2022 VCE VET Community Services external assessment report

General comments

In 2022 the VCE VET Community Services examination provided students with an opportunity to demonstrate their knowledge and understanding of three units of competency from the VCE VET Community Services program:

* CHCCCS016 Respond to client needs
* CHCCDE003 Work within a community development framework
* CHCCDE004 Implement participation and engagement strategies

Students generally performed well in the 2022 VCE VET Community Services examination. The multiple-choice questions were generally well answered.

There were some excellent responses in many of the papers. However many candidates also needed to read the questions more carefully to avoid confusion in the responses. There appeared to be some confusion between personal and professional relationships as well as defining and explaining responses, explaining inequality and social justice, listing methods, and identifying community needs and priorities. Students who read the questions carefully did well in their responses.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent. Shading indicates the correct answer.

Section A – Multiple-choice questions

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question | Correct answer | % A | % B | % C | % D | Comments |
| 1 | C | 0 | 2 | 97 | 1 |  |
| 2 | A | 60 | 37 | 3 | 0 |  |
| 3 | D | 13 | 10 | 22 | 55 | Students were unable to describe the difference between a personal and professional relationship. Students also struggled with defining and explaining one of the following skills: negotiation, building rapport and active listening. |
| 4 | B | 22 | 58 | 4 | 17 |  |
| 5 | B | 2 | 97 | 0 | 1 |  |
| 6 | C | 1 | 7 | 69 | 23 |  |
| 7 | A | 55 | 15 | 20 | 9 | Students were unable to distinguish the difference between inequality and social justice to be able to explain what these are.  |
| 8 | B | 3 | 93 | 2 | 2 |  |
| 9 | B | 33 | 49 | 3 | 15 | Students seem to have struggled with understanding the question, which was reflected in the responses. They referred to survey construction rather than the methods that could be used to identify a community’s needs and priorities and highlighting actions that a community services worker could take.  |
| 10 | B | 2 | 81 | 15 | 2 |  |
| 11 | C | 1 | 8 | 65 | 26 |  |
| 12 | D | 1 | 13 | 2 | 84 |  |
| 13 | C | 2 | 2 | 66 | 31 |  |
| 14 | D | 3 | 0 | 7 | 91 |  |
| 15 | A | 93 | 3 | 3 | 2 |  |

Section B

Question 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 18 | 22 | 60 | 1.4 |

Community services workers:

* collect information that is relevant
* follow relevant organisation policies in relation to collecting and storing information
* explain to the client any privacy and confidentiality limitations
* only collect information that the client permits you to collect, CALD, informed consent.

The following is an example of a high-scoring response.

The worker must consider that the client has consented to the collecting of information. The worker must consider if the information collected is relevant to the client’s needs.

Question 2a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 9 | 11 | 80 | 1.7 |

Any two of the following examples of client needs:

* housing
* relationship issues
* mental health issues
* financial concerns
* alcohol and other drug issues
* family issues
* unemployment
* disability
* trauma.

The following is an example of a high-scoring response.

Client needs financial assistance as they struggle with unemployment. Client needs mental health assistance due to their mental health issues.

Question 2b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 5 | 22 | 73 | 1.7 |

Any two of the following reasons:

* For the worker to be able to effectively assist the client, they need to understand the client's needs.
* The worker can determine if they and/or their organisation is able to support the client or if a referral is needed.
* To be able to effectively assist the client, the worker must understand the client's needs, so they can better support them to establish goals, action plans and provide appropriate information and services.

Question 3a.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 31 | 69 | 0.7 |

Differences accepted include:

* A personal relationship occurs outside of the workplace, such as family relationships.
* There is a higher level of intimacy, the relationship is informal and may be described as a friendship.
* A professional worker–client relationship occurs in the workplace and is guided by workplace policies and procedures.
* Professional relationships have more boundaries and are formal in nature.
* Worker–client relationships are based in empathy and support, not in friendship.

Question 3b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 4 | 8 | 24 | 65 | 2.5 |

Negotiation is facilitating or supporting an interaction between people to come to a mutual understanding or agreement. Negotiation allows a community development worker to navigate differing opinions, ideas or conflicts and work towards a successful solution that aligns with the stated goals of the community group.

Building rapport is the act of developing a professional relationship with a client that is based in trust and respect. Building rapport can support the community development worker to create a safe and respectful environment in which group members feel they can trust the processes and be involved. This allows the community development worker to build trusting relationships and better connections with the community to connect and work together.

Active listening is a way of listening and responding to a client that demonstrates the listener is actively ensuring they understand the client. It may be shown through body language, paraphrasing and asking questions. Active listening can enable the community development worker to listen and understand the group, ensure that everyone has a voice that is heard, and support conflict management and resolution.

The following are examples of high-scoring responses.

Example 1

Skill Selected: Active Listening

Definition: to engage with the client to show you are listening to what they have to say, in a positive and encouraging/supportive manner.

Explanation: Community service works when working with clients must always actively listen to their clients to build rapport. This can be done through appropriate eye contact, posture and non-verbal body language, consolidating questions etc.

Example 2

Skill Selected: Active Listening

Definition: Active listening is the skill to show engagement in communication through listening.

Explanation: When a person is listening actively, they are showing genuine care about what the other person is saying, and they show that through facial expressions, body language etc.

Example 3

Skill Selected: Building rapport

Definition: Building rapport is when a community worker allows for a safe and trusting environment for a client to build a relationship and discuss issues they may be facing.

Explanation: Having a rapport between community workers and community members allows for the members to be more open and honest due to the safe environment. It allows for open discussions and ability to be trusted.

Question 4a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 28 | 27 | 45 | 1.2 |

This question’s purpose was for students to understand a scenario and think through their responses.

Any of the following concerns were accepted:

* There is a possible conflict of interest.
* If you are a sole worker, be clear of professional boundaries.
* There may be confidentiality, privacy and trust concerns that create an ethical issue.

Question 4b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 21 | 28 | 51 | 1.3 |

Community services work responses to the situation included:

* Be guided by workplace policies and procedures.
* Speak to a supervisor.
* Ask the client if they are comfortable receiving assistance from you and offer an alternative worker where possible.
* Before the client talks about their reason for attending the service, explain to them that there is a connection, so the client is fully informed of the situation.
* Establish clear understanding that the relationship is professional, discuss expectations, inform the person of their rights or make a referral.

Question 4c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 28 | 26 | 45 | 1.2 |

Any of one of the following ethical considerations:

* Professional boundaries, confidentiality and privacy, duty of care.
* Establishing good professional boundaries ensures the worker is offering a service in the client’s best interests and that the relationship is professional.
* Protects vulnerable clients from inappropriate behaviour and unprofessional relationships.
* It is of utmost importance that the client’s personal information is kept private and confidential. As a worker, it is your job to explain and maintain privacy – this is a legal issue.
* Duty of care is the requirement for a worker to do all reasonable things to ensure a client’s safety otherwise the client may feel humiliated or unsafe.
* Clients should be aware of and given all information, including the worker’s disclosure of the connection.

Question 5

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| % | 5 | 1 | 2 | 11 | 6 | 6 | 69 | 5.1 |

This question was written for students to understand a scenario and think through their responses. A lot of students responded to the LGBTIQ+ group with celebrating Pride and running a Pride event. There are many interests in the LGBTIQ+ community that are not solely about Pride events; however, this answer was accepted.

|  |  |  |  |
| --- | --- | --- | --- |
| Community Group | Community group’s interest/priority | Activity to meet the interest/priority | Resources required |
| Culturally and linguistically diverse (CALD) adults | Social support, English language development | English language classes, craft, cooking, music, movie event | Human: facilitator, admin supportFinancial: equipment, cost of venue hire, salary for facilitator, cost of advertisingPhysical: venue, and any items for activities |
| LBGTIQ+ young people | Mental health, social connectedness | Peer support, activities, games, music festival | Human: peer moderators, volunteersFinancial: cost of venue or internet connection if virtual, cost of equipmentPhysical: equipment, suitable venue or platform |

The following is an example of a high-scoring response.

Community Group- LGBTIQ+ young people.

Community group’s interest- Equality within schools such as a gender neutral bathroom, Activity to address the interest- meetings with staff members, Resources required for the activity- Funding for a new bathroom, room to hold the meeting, staff to be willing to make changes.

Question 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 34 | 25 | 42 | 1.1 |

The statement places the emphasis on the strengths/assets a community has rather than the deficits/problems. Supports building on the community’s strengths to address needs rather than identifying problems to be fixed.

Question 7

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | Average |
| % | 12 | 8 | 25 | 19 | 37 | 2.6 |

Inequality is disadvantage experienced by some individuals, groups or communities as a result of how society functions, such as how resources are distributed, who has power, how people relate to one another, and how institutions are organised.

Social justice means that all people have the right to participate in society and be treated equally. Social justice is the view that everyone deserves equal economic, political and social rights and opportunities.

The following is an example of a high-scoring response.

Inequality- means some groups do not have access to the same opportunities such as employment and therefore and disadvantage and not equal to other members of the community so they therefore may be denied the same access to the development work which can be due to discrimination to factors such as race.

Social justice- refers to fairness, this means no matter the individuals gender, race, ethnicity they can access and be a part of the development and have fair opportunities to be able to contribute ideas.

Question 8a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 5 | 15 | 81 | 1.8 |

This is a public issue, as it affects a particular group within the community. It is a public political process as it is a representation of the community at large; the community has formed and has decided and agreed to respond, to take action on the matter, have a common goal and how to achieve it.

The following is an example of a high-scoring response.

Public issue as many individuals of the Spoonbill community are impacted being more than one person. It is also a public issue as the youth centre provides service for a wide range of issues.

Question 8b.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 71 | 29 | 0.3 |

Any one of the following documents:

* meeting agenda
* community profile
* minutes
* treasurer’s report.

Question 8c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 15 | 22 | 63 | 1.5 |

Ensure all voices are heard and assist the group to identify actions and the pros and cons of each idea. Encourage group participation and inclusion, facilitate discussions, make sure everyone has the opportunity to participate by ensuring that people’s communication, access, language and cultural needs are met, allowing all community members to contribute their ideas.

Question 9a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 8 | 29 | 63 | 1.6 |

Any two of the following methods of gathering information:

* previous research
* demographics
* data
* articles in the local paper
* interviews
* focus groups
* workshops/forums
* opinion polling
* community panel
* advisory/portfolio
* committees
* observations.

Question 9b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 11 | 26 | 63 | 1.5 |

Any two of the following actions:

* Develop an action plan, write a report, make recommendations and share collated information with the community.
* Develop goals with the group.
* Establish resources required, consider finding sources and stakeholders.

Question 10a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 11 | 18 | 71 | 1.6 |

Most students were able to answer this question correctly.

Possible answers:

* Disability Support Network
* Online discussion forums
* Survey (email, phone, paper, digital)
* Facebook
* Face-to-face sharing.

|  |  |
| --- | --- |
| Community group | One way to share information with the group. |
| People with disability | Disability Support Network, Online discussion forums, Survey (email, phone, paper, digital), Facebook, face-to-face, Sharing. |
| Migrants and refugees | Neighbourhood Houses, Community Centres, Community leaders, volunteers, Community festivals/events, Online platforms social media, Zoom, community radio/TV |

Question 10b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | Average |
| % | 12 | 5 | 17 | 11 | 55 | 2.9 |

Students needed to answer Part a. correctly to receive marks for part b.

|  |  |
| --- | --- |
| Community group | Two reasons why this is an effective approach for the group |
| People with disability | Support Networks connect other people with a disability, share experiences and information, informal advice and support.Online forums promote accessibility as they are created by and for people with a disability, they are peer led, discuss and share information on matters of concern.Survey includes people with a disability perspective (if required with support from worker).  |
| Migrants and refugees | NHH’s and Community Centres are embedded in the heart of the community (place based), many diverse community groups access and actively participate in the activities, programs and services on offer, they know and understand the challenges for each community group, they are a great place to facilitate information, resources sharing through the networks, build social connections. Community leaders are highly regarded, respected, trusted members of the community who can influence their community. Community festivals provide opportunities to have an information stall, handouts, conversations, questionnaires, feedback forms (print pamphlets etc. to be in the broad main languages of the community).Online platforms social media, Zoom, community TV channels and radio are in the native language, community led, audio visual for people with low literacy. |

Question 11

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| % | 6 | 0.3 | 1 | 3 | 3 | 8 | 15 | 20 | 19 | 16 | 8 | 6.7 |

Most students really thought about this question and had some great responses.

Benefits of a women’s only swimming program include safety, inclusivity, social participation, health and wellbeing. Great opportunity to connect socially with other women, cross-cultural exchanges, have fun in a safe, private environment without men present for religious, cultural and personal reasons (e.g. domestic violence). Assist with improving health and wellness, mental and physical health, decrease risk of developing health-related illnesses, reduce stress, improve self-esteem and self-awareness. Encourages groups that are hesitant to swim in front of men. Chance to learn to swim and be safe in water, reduce drowning.

Complaints may include that the program is discriminatory against boys and men; that single mothers who want to access the program may have a young son who couldn’t attend, therefore meaning the single mother couldn’t attend either; that 5–7 p.m. on Saturdays is the only time; some ineligible people are able to attend the centre; that the program is discriminatory against transgender or nonbinary people; and there is no clarification in the program description about how this program will support cultural diversity.

Values of the program include equity, fairness, social justice, human rights, empowerment and diversity. Equity refers to all members of the community having access to the things they need to participate fully in the community and to succeed, which is different to equality about all people having access to the same things. Therefore, this program is providing equity to resources, which may look different to equality.

Social justice and human rights – everyone has the right to equal opportunities, the program will provide this for women who otherwise may not have the opportunity to use the facilities at the centre. Those who cannot access the program (men and boys) also have the right to equal opportunities and it is their responsibility, as members of the community, to support these opportunities for all individuals.

Empowerment – this program provides a space for women and girls to be empowered in a safe environment in which they can focus on their health and wellbeing, including connecting with other women in the community. Men and boys can be empowered by supporting the program and the women and girls in the community.

Diversity – communities and its services need to support all members of the community. All community members benefit from diversity, they are healthier and stronger and able to ensure all voices and opinions are heard and understood. Diverse programs within the community is one way to show support for diversity.

Rights include the right to freedom of expression and to make complaints, right to be treated fairly and not be treated unfavourably because of your personal characteristics. Every Victorian has the right to equal and effective protection against discrimination, and to enjoy their human rights without discrimination. The Victorian Government, local councils and other public authorities must always consider these rights when they create laws, develop policies and deliver their services.

Improvements could include a free childcare service at the centre when the women’s only program is running – this means mothers of small children who otherwise may not be able to access the program will be able to do so. Introduce an age limit for male children who can also access the program so their mothers can access the program. Change the name of the program to ensure it is inclusive of all people who identify as women or girls. Offering men/boys only session exclusive to men and boys. Community education programs to support knowledge and understanding about equity, equality and access.

The following are examples of high-scoring responses.

Example 1

City of Minnow Council- Report on considerations of women-only swimming program at the Minnow Aquatic Centre.

Benefits- two benefits that the women-only swimming program can have include: protecting and maintaining the safety of local women, as well as enticing more local women to participate in the program if they otherwise wouldn’t have (business).

Complaints- Potential complaints that could once out of this program involve the exclusion of men as a whole as well as individuals who identify as non-binary. E.g. “do we get a men’s-only program??’ “what about an LGBTQ+ only swimming day per week?”

Values- One significant value that underpins this program is the acknowledgement of diverse groups. This is not only important to the target audience/participants of the women’s only swimming program but to the wider Minnow community as it exhibits their commitment to cater for diverse groups in council run recreational facilities in the future.

Rights- there are rights of both the women who can access the program and the remainder of the Minnow community that must be addressed. A right of those who are women includes: the right to feel safe when in the community (which is aiming to be met by the program) and A right of the remainder of Minnow includes: the right of the remainder of Minnow includes: the right to equal access (which is ultimately being breached in a segrative way by the program)

Improvements- going into the future development of the program in hand with the compliments that have been alerted to the local council, it is only fair that they deliver on the commitment to catering for all groups through not only implementing other gender orientated swimming programs to ensure the comfortability of all Minnow residents but to put the word out to the community for feedback on whether disability programs should run too.

Example 2

A benefit of the women only swimming program is that women are able to swim comfortably without the fear of being made uncomfortable by men. Another benefit is that it will attract more customers who previous were to worried or self-conscious to attend the pool.

A possible complaint that members of the community may have about this program is it unfair that women can have their excessive access but men can’t. Another possible complaint is that the program takes place at a busy time where both men and women would swim and it is unfair to run the program at this time.

A value that underpins the women only swimming program is the prioritization of women’s safety within the Minnow community. This gives women a chance to be themselves and not have to change who they are or what they are wearing because men are around. This value may also lead men to reflect on why this program is being run and foster them to the realization of what women have to go through everyday.

A right for those who can access a program is a right to feel safe and a right of those making a complaint is a right to an opinion and free speech.

An improvement to the program could be to schedule the program at a different, less busier time, so access isn’t denied to men during busy periods.

Another improvement which can be made to the program is to give men and boys a sperate time slot made to the program is to give men and boys a separate time slot where they are able to attend the pool with no women so it is fair.

Question 12a.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 10 | 90 | 0.9 |

Understanding your own cultural values, beliefs and perceptions. Understanding that we all see things in different ways and being open to other ways of doing and viewing the world. Being aware of, and developing sensitivity to, cultural difference and cultural diversity. It involves knowledge, attitudes and values that demonstrate an openness and respect for other people and other cultures, languages, religions, dress, communication styles and so on.

Question 12b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 9 | 16 | 75 | 1.7 |

Having cultural awareness benefits the worker by enabling them to interact with people from different social and cultural backgrounds to work together and for greater creativity and understanding. A worker can demonstrate cultural awareness by treating everyone with dignity, displaying information in different languages, creating a culturally welcoming environment (e.g. artwork, flags, training, food, use of translators and interpreters, promoting inclusive practice, identified workers, celebrating cultural events, identifying and challenging inappropriate behaviours in others).

Question 13a.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 30 | 70 | 0.7 |

Mandatory reporting refers to the legal requirement of certain professional groups or adults to report a reasonable belief of physical or sexual abuse to child protection authorities.

Question 13b.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 38 | 62 | 0.6 |

Although the majority of students could explain what mandatory reporting is, some students had difficulty in identifying the process they would follow if they were concerned for the wellbeing of the child they were working with.

Responses could include:

* speak to their supervisor
* follow their organisational policies and procedures
* make a report
* contact Child Protection, Child FIRST or The Orange Door
* call Victoria Police for concerns that are life threatening.

Question 14

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 26 | 38 | 36 | 1.1 |

Some students struggled to explain the relationship between consent and informed choice.

Informed choice is when a person/client has all the relevant information about a service or treatment, or about the way their personal information may be shared or stored, so they can make an ‘informed choice’. For a client to give consent, they must be provided with all the relevant information otherwise they may not know what they are giving consent for. Informed choice allows a person to make decisions about their care or treatment that empowers them to decide what is best for them. It allows them to take responsibility for their own lives.

The following is an example of a high-scoring response.

Consent is physically asking someone for permission while informed choices a re-made on your own merit based on what you think is right and appropriate.

Section C

Question 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 5 | 3 | 92 | 1.9 |

This question was easily answered by most students.

Any two of the following reasons:

* unemployment
* family breakdown
* AOD issues
* mental ill-health
* family violence
* shortage of affordable housing
* trauma.

Question 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | Average |
| % | 12 | 10 | 20 | 57 | 2.2 |

Any three of the following community services organisations:

* Melbourne City Mission
* Salvation Army
* Vincentcare, Launch Housing
* Frontyard Youth Services
* Anglicare
* Cohealth
* Aboriginal Housing Victoria
* Homeless Shelters
* Centrelink.

Question 3a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 29 | 34 | 37 | 1.1 |

Any two of the following methods:

* speaking directly with the street artists
* word of mouth
* putting up flyers and posters
* advertising through community service organisations the street artists may attend
* providing information to support workers who may let their clients know
* access street artist when they are using other services such as food vans
* interpersonal skills.

Question 3b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 37 | 22 | 41 | 1.0 |

Students needed to answer Part a. correctly to receive marks for Part b.

Challenges and methods accepted included:

* The artists may have pending criminal convictions so they may be wary of community development workers or have upcoming court dates.
* The worker could work on developing trust by being approachable, reliable and a familiar face.
* Could also offer support for upcoming court appearances.
* Some artists may have physical or mental health issues so may be unable to participate regularly or may be difficult to contact if in hospital or other health care settings.
* The community development worker could provide information and assurance that the program will be flexible and can accommodate different needs.
* Some artists may have low literacy skills and have difficulty reading advertisements or flyers.
* The community development worker would need to use more than one method of engagement that doesn’t involve reading such as word of mouth.
* Some artists are transient and consistent contact may be difficult.
* The artists may also be located in various geographical areas.
* To overcome this, the community development worker would need to network with other organisations and undertake outreach services.

Question 4a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 25 | 26 | 49 | 1.2 |

Rights of street artists experiencing homelessness included:

* rights to freedom of expression and opinion
* to be respected
* to be listened to, to participate in society / the community
* to be consulted in the development and implementation of the project
* human rights.

Question 4b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 36 | 29 | 35 | 1.0 |

Participate in respectful ways including how they engage with the local artist, participate in determining the goals and actions of the project, respect individual differences and diversity, share their ideas, give and take feedback, and follow through with agreed commitments and actions as best as possible noting that sometimes being homeless may impact an individual’s ability to do so.

Question 5a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 18 | 22 | 60 | 1.4 |

Any two of the following needs:

* health
* unemployment
* safety
* family breakdown
* social support
* self-esteem
* addiction
* poor literacy
* housing.

Question 5b.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 28 | 72 | 0.7 |

Any one of the following:

* empower
* encourage self-determination
* advocacy
* referral to services who are able to provide the required support.

Question 6a.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark | 0 | 1 | Average |
| % | 17 | 83 | 0.8 |

Goals help identify shared priorities, to focus resources and create a plan. Goals can ensure everyone agrees on and is clear about the desired outcomes. Helps determine an action plan to achieve the goal.

The following is an example of a high-scoring response.

Goals are important as it gives people something to work towards and ant to achieve.

Question 6b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 18 | 26 | 57 | 1.4 |

Any two of the following project goals:

* raising awareness of homelessness
* reduction in illegal street art
* encouraging inclusiveness of people in community
* support skill development of street artists; empowerment.

The following is an example of a high-scoring response.

Goals of this project may include to reduce levels of homelessness and providing individuals in the community with art to appreciate.

Question 7

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | 3 | 4 | Average |
| % | 24 | 9 | 19 | 16 | 33 | 2.3 |

* Sustainability – relationship-building and better understanding between people experiencing homelessness and the wider community, environment.
* Empowerment – improved outcomes for people in relation to acceptance, esteem, contributing positively to community and sense of belonging.

Question 8

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark | 0 | 1 | 2 | Average |
| % | 24 | 8 | 68 | 1.4 |

A process that examines or reviews a community project, for the purpose of determining how effective the project was or if improvements need to be made. It involves collecting and analysing information related to the project’s objectives, from different stakeholders and then making this information available to key stakeholders.