

Statewide governance 2001-02



Building learning infrastructure in adult, community and further education provides a suitable environment for lifelong learning in community settings.

ACFE Board

Establishment

The Board was established in March 1992 under the *Adult, Community and Further Education Act 1991* to support the development of adult, community and further education in Victoria. The Board fosters collaborative planning in the ACE sector to ensure that the learning needs of adults are identified and met.

Roles

The Board's major functions are to plan and promote adult learning, allocate resources, develop policies and advise the Minister for Education and Training on matters related to ACFE. Government funds allocated through the Board are used to provide courses and support general adult education programs, generally in ACE organisations (including the CAE and AMES).

The Board works jointly with the Victorian Learning and Employment Skills Commission, which is responsible for further education in TAFE institutes, to plan the overall direction and delivery of further education in Victoria. The Board also works with the Victorian Qualifications Authority and the Victorian Curriculum and Assessment Authority.

Membership

The ACFE Board has 12 positions, including a chairperson. Members of the Board are appointed by the Governor-in-Council on the nomination of the Minister for Education and Training. Members reflect the breadth and diversity of adult education in the community and its links to other areas of post-secondary education.

Current members of the Board are listed in Appendix 1.

Committees

In 2001–02, the ACFE Board operated an Audit Committee and a Curriculum Committee. The members of the Audit Committee were Peter Kirby, Leslie Wood, Maurie Curwood and Jonathan Thomas (Ernst & Young). In addition, the Board establishes reference groups for particular purposes.

ACFE Division

The work of the Board is supported by the ACFE Division, which is part of the Office of Training and Tertiary Education in the Department of Education & Training.

The role of the ACFE Division is to:

- provide executive support to the Board
- plan for effective and high-quality further education programs and provision in Victoria
- ensure integration of further education planning and provision with vocational education planning and provision
- manage the provision of adult education in the community, including AMES and the CAE
- negotiate the performance agreements between the Board and the CAE and AMES
- monitor and manage the performance of Regional Councils across the ACE sector and ensure financial accountability
- develop and maintain strong working relationships with agencies and organisations relevant to further education in Victoria.

An organisation chart is provided at Appendix 2.

Workforce data for the ACFE Division are provided at Appendix 3.

Senior staff

As at 30 June 2001, the senior staff of the ACFE Division were:

Sue Christophers	General Manager
Rita Davis	Manager, Finance and Resources
Eric McClellan	Manager, Program Development
Ruth Fowler	Manager, Policy and Executive Services
Peter De Natris	Manager, Planning and Performance Management

Merit and equity

Activity in merit and equity continued through:

- ensuring that the principles of merit and equity were applied in all work units and all personnel decisions
- advising managers of their responsibilities for merit and equity
- ensuring that staff development and training opportunities were available to all staff.



Regional governance



Community ownership of adult, community and further education creates self-renewing learning societies.

Regional Councils

There are nine regions for administering adult, community and further education. Each has a Regional Council, established under the *Adult, Community and Further Education Act 1991*. The Regional Councils and their committees provide expertise and local knowledge about adult education needs to develop regional plans and policies and to promote, support, resource and evaluate adult education provision.

In 2001–02, the Regional Councils allocated funding to ACE organisations in line with priorities and guidelines laid down by the Board. They also contributed to statewide planning and policy development and prepare reports for the Board.

Composition

Each Regional Council has 12 members appointed by the Minister. Councils may coopt an additional two members. Together, the members:

- are representative of the interests and views of users and providers of adult education in the region, including TAFE institutes
- represent a fair and balanced reflection of the diversity of the community in the region
- are representative of the importance of community-based provision of adult education.

At least half the members also have substantial knowledge of or experience in provision of adult, community and further education. Members are volunteers. They contribute significant expertise, time and effort to the regional administration of adult education in the community.

Members

A list of the members of each Regional Council is given at Appendix 5.

Achievements

Note that achievements for all regions are reported against the 2001 calendar year.

Barwon South Western

- ACE organisations in the region reported 38,043 enrolments and provision of 1,021,919 student contact hours (8 per cent of the total student contact hours delivered in Victoria from all funding sources).
- A new three-year strategic plan, entitled Leading Learning Communities 2002-04, was developed.
- The Regional Council collaborated with the Geelong Region Local Learning and Employment Network and the ACE Board to support a statewide Youth in ACE conference in Geelong.
- The Regional Council facilitated a joint program at Year 10 level between Geelong Adult Training and Education and Flinders Peak Secondary College.
- A new ESL program, which uses CELL, was piloted with the Geelong Ethnic Communities Council.
- Computers linked to the Internet were placed in a number of ethnic community centres and supported by introductory-level courses.
- Further research on aspects of rural people's participation in learning took place at Simpson.
- Specific literacy support was provided for high-risk youth in Geelong. New literacy projects were seeded in the Surf Coast Shire and Portland.
- Three LearnScope projects facilitated professional development in online environments in Geelong, North Geelong and the far south-west.
- The Regional Council provided 37 teaching computers and three laptop computers to providers in Geelong, Warrnambool, North Geelong, Hamilton, Portland and Port Fairy.

Central Highlands Wimmera

- ACE organisations in the region reported 24,496 enrolments and provision of 526,217 student contact hours (4 per cent of the total student contact hours delivered in Victoria from all funding sources).
- Thirteen ACE organisations participated in a regional LearnScope project through which 90 ACE staff, members of committees of management and volunteers participated in basic information technology skills training and development of information technology strategic plans.
- The results and report of the information technology survey conducted in all regional ACE organisations in late 2000 were developed and presented.
- Three adult, community and further education advertisements were produced and screened across the region for three weeks around Adult Learners' Week.
- Two generic posters were produced: one targeting young people, and the other targeting people returning to learning/literacy study.
- The Loddon Campaspe Mallee Regional Council and 120 representatives of 22 ACE organisations from the region participated in a joint two-day residential conference.
- Ongoing monitoring and negotiation of strategic plans occurred with six ACE Clusters. This exercise involved 28 of the region's 36 eligible providers. A regional Cluster forum highlighted Cluster activity and achievements.
- The Central Highlands Wimmera Regional Council service charter, a new three-year strategic plan and a regional office procedure manual were all developed.
- The Regional Council was involved in a range of forums, including the Ballarat Learning Exchange consortium, the Regional Connectivity project, membership of three Local Learning and Employment Networks, Learning Towns Advisory Boards and the Central Region Community Development forum.
- Eligibility was granted to four new ACE organisations during 2001 in areas and communities not previously serviced by adult, community and further education.



Central Western Metropolitan

- ACE organisations in the region reported 23,288 enrolments and provision of 1,058,608 student contact hours (8 per cent of the total student contact hours delivered in Victoria from all funding sources).
- The Regional Council Strategic Plan 2002–04 was developed.
- The Regional Council endorsed a detailed plan for delivering information and communication technology training across the region.
- Twenty tutors across the region completed the AMES ‘Getting on Line’ training.
- A Marketing Project Advisory Group developed marketing strategies, which were successfully implemented through the ACE Clusters.
- The regional office organised an Adult Learners’ Week event at the Melbourne Museum, which 360 people (ACE learners, their teachers, coordinators and volunteers) attended.
- The regional office organised and managed an information stand at the ‘Let’s Read Expo’ to promote the aims of Adult Learners’ Week and Literacy Week.
- Five people with disabilities were assisted to attend mainstream classes by additional Regional Council funding for the employment of integration aides.
- Funding was provided for 12,180 student contact hours for Koorie programs. These programs included literacy and numeracy units of the CGEA for residents of the Ngwala Willumbong Co-operative. Some units of Coorong Tongala Certificate I in Koorie Education were also delivered.
- A Koorie ACE organisation from the region, the Aboriginal Community Elders Service, undertook a successful tour of regional Victoria, performing both original and traditional material with local young Indigenous performers.

Eastern Metropolitan

- ACE organisations in the region reported 51,869 enrolments and provision of 1,311,723 student contact hours (10 per cent of the total student contact hours delivered in Victoria from all funding sources).
- *Inspired Learning Through ACE: Regional Strategic Plan 2002–2004* was published and distributed following a comprehensive consultation process across the region.
- The Regional Council and the Northern Metropolitan Regional Council managed and delivered a one-day conference entitled ‘Thinking Outside the Square’.
- The Eastern Region Language and Literacy Network received continued funding in 2001. Quality assurance processes were maintained for all language and literacy provision.
- Training was provided for ACE staff on recognition of prior learning and current competencies.
- There was a review of provision funded through adult, community and further education for people with special needs (with a particular focus on intellectual disability). The outcomes of the review informed resourcing decisions on variation funding.
- ACE organisations’ use of the adult, community and further education student satisfaction survey was reviewed and a more detailed planning tool for ACE organisations was developed.
- The program for auditing ACE organisations was reviewed. The ACE sector endorsed the audit program, which has a renewed focus on continuous improvements.
- Marketing activities by ACE Clusters were reviewed.
- The Regional Council structure was revised to create two complementary communication streams: governance and leadership/advice.

Gippsland

- ACE organisations in the region reported 21,759 enrolments and provision of 526,883 student contact hours (4 per cent of the total student contact hours delivered in Victoria from all funding sources).
- The Regional Plan for 2001-03 was completed after extensive community and provider contributions.
- The delivery of the CGEA continued to be supported through professional development, the moderation quality control and assessment mechanism and regular meetings of coordinators and tutors.
- The group of ACE organisations that deliver the CGEA is also building links to TAFE institutes and other organisations that deliver the CGEA in the region.
- The region was involved in the Victorian Certificate of Applied Learning pilot funded for the Latrobe Valley and encouraged ACE organisations to build partnerships with their local schools.
- The West Gippsland ACE Cluster held the 'Earth Matters' forum in partnership with the Baw Baw Shire Council and a number of other learning and community organisations, including Melbourne University, as part of their Adult Learners' Week activities.
- More than 100 persons attending the regional conference took part in an extensive program of workshops, including some designed to meet the professional development needs of tutors.
- The regional self-assessment process and customer service approach continued to deliver a high approval rating from ACE organisations.

Goulburn Ovens Murray

- ACE organisations in the region reported 29,062 enrolments and provision of 697,354 student contact hours (5 per cent of the total student contact hours delivered in Victoria from all funding sources).
- The Certificates of General Education for Adults Resource project began in 2001 and is due to be completed by mid-2002.
- The Regional Professional Development program for 2001 was administered on an operational level by the regional office. ACE organisations have the option of registering online for most activities.
- The region's website became fully operational, with provision for webpages and links for ACE organisations, an events page, which can be used by both the Regional Council and ACE organisations, and a comprehensive listing of ACE memos.
- The Regional Council (in consultation with ACE organisations and other stakeholders) began work on a comprehensive communication strategy that will be completed in 2002.
- Additional development funding was allocated to ACE organisations operating in areas where the rate of participation in adult education programs is lower than average.

Loddon Campaspe Mallee

- ACE organisations in the region reported 32,507 enrolments and provision of 834,037 student contact hours (6 per cent of the total student contact hours delivered in Victoria from all funding sources).
- A brochure entitled 'Are You Leaving School? - What Next?' was produced to provide school leavers with information on their next move.
- A 'Building Productive Teams' workshop was held for Regional Council members and for members of the committees of management and boards of ACE organisations.
- The Regional Council sponsored 12 CGEA teachers and six Koorie teachers in the Certificate IV in Workplace Training and Assessment.
- The Central Highlands Wimmera Regional Council participated in a joint two-day residential conference.
- The Regional Council sponsored online training for 60 people (teachers and coordinators) in the TAFE Virtual Classroom online learning platform and in the Toolboxes online resources.
- Professional development for teachers new to the CGEA and to the moderation, quality control and assessment mechanism was conducted for 39 teachers, including three from a secondary college and four from two private providers.
- A bus trip to the Melbourne Museum for 46 volunteers from 12 ACE organisations was organised as part of the International Year of the Volunteer. Certificates were also presented to volunteers.
- An *A-Z of Client Service* booklet was produced by an ACE organisation on behalf of the Regional Council to provide practical advice on excellent customer service and on strategies for improving service.



Northern Metropolitan

- ACE organisations in the region reported 26,722 enrolments and provision of 833,206 student contact hours (6 per cent of the total student contact hours delivered in Victoria from all funding sources).
- The Regional Council and the Eastern Metropolitan Regional Council managed and delivered a one-day conference entitled 'Thinking Outside the Square'.
- A regional conference entitled 'Linking the Leaders' was conducted for approximately 60 persons drawn from the chairpersons of committees of management of ACE organisations and coordinators of ACE organisations.
- The Regional Council managed the Networking Educational Options – Diploma of Further Education Professional Development Network project and participated in the Diploma of Further Education Resource Booklet project.
- The Regional Council was an active consortium member of TAFE Frontiers and other alliances such as the Malcolm Creek Flexible Learning Network. This participation resulted in increased awareness and inclusion of ACE in statewide flexible delivery strategies and professional development planning.
- Three Local Learning and Employment Networks were formed in the region; the Regional Council was actively involved in all three.
- The Regional Council supported the development of a generic CD, *ACE in Action*, as a promotional tool for ACE organisations.
- Online networks were created for targeted professional development issues and for disseminating information to tutors.
- A successful professional development program was delivered to ACE practitioners in the region, including a Marketing for ACE workshop that was facilitated by RMIT marketing lecturers. This training linked with accredited RMIT marketing courses.

Southern Western Port

- ACE organisations in the region reported 43,542 enrolments and provision of 1,276,327 student contact hours (10 per cent of the total student contact hours delivered in Victoria from all funding sources).
- The Regional Council supported seven organisations to undertake a quality self-assessment process.
- Over 35 professional development sessions were conducted for over 700 participants.
- Thirty ACE teachers and administrators from 19 organisations participated in training in flexible online delivery.
- The Regional Council continued to support the six ACE Clusters through quarterly Cluster meetings and regular visits to the Clusters.
- Staff and management were assisted to access accredited training such as frontline management, recognition of prior learning assessor training and Certificate IV in Workplace Assessment and Training.