the end of semester and in subsequent semesters to provide an understanding of personal change over time. Complementing the survey, a sample of students was involved in a series of conversational interviews that track the students' transformational journeys.

This research provides insight regarding the complexity of multiple disadvantage that people face. It has begun to reveal how Catalyst-Clemente provides a bridge back into society, through which students can regain a sense of self-worth and begin to build a more hopeful future.

STUDENT PROFILE: LIFE CIRCUMSTANCES

Across 2009-10, fifty-nine students completed the baseline survey, providing a detailed profile of the student cohort. The average age of students was 42 years, with male and female participants fairly equally represented (48% and 52%). Fifty-eight percent of students identified themselves as single and two thirds had children. Seven percent were of Aboriginal or Torres Strait Island origin.

The degree to which Catalyst-Clemente students experience multiple disadvantage is clearly evident from the Tables below. What is emerging from the data is that many of the students experience many dimensions of disadvantage simultaneously. People who have been homeless or who are currently in precarious housing are strongly represented across the program. This cohort of students commonly experiences a lack of employment, and financial hardship, with a significant number also experiencing high levels of material deprivation and social isolation. These Australians report that they continue to experience deep and complex disadvantage which is personal, social and economic.

Labour force status

Of the 59 students who completed the baseline survey, 25 percent were employed, 30 percent unemployed and 45 percent not in the labour force.

Housing and Homelessness

A majority of the respondents had experienced homelessness and states of precarious living. At one time or another, 79 percent of the 59 students had experienced homelessness. Of these, 44 students or 74 percent had lived in crisis accommodation, 77 percent with relatives, friends or acquaintances because they had nowhere to live, and 44 percent had lived on the streets, camped in parks, toilets, charity bins or lived in squats or cars. As well, 44 percent have lived in boarding or rooming houses or hostels.

Housing and homelessness		Percent	Average duration
Prior homelessness	Ever experienced homelessness	79	-
Of these...	Ever slept rough	44	2.7 years
	Ever spent time in crisis accommodation	74	0.5 years
	Ever lived with relatives/friends as no other accommodation available	77	2.3 years
	Ever lived in boarding/rooming houses	44	4.0 years
Current accommodation	Emergency, short-term and medium-term accommodation	21	
	Temporary accommodation (e.g. boarding house)	6	
	Public and community housing	30	
	Private rental	21	
	Home ownership	6	
	Other	15	

STUDENT PROFILE: LIFE CIRCUMSTANCES (CONTINUED)

Financial Precariousness

Catalyst-Clemente students mainly subsist on government pensions (87%). Others pay their way through working as well as from other sources. Regarding their financial situation and ability to make ends meet, 25 percent do not have sufficient funds to get by, 32 percent said they had just enough money to get by, and 26 percent said they had enough to get back on track. A number of students reported that, in the year prior to the baseline survey, they had experienced issues with wellbeing and quality of life as a direct result of insufficient personal funds. Forty-eight percent had to ask a welfare agency for clothes, accommodation or money at one time or other over the last 12 months, and 38 percent had to go without food when hungry. The inability to pay bills was another issue, with 32 percent getting behind with the rent or mortgage. At least 36 percent could not afford their own place, and stayed with friends or relatives. Twenty-eight percent moved house because the rent or mortgage was too high and 14 percent lived on the streets because they could not afford their own place.

Financial precariousness		Percent
Income source	Government pensions or benefits	87
	Other	13
Self-reported financial status	Does not have enough to get by on	25
	Has just enough to get by on	32
	Has enough to get by on, but not enough to get back on track	26
	Total: not enough to get back on track	83
Experienced in the past 12 months because of a shortage of money…	Had to ask a welfare agency for food/clothes/accommodation/money	48
	Had to go without food when hungry	38
	Couldn't afford own place, stayed with friends/relatives	36
	Got behind with the rent or the mortgage	32
	Moved house because rent/mortgage was too high	28
	Couldn't afford own place, lived on the streets	14

Physical and mental health

A long-standing physical health condition, illness, disability or infirmity is experienced among 58 percent of the respondents. Forty-nine percent of students were restricted in their everyday activities. Many students experience ongoing mental health issues, with 46 percent currently receiving support from a health practitioner, 31 percent always or frequently experiencing negative feelings, and 30 percent taking medication for a mental health condition.

Physical and mental health		Percent
	Has a chronic physical health condition	58
	Restricted in everyday activities due to a chronic health condition	49
	Currently receiving support from a health practitioner for a mental health problem	46
	Frequently or always experience negative feelings (e.g. blue mood/despair/anxiety/depression)	31
	Currently taking medication for a mental health condition	30

Social isolation

A number of causes for social isolation were reported on.

- *Money:* 66 percent of students felt isolated due to a lack of money, and 55 percent felt isolated by a lack of paid work.

- *Lack of supportive friends and family:* 46 percent said a lack of friends to provide support when needed made them feel isolated, 52 percent said lack of supportive family members, 58 percent said family related problems, and 21 percent reported the lack of access to their children contributed to their sense of social isolation.

- *Poor health:* physical access due to disability isolated 23 percent of the respondents. 37 percent said physical health conditions, and 40 percent said mental health conditions prevented them from feeling a part of society.

- *Transport:* 50 percent said they felt isolated due to not having their own transport, and 30 percent faced difficulties because of irregular or expensive public transport.

- *Caring responsibilities:* 26 percent had child care responsibilities which led them to feel cut-off from society.

STUDENT PROFILE: LIFE CIRCUMSTANCES (CONTINUED)

Social isolation		Percent
Causes of social isolation in the past year	Lack of money	66
	Family-related problems	58
	Lack of paid work	55
	Absence of supportive family members	52
	Lack of own transport	50
	Lack of friends to provide support when needed	46
	Mental health condition(s)	40
	Lack of involvement in community or sporting groups	39
	Physical health condition(s)	37
	Irregular or expensive public transport	30
	Child care responsibilities	26
	Problems with physical access due to a disability	23
	Lack of access to your children	21

Finally, many students reported heavy use of health and justice services in the past year. Ninety-five percent had seen, been to, or had contact with doctors, hospitals and health workers, with a high incidence of overnight hospital stays compared to the general Australian population. Fifty percent had had contact with the police, justice systems or courts.

Student Case Studies

Jess*

Jess is an Aboriginal single mother of four young children, the oldest of whom is eight, and is expecting her fifth. While she has good memories of school she mainly found it boring and left after Year 10. Jess lives in public housing, is on Government benefit, and helps out at the school. She has a number of health issues. Regarding Catalyst-Clemente Jess commented:

"I look forward to coming here every week…when I don't come it gets me a bit down. It's really homely and friendly. The atmosphere and meeting with everybody every week and it's just really nice to get out of the house and do something like for me and having the friends I've made here."

Jess has made friends and enjoys the study. It has given her self confidence, purpose and enhanced her engagement with others:

"Oh I haven't studied in 10 years. I didn't expect to do very well. But it's pretty easy once you put your mind to it and you get the reassurance from the lecturers and the peers in the class. Learning how to communicate with people better. Learning not to shut down and be quiet, that my opinion is valid. I'm more outgoing now I think."

Her engagement in the program has impacted upon others close to her, and given her a life full of more personal joy and happiness and brought about an attitudinal change to her life.

"My kids, my father is proud of me for what I'm doing. My mum is. Before I just used to stay home all the time and now I'm actually getting out there and doing something and I'm enjoying it and just my outlook on life is different and I'm more happy within myself."

Jess believes that as a result of doing Catalyst-Clemente she has a more positive attitude to life, is a better parent, has made new friends, is in better health and has made academic progress:

"It's made my whole life a lot better. I don't have a 'can't do' attitude no more, I have 'I can do it'. I've got friends now and I've got a better network of people that I can go and have a cup of tea and just vent to I guess. I look forward to coming here every Monday and Wednesday. Just sitting down and having lunch and having our little talks I guess. I love it and everybody gets involved. It's made my parenting skills a lot better, the way I deal with stuff is a lot better. It's broadened my outlook on life and I think everybody should be entitled to it. It's really made my life change…and the people that work with it are really devoted to helping us."

Jess is also thinking about the future:

"I want to be an Aboriginal worker through the school…If I can reach at least one child in their life and inspire them to do something I'd be really happy."

*Note: name changed

STUDENT PROFILE: LIFE CIRCUMSTANCES (CONTINUED)

Sam*

Sam has a history of homelessness, including rough sleeping, a background of substance use and currently lives in public housing. He has a young son for whom he is a full time carer and a daughter in her early twenties. At his first interview in 2009, Sam had already completed three Catalyst-Clemente semesters but in the previous eighteen months had experienced very difficult personal circumstances and was not involved with Catalyst-Clemente over this period of time. He had to take a significant break from study to address personal issues before re-enrolling and completing his study.

Sam appreciates the community based learning environment where:

"Everything here is provided for us. Access to a computer, learning partners, general help, you can ring someone up, you know it's all there for us, this place here we can use as a base if we don't have one."

He is very happy with the program, having added to his network of friends and feeling a sense of achievement, *"…so when the inevitable question comes, oh what is it exactly you do, I can be more than just a carer for my son. I can say also well I'm doing a course up at Mission Australia."*

Sam describes a dynamic group of people all involved in supporting his learning and the issues that impact upon his life:

"Everyone is willing to help. Everyone wants to lend a hand. [The course co-ordinator] out there, is very dynamic. It's organised. Ok there's the teachers that come in to teach us, they are enthusiastic about teaching us."

In 2010, Sam had graduated from Catalyst-Clemente and was now attending university. Across the interviews Sam developed an increased interest in work. He moved from a view of doing as little as possible, to proving people wrong through his successful study, to considering future employment:

Interview 1: *"What sort of work do you see yourself doing in the future?"*

Sam: *"Very little. As little as possible."*

Interview 2: *"What do you hope to achieve from being at university?"*

Sam: *"I really want to do well. I'm not there to get a job…I'm there to prove all my teachers in high school wrong."*

Interview 3: *"What about the future?"*

Sam: *"The future holds promise. I'll tell you something else. Do you remember I said to you I'll never pay my HECS back and I'll never, ever work, maybe that's not true. If I keep going good like this right, you know what? I mean, I could maybe get a teaching job or something like that…"*

Sam believes that his journey through Catalyst-Clemente has brought him to a point where *"I understand more about the world and I understand my place in it. Before I had no idea, I was clueless…"*

*Note: name changed

KEY INDICATORS: THE BENEFITS OF CATALYST-CLEMENTE

Initial data from the surveys and interviews shed light on students' experiences through the course of a semester. This section discusses some of these emerging data, considering personal learning, personal aspects of life, social connectedness and quality of life outcomes.

Personal Learning Outcomes

The survey included questions aimed at ascertaining whether students achieved educational benefits from Catalyst-Clemente. The students reported improvements, as a direct result of their participation in Catalyst-Clemente, in a number of areas including:

- writing skills
- time management skills/planning skills
- communication skills
- skills that will help gain future employment
- skills to help in a time of crisis
- broadening horizons
- confidence to enrol in further university study

The student interviews revealed key factors that have brought about these improvements. The fact that the Catalyst-Clemente program is humanities-based played a critical role in developing students' critical thinking and communication skills. Students reported that course materials inspired self-reflection, and led them to view the world in new ways. Improvements in self-expression were also clear, with students reporting they had learnt how to communicate their thoughts and opinions more effectively. Some students felt that engagement with course materials had equipped them with new ways to assess and address personal issues with which they sometimes struggle.

"If you don't have a degree or you're not in this particular section of society, I don't think you're taken seriously….I learnt now to stand up but in a nice way, not a war-ish way but I think it's taught me to become a bit more assertive and clearer in my outlook" (Jack)

For many students, studying at the tertiary level was a new and daunting experience - one that they had previously considered to be 'beyond' them. Students remarked that the course had given them confidence and new faith in their own potential, and inspired them to consider continuing with tertiary education. Watching peers move into further university study also proved motivating for many.

"I'm thinking now of going back to uni and looking at some sort of a proper positive career and looking forward and actually seeing that there is a future you know which is really good." (Evie)

"I mean two of the graduates have already gone on to further study at university…that just encourages you to want to go on and it encourages the other students that are coming through..."(Millie)

"…it just gave me confidence…that I can do what I always wanted to do…it just didn't exist in my family, going to university, it didn't exist…. So university was like other people done that and that was it and it's just not for you…" (Jordan)

The notion of 'broadening horizons' was clearly woven through students' experiences expressed in the interviews. The students' comments often expressed what they were learning about themselves and what they could achieve. Students reported new personal goals and aspirations, with entry to mainstream university being one example. Further, they reported that they had developed new and expanded ways of viewing their world and the people about them.
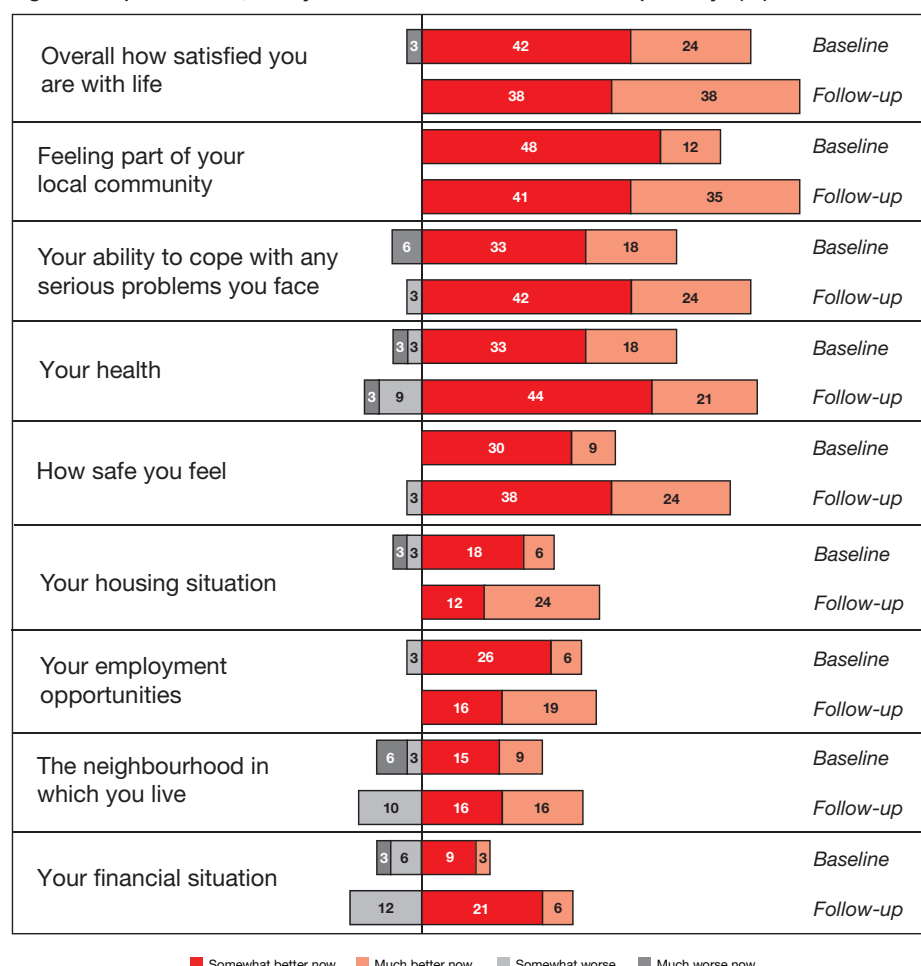
The delivery of the program in a community setting was identified by many students as a crucial element in their capacity to undertake their course, and improve their personal learning skills. Many students had had negative experiences with educational institutions in the past, and undertaking a university course was a step accompanied by feelings of both hope and anxiety. It was evident that being in a comfortable environment made the thought of a university course seem less daunting for students, and studying alongside peers who were in similar life situations created a welcome camaraderie.

"Yeah this was a comfortable setting, it wasn't daunting, I mean it was daunting enough as it was without having been at the actual university to start with. I think that might have, quite possibly been overwhelming." (Wendy)

PERSONAL ASPECTS OF LIFE

The surveys sought student views about their personal aspects of life including housing, employment opportunities, financial situation, personal safety, feeling part of the community, health, their neighbourhood, ability to cope with serious problems faced, and satisfaction with life. It is evident from Figure 1 that there is a clear improvement in the feelings most students have across all aspects. While the movement of students varied, the number of students who reported feeling 'much better now' was particularly notable in the areas of employment opportunities, feeling part of their community, and overall satisfaction with life.

Figure 1. Aspects of Life, Catalyst-Clemente baseline and follow-up surveys (%)

Legend: Somewhat better now · Much better now · Somewhat worse · Much worse now

The students' self esteem and confidence improved through the learning process, for example, by maintaining the commitment required; addressing fear associated with educational settings; finding a 'voice' in classroom discussions; gaining the identity of a 'student'; and achieving academically. Importantly, the effects of this were not limited to the academic arena. Students reported that they felt more confident in their lives more broadly, and improved self-confidence evidently played a role in many of the other benefits that have been identified. Related to improvements in self-esteem was a reduction in levels of personal distress and anxiety. Similarly, students expressed a new resilience to be able to try new things and cope better with the thought of failure, and said they felt less anxious about their lives and what the future may bring.

"When I started I had in fact been unwell before I started doing it and I'd been through a lot of trauma and it helped me recover my confidence and, because I used to be quite self assured many years ago and I'm feeling a bit more like I used to. I attribute that quite greatly to it and the sense of, because it's not your average university, learning bits and pieces about the other students themselves as you're going along is extremely helpful…" (Millie)

"Well, my level of distress isn't so high all the time, you know, I've calmed down a bit, I'm more at peace…Yep and a little bit more relaxed…[Why?] I don't know, probably because I've made some connections through Clemente and all that sort of thing" (Neo)

Feeling a sense of self-worth was a new experience for many. Participating in the course had helped students reassess their own 'potential' in life, and led them to realise that they could achieve things they had previously felt were beyond them. People felt more positive and optimistic, and had begun to look forward to what the future may hold.

SOCIAL CONNECTEDNESS

The survey data also indicated that Catalyst-Clemente students derive benefits in terms of social connectedness. The community aspect of the program plays an important role, as students meet and interact with other students with whom they can identify. Through interaction with peers, and engagement with class materials, students reported a new understanding of the complexity, trauma and disadvantage in the lives of others. Students came to realise that they were not alone in experiencing hardship and suffering. The distance they felt between their lives and others seemed less significant, and their own lives appeared more 'normal'. A reduced sense of social isolation was a benefit experienced by many students.

"…the main thing I learnt about other people is they're not very different from myself. I always thought I was so different [In what way?] Strange." (Jordan)

Many students reported that their social life had improved as a result of the program. This was partly a direct result of classroom interactions, as many students developed friendships with their peers. Additionally, this benefit extended beyond Catalyst-Clemente with several students noting that they had begun to seek out social interaction and now saw friends more regularly.

"…before I did Clemente, my social life, even though it's not necessarily with the students here, has changed dramatically because before that…I didn't go out for years pretty much at all" (Millie)
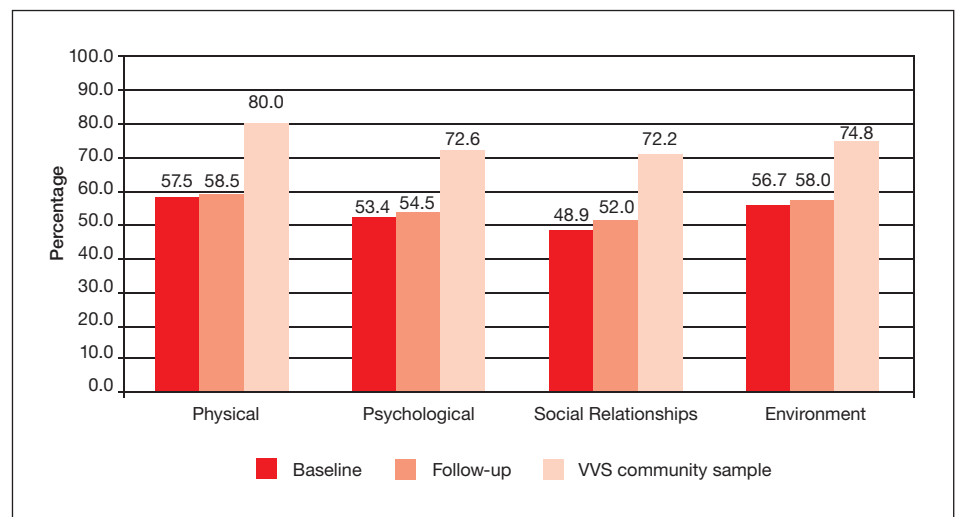
Connection, or re-connection, to the broader community was another key benefit that emerged in both the surveys and interviews. At the time of the interviews, several students had started participating in other community activities, which they had not had the motivation or confidence to try before.

"It's made me I guess comfortable enough to broach different areas of the community… I now do the belly dancing with my daughter whereas I never would have even dreamt of doing something like that…" (Sophie)

QUALITY OF LIFE

Students' quality of life was measured in the survey using the World Health Organisation Quality of Life Bref (WHO-QoL) instrument. This measure seeks to assess the fit between an individual's hopes and their current experience. Students completed the instrument in the baseline survey and again in the follow up surveys (Figure 2).

Figure 2. Mean scores on the World Health Organisation Quality of Life Bref instrument, Catalyst-Clemente baseline and follow-up surveys, compared with mean scores for the 2000 Victorian Validation Study (VVS) community sample.

Figures exclude participants who did not respond to the relevant questions.

Data from the 2000 Victorian Validation Study are reported in Murphy et al. (2000, p.26)

The data show that overall the quality of life for those surveyed was considerably lower at all points when compared to a sample of the general Australian population. Between the baseline and follow-up surveys, there appeared to be a slight positive change in the period between the surveys is recorded in each of the four dimensions: physical, psychological, social relationships, environment. In interpreting this data, it is important to consider that many students develop new hopes and expectations for their lives through the Catalyst-Clemente program, which may in turn influence the way they assess their current quality of life.

DISCUSSION: SUPPORTING INCLUSION AND RE-ENGAGEMENT

Many Catalyst-Clemente students have experienced traumatic childhoods, interrupted and unhappy schooling, homelessness, unemployment and financial hardship, and ongoing physical and mental health problems. Whilst Catalyst-Clemente students have overcome major obstacles, they continue to face multiple disadvantage in terms of their health and wellbeing, support systems and financial positions. Health and wellbeing issues – both physical and psychological – have been particularly problematic for many students.

Students continue to grapple with multiple disadvantage as they engage in Catalyst-Clemente. Overall quality of life, even with slight indicative improvements, is still significantly poorer than mainstream Australians. Promisingly though, data emerging from the research shows that the program has helped to ease the experience of isolation and lack of self-worth that many students had previously felt.

Students learn to express themselves in new ways, and regain a sense of purpose and self-worth. Outcomes in terms of personal wellbeing and social connectedness are shown in the way in which students have begun to develop and reconstruct relationships with family, friends, agencies and institutions.

Underlying these data are the unique journeys of each of the students with respect to multiple disadvantage. The potential benefit of Catalyst-Clemente varies from person to person. Given the interrelated and often long-term nature of multiple disadvantage life remains challenging for students and the way forward is not always linear.

Jess, for example, is a student who has a young family and has been out of education and employment for a number of years. She has now completed two consecutive semesters of Catalyst-Clemente. She feels more confident in her parenting skills, and reports a more positive attitude to life.

Sam, by contrast, took a less linear path, with a break of approximately eighteen months between completing his first three semesters and finishing his final one. By the time of his second interview Sam was a university student, and at the final interview, he had begun to aspire to employment.

The personal courage, trust, commitment, willingness, and openness needed to begin the program is overtime transformed into the personal means to confront life's challenges and bring about a greater degree of stability in their daily lives.

Catalyst-Clemente provides the opportunity for people to come together, engage, and build new hopes and aspirations – within the reality of everyday life and challenges. The evidence points to an education program that is both community embedded and socially supported, and which provides benefits for people who are marginalised across a range of educational, personal well being and social connectedness domains.

POLICY IMPLICATIONS

There are close to one million Australians facing multiple disadvantage and social exclusion. For Australia, the implications of this are critical in terms of the lost personal, social and economic opportunities. There are many areas of Government policy which have targets to foster the social inclusion of Australians, such as the targets set for reducing homelessness (*The Road Home*), increasing access to university education (*Bradley Report*) and overcoming Indigenous learning disadvantage (*Closing The Gap*). What is increasingly obvious is the challenge in finding the effective means by which people can address their own hopes and aspirations.

Catalyst-Clemente offers an approach where people seek personal learning and social connectedness for themselves, by engaging them as active participants rather than service recipients. Catalyst-Clemente is showing through empirical research that it is a viable pathway in assisting people who are among the most marginalised to make these changes. These students are making a determined effort to take a greater control of their learning and indirectly the potential in their lives and their future. The study provides a voice for Australians experiencing multiple disadvantage who desire to change their lives, and gives initial evidence of the changes that are taking place.

This study shows the value of supporting the extension and consolidation of the Catalyst-Clemente program. Currently the program relies on the good will of universities, community agencies and institutions. Any program that aims to address social integration among those most marginalised requires considerable resources from multiple partners. Catalyst-Clemente has demonstrated success in this regard. The program has shown that it could become a significant national pathway to assist those who are most marginalised to re-engage with society. Without additional resources expansion and further consolidation will be unlikely.

CONCLUSION

It is a priority in Australia to find the means by which multiple disadvantage can be addressed. Education is a key determinant of health and future life chances, but mainstream education has failed many Australians. Community embedded socially supported university education provides a way in which individuals are able to affect personal, social and economic change within their lives.

Catalyst-Clemente provides people experiencing multiple disadvantage with university level education through collaborative partnership between universities, community organisations and a range of external supporters. The program demonstrates that university education *can be made available* to Australians experiencing multiple disadvantage across health, justice, homelessness, wellbeing, education and employment. The initial data from the research show how people have engaged with Catalyst-Clemente, reclaiming their lives and becoming more socially connected within the Australian community.

WHERE TO FROM HERE

After this initial public report, the research team will analyse and disseminate further the outcomes data, as well as the processes and mechanisms through which such outcomes are being achieved. Finally, the research team will examine the cost benefits of community embedded socially supported university education such as Catalyst-Clemente. A final report will be available in 2012.

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