



2001-02

ANNUAL REPORT

Adult, Community and Further Education Board



Adult Education in
the Community



1 October 2002

The Hon. Lynne Kosky, MP
Minister for Education and Training
2 Treasury Place
East Melbourne Victoria 3002

Dear Minister

On behalf of the Adult, Community and Further Education (ACFE) Board, I submit the Board's annual report for the year ending 30 June 2002 as required by the *Financial Management Act 1994* and the *Adult, Community and Further Education Act 1991*.

The Ministerial Statement on Knowledge & Skills for the Innovation Economy noted the significant contribution made by the adult community education (ACE) sector to the innovation economy and the sector's ability to offer learners a welcoming environment that provides innovative solutions to their needs at the local level.

The Board is most appreciative of the Government's continuing support for the ACE sector and for the increased funding from the Government for specific purposes, including establishing mobile computer learning libraries across Victoria and increasing the student contact hour rate.

The year 2001–02 has been marked by further growth in the number of young people seeking education, training and support from ACE organisations. The new integrated Youth Pathways program helps to provide this support but only for young people aged 15–17 years.

The Board has strengthened its commitment to an evidence-based approach to planning, innovation and development through commissioning a number of independent research and evaluation projects. The evaluations of the ACE Clusters, Learning Towns and Managed Individual Pathways (MIP) programs confirmed the value of these programs and supported their continuation.

The review of the efficiency and effectiveness of regional arrangements for the provision of adult, community and further education in Victoria, also initiated this year, will lead to a greater emphasis in the work of ACFE Regional Councils on strategic planning and the provision of support for ACE organisations.

I would like to take this opportunity to acknowledge the work of the members of the Board, Regional Councils, our staff and the many people who make the ACE organisations so important to their communities. It is the dedication and commitment of the whole family of the ACE sector that makes Victoria a leader in adult education.

Yours sincerely



Peter Kirby
Chairperson

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2001–02 AT A GLANCE

Vision

Adult community education (ACE) delivers accessible, quality and timely learning in autonomous community settings as a valued and essential partner in Victoria's post-compulsory education and training system.

Mission

To enhance and extend the capacity of ACE to create empowered, imaginative learners, to build democratic learning communities and to open learning to adults who have yet to realise their power as learners.

Participants

More than 12.9 million student contact hours were delivered in ACE organisations in 2001 through over 467,000 enrolments from all funding sources. The Government funded over 6.7 million of these student contact hours.

Participants ranged from young adults to older people and were drawn from diverse educational, linguistic and cultural backgrounds. More women than men participated.

All reported participation is for the 2001 calendar year unless otherwise indicated.

The majority of student contact hours reported by AMES have been reported in their totality and are not able to be broken down further.

Profile

ACE provides lifelong learning opportunities for Victorian adults, contributing to their social, economic and cultural development as individuals and as members of the Victorian community.

The Adult, Community and Further Education (ACFE) program areas include:

- Adult Literacy and Basic Education (ALBE), which provides literacy, numeracy and basic education courses (up to Year 10 equivalent) for learners ranging from those who are just beginning their return to education to those seeking entry to other forms of education and training
- the Victorian Certificate of Education (VCE) for learners through full-time or part-time study
- General Preparatory programs and bridging programs, including return-to-study and work-preparation programs
- English as a Second Language (ESL) courses aimed at improving the English language skills of learners with a language background other than English
- vocational education programs offered through ACE organisations
- general adult education programs such as arts, crafts, health, history, languages, literature, personal development, philosophy, politics and science.

Providers of ACFE programs are:

- ACE organisations
- adult education institutions (AEIs), that is, the Centre for Adult Education (CAE) and Adult Multicultural Education Services (AMES)
- Training and Further Education (TAFE) institutes
- private registered training organisations.

The Government (through the ACFE Board) provides funding for ACFE program delivery and development to ACE organisations and the AEIs. AMES is also extensively funded by the Commonwealth Government. The Victorian Learning and Employment Skills Commission provides funding to TAFE institutes and private training organisations for the delivery of further education.

This annual report is primarily concerned with adult, community and further education delivered by ACE organisations and AEIs with government funding through the Board. The further education component covers further education which is provided by ACE organisations and the AEIs.

2001–02 HIGHLIGHTS

Using public funds flexibly

- In 2001–02, the Government provided a total of over \$29.4 million for the delivery of ACFE by ACE organisations and AELs.
- ACE organisations received almost \$0.9 million for reimbursement of fee concessions.
- Increased funding to the ACE sector provided for increased delivery, a rise in the student contact hour rate of payment to ACE organisations, and provided 11 mobile computer learning libraries.
- The Community Support Fund committed over \$2.9 million for the ACE Capital Funding program.
- Following a major review, a revised Statewide Funding Model, which encompasses the Board's policies and processes for allocating resources to the nine Regional Councils, was adopted and implemented for the 2002 funding round. The new model supports the principles of equity of access by taking account of government-funded further education and levels of educational attainment across the community.

Widening participation

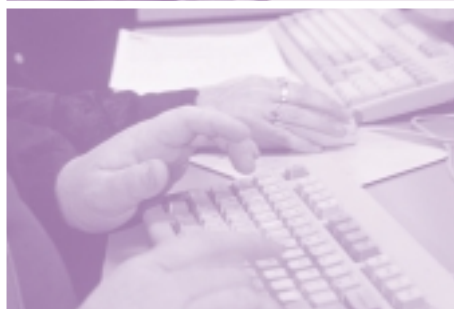
- The total reported provision by ACE organisations and the AELs in 2001 was over 12.9 million student contact hours with over 467,000 enrolments.
- The total number of reported learners in ACFE programs in 2001 represented 4.3 per cent of the total Victorian population aged 15 years or above.
- In 2001, there was a significant increase in the provision of the VCE in ACE.
- There was a significant increase in participation in ACE by early school leavers.
- An evaluation of the Managed Individual Pathways (MIP) program revealed that ACE organisations are supporting early school leavers who have low levels of education and high levels of need to re-engage with learning in order to successfully complete their studies.
- Funds for MIPs registered under the new Youth Pathways program were made available to all ACE organisations delivering accredited education and training to early school leavers aged 15–17 years.
- There was a significant increase in participation in adult, community and further education by people with a language background other than English.
- In the Central Highlands Wimmera region, eligibility was granted to four new ACE organisations in areas and communities not previously serviced by ACE.

Learning communities

- An independent evaluation of the ACE Cluster program demonstrated that the 65 ACE Clusters enhance delivery and organisational capacity. The Board provided the opportunity for a greater number of eligible ACE organisations to participate in Clusters.
- An independent evaluation supported the continuation of the Learning Towns initiative. The nine Learning Towns developed strategic plans and targeted projects to deliver integrated economic and social development to their communities under an action learning model. Learning Towns work in partnership with other levels of government and community organisations to enhance adult learning and community building.

New learning technologies

- The Mobile Computer Learning Libraries program provides access to training in information technology and the Internet for adult, community and further education learners in some of Victoria's most remote communities and for isolated adult, community and further education learners in regional, rural and urban environments. Eleven libraries of laptop computers were provided across Victoria and an agent selected to manage each library.
- Fifty-nine ACE organisations in rural and regional Victoria were connected through up-to-date computer networking systems that provide access to the Internet. This Connected ACE strategy was funded by the national Networking the Nation project.



Raising the ACE sector's profile

The Board continued to raise the profile of the ACE sector and strengthen communication within the sector through:

- conducting regional discussion forums with key stakeholders, including Regional Councils and ACE organisations
- celebrating the role of volunteers in adult community education during 2001 (the International Year of the Volunteer) by profiling individual volunteers in local newspapers and awarding prizes for winning stories about volunteers in adult community education
- coordinating promotional activities during Adult Learners' Week (in September 2001), including 110 events across Victoria, the presentation of awards by the Minister, and the distribution of new promotional brochures on adult community education
- publishing and distributing the *ACE Practice* magazine, in particular to promote strategic partnerships and the role of ACE organisations in building communities
- publishing the first edition of *ACFE Update*, a regular newsletter to all ACE organisations that highlights key Board decisions and events.

Research and evaluation

- The Board undertook a review of the efficiency and effectiveness of the regional arrangements for adult, community and further education. The Board endorsed strengthening the roles of Regional Councils regarding planning and support for ACE organisations.
- A research report on adult, community and further education provision in remote rural communities in Victoria was completed and is to inform the Board's strategic planning.
- A research project on older learners in Universities of the Third Age (U3As) and in ACE more broadly was completed and will be integrated into the Board's strategic planning.
- An evaluation of the MIP program identified that a number of innovative approaches to pathways support are available for young people.

Curriculum

- The Certificates of General Education for Adults (CGEA) were reaccruited and the framework made more flexible to suit the needs of different groups.
- A science curriculum framework for adult learners up to Certificate III level was accredited by the Victorian Qualifications Authority. The framework is highly flexible in order to meet the diverse needs of learners and to provide a range of personal, civic, employment and further study outcomes.

Quality

- The ACFE Board supported a number of statewide development projects to assist ACE organisations to implement the Australian Quality Training Framework (AQTF).

2001-02

Summary of financial results

Financial performance

The table below provides summary information from the Board's financial reports for the 2001-02 financial year, with comparative data for the previous four years.

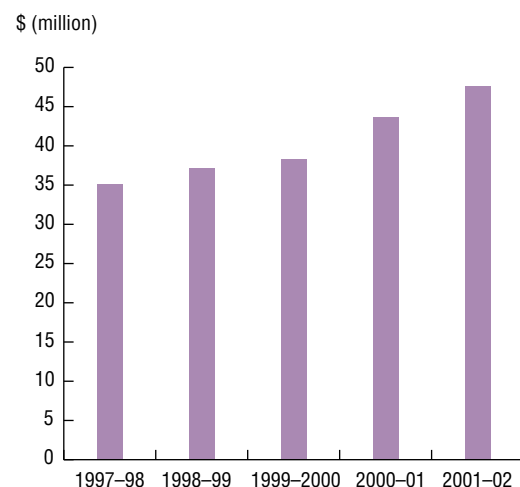
Summary financial information

	1997-98 \$ million	1998-99 \$ million	1999-2000 \$ million	2000-01 \$ million	2001-02 \$ million
Operating revenue					
Revenue from State Government	22.4	22.7	25.5	27.2	29.4
Other revenue	12.7	14.5	12.8	16.4	18.2
Total operating revenue	35.1	37.2	38.3	43.6	47.6
Operating expenses	35.8	35.1	40.2	41.2	46.0
Operating surplus/(deficit)	(0.7)	2.1	(1.9)	2.4	1.6
Total assets	5.3	7.2	7.5	10.5	12.1
Total liabilities	0.7	0.6	0.8	1.3	1.4
Net cash inflow/(outflow)	(2.4)	4.1	(1.9)	3.1	0.8

Revenue

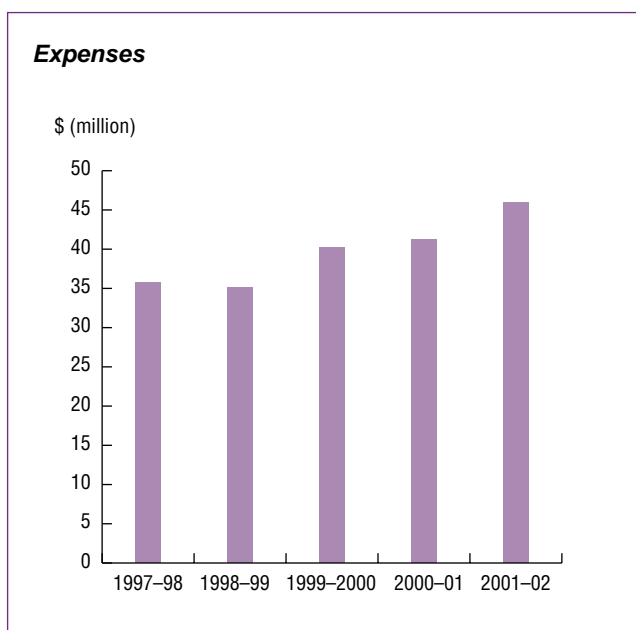
Total revenue increased by \$4 million between 2000-01 and 2001-02. This increase relates to funding received for a number of projects including Connected ACE, Mobile Computer Learning Libraries and the ACE Capital Funding program.

Revenue



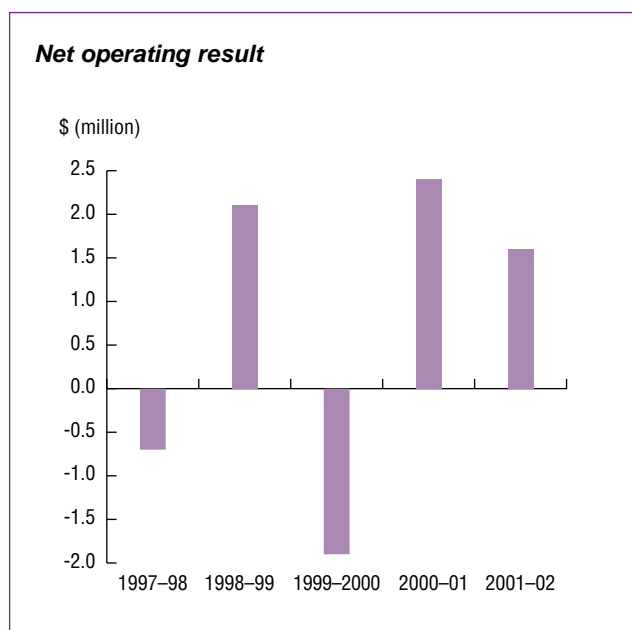
Expenses

Expenses increased by \$4.8 million, which was largely due to increased grants to ACE organisations and AELs. The increase is also caused by an increase in administrative expenses that relates to payments to contractors. Contractors were engaged for a number of projects including Connected ACE, National ACE policy, Curriculum development, Review of Regional Arrangements, and Risk Management strategy.



Net operating result

The operating result for 2001-02 was a surplus of \$1.6 million, which compares with a surplus of \$2.4 million in 2000-01. This reduction is due to the timing of the receipts and payments associated with a number of projects.



Retained funds

The retained funds as at 30 June 2002 totalled \$7.6 million, which largely related to funds held in specific-purpose trust accounts. The funds are either committed or in the process of being committed to projects in the 2002-03 financial year.

Delivery and participation



The Board widens participation in adult, community and further education through policies that recognise, respond to and affirm the diversity of Victoria's population.

Performance agreements for delivery of education programs and the collection of statistics are based on the calendar year. The delivery and participation information in this section therefore relates to the whole of the 2001 calendar year.

Funded delivery

Government-funded education and training programs in ACE organisations and AEs resulted in a reported 6,720,141 student contact hours and 190,925 enrolments during 2001.

The program spread of this provision funded by the Board was as follows.

- Vocational education made up 36.6 per cent of student contact hours and 51.7 per cent of enrolments.
- ALBE made up 22.6 per cent of student contact hours and 12.6 per cent of enrolments.
- ESL made up 18 per cent of student contact hours and 10 per cent of enrolments.
- General Preparatory courses made up 17.8 per cent of student contact hours and 24.2 per cent of enrolments.
- VCE made up 5 per cent of student contact hours and 1.5 per cent of enrolments.

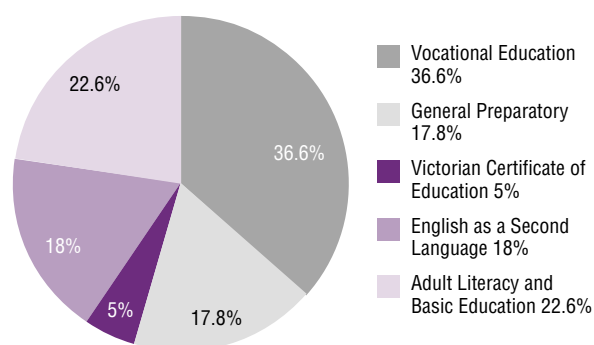
Total reported provision

Total reported provision (all funding sources including fee-for-service activity) of student contact hours for ACE organisations and AEs was 12,902,109.

The following graphs and tables give information on the types of programs and providers and the variety and intensity of programs expressed in terms of enrolments and student contact hours. Student contact hours are calculated by aggregating the scheduled hours for each module enrolment. Student contact hours do not include hours associated with credit transfer and recognition of prior learning.

FIGURE 1

Government-funded provision of student contact hours by ACE organisations and AELs, 2001



Government-funded provision means provision using State and Commonwealth funds allocated by the ACFE Board and the Victorian Learning and Employment Skills Commission.

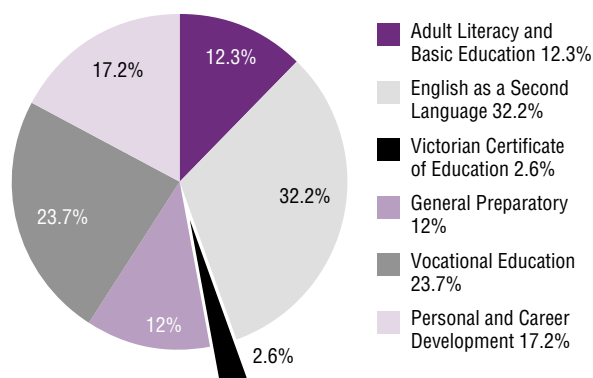
TABLE 1

Government-funded provision of student contact hours by sex and program type for ACE organisations and AELs, 2001 (%)

	ALBE	ESL	VCE	GenPrep	VOCED	Total
Female	56.4	69.0	62.7	65.2	74.9	67.3
Male	42.2	29.7	35.9	33.1	23.7	31.3
Sex not stated	1.4	1.3	1.4	1.7	1.4	1.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

FIGURE 2

Total reported provision of student contact hours by program category for ACE organisations and AELs, 2001



Total reported adult, community and further education provision is for all funding sources including fee-for-service activity.

TABLE 2

Government-funded provision for ACE organisations and AELs by region of delivery, 2001

Region	ALBE		ESL		VCE		GenPrep		VOCED		Total	
	E	SCH	E	SCH	E	SCH	E	SCH	E	SCH	E	SCH
BSW	2,397	174,251	491	31,012	213	22,110	6,422	208,350	10,772	229,478	20,295	665,201
CHW	778	39,169	17	4,039	—	—	4,259	68,194	9,179	241,947	14,233	353,349
CWM	2,617	210,498	6,430	474,730	21	3,192	3,004	119,713	5,286	135,608	17,358	943,741
EM	2,221	162,374	1,642	61,094	144	17,244	5,501	145,306	14,319	348,723	23,827	734,741
GIP	2,737	142,337	85	3,352	—	—	5,536	122,425	8,282	174,739	16,640	442,853
GOM	2,493	144,298	201	21,131	186	29,491	5,606	106,927	7,848	164,542	16,334	466,389
LCM	3,448	170,825	112	8,496	315	21,432	4,941	119,065	12,508	321,008	21,324	640,826
NM	1,953	110,392	2,628	149,315	156	12,057	3,358	84,304	9,545	273,802	17,640	629,870
SWP	3,478	215,031	2,419	141,849	227	5,018	5,683	126,687	11,747	276,196	23,554	764,781
AMES	50	4,000	3,502	159,020	—	—	—	—	5,618	143,015	9,170	306,035
CAE	1,890	146,539	1,568	157,677	1,544	224,064	1,926	97,860	3,622	146,215	10,550	772,355
Total	24,062	1,519,714	19,095	1,211,715	2,806	334,608	46,236	1,198,831	98,726	2,455,273	190,925	6,720,141

E = enrolments SCH = student contact hours

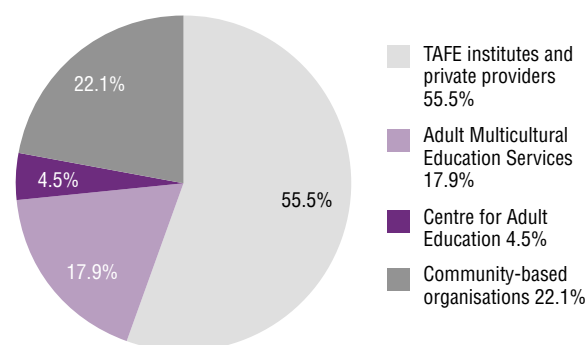
Notes:

The ACFE regions are abbreviated as follows: Barwon South Western (BSW), Central Highlands Wimmera (CHW), Central Western Metropolitan (CWM), Eastern Metropolitan (EM), Gippsland (GIP), Goulburn Ovens Murray (GOM), Loddon Campaspe Mallee (LCM), Northern Metropolitan (NM), Southern Western Port (SWP).

ACE organisations assigned the program categories of Adult Literacy and Basic Education (ALBE), English as a Second Language (ESL), Victorian Certificate of Education (VCE), General Preparatory (GenPrep) and Vocational Education (VOCED) to their reported enrolments and student contact hours.

**FIGURE 3**

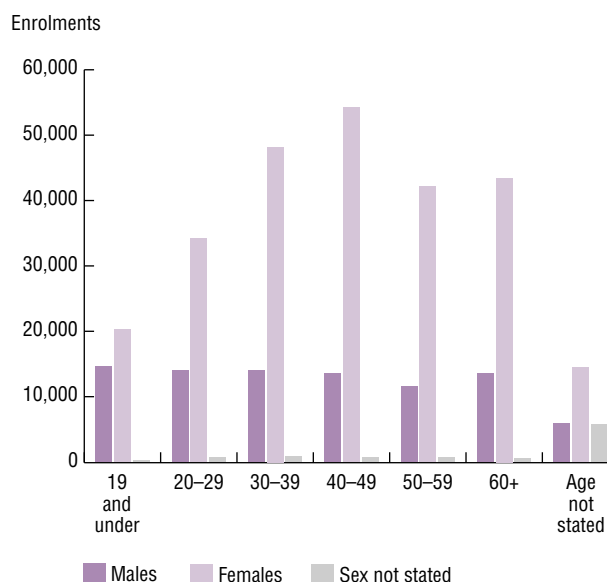
Total reported further education provision of student contact hours by organisation type, 2001



Total reported further education provision is for all funding sources, including fee-for-service delivery. Further education comprises ESL, ALBE, General Preparatory and VCE courses.

FIGURE 4

Total reported provision of enrolments for ACE organisations and the CAE by age groups and sex, 2001



This figure does not include AMES.

TABLE 3

Total reported provision for ACE organisations (including CAE and AMES), 2001

Region	Enrolments	Percentage of total enrolments	SCH	Percentage of total student contact hours
Barwon South Western	38,043	8	1,021,919	8
Central Highlands Wimmera	24,496	5	526,217	4
Central Western Metropolitan	23,288	5	1,058,608	8
Eastern Metropolitan	51,869	11	1,311,723	10
Gippsland	21,759	5	526,883	4
Goulburn Ovens Murray	29,062	6	697,354	5
Loddon Campaspe Mallee	32,507	7	834,037	6
Northern Metropolitan	26,722	6	833,206	6
Southern Western Port	43,542	10	1,276,327	10
Centre for Adult Education	62,674	14	1,598,856	12
Adult Multicultural Education Services	113,753	23	3,216,979	25
Total	467,715	100	12,902,109	100

SCH = student contact hours

Notes:

Almost 90 per cent of provision by AMES is funded by other sources including the Commonwealth Government.

This funding is short-term contracted delivery.

Due to rounding, the percentage of total student contact hours does not add up to 100.

The year in review 2001–02



The ACE sector makes a significant contribution to the innovation economy through access to lifelong learning, and the provision of basic and generic skills in 'second chance' contexts to adults.

Ministerial Statement on Knowledge & Skills for the Innovation Economy

In June 2002, the Minister for Education and Training released a Ministerial Statement on Knowledge & Skills for the Innovation Economy. The statement:

- outlined the next steps to be taken in transforming the vocational education and training system from one designed for an industrially based economy to one that assists businesses to compete in the innovation economy and assists communities to develop the skilled workforce needed for the future
- recognised the ACE sector's significant contribution to the innovation economy through the sector's achievements in lifelong learning, access, innovative learning and education for older people, and through its provision of basic and generic skills in 'second chance' contexts to adults
- outlined the need for the ACE Board to continue to work with the Victorian Learning and Employment Skills Commission to develop strategies to bring vocational education and training and adult, community and further education closer together at the provider level
- identified as one of the strengths of the ACE sector its ability to offer learners a welcoming environment that provides innovative solutions to their needs at the local level.

The Ministerial Statement also outlined the Government's commitment to increase recurrent funding to the ACE sector by \$2 million in 2003. This funding will provide for:

- increased skill development in areas covered by the AQTF
- increased skill development for ACE staff and volunteers in information and communication technologies
- increased skill development in compliance and governance for the management of ACE organisations
- increased provision of services to young people and to new and emerging groups of 'second chance' learners
- the continuing development of innovative products and services for adult learners
- better pathways for students to TAFE and to more formal vocational education and training programs.

Increased government funding for the ACE sector

Funding increases

In 2001–02, additional funding of \$2.4 million was provided to the ACE sector for the establishment of nine mobile computer learning libraries across Victoria, an increase in the delivery of education and training and an increase in the student contact hour rate paid to ACE organisations.



Fees and concessions reimbursement

ACE organisations received almost \$0.9 million for reimbursement of fee concessions. This reimbursement acknowledged the important role that the ACE sector plays in promoting equity of access for learners.

ACE Capital Funding program

The Community Support Fund provides funding for projects that have the potential to improve the well-being and lifestyle of communities. The Fund committed \$9 million over three years (from July 2000) to the Board for the ACE Capital Funding program. This submission-based program supports the physical infrastructure needs of ACE organisations.

Under the second funding round (conducted in 2001–02), the State Government, through the Community Support Fund, approved the allocation of over \$2.9 million to 55 projects. Approximately half the projects funded under the second round of funding were in rural and remote Victoria.

Learning communities

The Government's Growing Victoria Together strategy stressed the need to provide better links between schools, business and communities.

ACE Clusters

Funding continued for the 65 ACE Clusters established across Victoria in 2000. Approximately 280 eligible ACE organisations are involved in Clusters.



The Clusters undertook cooperative activities leading to:

- increased pathways for learners and links to accredited education and training
- establishment of shared databases of resources, tutors and course offerings
- increased access to (and knowledge of) information technology and enhancement of community access to learning
- increased networking and shared resources within a Cluster
- successful applications for other project funding (for example SkillsNet funding).

Other activities conducted by Clusters included:

- joint professional programs for volunteers and professional staff
- joint needs analysis linked to regional needs analysis and planning
- webpage and website development promoting adult learning and courses.

The Centre for Sustainable Regional Communities (at La Trobe University in Bendigo) conducted an evaluation of the Clusters program to determine the extent to which the program met its objectives. It found that the ACE Clusters program had achieved its intention 'to build and strengthen organisational capacity'. The evaluation also presented evidence of enhanced delivery (for example expansion of programs, better quality programs, online delivery) and concluded that Clusters are a valuable innovation and a worthwhile investment and that the program should continue to be supported.

In view of these findings, the Board provided the opportunity for a greater number of eligible ACE organisations to participate in Clusters. The Board also agreed that the future focus of ACE Clusters should concentrate on quality assurance and the enhancement of programs and services provided to learners.

Learning Towns

Continued funding of the nine Learning Towns (Ballarat, Bendigo, Geelong, Horsham, Kyabram, South Gippsland, Wangaratta/Benalla, Wodonga/Albury and Wycheproof) provided for the establishment of collaborative and strategic learning partnerships between education providers, businesses, local government and other community bodies. Strategic plans and targeted projects have been developed by the Learning Towns to deliver

Municipal and ACE organisation speakers at a seminar on partnerships with local government

integrated economic and social development to their communities under an action learning model. Learning Towns are now mentoring other communities aiming to achieve similar outcomes. Support was also provided to the Mt Evelyn Learning Town for the development of a Township Development Toolkit as a guide to developing sustainable lifelong community learning.

The Centre for Sustainable Regional Communities conducted an evaluation of the Learning Towns initiative, its outcomes and the extent to which program objectives were met. It found that Learning Towns had developed community-wide coalitions and partnerships with a range of stakeholders within their communities, had passed through the establishment stage and had raised the profile of Learning Towns and education generally within their communities. It noted an increase in strategic linkages and access to education.

The evaluation also noted that Learning Towns had sponsored activities across all education sectors, including regional learning needs analyses, professional development for school teachers, joint planning for delivery and the establishment of Learning Shops.

The evaluation found that Learning Towns had become a stimulus to other community development activities such as:

- projects to ensure that the local communities retain their young people and increase the skills of these young people, develop rural leadership and create education and learning opportunities for those in smaller and remote communities
- projects to increase the number of people in the community's workforce who have basic information technology skills. These projects have the support of their business communities, which work together with the Learning Town to achieve social inclusion and extend the skills base of local small businesses
- projects to effect a strategy for engendering cooperation between communities.

The findings of the evaluation support the continuation of the Learning Town model as an appropriate mechanism for strategic intervention in areas where additional support is required to promote and coordinate lifelong learning. The Board has outlined future directions for Learning Towns that will extend their significant role in leading proactive education and training, and community, local government and industry partnerships. These directions also include having Learning Towns collaborate with other networks operating at both the local and regional levels.

New learning technologies

Mobile computer learning libraries

The establishment of mobile computer learning libraries (that is, sets of laptop computers) was a key initiative for the ACE sector.

Under the Mobile Computer Learning Libraries program, 11 IBM ThinkPad portable computer libraries were distributed throughout Victoria. This major initiative of leading-edge technology delivered results to learners because of the portability of the libraries. The libraries increased access for learners in small community settings to a wide variety of training, including information technology and the Internet. Learners in remote areas benefited from this initiative. The project was flexible enough to deliver to learners in a wide variety of settings.

The latest wireless technology, professional development for staff and the provision of ongoing support and maintenance contribute to the ongoing success of this project.

Networking the Nation – Connected ACE

The Connected ACE strategy forms the first round of the Networking the Nation project, which connected 59 sites throughout rural and regional Victoria to the Internet. The second phase of this project, beginning in June 2002, will connect approximately 100 non-metropolitan organisations with information and communication technologies infrastructure by upgrading hardware and software networks.

The aims of the project were to:

- contribute to the networking of rural and regional areas in Victoria by ensuring that all Victorians have access to the services and information provided through the Internet
- provide ACE staff located in rural and regional Victoria with a more efficient and timely delivery of services and information.

LearnScope

LearnScope is a national professional development project focusing on the development of information and communication technologies and related flexible learning skills, knowledge and understanding. The Victorian ACE component of this project adds value to programs delivered by the ACE sector through the provision of online professional development for ACE staff who are interested in the application of new technologies for learning.

In 2001-02, 13 projects were undertaken and completed and a further ten projects commenced. These ten projects cover e-learning initiatives that will enhance the flexible learning skills of both ACE staff and ACE learners.



In 2002, further funding of \$104,500 was provided to allow ACE organisations to undertake projects in new learning technologies.

Research and evaluation

The Board is committed to evidence-based planning, innovation and development. The ACFE Division therefore commissions on behalf of the Board a number of independent research and evaluation projects.

In addition, the ACFE Division commissions independent evaluation of key program development initiatives. In this regard, the ACE Clusters and Learning Towns initiatives were independently evaluated in 2001–02 (see pages 10–11). The MIP program was also evaluated (see page 14).

Review of regional arrangements

The Board initiated a review of the efficiency and effectiveness of regional arrangements for the provision of ACFE in Victoria. This review provided an opportunity for the Board to consider the effectiveness of administrative and support arrangements for ACFE and to identify opportunities for improvement in the context of the new policy environment and the significant shifts in the focus of adult, community and further education in the ten years since the inception of the current legislation and regional arrangements. These shifts include a broadening of the student base, which now includes older learners and young adults, vocational education and training, and the ACE Clusters, Learning Towns and Local Learning and Employment Networks initiatives.

The review included extensive discussions and consultation with all key stakeholders in the provision of ACFE in Victoria. It concluded that the regional arrangements in place over the past ten years have provided significant and highly valuable learning opportunities for individuals and their local communities. Each year the ACE sector delivers millions of hours of education throughout communities in Victoria. The sector has been instrumental in providing learning opportunities for all, supporting the goals of access and equity to educational services.

The regional structure has ensured a high level of community involvement and commitment to ensuring access to learning for a diverse range of adults, including marginalised groups, and in many regions has become a catalyst for improved social and economic participation. The ACE sector contributes to the economic, social and cultural development of individuals and communities across Victoria and is therefore a critical success factor in community sustainability.

The review also concluded that there is potential to improve the efficiency and effectiveness of current arrangements.

The review recommended that ACFE Regional Councils be refocused to strengthen their processes relating to advice on regional planning for adult, community and further education and that Regional Councils continue to support the development of the ACE sector's capacity to meet the needs of learners. In this context the review also recommended that:

- the ACFE Division, acting on the planning and other relevant advice of the Regional Councils, should directly fund ACE organisations for the delivery of programs and services
- the reporting and funding arrangements for ACE organisations should be streamlined and simplified.

The Board noted the review findings and endorsed a strengthening of the role of Regional Councils regarding planning and support for ACE organisations.

Sustainable ACE provision in remote and rural communities

Dr Barry Golding of Bendigo Regional Institute of TAFE was commissioned to undertake research into adult community education provision in remote rural communities in Victoria.

The report identified the need for a more flexible approach to adult learning in these communities, both in terms of Board policies and practices and in relation to the nature of adult education. The report stated that adult education in these communities needed to recognise the value of informal learning and the potential for learning that is relevant to community development.

The report stressed that 'adult learning is a critical success factor for community sustainability'. Adult education is potentially a powerful tool in the survival and revitalisation of small remote communities and the presence of ACE organisations and delivery funded through the Board is an important support for the development of remote communities.

Addressing these issues will form part of a new strategic planning framework for the ACE sector.

U3A Network – accommodation and Clusters options

The U3A Network undertook research with support from the Board to identify potential benefits of U3As' involvement in the ACE Cluster program and the feasibility of establishing six to ten regional U3A Clusters. The Department of Human Services provided funding to explore accommodation options for U3As.

The report of this research identified key characteristics of U3As, specific resource needs, accommodation issues, relationships between U3As and issues related to the policies surrounding ACE Cluster funding.

Older Learners Research project

The University of Melbourne undertook the Older Learners Research project with support from the Board. The aim of the research was to identify adult, community and further education provision in which older learners are participating either through the U3A or through ACE more broadly. Regional Councils, a number of stakeholder organisations and peak agencies were consulted.

The report concluded that there is little doubt about the importance of ACE programs for older learners. These programs are particularly important in meeting the personal and social needs of many older retired people. The report recognises that the older learners group reflects the general diversity of ACE learners and that there are gaps in provision, particularly in relation to older men and culturally and linguistically diverse people. There are also increasing demands from older learners for skills to enable their ongoing participation in or re-entry to the paid workforce.

Implementation of these findings will be considered in the development of a strategic planning framework.

Resource allocation and performance monitoring

Statewide Funding Model

The Statewide Funding Model encompasses the Board's policies and processes for allocating resources to the nine Regional Councils. Following a major review in 2001, a revised Statewide Funding Model was adopted and implemented for the 2002 funding round. The new model supports the principles of equity of access by taking account of government-funded further education and levels of educational attainment across the community. The new process ensures that the Board's funding policies include government priorities and community needs.

The Board's funding policies support Regional Councils in the allocation of funds to eligible organisations. This support includes:

- outlining government requirements, accountability and reporting requirements
- funding application processes
- providing a model funding agreement for ACE organisations
- providing standard regional funding guidelines for the nine Regional Councils.

Performance agreements with Regional Councils

Performance agreements setting out activity targets and required outcomes and outputs for the funds granted to Regional Councils by the Board were agreed to by the nine Regional Councils.

Performance Monitoring and Review strategy

The Board's Performance Monitoring and Review strategy operated successfully and played an increasingly important role in managing risk. Issues associated with financial management, governance and viability of ACE organisations were brought to the Board's attention and appropriate responses were developed.

Audits

Regional Council audit program

Under the Board's Performance Monitoring and Review strategy, audits were carried out in all Regional Councils in 2001-02. The audits showed that there was a satisfactory level of compliance with Government and Board policies and procedures.

Internal audit program

At the commencement of 2002, the Office of Training and Tertiary Education (OTTE) in the Department of Education & Training appointed Stockford Accounting Services as internal auditors. The three-year Strategic Internal Audit Plan developed for OTTE will cover processes (across all OTTE Divisions) associated with:

- risk assessment
- project management
- contract management
- funding allocation.

The plan will also cover the audit of the quality of the provision of training in adult, community and further education.

Special audits

The ACE Division authorised a number of special audits of ACE organisations over the reporting period. Special audits are normally conducted where issues of governance or financial viability have arisen.

Grants Management System

The Grants Management System has been operating as an essential support to the day-to-day business of the ACE Division and Regional Councils since 1996. The 2002 Application Wizard, used by ACE organisations in their submissions for annual funding, was further enhanced and simplified to make access and submitting applications easier. Ninety-four per cent of ACE organisations submitted applications online.



Young people in adult community education

Managed Individual Pathways

In 2000–01, the Government committed an additional \$16.5 million a year for three years to provide individual support to young people in their transition from school to work, further education and training. These funds, known as MIPs, included the development of individual pathways plans for students.

The ACE sector received \$500,000 from this allocation for MIPs in the ACE sector in 2001. A further one-off allocation of \$120,000 enabled funding of 17 MIP projects involving 26 ACE organisations and assisting just over 1000 young people. Most of the young people assisted were early school leavers: 65 per cent of them were aged 17 years or less and 84 per cent had completed Year 10 or a lower level of schooling.

Funding to the ACE sector for MIPs increased to \$1.1 million for the 2002 calendar year. From March 2002, the funding of MIP support in the ACE sector was integrated with funding for delivering education and training programs to 'at risk' young people.

Under the Youth Pathways program, MIP funds are available to all ACE organisations delivering accredited education and training to early school leavers aged 15–17 years (see Youth Pathways program below).

The Access Training and Employment Centre conducted a formative evaluation of the MIP projects in the ACE sector in 2001. The implementation of the MIP program in the ACE sector in 2001 was analysed and effective strategies, practices and program arrangements to meet the needs of young people were identified.

The evaluation established that ACE organisations are supporting early school leavers with very low levels of education. Many of these young people have other significant issues affecting their educational participation

(for example low literacy and numeracy, involvement with corrective or protective services) and require intensive support to continue in education or training.

The evaluation highlighted the fact that effective support strategies have been developed and implemented by ACE organisations and that ACE staff would benefit from the dissemination of these models of good practice in ACE organisations involved in teaching and supporting young people.

Key findings of the report are informing ongoing implementation of MIPs in the ACE sector.

Youth Pathways program

From early 2002, the funding of MIP support in the ACE sector was integrated with the Youth Allowance TAFE Entitlement program to form the Youth Pathways program. This integrated program offers MIPs support and funding for up to 400 student contact hours of accredited education or training for young people who are:

- 16 or 17 years of age, have left school but not completed Year 12, are unemployed and receive the Commonwealth Youth Allowance
- 15 years of age, have left school (or have a report/endorsement from their school), have not completed Year 11 and are unemployed.

Education and training providers develop a MIP plan for each student, outlining the education or training and support to be provided. Using a web-based administrative and reporting system, ACE organisations report on the training delivered and the outcomes and destinations for students.

VCE in ACE

In 2001–02, the Government funded two ACE organisations to deliver the VCE to young people who had left school before completing their VCE. These pilot projects commenced in 2001 and are continuing in 2002. The budget allocation for the pilots in 2001–02 was \$255,000.

Learners in the Ballarat Street Kids program



In the ACE sector, the Wangaratta Centre for Continuing Education and the Donvale Living and Learning Centre (working cooperatively with the Diamond Valley Learning Centre and the Mountain District Women's Cooperative) began a pilot project to deliver the VCE to young people who had left school early and were seeking to continue their education in an educational setting outside schools.

The pilot projects indicated that many early school leavers require an extended pre-VCE preparatory program before attempting Units 1 and 2 of the VCE and that most students require intensive support to complete their studies and move on to employment or further study. ACE organisations have also found that VCE Units 1 and 2 (Year 11) are flexible enough for delivery to be tailored to the needs of early school leavers and that completing these units provides an important pathway for young people into further study and apprenticeships.

The pilot projects continued in 2002, enabling:

- students who had participated in the VCE in ACE pilots in 2001 to complete the program
- early school leavers to develop foundation skills before proceeding with the VCE and equivalent qualifications.

Koories in adult community education

There are 19 Koorie ACE organisations eligible for funding from the Board. Twelve of these organisations are in rural and regional Victoria. A number of these organisations offer the Coorong Tongala accredited Certificate I in Koorie Education.

This course, which is designed to provide accredited training for Koorie people in developing skills for further education, training and employment, was reaccredited and further strengthened by the development of Certificates II and III. The reaccreditation and development of the course were in response to the high levels of

Indigenous youth unemployment and non-completion of qualifications and to the need for pathways that promote access, motivation and attainment of education and training with a recognised qualification outcome.

This redevelopment is also in response to the key outcomes proposed in the Wurreker strategy under the guiding principle of self-determination: participation, personal development, educational pathways, completion of learning modules, improved numeracy and literacy skills and employment. The course will be delivered in a flexible, supportive and culturally relevant manner.

Koorie enrolments in ACE have increased by 24.56 per cent since 1998. Koorie learners in ACE represented 4.4 per cent of the total Victorian Koorie population according to the 2000 census figures.

Curriculum

With the passing of the *Victorian Qualifications Authority Act 2000* by the Victorian Parliament in November 2000, responsibility for accreditation of further education courses was transferred from the Board to the Victorian Qualifications Authority.

The Board now works in partnership with the Victorian Qualifications Authority to support linkages between qualifications and to make it easier for people to re-enter education and training and to acquire qualifications at any stage in their lives.

Curriculum projects funded by the Board include:

- the Certificates in Science for Adults, an innovative program that provides a science curriculum framework for adult learners up to Certificate III and is highly flexible in order to meet the diverse needs of learners and to provide a range of personal, civic, employment and further study outcomes
- the CGEA, which has given increased flexibility to package programs to suit the needs of different groups of learners

The Aboriginal Community Elders Service choir



Certificate in Spoken and Written English class at North Melbourne Language and Literacy



- reaccreditation of the Diploma in Liberal Arts
- review and redevelopment of the Coorong Tongala Certificate I in Koorie Education (see page 15)
- support for implementation of Certificates of English Language Literacies (CELL)
- a resource manual to support delivery of the Diploma in Further Education.

In addition, consultation has been taking place to establish ongoing curriculum maintenance arrangements for further education programs. These arrangements will facilitate the monitoring and review of existing programs and will identify strategies to further develop pathways between further education, vocational education and training, tertiary education and employment.

Quality

Australian Quality Training Framework

The AQTF is a set of nationally agreed standards to ensure the quality of vocational education and training services throughout Australia. The AQTF is the name given to the revised Australian Recognition Framework.

As from July 2002, delivery of all accredited further education and vocational education and training must comply with the standards of the AQTF. Throughout 2001–02, steps were taken to prepare for the implementation of the AQTF in the ACE sector. These steps include:

- the development of an *Evidence Guide for ACE Organisations*
- the conduct of a professional development program aiming to increase understanding of the AQTF
- the development of protocols for organisational self-assessment.

Eligibility and registration

The introduction of the AQTF necessitated a review of the Board's guidelines for eligibility and registration of ACE organisations. Consequently, the Board's Eligibility Guidelines are being reviewed to ensure that the quality principles and characteristics of ACE organisations are further enhanced and developed and to align, where appropriate, with the AQTF so as to make it manageable for ACE organisations to meet the AQTF requirements.

Student satisfaction survey

The Board's student satisfaction survey is an evaluation of students' experience of the ACE sector in Victoria. ACE organisations administered the survey to all participants in government-funded courses. In 2001, over 93 per cent of students surveyed indicated that the course in which they were enrolled met their needs. The survey indicated that the main motivating factors for choosing an ACFE course were to develop personal skills, to assist in gaining employment and to explore a new area of interest.

The responses also indicated that the highest level of satisfaction was with the tutor or teacher of the course and the teaching method. The areas identified for improvement were the provision of information on pathways for ACE learners and supporting material and equipment. The implementation of new funding policies and initiatives around ACE Clusters and partnerships should assist in resolving some of these issues.

Raising the ACE sector's profile

Communication and raising the profile and perceived value of adult, community and further education are a priority of the Board. A number of activities have been undertaken in this regard.

ACFE Update

In June 2002, the Board published the first edition of *ACFE Update*, which will be a regular newsletter to all ACE organisations.

ACE Practice

The Board's magazine, *ACE Practice*, provides a means of presenting:

- examples of good practice and recent developments in adult, community and further education
- information on innovative programs by particular ACE organisations
- information on the needs of potential groups of ACE learners.

Issue no. 5, published in November 2001, included articles on strategic partnerships and the role of ACE organisations in building communities.

ACFE Board website

The Board's website is used as a means for communicating among ACE organisations and for making people aware of the Board's policy and publications. Organisations use the website to apply for government funding and to publicise the results of their programs and the Board's initiatives.

Regional Council websites

A fully supported server was made available to Regional Councils so that they could implement their own websites. Each Regional Council maintained and updated its own website.

Adult Learners' Week

Adult Learners' Week, celebrated 2–8 September 2001, was the major annual national promotion for the ACE sector. The Board coordinated Adult Learners' Week across Victoria. The Victorian theme for 2001 was 'Celebrating partnerships' and the campaign aimed to increase awareness of adult learning programs and providers. In 2001, more than 110 events were staged across Victoria.



Minister Kosky
with winners of
the 2001 Adult
Learners' Week
Awards

Victoria's Seniors' Expo

'Discover adult education in your community' was the theme of the Department of Education & Training's stand at the two-day Victoria's Seniors' Expo in March 2002. With the participation of staff from ACE organisations and the ACFE Division, the stand provided visitors with a greater understanding of adult education and contact details of ACE organisations in their local area. The stand was voted the 'Best Exhibitor Stand' at the Expo, which featured over 200 stands.

Professional development

The Board provided funding to peak organisations and professional associations to facilitate professional development in the ACE sector (see 'Peak organisations and professional associations' below).

Information and resource dissemination

Peak organisations and professional associations

The Board provided funding to the Association of Neighbourhood Houses and Learning Centres, Adult Community Education Victoria, the Victorian Association of Teaching of English to Speakers of Other Languages and Multicultural Education, the Victorian Adult Literacy and Basic Education Council, the U3A Network and AMES. This funding was for developing and disseminating information and resources through websites, publications and newsletters, and telephone enquiry lines and for providing professional development to the ACE sector.

Adult Education Resource and Information Service

The ACFE Board continued to contract the Adult Education Resource and Information Service (ARIS) to provide the ACE sector with an adult, community and further education information publication service,

a library service and a clearing-house service for marketing, distribution and (where appropriate) sale of all Board reports and plans and Board-endorsed curriculum and learning materials. The clearing-house includes a website with information on how to obtain, buy, borrow or read (on site) materials endorsed by the ACFE Board.

ARIS's role in providing curriculum information and advice for the sector has been strengthened in recent years through greater demand for services. ARIS continued to deliver information and advisory services to the ACE sector (through publications such as the *Monthly Memo*) and to manage the dissemination of Board materials. ARIS continued to provide curriculum information resources and brochures to inform the sector about further education curriculum and short courses.

ARIS was contracted to provide professional development support and advice on ACFE program matters, in line with the Board's priorities for ACE organisations and providers of further education.

ARIS provided professional development activities throughout Victoria. Thirty professional development activities were undertaken in eight regions across Victoria. Three professional development sheets were provided to the ACE sector. Eighty-nine per cent of participants in these activities indicated that the professional development met or exceeded their needs.

Short Courses Victoria

The Department of Education & Training has developed (through Curriculum Corporation) Short Courses Victoria <<http://www.shortcourses.vic.gov.au>>. This is a free online directory of over 10,000 courses, many of which are available through ACE organisations.

A keyword search provides detailed descriptions of the location, duration, cost and contact details of courses. Almost 200,000 courses had been viewed by users between 1 July 2001 and the end of June 2002. The organisations providing courses maintain their own database records. Most eligible ACE organisations have added courses to the Short Courses Victoria database.

Statewide governance



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.



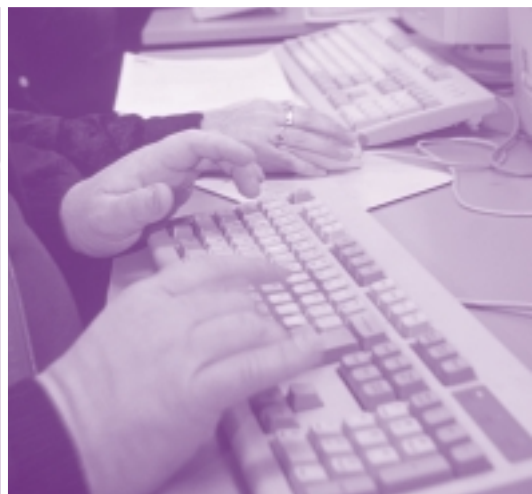
Northern Metropolitan

- 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.

Administration of funds



Administration of State and Commonwealth funds

State recurrent funds

State recurrent funds for programs conducted by ACE organisations and the AEs were allocated through the Board and Regional Councils for program delivery, program support, infrastructure, administration and minor works and services.

Commonwealth growth funds

Commonwealth growth funds for community-based organisations were used for access and vocational courses in priority areas. These funds were allocated through the Board and Regional Councils to ACE organisations and the AEs.

Australian National Training Authority adult literacy funds

The Board administered the Australian National Training Authority adult literacy funds in Victoria. Resources were allocated to ACE organisations and the AEs through the Board and Regional Councils for programs and program support initiatives.

Advanced English for Migrants program

The ACE Board managed the allocation of the then Commonwealth Department of Education, Training and Youth Affairs Advanced English for Migrants program in Victoria. Its objective was to equip job seekers with the skills to obtain employment and overcome individual barriers to participation in education and training. Resources were allocated to ACE organisations, TAFE institutes and other providers for this program.

ACE Capital Funding program

See page 10.

Other grant funding distributed to the ACE sector

The Board also allocated funding for a number of other major initiatives. These are described in the body of the annual report.

Financial report

2001–02



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Statement of financial performance
for the year ended 30 June 2002

	Notes	2002 \$'000	2001 \$'000
Revenue from ordinary activities			
State Government grants	2	29,418	27,210
Grants from other agencies	2	18,009	16,390
Other income	2	181	84
		47,608	43,684
Expenses from ordinary activities			
Salaries and related expenditure		3,028	3,048
Administrative expenses		2,408	1,287
Grants	3	39,936	36,530
Depreciation and amortisation	3, 6	679	378
Written-down value of assets disposed		—	—
		46,051	41,243
Net result for the reporting period		1,557	2,441
Total changes in equity other than those resulting from transactions with the Victorian State Government in its capacity as owner		1,557	2,441

The above statement of financial performance should be read in conjunction with the accompanying notes.



Statement of financial position

as at 30 June 2002

	Notes	2002 \$'000	2001 \$'000
Current assets			
Cash assets	4	7,224	6,431
Receivables	5	–	17
Total current assets		7,224	6,448
Non-current assets			
Property, plant and equipment	6	4,852	4,015
Total non-current assets		4,852	4,015
Total assets		12,076	10,463
Current liabilities			
Payables	7	710	536
Provisions	8	268	238
Total current liabilities		978	774
Non-current liabilities			
Provisions	8	399	544
Total non-current liabilities		399	544
Total liabilities		1,377	1,318
Net assets		10,699	9,145
Equity			
Contributed capital	9(b)	782	–
Reserves	9(a)	2,294	2,294
Accumulated surplus	9(c)	7,623	6,851
Total equity		10,699	9,145

The above statement of financial position should be read in conjunction with the accompanying notes.

Statement of cash flows
for the year ended 30 June 2002

	Notes	2002 \$'000	2001 \$'000
Cash flows from operating activities			
Receipts			
State Government grants		29,418	27,210
Grants from other agencies		18,009	16,390
Other revenue		181	89
Net GST recovered		748	192
Payments			
Suppliers and employees		(6,108)	(3,846)
Grants		(39,936)	(36,530)
Net cash inflow/(outflow) from operating activities	16	2,312	3,505
Cash flows from investing activities			
Payments for property, plant and equipment		(1,519)	(440)
Net cash inflow/(outflow) from investing activities		(1,519)	(440)
Net increase/(decrease) in cash held		793	3,065
Cash at beginning of financial year		6,431	3,366
Cash at end of financial year	4	7,224	6,431

The above statement of cash flows should be read in conjunction with the accompanying notes.



Notes to the financial statements

for the year ended 30 June 2002

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Note 1 Summary of significant accounting policies

This general-purpose financial report has been prepared in accordance with the *Financial Management Act 1994*, Australian Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and Urgent Issues Group Consensus Views.

It is prepared in accordance with the historical-cost convention, except for certain assets and liabilities which, as noted, are at valuation. The accounting policies adopted, and the classification and presentation of items, are consistent with those of the previous year, except where a change is required to comply with an Australian Accounting Standard or Urgent Issues Group Consensus View, or an alternative accounting policy permitted by an Australian Accounting Standard is adopted to improve the relevance and reliability of the financial report. Where appropriate, comparative figures have been amended to accord with current presentation and disclosure made of material changes to comparatives.

(a) Reporting entity

The Adult, Community and Further Education (ACFE) Board is a body corporate and a statutory authority under the *Adult, Community and Further Education Act 1991*. The Board reports separately to Parliament through the Minister for Education and Training.

(b) Cash

For purposes of the statement of cash flows, cash includes short-term deposits that are readily convertible to cash on hand and are subject to an insignificant risk of changes in value, net of outstanding bank overdrafts.

(c) Rounding of amounts

Amounts in the financial report have been rounded to the nearest thousand dollars, or in other cases, to the nearest dollar.

(d) Acquisitions of assets

The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

(e) Revenue recognition

Grants over which the Board gains control during a reporting period are recognised as revenues of that reporting period consistent with Australian Accounting Standard AAS 15, 'Revenue'. 'Control' arises on the earlier

event of receipt or notification of eligibility for grants by relevant authorities. Revenue also includes minor amounts for services provided.

(f) Revaluations of non-current assets

Subsequent to initial recognition as assets, non-current physical assets, other than plant and equipment, are measured at fair value. Plant and equipment are measured at cost. Revaluations are made with sufficient regularity to ensure that the carrying amount of each asset does not differ materially from its fair value at the reporting date. Revaluations are assessed annually and supplemented by independent assessments at least every three years. Revaluations are conducted in accordance with the Victorian Government policy 'Revaluation of Non-current Physical Assets'.

Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the statement of financial performance, the increment is recognised immediately as revenue in the statement of financial performance.

Revaluation decrements are recognised immediately as expenses in the statement of financial performance, except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.

Revaluation increments and decrements are offset against one another within a class of non-current assets.

Change in revaluation policy

In previous reporting periods up to 30 June 2001, land and buildings were measured using the deprival value basis. Deprival value was deemed to approximate fair value, being the amount the Board would have to forgo if it was deprived of those assets.

For the reporting period ending on 30 June 2002, the Board elected to adopt the fair-value basis for measuring land and buildings. Accordingly, the change in accounting policy for land and buildings has had no impact on either the current year statement of financial performance or opening accumulated surplus.

The change in measurement basis is to comply with the accounting requirements of AASB 1041 and the Victorian Government policy 'Revaluation of Non-current Physical Assets'.

The Office of the Valuer-General carried out a revaluation of land and buildings on 30 June 2000 on the basis that land was revalued at its market value and buildings were revalued at their written-down replacement costs.



(g) Depreciation of property, plant and equipment

Depreciation is calculated on a straight-line basis to write off the net cost or re-valued amount of each item of property, plant and equipment (excluding land) over its expected useful life to the Board. Estimates of remaining useful lives are made on a regular basis for all assets, with annual reassessments for major items. The expected useful lives are as follows:

Buildings	50 years
Computers and peripherals	3 years
Furniture and fittings and equipment	5–10 years

Where items of plant and equipment have separately identifiable components which are subject to regular replacement, those components are assigned useful lives distinct from the item of plant and equipment to which they relate.

(h) Leasehold improvements

The cost of improvements to or on leasehold properties is amortised over the unexpired period of the lease or the estimated useful life of the improvement to the Board, whichever is the shorter. Leasehold improvements held at the reporting date are being amortised over ten years.

(i) Leased non-current assets

At reporting date:

- no assets subject to a finance lease were held
- no incentives had been received on entering into operating leases
- no surplus leased space existed under non-cancellable operating leases.

Operating lease payments are charged to the statement of financial performance in the periods in which they are incurred, as this represents the pattern of benefits derived from the leased assets.

(j) Payables

These amounts represent liabilities for goods and services provided to the Board prior to the end of the financial year and which are unpaid. The amounts are unsecured and are usually paid within 30 days of recognition.

(k) Employee entitlements

(i) Wages, salaries and annual leave

Liabilities for wages, salaries and annual leave are recognised, and are measured as the amount unpaid at the reporting date at current pay rates in respect of employees' services up to that date.

(ii) Long-service leave

A liability for long-service leave is recognised, and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given to expected future wage and salary levels,

experience of employee departures and periods of service. Expected future payments are discounted using interest rates on national government-guaranteed securities with terms to maturity that match, as closely as possible, the estimated future cash outflows.

(iii) Superannuation

The amount charged to the statement of financial performance in respect of superannuation represents the contributions made by the Board to the superannuation fund.

(l) Resources provided and received free of charge

Contributions of resources and resources provided free of charge are recognised at their fair value. Contributions in the form of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not donated.

While payroll and accounts payable services are provided from centralised functions controlled by the Department of Education & Training, no estimate of the cost of these services is included in these accounts since these amounts are not readily quantifiable.

(m) Contributed capital

Consistent with Urgent Issues Group Abstract 38, 'Contributions Made to Wholly-owned Public Sector Entities', appropriations for additions to net assets have been designated as contributed capital. Other transfers that are in the nature of contributions or distributions have also been designated as contributed capital.

In previous reporting periods up to 30 June 2001, the following items were usually recognised as revenues and expenses in the statement of financial performance:

- assets received and provided free of charge from other public sector entities
- grants paid to and received from other public sector entities for capital purposes.

For the reporting period ending 30 June 2002, such transactions between wholly owned public sector entities are now recognised in the statement of financial position as adjustments to net assets in the general government sector, where, in substance, they satisfy the definition of a contribution by owner.

Change in accounting policy

This change in accounting policy for transfer of assets and liabilities in compliance with the accounting requirements of Urgent Issues Group Abstract 38, 'Contributions by Owners made to Wholly-owned Public Sector Entities', and Accounting and Financial Reporting Bulletin, No. 39, 'Accounting for Contributed Capital'.

For the reporting period ending 30 June 2002, the entity has deemed \$0.785 million of its accumulated surplus as the opening balance for contributed capital.

This accounting treatment is to comply with Urgent Issues Group Abstract 38, 'Contributions by Owners Made to Wholly-owned Public Sector Entities', and Accounting and Financial Reporting Bulletin, No. 39, 'Accounting for Contributed Capital', and No. 40, 'Establishment of Opening Balances and Formal Designation for Contributed Capital'. The change in accounting policy has resulted in the recognition, in the statement of financial position, as at 1 July 2001 of an opening balance of \$0.785 million as contributed capital (1 July 2000 – \$0) and an amount of \$6.066 million for the accumulated surplus (1 July 2000 – \$4.41 million)

(n) Goods and Services Tax

Revenues, expenses and assets are recognised net of GST except where the amount of GST incurred is not recoverable, in which case it is recognised as part of the

cost of acquisition of an asset or part of an item of expense. The net amount of GST recoverable from, or payable to, the Australian Taxation Office is included as part of receivables or payables in the statement of financial position. The GST component of a receipt or payment is recognised on a gross basis in the statement of cash flows in accordance with Accounting standard AAS 28, 'Statement of Cash Flows'.

(o) Receivables

All debtors are recognised at the amounts receivable as they are due for settlement no more than 30 days from the date of recognition.

Collectability of debtors is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off. A provision for doubtful debts is raised when some doubts as to collection exists.

Note 2 Revenue from ordinary activities

(a) Revenue from operating activities

	2002 \$'000	2001 \$'000
State Government grants	27,098	26,670
Other Victorian Government departments	2,320	540
	29,418	27,210
Commonwealth – Department of Education, Training and Youth Affairs	842	2,148
Commonwealth – Department of Communications, Information Technology and the Arts	600	–
Commonwealth – Australian National Training Authority	133	10
Grants from other agencies	16,434	14,232
	18,009	16,390
Fees and charges	3	10
Other revenue	178	74
	181	84
	47,608	43,684

(b) Specific-purpose grants

Recognised as revenue and included above are the following grants for which specific expenditure outcomes are prescribed.

	2002 \$'000	2001 \$'000
Commonwealth – DETYA		
Advanced English for Migrants program	842	2,148

Note 6 Property, plant and equipment

	2002 \$'000	2001 \$'000
Land and buildings		
Land at 2000 valuation	1,185	1,185
Buildings at 2000 valuation	2,190	2,190
Less: Accumulated depreciation	(86)	(37)
	2,104	2,153
Leasehold improvements at cost	16	16
Less: Accumulated amortisation	(1)	–
	15	16
Total land and buildings	3,304	3,354
Computers and peripheral equipment		
At cost	2,566	1,710
Less: Accumulated depreciation	(1,149)	(1,128)
	1,417	582
Office equipment and furniture		
At cost	274	315
Less: Accumulated depreciation	(143)	(236)
	131	79
Total property, plant and equipment	4,852	4,015

Reconciliations	Land \$'000	Buildings \$'000	Leasehold improvements \$'000	Computers and peripheral equipment \$'000	Office equipment and furniture \$'000	Total \$'000
2002						
Carrying amount at start of year	1,185	2,153	16	582	79	4,015
Additions	–	–	–	1,426	93	1,519
Disposals	–	–	–	(3)	–	(3)
Revaluation increments	–	–	–	–	–	–
Depreciation and amortisation	–	(49)	(1)	(588)	(41)	(679)
Carrying amount at end of year	1,185	2,104	15	1,417	131	4,852
2001						
Carrying amount at start of year	1,185	2,190	–	484	94	3,953
Adjustment	–	–	16	403	21	440
Additions	–	–	–	–	–	–
Disposals	–	–	–	–	–	–
Revaluation increments	–	–	–	(2)	2	–
Depreciation and amortisation	–	(37)	–	(303)	(38)	(378)
Carrying amount at end of year	1,185	2,153	16	582	79	4,015



Note 7 Payables

	2002 \$'000	2001 \$'000
Trade creditors	200	508
Other creditors	510	28
	710	536

Note 8 Provisions

	2002 \$'000	2001 \$'000
Current:		
Employee entitlements		
Annual leave	226	180
Long-service leave	42	58
	268	238
Non-current:		
Employee entitlements		
Long-service leave	399	544

Note 9 Equity and movements in equity

	2002 \$'000	2001 \$'000
(a) Reserves		
Asset revaluation reserve		
There was no movement in the reserve during the year	2,294	2,294

The above asset revaluation reserve is used to record increments and decrements in the revaluation of non-current assets, as described in accounting policy note 1(i).

(b) Contributed capital		
Balance at the beginning of the reporting period	–	–
Deemed contributed capital – opening balance (note 1(m))	785	–
Transfer of asset (carrying value)	(3)	–
Balance at the end of the reporting period	782	–
(c) Accumulated surplus		
Balance at the beginning of the reporting period	6,851	4,410
Deemed contributed capital (transferred to contributed capital) (note 1(m))	(785)	–
Adjusted balance at the beginning of the reporting period	6,066	4,410
Net result	1,557	2,441
Balance at the end of the reporting period	7,623	6,851
(d) Nature and purpose of reserve		
Total equity at the beginning of the reporting period	9,145	6,704
Transfer of asset (carrying value)	(3)	–
Total changes in equity recognised in the statement of financial performance	1,557	2,441
Total equity at the end of the reporting period	10,699	9,145

Note 10 Financial instruments

(a) Interest rate risk exposure

The Board is not exposed to either interest rate price or cash flow risk since it holds no financial assets or liabilities that are subject to either floating or fixed interest charges. Financial assets and liabilities consist only of minor receivables and payables and any risk associated with bank accounts is borne by the Department of Education & Training.

2001-02	Floating interest \$'000	Fixed interest maturing in:			Non-interest bearing \$'000	Total \$'000
		1 year or less \$'000	1-5 years \$'000	Over 5 years \$'000		
Financial assets						
Cash assets	-	-	-	-	7,224	7,224
Receivables	-	-	-	-	-	-
	-	-	-	-	7,224	7,224
Weighted average interest rate	n/a					
Financial liabilities						
Creditors and accruals	-	-	-	-	710	710
	-	-	-	-	710	710
Net financial assets (liabilities)	-	-	-	-	6,514	6,514
Weighted average interest rate	n/a					
2000-01	Floating interest \$'000	Fixed interest maturing in:			Non-interest bearing \$'000	Total \$'000
		1 year or less \$'000	1-5 years \$'000	Over 5 years \$'000		
Financial assets						
Cash assets	-	-	-	-	6,431	6,431
Receivables	-	-	-	-	17	17
	-	-	-	-	6,448	6,448
Weighted average interest rate	n/a					
Financial liabilities						
Creditors and accruals	-	-	-	-	536	536
	-	-	-	-	536	536
Net financial assets (liabilities)	-	-	-	-	5,912	5,912
Weighted average interest rate	n/a					



Note 10 Financial instruments (continued)

(b) Net fair value of financial assets and liabilities

The net fair value of the above financial assets and liabilities is reflected by their carrying amount.

	2001-02		2000-01	
	Carrying amount \$'000	Net fair value \$'000	Carrying amount \$'000	Net fair value \$'000
On-balance sheet financial instruments				
Financial assets				
Cash	7,224	7,224	6,431	6,431
Receivables	–	–	17	17
Non-traded financial assets	7,224	7,224	6,448	6,448
Financial liabilities				
Trade creditors	710	710	536	536
Non-traded financial liabilities	710	710	536	536

Note 11 Ministers and Accountable Officers

Names

In accordance with the Directions of the Minister for Finance under the Financial Management Act 1994, the following disclosures are made regarding responsible persons for the reporting period for the categories shown:

Responsible Minister

The Hon. Lynne Kosky, MP

ACFE Board Members

Mr Peter Kirby (Chairperson)	Ms Veronica Volkoff
Mr Maurie Curwood	Mr Stephen Walsh
Ms Jane Dewildt	Ms Deborah Brown
Dr Howard Haynes	Mr Kevin Peoples
Ms Shirley Martin PSM	Mr Warren Stooke
Ms Vicki Mitsos	Ms Leslie Wood

Accountable Officer

Ms Sue Christophers

Remuneration

Responsible Minister

The remuneration of the Minister is included in the Financial Statements of the Department of Premier and Cabinet.

ACFE Board members

The remuneration/emolument received or receivable by members of the ACFE Board as members of the Board totalled:

2001-02	2000-01
\$57,738	\$32,106

The number of members of the ACFE Board with remuneration/emolument that fell within the following bands were:

Band	2001-02	2000-01
\$0-\$9,999	11	18
\$30,000-\$39,999	1	–

Other transactions

Other related transactions and loans requiring disclosure under the Directions of the Minister for Finance have been considered and there are no matters to report.

Note 12 Remuneration of executives

The number of Executive Officers (including the Accountable Officer) whose remuneration exceeded \$100,000 during the reporting period are shown below in their relevant income bands. Total remuneration includes long-service leave payments and bonuses paid at the end of contracts. Base remuneration is exclusive of these items.

Note 12 Remuneration of executives (continued)

Band	Total remuneration		Base remuneration	
	2001-02	2000-01	2001-02	2000-01
\$120,000-\$129,999	–	–	–	1
\$130,000-\$139,000	–	–	1	–
\$140,000-\$149,999	1	1	–	–

Note 13 Remuneration of auditors

	2002 \$	2001 \$
Audit fees paid or payable to the Victorian Auditor-General's Office for audit of the Division's financial report		
Payable at 30 June	10,800	10,100

Note 14 Commitments for expenditure

	2002 \$'000	2001 \$'000
Lease commitments		
Commitments in relation to leases contracted for at the reporting date but not recognised as liabilities, payable:		
Within one year	151	83
Later than one year but not later than 5 years	142	22
Later than 5 years	–	–
	293	105

Representing operating leases relating to motor vehicle, photocopiers and buildings.

Note 15 Employee entitlements

	2002 \$'000	2001 \$'000
Employee entitlement liabilities		
Provision for employee entitlements:		
Current (note 8)	268	238
Non-current (note 8)	399	544
Aggregate employee entitlement liability	667	782
	No.	No.
Average number of employees during the financial year	63	67
This includes employees of ACFE Regional Councils		

As explained in note 1(k)(ii) the amounts for long-service leave and superannuation are measured at their present values. The following assumptions were adopted in measuring present values:

Long-service leave

Weighted average rates of increase in annual employee entitlements to settlement of the liabilities	4.60%	4.60%
Weighted average discount rates	5.87%	5.86%
Weighted average terms to settlement of the liabilities	8 years	8 years



Note 15 Employee entitlements (continued)

Government Employees' Superannuation Fund

No liability is recognised in the statement of financial position for the Board's share of the State's unfunded superannuation liability. The State's unfunded superannuation liability has been reflected in the financial statements of the Department of Treasury and Finance.

However, superannuation contributions for the reporting period are included as part of salaries and associated costs in the statement of financial performance of the Board.

The name and details of the major employee superannuation funds and contributions made by the Board are as follows:

The bases for contributions are determined by the various schemes.

All employees of the Board are entitled to benefits on retirement, disability or death from the Government Employees' Superannuation Fund. This fund provides defined lump-sum benefits based on years of service and final average salary.

The above amounts were measured as at 30 June of each year, or in the case of employer contributions, they relate to the years ended 30 June.

No outstanding contributions were recorded.

Fund	Contribution paid 2002	Contribution outstanding 2002
	\$	\$
State Superannuation Fund (defined benefit scheme)	193,966	15,671
State Employees Retirement Benefits	4,181	340
Vic Super (accumulation scheme)	67,248	–
Other private schemes	156	–
	265,551	16,011

Note 16 Reconciliation of results from ordinary activities to net cash inflow from operating activities

	2002 \$'000	2001 \$'000
Results from ordinary activities	1,557	2,441
Depreciation and amortisation	679	378
Change in operating assets and liabilities:		
Increase/(decrease) in payables	173	320
(Increase)/decrease in GST receivables	17	126
(Increase)/decrease in prepayments	–	7
Increase/(decrease) in employee provisions	(114)	233
Net cash inflow from operating activities	2,312	3,505

Note 17 Contingent liabilities

As at June 30 the Board had no contingent liabilities



Adult Education
in the Community

ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

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email: acfe@edumail.vic.gov.au

ACCOUNTABLE OFFICER'S DECLARATION

FOR THE YEAR ENDED 30 JUNE 2002

We certify that the attached Financial Statements for the Adult, Community and Further Education Board have been prepared in accordance with Part 9 of the Directions of the Minister for Finance under the *Financial Management Act 1994*, applicable Australian Accounting Standards and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and Notes to and forming part of the Financial Statements, presents fairly the financial transactions during the year ended 30 June 2002 and financial position of the Board as at 30 June 2002.

We are not aware of any circumstance which would render any particulars included in the Financial Statements to be misleading or inaccurate.

Sue Christophers
Accountable Officer
Adult, Community and Further Education Board
Melbourne

20 September 2002

Mr Peter Kirby
Chairperson
Adult, Community and Further Education Board
Melbourne

20 September 2002



AUDITOR GENERAL VICTORIA

AUDITOR-GENERAL'S REPORT

To the Members of the Parliament of Victoria, the responsible Ministers and the Members of the Adult, Community and Further Education Board

Audit Scope

The accompanying financial report of the Adult, Community and Further Education Board for the financial year ended 30 June 2002, comprising a statement of financial performance, statement of financial position, statement of cash flows and notes to the financial statements, has been audited. The Members of the Board are responsible for the preparation and presentation of the financial report and the information it contains. An independent audit of the financial report has been carried out in order to express an opinion on it to the Members of the Parliament of Victoria, responsible Ministers and Members of the Board as required by the *Audit Act 1994*.

The audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance as to whether the financial report is free of material misstatement. The audit procedures included an examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial report is presented fairly in accordance with Accounting Standards and other mandatory professional reporting requirements in Australia and the financial reporting requirements of the *Financial Management Act 1994*, so as to present a view which is consistent with my understanding of the Board's financial position, financial performance and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In my opinion, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the financial reporting requirements of the *Financial Management Act 1994*, the financial position of the Adult, Community and Further Education Board as at 30 June 2002, its financial performance and cash flows for the year then ended.

MELBOURNE
24 September 2002


J.W. CAMERON
Auditor-General

Victorian Auditor-General's Office Level 34, 140 William Street, Melbourne Victoria 3000
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150 years of Auditing in the Public Interest

Appendices 2001–02



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Appendix 1: Current Board members

Current members
of the ACFE Board
(Jane Dewildt absent)



Members

Chairperson



Mr Peter Kirby

Mr Peter Kirby was appointed as Chairperson for a period of three years, effective from 1 March 2001. Mr Kirby chaired the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria. He is the Chair of the National Centre for Vocational Education Research. He is a former Secretary of the Victorian Department of Education and the Department of Premier and Cabinet and a former Director-General of the South Australian Department of Employment and TAFE. Mr Kirby has chaired a number of reviews in the fields of education, training and employment.

Current Board members (as at 30 June 2002)



Mrs Deborah Brown

Mrs Deborah Brown is a member of the Gippsland Regional Council of ACFE, the Victorian Adult Literacy and Basic Education Council, Adult Learning Australia, the Latrobe/Baw Baw Local Learning and Employment Network, the Parent Drug Working Party for the Department of Education & Training, and Women and Vocational Education. She is a former member of the Association of School Councils in Victoria.



Mr Maurie Curwood

Mr Maurie Curwood is an educational consultant. He was the founding Director of Eastern Institute of TAFE, a position he held for 13 years. He was a panel member of the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria and Chair of the Ministerial Review of Strategic Directions for Driver Education in Victoria. He is a Fellow of the Australian College of Education. Mr Curwood is a former member of the Eastern Metropolitan Regional Council of ACFE.



Ms Jane Dewildt

Ms Jane Dewildt is the Principal Consultant of Vital Knowledge, a research training and development organisation. She is a former member and Chairperson of the Goulburn Ovens Murray Regional Council of ACFE and former Chairperson of Adult Community Education Victoria.



Dr Howard Haynes

Dr Howard Haynes is Immediate Vice President of the U3A Network Victoria. Dr Haynes's long academic career included his leadership of the Department of Applied Chemistry at RMIT. He has been involved in a number of projects relating to quality of life and learning opportunities for older people.



Ms Shirley Martin, PSM

Ms Shirley Martin, PSM, was Chairperson of the ACFE Board from 1998 to February 2001. She has extensive experience in adult education and has gained a reputation for excellence and innovation through her work with AMES, which included time as Director. In 1996, she won the Colin Badger Award for leadership in adult education in Victoria and in 1998 received a Public Service Medal in the Australia Day Honours ceremony. In 2001, Ms Martin was appointed as Chair of the Victorian Relief Committee.



Ms Vicki Mitsos

Ms Vicki Mitsos is the Manager of the Multicultural Education Centre at the Goulburn Ovens Institute of TAFE. She is also a Commissioner for the Victorian Multicultural Commission. Ms Mitsos has extensive professional experience in migrant and ethnic affairs and is an Executive Member of the Ethnic Communities Council of Victoria. She has been President of the Ethnic Council of Shepparton and District since 1990. Ms Mitsos is the first migrant woman from rural Victoria with a first language other than English to be placed on the Victorian Honour Roll.



Mr Kevin Peoples

Mr Kevin Peoples is a former member of the Board of the National Centre for Vocational Education Research and former Federal President, TAFE Division of the Australian Education Union.



Mr Warren Stooke

Mr Warren Stooke is the Principal of a specialist consultancy in the labour relations area and has represented the oil industry on the peak council of the Australian Chamber of Commerce and Industry, the Victorian Employers' Chamber of Commerce and Industry, and the International Employers' Association at the International Labour Organisation in Geneva. He was a member of the Board of Governors of the National Institute of Labour Studies and former Group Industrial Relations Manager and Canberra Representative for Shell Australia.



Ms Veronica Volkoff

Ms Veronica Volkoff is a senior lecturer and co-director of the Post Compulsory Education and Training Research Centre (RMIT University). She has extensive experience in professional development and research on adult education and training in Australia and internationally. Ms Volkoff is a former member and Chairperson of the Northern Metropolitan Regional Council of ACFE.



Mr Stephen Walsh

Mr Stephen Walsh was the Vice-President of the Victorian Aboriginal Education Association Incorporated. He has been Vice-President for over four years and a Board Director of Victorian Aboriginal Community Services Association Ltd. At different times he has served as an adult, community and further education Koorie program officer, Acting Statewide Koorie Coordinator, and member of the Gippsland Regional Council of ACFE. In his 20 years of experience in Indigenous education he has dealt with issues ranging from early childhood to higher education.



Ms Leslie Wood

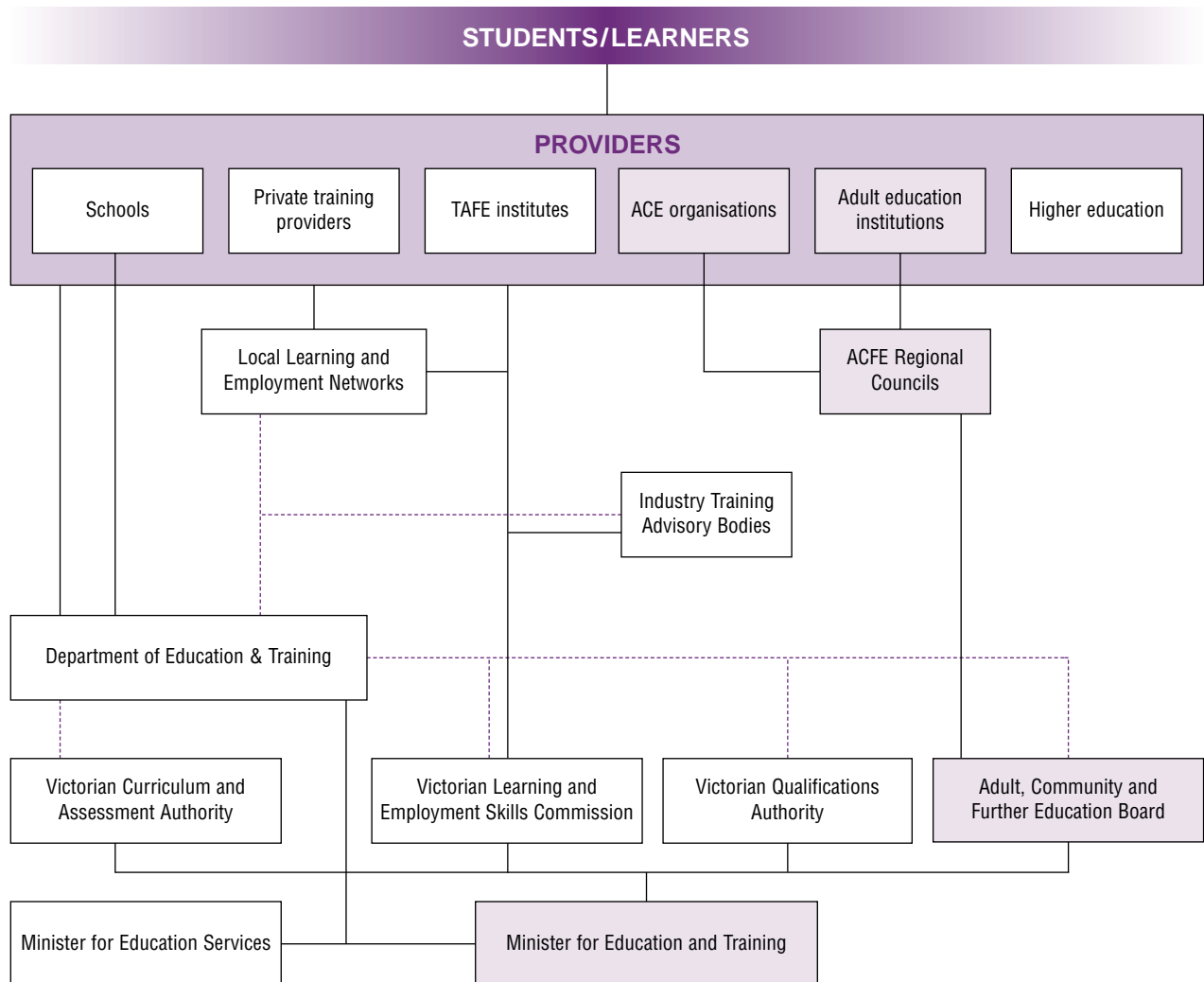
Ms Leslie Wood has been a member of the Eastern Metropolitan ACFE Regional Council, councillor for the Shire of Yarra Ranges, and a networker for the Community Houses Association of the Outer Eastern Suburbs. She has managed an ACE organisation and is a past President of the Association of Neighbourhood Houses and Learning Centres.



Ms Sue Christophers

Ms Sue Christophers is General Manager of the ACFE Division and attends Board meetings in this capacity.

Appendix 2: Organisation chart





Appendix 3: Workforce data

ACFE Division workforce data, 30 June 2001 and 30 June 2002

	30 June 2001*			30 June 2002**		
	Males	Females	Total	Males	Females	Total
Full-time	6.0	7.0	13.0	7.0	7.0	14.0
Part-time	0.0	0.0	0.0	0.0	0.0	0.0
Gross total	6.0	7.0	13.0	7.0	7.0	14.0
Equivalent full-time total	6.0	7.0	13.0	7.0	7.0	14.0

* There were also five positions funded by non-State Government sources.

** There were also five positions funded by non-State Government sources.



Appendix 4: Regional contacts

Barwon South Western

Regional Director: Vivienne Burke
40 Brougham Street
Geelong Victoria 3220
Telephone (03) 5221 8248
Facsimile (03) 5221 8483
Email acfebsw@edumail.vic.gov.au
Website <http://www.acfebsw.vic.edu.au>

Central Highlands Wimmera

Regional Director: Verna Kearney
Level 2, 36 Camp Street
Ballarat Victoria 3350
Telephone (03) 5332 3989
Facsimile (03) 5332 9624
Email acfechw@edumail.vic.gov.au
Website <http://www.chw-acfe.ballarat.net.au>

Central Western Metropolitan

Regional Director: Bronwyn Hughes
1st floor, 568 St Kilda Road
Melbourne Victoria 3004
Telephone (03) 9510 1011
Facsimile (03) 9510 8859
Email acfecwm@edumail.vic.gov.au
Website <http://www.acfecwm.vic.edu.au>

Eastern Metropolitan

Regional Director: Hugh Kiernan
Rear, 1st floor, 25 Ringwood Street
Ringwood Victoria 3134
Telephone (03) 9879 4000
Facsimile (03) 9879 4066
Email acfeemr@edumail.vic.gov.au
Website <http://www.acfeemr.vic.edu.au>

Gippsland

Regional Director: Walter Aich
Cnr Haigh & Kirk Streets
Moe Victoria 3825
Telephone (03) 5127 6000
Facsimile (03) 5127 8715
Email acfegip@edumail.vic.gov.au
Website <http://www.acfegip.vic.edu.au>

Goulburn Ovens Murray

Regional Director: Ross Tinkler
13 Lowry Place
Benalla Victoria 3672
Telephone (03) 5762 4655/6
Facsimile (03) 5762 5397
Email acfegom@edumail.vic.gov.au
Website <http://www.gomacfe.net>

Loddon Campaspe Mallee

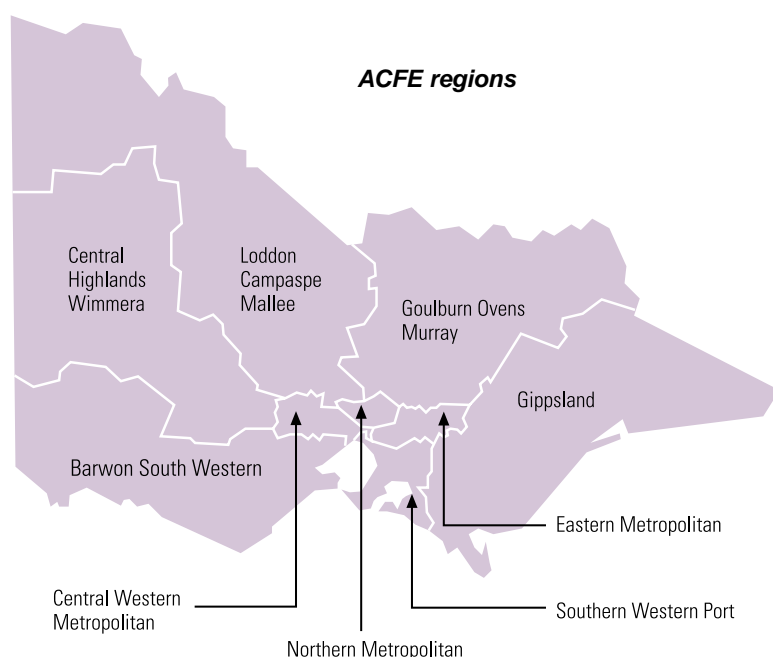
Regional Director: Bruce Connor
Havlin Street East
Bendigo Victoria 3550
Telephone (03) 5442 4300
Facsimile (03) 5442 4913
Email acfelcm@edumail.vic.gov.au
Website <http://www.acfelcm.vic.edu.au>

Northern Metropolitan

Regional Director: Julie Hebert
The Brunswick Business Incubator
420 Victoria Street
Brunswick Victoria 3056
Telephone (03) 9904 1405
Facsimile (03) 9904 1457
Email acfenmr@edumail.vic.gov.au
Website <http://www.acfenmr.vic.edu.au>

Southern Western Port

Regional Director: Linda Wilkinson
Suite 5, Level 1
Dolphin House
405 Nepean Highway
Frankston Victoria 3199
Telephone (03) 9783 4199
Facsimile (03) 9783 9711
Email acfeswp@edumail.vic.gov.au
Website <http://home.vicnet.net.au/~swpacfe>





Appendix 5: Members of Regional Councils

Barwon South Western

John Ambrose (to February 2002)
 Robert Bain (Chairperson to February 2002)
 Josie Black (to February 2002)
 Lawrie Miller (to February 2002)
 Kathy Travis (to October 2001)
 Magda Dodd (Chairperson from April 2002)
 Brian Donovan (Deputy Chairperson from April 2002)
 Jennifer Angwin
 Marilyn Blakey
 Jan Golden
 Karen Gray
 Linda Haynes
 Karen Henry
 Bruce Jeans
 Alistair McCosh
 John Quelch
 Leonie Saundry
 Regional Director Vivienne Burke

Central Highlands Wimmera

Nola Illin (to April 2002)
 Lola Allen (to February 2002)
 Keryn Crebbin (to February 2002)
 Tony Reyntjes (to February 2002)
 Ian Rogerson (to February 2002)
 Sue Jellett (Deputy Chairperson to October 2001)
 Lorraine Yeomans (to February 2002)
 Gerry Anderson (Chairperson)
 Barbara Webb (Deputy Chairperson from June 2002)
 Heather Ahpee
 Laura Carrington
 Dzinta Crocker
 Virginia Fenelon
 Anne Finch
 Gerrie Dorn
 Robyn Hewitt
 Alison Lanigan
 Neville Strachan
 Dianne Baillie (coopted from January 2002)
 Mary Slater (coopted from January 2002)
 Regional Director Verna Kearney

Central Western Metropolitan

Keith Anderson (to February 2002)
 Pamela Jonas (to September 2001)
 Bronwyn Hughes (to February 2002)
 Diana Bianciardi (Chairperson)
 Brian Beveridge
 Suzanne Connelly
 Nel Cook
 Ian Edlin
 Theresa Lyford
 Elizabeth Morris
 Eva Pearce
 James Penney
 Mark Samuel-King
 Janice Simpson
 Suzanne Zineder
 William Horrocks (coopted from September 2001)
 Regional Director Bronwyn Hughes

Eastern Metropolitan

Joan Taylor (Chairperson to December 2001)
 Bernie Marshall (to February 2002)
 Megan Susnja (to February 2002)
 John Molenaar (Deputy Chairperson to February 2002 and Chairperson from February 2002)
 Sharon Strugnell (Deputy Chairperson from February 2002)
 Maria Axarlis-Coulter
 Leanne Fitzgerald
 Patricia Genat
 Anne Jones
 Robin Kenrick
 Sam Navarria
 Sandra Poppins
 Rhonda Raisbeck
 Sylvia Walton
 Elizabeth Wright
 Regional Director Hugh Kiernan

Gippsland

Don Ripper (Chairperson to February 2002)
 William Hope (to February 2002)
 Glenn Latham (to June 2001)
 Bobby Tatlow (to February 2002)
 Jeff Tellefson (to February 2002)
 Greg Gebhart (Chairperson)
 Deborah Brown (Deputy Chairperson)
 Elizabeth Buckingham
 Ann Cliff
 Kathleen Earle
 Raymond Ferres
 John Howe
 Doris Paton
 Graham Paynter
 James Pianta
 Helen Reeves
 Howard Williams
 Regional Director Walter Aich

Goulburn Ovens Murray

Vicki Mitsos (to February 2002)
 Bob Currie (Chairperson)
 David Nichols (Deputy Chairperson) (coopted member to February 2003)
 Marlene Atkinson
 Jenny Baker
 Kaye Chamberlain
 Margaret Craik
 Ann Jarvis
 Michael Kreskas
 Mary McGillian
 Martyn Paterson
 Sally Raskbrooke
 Wendy Shanks
 Eileen Watts
 Regional Director Ross Tinkler

Loddon Campaspe Mallee

Nick Forsberg (to November 2001)
Peter Greed (to November 2001)
Sandra Mahoney (to November 2001)
Gwen Smith (to November 2001)
Tricia Walsh (to November 2001)
Jennifer Sheed (Chairperson)
Jenny Dyer (Deputy Chairperson)
(coopted from February 2001)
Susanne Allengame
Miranda Bain
David Coy
Lorraine Griffiths
Margaret Heier
Jennifer McErlain
Glenn Milne
Gillian Schoenborn
Robert Smillie
George Stone
Shirley Young
Regional Director Bruce Connor

Northern Metropolitan

Vic Camilleri (to December 2001)
Bob Comrie (to November 2001)
Liz Davidson (to February 2002)
Linda Fiske (to March 2002)
Craig Golds (to April 2002)
Margaret Malloch (to December 2001)
Anthony Reeves (to December 2001)
Veronica Volkoff (to May 2001)
Lesley Crommelin (Chairperson)
Ray Davis (Deputy Chairperson)
Max Croft
Gerard Grant
Michael Halls
Beth Marr
Hilary Newman
Jennie Oldfield
Bill Westgarth
Leonie Wheeler
Regional Director Julie Hebert

Southern Western Port

Carol McPherson (to February 2002)
Bernie Cooke (to September 2001)
John White (to October 2001)
Anne Catanese (Chairperson)
Anna Hall (Deputy Chairperson from
February 2002)
Valerie Benson
Jackie Du
Don Dunstan
Dorothy Jenkins (Chairperson to
February 2002)
Anwyn Martin
Garry Nation
Phong Nguyen
Marja Park
Maria Peters
Melissa Shipman
Regional Director Linda Wilkinson





Appendix 6: Allocation of government funds administered by Regional Councils

Barwon South Western

Anglesea and District Community House	\$16,348
BAYSA	\$65,637
Bellarine Living and Learning Centre	\$10,723
Campaspe College of Adult Education	\$552
Colac Adult and Community Education	\$226,541
Colac Community Development Association	\$5,140
Corangamite District Adult Education Group	\$182,000
CREATE (Geelong)	\$342,393
Deans Marsh Community Cottage	\$5,116
Donvale Living & Learning Centre	\$258
Geelong Adult Training and Education	\$828,873
Geelong Ethnic Communities Council	\$240,561
Gunditjmara Aboriginal Cooperative	\$3,296
Hamilton Community House	\$3,193
Karingal	\$25,435
Lara Community Centre	\$9,124
Lorne Fig Tree Community House	\$6,712
Norlane Neighbourhood House	\$3,402
Ocean Grove Neighbourhood Centre	\$11,801
Old Courthouse Community Centre	\$45,911
Otway Health and Community Service	\$44,477
Pathways – Rehabilitation and Support Services	\$6,746
Port Fairy Community Group	\$37,926
Portland Neighbourhood House	\$5,818
Portland Workskills	\$85,364
Queenscliffe and District Neighbourhood House	\$5,650
Rosewall Neighbourhood Centre	\$10,537
Simpson and District Community Centre	\$14,884
South West Victorian SEAL	\$326,531
Southern Grampians Adult Education	\$215,823
Spring Creek Community House	\$13,866
Springdale Neighbourhood Centre	\$60,722
U3A Geelong	\$9,094
Vines Road Community Centre	\$7,799
Warrnambool Neighbourhood and Community Centre	\$5,584
Winchelsea Community House	\$120,857
YWCA of Geelong	\$8,636
	\$3,013,330

Central Highlands Wimmera

Ararat Community House and Adult Learning Centre	\$52,747
Ballan and District Community House and Adult Education Centre	\$14,750
Ballarat and District Aboriginal Cooperative	\$2,780
Ballarat Adult and Further Education Centre	\$461,787
Ballarat Community Development Centre	\$114,290
Ballarat East Community House	\$100,968
Ballarat North Salvation Army Community House	\$8,508
Beaufort Adult Education	\$25,275
Beulah Historic and Learning Group	\$9,848
Birchip Learning Group	\$2,470
Creswick Adult Learning Centre and Neighbourhood House	\$47,536
Darley Neighbourhood House and Learning Centre	\$44,823
Daylesford Neighbourhood House and Learning Centre	\$160,224
Donald Learning Group	\$36,839
Gateway BEET	\$118,200
Haddon and District Community House	\$3,773
Hepburn Health Service	\$8,704
Horsham Community House	\$14,178
Horsham Learning Centre	\$334,188
Jeparit Community Education Group	\$2,597
Kaniva and District Learning Group	\$3,605
Kyabram Community and Learning Centre	\$880
Meredith Community House	\$11,142
Nhill Neighbourhood House	\$9,338
On Track Learning Wimmera	\$105,167
Rainbow Community Learning Group	\$11,325
Shared Learning and Activities Murtoa	\$6,571
St Arnaud Information Resource Centre	\$6,395
Stawell Neighbourhood House	\$95,990
Trentham Neighbourhood Centre	\$9,320
U3A Ballarat	\$62,000
U3A Horsham and District	\$4,538
U3A Stawell and District	\$1,000
Warracknabeal Neighbourhood House and WALC	\$15,215
Wycheproof Community Resource Centre	\$16,240
	\$1,923,211

Central Western Metropolitan

Acacia Indo-Chinese Community Support Association	\$10,050	Learn For Yourself	\$58,453
Altona Meadows Community Centre	\$10,912	Maribyrnong Community Centre	\$38,119
Anglicare – Choices	\$5,740	Melton South Community Centre	\$26,889
Angliss Neighbourhood House	\$52,723	Narre Community Learning Centre	\$229
Australian Croatian Community Services	\$7,138	Ngwala Willumbong Cooperative	\$24,273
Australian Greek Welfare Society	\$20,787	North and West Melbourne Neighbourhood Centre	\$16,092
Australian Polish Community Services	\$18,351	North Carlton Railway Station Neighbourhood House	\$10,132
Australian Romanian Community Welfare	\$20,380	North Melbourne Language and Literacy	\$166,635
Australian Vietnamese Women's Welfare Association	\$82,496	Open Channel Cooperative	\$44,026
Bacchus Marsh Adult Education Centre	\$150,512	Outlets Cooperative	\$20,062
Belgium Avenue Neighbourhood House	\$44,000	Port Melbourne Neighbourhood Centre	\$23,874
Brimbank Community Centre	\$305,289	Prahran City Parish Mission	\$6,428
Burnley Neighbourhood Centre	\$9,975	Prahran Neighbourhood House	\$75,090
Carlton Adult Reading and Writing Program	\$76,602	Quantin Binnah Community Centre	\$8,412
Carlton Contact Neighbourhood House	\$67,410	Royal Victorian Institute for the Blind	\$22,900
Carringbush Adult Education	\$116,805	Songlines Music Aboriginal Corporation	\$153,000
Chelsea Neighbourhood House	\$153	South Central Region Migrant Resource Centre	\$16,296
Community Information Victoria	\$3,486	South Kingsville Community Centre	\$13,105
Darley Neighbourhood House and Learning Centre	\$39,400	Spanish Latin American Welfare Centre (CELAS)	\$8,768
Djerriwarrh Employment and Education Services	\$193,185	St Kilda Community Group	\$7,186
Duke Street Community House Association	\$116,159	Sydenham Community Centre	\$7,848
Elwood St Kilda Neighbourhood Learning Centre	\$210,934	Third Age Learning Hobsons Bay	\$3,600
Essendon Network for Employment and Training	\$73,726	Third Age Learning Western Region	\$3,400
Finbar Neighbourhood House	\$8,945	U3A Stonnington	\$1,000
Fitzroy Learning Network	\$112,365	U3A Werribee Region	\$4,000
Flemington Neighbourhood House	\$91,314	Werribee Community Centre	\$152,574
Flemington Reading and Writing Program	\$148,292	Western Bulldogs Training Centre	\$62,801
Footscray Community Arts Centre	\$166,650	Westvale Community Centre	\$16,630
Garden City Neighbourhood House	\$6,400	Williamstown Community and Education Centre	\$135,392
Holden Street Neighbourhood House	\$42,989	Wingate Avenue Community Centre	\$59,021
Kensington Women's Group Childcare Association	\$57,410	Women's Information and Referral Exchange	\$7,699
Laverton Community Centre and Neighbourhood House	\$54,035	Yarraville Community Centre	\$186,100
		Yooralla – Community Learning and Living Centre	\$14,908
			\$3,719,555



Eastern Metropolitan

Alamein Community Committee	\$51,547	Morrison House	\$320,306
Anglicare Victoria – Dixon House	\$75,848	Mountain District Women's Cooperative	\$219,355
Arrabri Community House	\$53,405	Mulgrave Neighbourhood House	\$120,830
The Avenue Neighbourhood House	\$91,658	North Ringwood Community House	\$45,079
The Basin Community House	\$31,994	The Onemda Adult Training and Support Service	\$46,192
Belgrave South Community House	\$12,734	Outer Eastern Literacy Program	\$72,654
Bowen Street Family Centre	\$6,908	Park Orchards Community House	\$116,713
Bulleen and Templestowe Community House	\$17,115	RecruitNet	\$44,143
Burke and Beyond Further Education	\$2,212	Selby Community House	\$62,881
Central Ringwood Community Centre	\$39,299	SkillsPlus Peninsula	\$15,614
Child and Family Care Network	\$161,050	Society for Asian Languages and Arts	\$1,254
Chinese Women's Association of Victoria	\$4,652	South Central Region Migrant Resource Centre	\$27,776
Clota Cottage Neighbourhood House	\$97,513	Stepfamily Association of Victoria	\$720
Coonara Community House	\$93,509	U3A Emerald	\$2,000
Donvale Living and Learning Centre	\$375,240	U3A Highvale	\$3,300
EDAR	\$26,846	U3A Kooyong	\$2,000
Emerald Community House	\$7,021	U3A Lilydale	\$1,920
Glen Park Community Centre	\$11,750	U3A Manningham	\$9,000
Hawthorn Community Education Project	\$40,688	U3A Nunawading	\$14,517
Hawthorn Community House	\$195,204	U3A Waverley	\$6,250
Healesville Living and Learning Centre	\$91,822	UYCH Learning Centre	\$263,001
Inner Eastern Group Training	\$52,366	Vermont South Community House	\$65,157
Japara Neighbourhood House	\$19,103	Waverley Adult Literacy Program	\$69,080
Kallista Community House	\$34,978	Waverley Community Learning Centre	\$116,021
Kew Neighbourhood House	\$85,191	Wavlink	\$33,192
Knoxbrooke	\$27,845	Yarrunga Community Centre	\$37,050
KYM Employment Services	\$73,926	Yooralla – Community Learning and Living Centre	\$9,502
Living and Learning (Pakenham)	\$1,000		
Louise Multicultural Community Centre	\$2,000		
Melba Support Services	\$18,461		
Mitcham Community House	\$108,091		
			\$3,636,483

Gippsland

ACES	\$305,474	Mallacoota Community House – auspiced by Mallacoota District Community Health and Community Services	\$11,091
Art Resource Collective (ARC)	\$4,892	Milpara Community House	\$55,092
BACE	\$309,190	Moe Life Skills Centre	\$10,704
Bairnsdale Neighbourhood House	\$18,050	Moe Neighbourhood House	\$22,207
Bemm River Community Centre	\$2,800	Morwell Neighbourhood House and Learning Centre	\$34,948
Benambra Neighbourhood House	\$4,219	Nowa Nowa Community Development Group	\$946
Bendoc Progress Association	\$10,384	Noweyung Centre	\$37,094
Briagolong Community House	\$9,610	Orbost Neighbourhood House – auspiced by Orbost Regional Health	\$10,880
Buchan Neighbourhood House	\$12,615	Orbost Telecentre	\$80,000
Bungyarnda Housing and Infrastructure Cooperative	\$2,420	Paynesville Neighbourhood Centre	\$22,485
Cann River Community Centre	\$166,319	Ramahyuck District Aboriginal Corporation	\$6,658
Churchill Neighbourhood Centre	\$16,919	Rosedale Neighbourhood House	\$13,720
Community Centre Swift Creek	\$11,738	Sale Neighbourhood House	\$10,142
Deddick Valley Isolated Women's Group	\$9,298	SCOPE Quality Learning	\$346,214
Djeetgun Kurnai Women's Aboriginal Corporation	\$107,642	South Gippsland Adult and Community Education	\$302,878
East Gippsland ACDEP Cooperative	\$7,920	Traralgon Neighbourhood Learning House	\$133,784
Education Centre Gippsland	\$226,440	U3A Bairnsdale and District	\$3,570
Foster Community House	\$11,875	U3A Baw Baw	\$500
Gippsland Accommodation and Rehabilitation Support Services	\$122,278	U3A Latrobe Valley	\$3,500
Gippsland and East Gippsland Aboriginal Cooperative	\$8,910	U3A Mallacoota and District	\$2,900
Gippsland Employment Skills Training	\$70,056	U3A Sale	\$5,000
Gormandale Community House and Learning Centre	\$16,050	Venus Bay Community House	\$13,940
Heyfield Community Resource Centre	\$27,477	Warragul Community House	\$38,937
Lakes Entrance Neighbourhood House	\$500	Work Focus	\$14,084
Leongatha Community House	\$9,384	Yarram and District Neighbourhood House	\$10,108
Loch Sport Community House	\$1,500		\$2,685,342



Goulburn Ovens Murray

ALBE in Greater Shepparton	\$142,584
Albury–Wodonga Continuing Education Centre	\$452,936
Bandiana Neighbourhood House	\$4,862
Beechworth Neighbourhood Centre	\$70,877
Birallee Park Neighbourhood House	\$13,092
Bright Adult Education Committee	\$48,251
Broadcare Community Centre	\$16,376
CEACA – Continuing Education and Arts Centre	\$82,032
Central Access	\$19,146
City of Wodonga – Felldtimber Community Centre	\$18,653
Cobram Community House	\$121,899
Corryong Community Education Centre	\$93,327
Corryong Community Neighbourhood Centre	\$5,639
Euroa Community Education Centre	\$140,969
Kilmore and District Community Group	\$4,405
King Valley Learning Exchange	\$13,245
Kinglake District Neighbourhood House	\$9,941
Kyabram Community and Learning Centre	\$40,400
MACE	\$126,400
Mooroopna Community Group	\$7,683
Mt Beauty Neighbourhood Centre	\$37,054
Mungabareena Aboriginal Corporation	\$31,273
North Shepparton Community House	\$63,766
Numurkah Community Learning Centre	\$66,192
Open Door Neighbourhood House	\$19,734
Pangerang Community House	\$46,738
Panyule Neighbourhood Centre	\$6,938
Seymour and District Community House	\$26,250
Tallangatta Community Education Centre	\$19,795
Tatura Community House	\$9,716
Trudewind Neighbourhood House	\$48,620
Volunteer Resource Bureau	\$1,777
Wallan and District Community Group	\$5,739
Waminda	\$20,036
Wangaratta Centre for Continuing Education	\$886,683
Worktrainers	\$19,735
Yackandandah Community Education Network	\$15,643
Yarrawonga Neighbourhood House	\$21,324
Yea Community Service Group	\$8,480
YWCA of Albury Wodonga	\$9,220

\$2,797,430

Loddon Campaspe Mallee

Bendigo Adult Literacy Group	\$133,050
Bendigo Community House – auspiced by St Luke's Anglicare	\$24,432
Bendigo Community Preparation Program	\$32,800
Campaspe College of Adult Education	\$284,179
Castlemaine and District Continuing Education	\$63,772
Castlemaine Community House	\$11,749
Continuing Education Bendigo	\$385,252
Dja Dja Wrung Aboriginal Association	\$23,050
Future Connections Association	\$128,061
Future Employment Opportunities	\$105,788
Girgarre and Community Group	\$6,545
Kangaroo Flat Community Group	\$14,631
Kerang Learning Centre	\$141,171
Kyabram Community and Learning Centre	\$494,900
Kyneton Community and Learning Centre	\$95,370
Loddon Neighbourhood House	\$59,670
Long Gully Community House	\$3,863
Macedon Ranges Further Education Centre	\$76,913
MADEC	\$397,375
Maldon Neighbourhood Centre	\$46,775
Maryborough Community House	\$3,400
Maryborough Learning Centre	\$182,327
Mclvor Health and Community Services	\$9,070
Mirrimbeena Aboriginal Education Group	\$3,444
Murray Adult Community Education Swan Hill	\$212,146
Murray Valley Aboriginal Education Group	\$9,400
Northern Mallee Migrant Services Group	\$21,500
Peter Harcourt Services	\$12,138
Pyramid Hill Neighbourhood House	\$34,225
Robinvale Network House	\$3,675
Rushworth Community House	\$23,791
Tongala Community Activities Centre	\$10,928
Tongala Dairy Industry Training Centre	\$22,976
U3A Bendigo	\$2,980
U3A Castlemaine	\$3,322
U3A Sunraysia	\$2,490
Woodend Neighbourhood Centre	\$5,769
	\$3,092,927

Northern Metropolitan

Aboriginal Advancement League	\$70,482
Aboriginal Community Elders Service (ACES)	\$17,616
Arts Project Australia	\$18,317
Australian Greek Welfare Society	\$22,366
Broadmeadows Further Education Community Development	\$236,834
Brunswick Neighbourhood House Cooperative	\$114,043
The Centre Ivanhoe	\$1,393
Craigieburn Education and Community Centre	\$84,151
Diamond Creek Living and Learning Centre	\$29,050
Diamond Valley Learning Centre	\$303,460
Djerriwarrh Employment and Education Services	\$26,179
Glenroy Neighbourhood Learning Centre	\$207,620
Heidelberg Training and Resources Centre	\$32,034
Jika Jika Community Centre	\$3,532
Kurdish Association of Victoria	\$4,500
Lalor Living and Learning Centre	\$209,524
Living and Learning (Pakenham)	\$2,040
Macedon Ranges Further Education Centre	\$30,607
Meadow Heights Learning Shop	\$121,389
Mill Park Community House	\$69,490
Moreland Adult Education Association	\$167,480
Nicholson Street Community House	\$40,580
Nillumbik Shire Council Living and Learning Centre	\$186,723
Olympic Adult Education	\$274,158
Preston Neighbourhood House	\$63,037
Preston Reservoir Adult Community Education	\$327,835
Robinson Reserve Neighbourhood House	\$24,388
Rosanna Fire Station Community House	\$14,900
Songlines Music Aboriginal Corporation	\$10,380
SPAN Community House	\$37,154
Stepfamily Association of Victoria	\$1,045
Sussex Neighbourhood House	\$113,883
Thornbury Women's Neighbourhood House	\$111,441
Tullamarine Community House	\$15,034
U3A Darebin	\$3,502
U3A Hume	\$1,110
U3A Sunbury	\$1,144
U3A Yarra Valley	\$1,800
Victorian Vocational Rehabilitation Association	\$51,019
Wangaratta Centre for Continuing Education	\$28,289
Watsonia Neighbourhood House	\$9,574
Yooralla – Community Learning and Living Centre	\$5,920
	\$3,095,023



Southern Western Port

Australian Croatian Community Services	\$5,261	Narre Community Learning Centre	\$469,728
Australian Greek Welfare Society	\$28,736	Next Step	\$5,980
Bass Coast Adult Education Centre	\$20,937	Noble Park Community Centre	\$6,475
Bayside Employment Skills Training	\$168,963	Oak Grove Community Centre	\$4,330
Belvedere Community Centre	\$15,992	Peninsula Access Support and Training	\$25,401
Blind Bight Community Centre	\$6,845	Peninsula Adult Education and Literacy	\$68,492
Chelsea Neighbourhood House	\$171,319	Peninsula Training Services	\$16,715
Cheltenham Community Education and Activity Centre	\$85,515	Phillip Island Community and Learning Centre	\$29,195
Corinella and District Community Centre	\$40,581	Rye Beach Community House	\$13,425
Cranbourne Community House	\$158,202	Sandybeach Community Co-op Society	\$267,093
Dandenong Neighbourhood House	\$47,542	SkillsPlus Peninsula	\$110,875
Dingley Village Neighbourhood Centre	\$22,959	Sorrento Community House	\$19,207
Doveton Neighbourhood Place	\$20,573	South Central Region Migrant Resource Centre	\$28,454
Emerald Community House	\$32,954	South Eastern Region Migrant Resource Centre	\$23,673
Glen Eira Adult Learning Centre	\$115,294	Springvale Community Centre	\$800
Hallam Community Centre	\$2,620	Springvale Neighbourhood House	\$217,731
Hampton Community Centre	\$3,282	The Windana Society	\$8,768
Hampton Park Community House	\$21,508	U3A Berwick District	\$2,300
Hastings Community House	\$11,960	U3A Dandenong	\$7,000
Jan Wilson Community Centre	\$45,124	U3A Frankston	\$8,000
Keysborough Learning Centre	\$215,837	U3A Kingston	\$6,500
Living and Learning Centre (Langwarrin)	\$26,426	U3A Moorleigh	\$3,000
Living and Learning (Pakenham)	\$115,762	U3A Mornington	\$8,000
Lyrebird Community Centre	\$26,362	U3A Pakenham and District	\$425
Mahogany Neighbourhood Centre	\$3,592	U3A Wonthaggi	\$1,620
Merinda Park Community Centre	\$202,267	Upper Beaconsfield Community Centre	\$55,863
Minibah Services	\$21,456	Wellsprings	\$81,144
Moongala Women's Cooperative	\$9,040	Western Port Employment Support Service	\$13,680
Mordialloc Neighbourhood House	\$19,799	Yooralla – Community Learning and Living Centre	\$11,342
Mornington Community Contact	\$63,219		
Mt Eliza Community Contact	\$28,914		
Mt Martha Community Contact	\$253,278		
			\$3,527,335

Appendix 7: Publications

ACFE Board

Adult and Community Education (ACE) Capital Funding Program Guidelines for Applications (Round 2) (July 2001)

Adult Community and Further Education Board Annual Report 2000–01 (December 2001)

Centre for Sustainable Regional Communities (La Trobe University, Bendigo), *Adult and Community Education Clusters in Victoria – An Evaluation* (September 2001) (online)

Centre for Sustainable Regional Communities (La Trobe University, Bendigo), *Learning Towns Network Program Evaluation* (September 2001) (online)

ACE Practice, No. 5 (November 2001)

ACFE Update, No. 1 (June 2002)

Adult Education in the Community (March 2002) (brochure with nine inserts listing the ACE organisations in each region)

The Board provided financial support for *A Township Development Tool: Learning Towns in Action* (Mt Evelyn Township Improvement Committee and Shire of Yarra Ranges)

Barwon South Western

Leading Learning Communities – A Plan for Adult Community Education in the Barwon South Western Region 2002–2004 (October 2001)

Annual Planner 2002 (January 2002)

Surviving the Stats in 2002 (December 2001)

Passing a Course Audit (April 2002)

Central Highlands Wimmera

Central Highlands Wimmera Survey Findings of Information Technology in ACE (2000–01)

ACE Posters: *Looking for a Change* and *Your Future: Face it with ACE*

Regional Plan 2002–2004

ACE Bulletin (24 issues a year)

Eastern Metropolitan

Inspired Learning Through ACE: Regional Strategic Plan 2002–2004

Learning Differently: Assessing and Developing Literacy Skills with Adults and Young People

Further Education Program Planning Kit (CD-ROM)

Introduction to Regional Council (revised in 2001)

Eastern Region Funding Principles (revised in 2001)

Gippsland

Regional Plan 2001–2003

The Gazette (the regional newsletter – ten editions published)

The ACFE Paper Trail (adapted from an Eastern Metropolitan Region publication of the same name)

ACE Solutions to Learning Needs (an independent report outlining planning strategies that will address the learning needs of the communities in Gippsland)

Loddon Campaspe Mallee

A–Z of Client Service booklet

ACFE Regional Newsletter (quarterly)

'Are You Leaving School? – What Next' brochure

ACE online professional development document

The Grapevine, a booklet showcasing ACE Cluster achievements and innovation

Northern Metropolitan

Professional Volunteers – resource materials for ACE Committees of Management (Glenroy Neighbourhood House)

Southern Western Port

Logo and Style Guide (CD-ROM)

Waves of Change – Regional Plan 2002–2004



Appendix 8: Freedom of Information

The information required to be published under section 7 of the *Freedom of Information Act 1982* (the Act) is given below except for information that is published elsewhere in this annual report.

Queries about the availability of (and charges for) other material prepared under Part II of the Act should be directed to the authorised officer for the Board:

Neil Morrow
Manager, Freedom of Information
Department of Education & Training
GPO Box 4367
Melbourne Victoria 3001
Telephone (03) 9637 2670

Categories of documents

The following are the general categories of documents maintained by the ACFE Division on behalf of the ACFE Board. The ACFE Division is part of the Office of Training and Tertiary Education in the Department of Education & Training.

Correspondence, administrative and policy documents

Paper records are maintained in registered files.

Minutes, agendas, and papers

Paper records or agendas, agenda papers and confirmed minutes of meetings are maintained in registered files.

Personnel documents

Paper records on remuneration and appointments for Board members are maintained in registered files.

Accounting records

Accounting records are maintained on a computerised accounting system. The records deal with general ledger entries, accounts payable, payroll and other accounting functions. Some paper records are also kept.

Freedom of Information arrangements

Access to records

All requests for access to records held by agencies are dealt with by the authorised officer. Applicants seeking access to documents held by agencies should try to specify the topic of interest rather than the file series in which the applicant considers that the document might exist. The authorised officer can help in specifying the topic.

Form of request for access

The Act requires applicants to request access to documents in writing. No form of application is specified. A letter that clearly describes the document(s) sought is sufficient. The letter should specify that the application is a request made under the *Freedom of Information Act 1982*. The letter should not form part of a letter on another subject.

The applicant should provide the following information:

- name
- address
- telephone number which can be used to contact the applicant during business hours
- details of the document(s) requested
- the form of access required – copies of documents, inspection of file, or other (please specify).

Correction of personal information

Requests for correction or amendment of personal information in a document held by the agency must be made in writing. The requests should:

- specify how and why the person making the request believes the information to be incorrect, incomplete, misleading, or out of date
- specify the amendments that the person wishes to have made.

Fees and charges

An application fee of \$20 is required unless the applicant provides evidence of hardship. Applicants are advised that other charges may be made in accordance with the *Freedom of Information (Access Charges) Regulations 1993*.

Appeals

An applicant may appeal against a decision made on a request for access to documents, on a decision made on a request for the amendment of records, or against the cost levied for allowing access to documents.

Information about the appropriate avenue of appeal will be conveyed to the applicant in the letter advising of the initial decision. Applicants are advised to consult Part VI of the Act for further information about appeal rights.

Freedom of Information request summary

No Freedom of Information requests were received during 2001–02.

Appendix 9: Other statutory reporting requirements

Compliance with the *Building Act 1993*

The Education and Training portfolio complies fully with the building and maintenance provisions of the *Building Act 1993*.

Consultancies and major contracts

The Board did not engage any consultants, nor did it enter into contracts greater than \$10 million in value during 2001-02.

National Competition policy

Implementation of the National Competition policy in the Victorian State Training System was completed with the application of the Competitive Neutrality policy from 1 July 1997. This policy applies to the pricing of all commercial activity in the two government providers in the ACE sector, the CAE and AMES, and aims to remove any net competitive advantage the CAE and AMES may have by virtue of public ownership.

Additional information

Consistent with the requirements of the *Financial Management Act 1994*, the ACFE Division has prepared material on the following topics. Details of this material are held by the General Manager of the ACFE Division and are available to the public on request.

Information retained by the Division includes details (where applicable) of any:

- declarations of pecuniary interests
- shares held by senior officers as nominee or held beneficially in a statutory authority or subsidiary
- changes in prices, fees, charges, rates and levies
- major external reviews
- major research and development activities
- overseas visits undertaken
- major promotional, public relations and marketing activities
- industrial relations issues
- major committees sponsored by the Board.

Enquiries regarding details of this information should be made to:

General Manager
ACFE Division
Department of Education & Training
2 Treasury Place
East Melbourne Victoria 3002

Occupational health and safety

ACFE Division

The annual report of the Department of Education & Training covers occupational health and safety matters and performance indicators concerning staff employed in the ACFE Division.

ACFE regional offices

Each ACFE regional office is responsible for occupational health and safety matters and performance indicators concerning staff employed in that regional office.

The performance indicators for regional offices include the number of reported incidents, the number of areas identified for improvement by WorkCover representatives and the number of hazards (and potential hazards) identified.

No significant incidents were reported across the nine regional offices. No areas were identified for improvement by WorkCover representatives.

Major improvements and initiatives included:

- increasing the size of the meeting room to allow improved air circulation (Barwon South Western)
- ongoing archiving and disposal of records (Central Highlands Wimmera)
- increased security measures (Central Highlands Wimmera)
- inclusion of office safety procedures in an office procedure manual (Central Highlands Wimmera)
- check of fire safety equipment twice a year (Central Highlands Wimmera)
- improved lighting in offices (Central Highlands Wimmera)
- improved evacuation procedures (Gippsland)
- installation on all computers of an on-screen exercise program that is regularly used by staff (Central Western Metropolitan).

Targets for improved occupational health and safety performance in 2002-03 include:

- update and upgrade of the first aid equipment (Barwon South Western and Central Highlands Wimmera)
- adequate consideration of occupational health and safety issues in the temporary relocation and/or selection of premises for regional office relocation in 2003 (Central Highlands Wimmera)
- provision of disabled access (Goulburn Ovens Murray)



- provision of adequate ventilation in the photocopier area (Goulburn Ovens Murray)
- installation of exit signs throughout the building (Central Western Metropolitan)
- provision of fire warden training and practice of emergency evacuation procedures (Central Western Metropolitan).

Whistleblowers Protection Act 2001

The Department of Education & Training appointed a Protected Disclosure Coordinator and established procedures in accordance with Part 6 of the Act. Guidelines were developed applicable to all Department staff.

The Act commenced operation on 1 January 2002. As at 30 June 2002, the Department had not received any disclosures made under the Act nor had the Ombudsman referred any disclosures made under the Act to the Department for investigation.



Appendix 10: Index of compliance

The annual report of the Adult, Community and Further Education Board is prepared in accordance with the *Financial Management Act 1994* and the Directions of the Minister for Finance. This index facilitates identification of the Board's compliance with the Directions of the Minister for Finance by listing references to disclosures in this financial report.

Report of operations

Clause	Disclosure	Page
Charter and purpose		
9.1.3 (i) (a)	Manner of establishment and Ministers	18-19
9.1.3 (i) (b)	Objectives, functions, powers and duties	18-19
9.1.3 (i) (c)	Name and range of services provided	1, 18-19
Management and structure		
9.1.3 (i) (d) (i)	Names of governing board members, audit committee and chief executive officer	18-19, 44-6
9.1.3 (i) (d) (ii)	Names of senior office holders and brief description of responsibility	19
9.1.3 (i) (d) (iii)	Organisational structure	47
Financial and other information		
9.1.3 (i) (e)	Statement of workforce data and merit and equity	19, 48
9.1.3 (ii) (a)	Summary of the financial results for the year	4-5
9.1.3 (ii) (b)	Significant changes in financial position during the year	4-5
9.1.3 (ii) (c)	Operational and budgetary objectives and performance against objectives	9-17
9.1.3 (ii) (d)	Major changes or factors affecting achievement	9-17
9.1.3 (ii) (e)	Subsequent events	n/a
9.1.3 (i) (f)	Application and operation of <i>Freedom of Information Act 1982</i>	60
9.1.3 (ii) (h)	Compliance with building and maintenance provisions of <i>Building Act 1993</i>	61
9.1.3 (ii) (k)	Statement on National Competition policy	61
9.1.3 (ii) (f)	Details of consultancies over \$100,000	61
9.1.3 (ii) (g)	Details of consultancies under \$100,000	61
9.1.3 (ii) (i)	Statement of availability of other information	61
9.1.3 (ii) (j)	Compliance index	63-4
9.6.2 (i) (ii) (iii) (iv)	Disclosure of major contracts	61
9.8 2	Occupational health and safety	61-2



Financial statements

Clause	Disclosure	Page
Basis of preparation and other compliance details		
9.2.2 (ii) (a)	Accrual basis of accounting	n/a
9.2.2 (ii) (b)	Compliance with Australian Accounting Standards and other authoritative pronouncements	31
9.2.2 (ii) (c)	Compliance with Ministerial Directions and Accounting and Financial Reporting Bulletins	31
9.2.2 (ii) (d)	Adoption of the historical cost convention, except for specified assets	31
9.2.2 (iii)	Rounding of amounts	31
9.2.2 (i) (d)	Notes to the financial statements (contents page)	30
9.2.2 (iv)	Accountable Officer's declaration	41
Statement of financial performance		
9.2.2 (i) (a)	Statement of financial performance	27
9.2.2 (ii) (a)	Operating revenue by class	33
9.2.3 (ii) (b)	Investment income by class	n/a
9.2.3 (ii) (c)	Other material revenue, including disposal of non-current assets	n/a
9.2.3 (ii) (e)	Depreciation	34
9.2.3 (ii) (f)	Bad and doubtful debts	n/a
9.2.3 (ii) (g)	Financing costs	n/a
9.2.3 (ii) (h)	Net increment or decrement on revaluation recognised in the statement of financial performance	n/a
9.2.3 (ii) (i)	Audit expense	39
9.7.2 (i) (ii)	Motor vehicle lease commitments	39
Statement of financial position		
9.2.2 (i) (b)	Statement of financial position	28
9.2.3 (iii) (a) (i)	Cash at bank and funds held in trust	34
9.2.3 (iii) (a) (ii)	Inventories by class	n/a
9.2.3 (iii) (a) (iii)	Receivables, including trade debtors, loans and other debtors	34
9.2.3 (iii) (a) (iv)	Other assets, including prepayments	n/a
9.2.3 (iii) (a) (v)	Investments	n/a
9.2.3 (iii) (a) (vi)	Property, plant and equipment	35
9.2.3 (iii) (a) (vii)	Intangible assets	n/a
9.2.3 (iii) (b) (i)	Overdrafts	n/a
9.2.3 (iii) (b) (ii)	Other loans	n/a
9.2.3 (iii) (b) (iii)	Trade and other creditors	36
9.2.3 (iii) (b) (iv)	Finance lease charges	n/a
9.2.3 (iii) (b) (v)	Provisions, including employee entitlements	36
9.2.3 (iii) (c) (i) (ii)	Contributed capital	36
9.2.3 (iii) (d) (i) (iv)	Reserves, and transfers to and from reserves	36
Statement of cash flows		
9.2.2 (i) (c)	Statement of cash flows during the year	29
Other disclosures in notes to the financial statements		
9.2.3 (iv) (a)	Liability secured by a charge over assets	n/a
9.2.3 (iv) (b)	Contingent liabilities	40
9.2.3 (iv) (c)	Commitments for expenditure	39
9.2.3 (iv) (d)	Government grants received or receivable	33
9.2.3 (iv) (e)	Employee superannuation funds	40
9.2.3 (iv) (f)	Assets received without adequate consideration	n/a
9.4	Responsible person-related disclosures	38

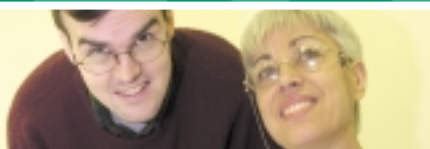


2001-02

Acronyms and abbreviations

ACE	Adult community education
ACFE	Adult, community and further education
AEI	Adult education institution
ALBE	Adult Literacy and Basic Education
AMES	Adult Multicultural Education Services
AQTF	Australian Quality Training Framework
ARIS	Adult Education Resource and Information Service
CAE	Centre for Adult Education (formerly the Council of Adult Education)
CELL	Certificates of English Language Literacies
CGEA	Certificates of General Education for Adults
ESL	English as a Second Language
MIP	Managed Individual Pathways
OTTE	Office of Training and Tertiary Education
SCH	Student contact hours
TAFE	Training and Further Education
U3A	University of the Third Age
VCE	Victorian Certificate of Education

2001-02



Adult, Community and Further Education Board

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Department of
Education & Training