



Adult, Community and  
Further Education



Education  
and Training

# ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

## FAMILY LEARNING PARTNERSHIPS - 2020 GUIDELINES



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Melbourne November 19

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# TIMELINE

| Action   | Date                                 |
|--|--------------------------------------|
| 2020 Expression of Interest (EOI) open. For more information, see Department of Education and Training (DET) <a href="#">website</a>                             | Open 14 November<br>Close 5 December |
| Download the 2020 Family Learning Partnership Guidelines and the 2020 Expression of Interest Form.   | From 14 November                     |
| Prepare your Expression of Interest Form and submit to: <a href="mailto:training.participation@edumail.vic.gov.au">training.participation@edumail.vic.gov.au</a> | By 5 December                        |
| Department staff review EOIs   | December                             |
| Department confirm EOI outcomes with providers   | December                             |
| A Service Plan will be loaded into SAMs2 for your authorised signatory to accept.  | January                              |
| Processing first payments.   | Upon signing of the Service Plan     |
| Contact your regional office for more information.   | Anytime                              |

# FAMILY LEARNING PARTNERSHIPS

## PURPOSE OF THE GUIDELINES

This guideline provides the application process for the Adult, Community and Further Education (ACFE) Board's Family Learning Partnerships (FLP) program and an introduction to the program's purpose, overarching model and expected outcomes.

## BACKGROUND

Many adult learners are faced with multiple complex challenges which hinder their readiness to participate in education. These challenges comprise a mix of emotional, financial, or skills-based barriers including physical and mental health issues, unemployment, substance abuse and family violence. Furthermore, those in vulnerable or disadvantaged family contexts experience disproportionate barriers in accessing education, often influenced by considerations such as children or other relationship factors.

Research shows that family learning approaches, focused on addressing their needs by reducing barriers to education, have demonstrated success. High parental engagement in education produces positive outcomes for children, transpiring in a ripple effect. This not only directly improves standards of living and wellbeing for the family, but also exposes children to a positive culture where education is valued.

The FLP program is aligned with the ACFE Board's Strategic Plan 2020–2025 in supporting parents as learners experiencing educational disadvantage and helping break the cycle of intergenerational disadvantage by building and brokering partnerships through strategic collaboration.

Through FLP the ACFE Board assists families to overcome barriers to participation in training and education and provides opportunities for families to engage in positive learning experiences and to gain the confidence and skills they need to take their next steps in educational or employment.

## PROGRAM AIMS

The Family Learning Partnerships program aims to assist families experiencing educational disadvantage by:

- *Instilling* a culture of learning within families and communities and empowering and building the confidence of learners to make informed decisions regarding their own educational and employment experiences.
- *Improving* educational pathways for vulnerable families by addressing barriers hindering participation of in education, training and employment.
- *Facilitating* participants' progression to further education such as the Learner Engagement A-frame Program, pre-accredited or accredited programs or employment where appropriate.
- *Fostering* a collaborative approach to education through building provider capacity to form partnerships with other community organisations and services to supports pathways to further education and employment for disadvantaged families.
- *Assisting* Learn Local providers in gaining a more comprehensive understanding of the unique learning needs of families that may prevent them from engaging and to develop initiatives and tailored strategies to support them.

## KEY OUTCOMES

- Addressing barriers to learning and engaging parents who are experiencing educational disadvantage.
- Making a contribution to improved practice in the delivery of pre-accredited training by engaging learners and addressing their barriers to learning.

- Using formal and informal learning activities to help learners to start a pathway to further education and employment.
- Growing collaborative partnerships between participating Learn Local providers, community-based services and other educational organisations.
- Developing effective, long-term and sustainable models that can be shared with the sector.

## PROVIDER ELIGIBILITY

To be eligible for funding for the ACFE Board’s Family Learning Partnership program, providers must meet the following criteria:

|  |  | DESCRIPTION   | LEARN LOCAL | AMES & CAE  | LEARN LOCAL RTO  |
|--|--|---|-------------|---|--|
| PROVIDER ELIGIBILITY CRITERIA  | ACFE REGISTRATION, AMES or CAE                             | <ul style="list-style-type: none"> <li>Providers must be registered with the ACFE Board or be covered under the <i>Education and Training Reform Act 2006</i>. Registration does not guarantee funding.</li> <li>For information on registration with the ACFE Board, see: <a href="#">Become a registered Learn Local provider on the Department website.</a></li> </ul>   | ✓           | ✓   | ✓  |
|  | ACFE BOARD BUSINESS AND GOVERNANCE STATUS ASSESSMENT (BGS) | <p>Providers must have a current BGS that has passed the assessment criteria to be eligible for funding. <b>Note:</b> <a href="#">The financial report upon which the BGS assessment is completed must also be submitted with the BGS Assessment.</a></p> <p>For more information about the BGS assessment process, see: <a href="#">Business and governance status assessment on the Department website.</a></p> | ✓           | Providers operating under the auspices of Local Government are not required to submit a BGS | Registered Training Organisations (RTO) with Skills First Contracts are not required to submit a BGS |
| All providers must ensure they have a SAMs2 registration. For further information please contact your regional office. |  |   | ✓           | ✓   | ✓  |
| Providers must have a Pre-accredited Training delivery contract for 2020   |  |   | ✓           | ✓   | ✓  |

## PARTICIPANT ELIGIBILITY

To be eligible for funding for the ACFE Board’s Family Learning Partnership program, participants must meet the following criteria:

|   |  | ELIGIBLE | NOT ELIGIBLE |
|---|--|----------|--------------|
| LEARNER ELIGIBILITY CRITERIA  | Australian Citizen   | ✓        |              |
|   | Holder of an Australian permanent visa   | ✓        |              |
|   | New Zealand citizen  | ✓        |              |
|   | A prisoner held at a prison, within the meaning of the Corrections Act 1986.   |          | ✗            |
|   | Detained under the Mental Health Act 1986; or the Crimes (Mental Impairment and Unfitness to be Tried) Act 1997 or the Sentencing Act 1991 at the Thomas Embling Hospital.   |          | ✗            |
|   | Detained (other than on weekend detention) under the Children, Youth and Families Act 2005 or the Sentencing Act 1991 or who is held on remand in the Malmsbury Juvenile Justice Centre or Parkville Youth Residential Centre. |          | ✗            |
|   | Enrolled at school   |          | ✗            |
| Asylum seekers do not meet the required eligibility criteria for the ACFE Board’s Family Learning Partnerships program. |  |          | ✗            |

# A MODEL FOR BUILDING FAMILY LEARNING PARTNERSHIPS

The Family Learning Partnerships program gives Learn Local providers (LLPs) an opportunity to build capacity and leverage their understanding about how education contributes to life-long outcomes for parents experiencing disadvantage, which will have flow on benefits for the whole family.

Through the establishment of the Communities of Practice (CoP), the FLP program supports collaborative partnerships between LLPs and other education and community organisations to identify, understand and respond to the barriers experienced by parents which prevent their participation in education and training.

The partnerships will support and assist LLPs with program and service delivery, identification of participants, and marketing and provision of strategic support and advice. As a result, the partnerships draw on shared knowledge and networks to engage and connect parents to learning, and in turn, set them on a pathway towards further education and employment.

## ROLES AND RESPONSIBILITIES

Below is an overview of the roles and expectations for each of those involved in the FLP program.

### Role of Learn Local participants:

- establish appropriate governance structures to ensure project progress and sustainability
- develop and provide learning opportunities and assist participants to develop learning plans
- development of a sustainable project including engagement and learning strategies and pathways
- be active CoP participants by attending meetings and sharing knowledge, skills and experience
- contribute to reports and resource development
- report risks to project delivery and seek assistance from the DET Program Manager
- maintain a focus on program outcomes by participating in or leading evaluation activities to capture outcomes



### Role of DET:

- establish the CoP workgroups and membership, and ensure strong attendance from members
- oversee the day-to-day running of program sites
- coordinate workshops, meetings, activities and other communication mechanisms
- contract manage, monitor and report on program measures and outcomes, liaise between Department, CoPs and participating LLPs,
- undertake ongoing planning activities throughout the program lifecycle
- work with new FLP participants and their partners to attend and contribute to existing place-based CoPs

### Role of Community of Practice Groups:

- build effective management and collaborative leadership
- build trust across Learn Local provider networks
- develop members' capabilities and professional skills by building and exchanging knowledge, sharing experience, values, and expert insights

- help participants address actual or potential problems
- assisting in the transfer of good practice
- capture the 'practice' that underpins the community (e.g. the ideas, stories and documents that community members share)
- produce long-term benefits for service provision
- It is important for each site to ensure that their staff are adequately supported. This means providing opportunities for them to de-brief and talk about the impact of their work on them both professionally and personally.

## Subject matter experts

Participants may also identify subject matter experts who can provide leadership and advice to the CoP who can provide information and advice on building skills related to:

- family violence and trauma
- drug and alcohol addiction
- language or cultural barriers
- engagement and adult learning principles

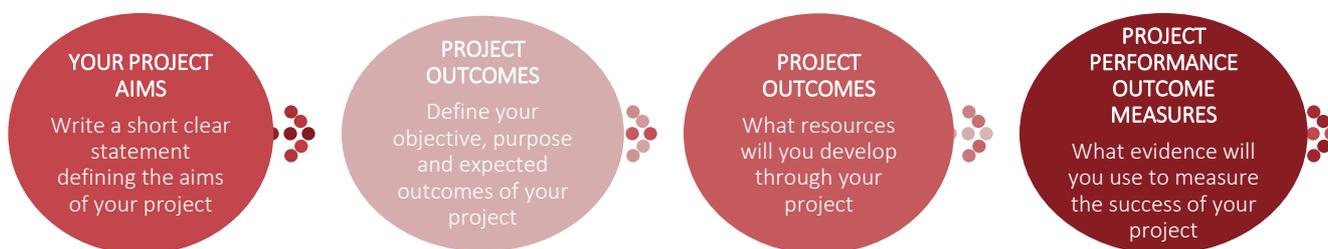
## Meetings and Forums

Provider-led Communities of Practice should meet twice a year in each region. A state-wide forum will be organised by the Department for the purpose of sharing learnings and gain feedback about the program.

Attendees will be representatives from LLPs and when available, their partnering organisations. A DET representative will also attend meetings to assist with facilitation and to capture information.

Participating LLPs may also wish to communicate with each other outside of the formal meeting structure to develop engagement and participation strategies or seek advice.

# PREPARING YOUR APPLICATION AND PROJECT PLANS



The ACFE Board is committed to funding projects that lead to tangible outcomes for learners. Communicating what has been achieved through FLP projects is of vital importance so that innovation and good practice can be shared across the Learn Local sector.

In order for the ACFE Board to know whether or not a funded project is on track or has been successful, providers must clearly identify in their project applications the aims of the project, as well as intended outcomes and outputs and how they will be measured.

## Your Project Aims

All proposed projects should include a short clear statement defining the aims of the project and how your project will align to the broader FLP program aims.

## Project Outcome

Successful FLP projects should contribute to the ACFE Board's 2020-2025 strategic priorities and should consider the following in developing project outcomes and outputs:

- Ensure that family learning programs have a positive educational impact on the entire family including children and adults.
- Building quality partnerships through active participation in the CoP model to ensure opportunities for participating learn locals seek support from one another collaborate and promote innovation in family learning.
- Aim to improve family learning by facilitating collaboration to enable efficient management, maximise resource utilisation and sharing of innovative ideas.

All proposed FLP projects should:

- Clearly define the objective, purpose and expected outcomes of the project
- Demonstrate increased understanding of the 'value add' offered by Learn Locals in supporting vulnerable learners to pathway to further education, training or employment.
- Establish a collaborative partnership.
- Develop and implement a model of engagement that lead to improved pathways for learners.
- Clearly define how you will measure progress in achieving your project objectives and desired outcomes.
- Clearly define the benefits of the project and potential to be sustained beyond the end of the project.

## Project Outputs

What resource will you be developing through this project? For example: program and pathway documents, seminars or forums, best practice guidelines, project learnings and insights, case studies and anecdotes, assessment tools, resources that can be shared with the sector to support learning delivery.

## Project Performance Outcome Measures

Outcome measures refer to the evidence you will use to demonstrate that you have achieved (or are making progress in achieving) your identified Project Outcomes.

Success of the project will be assessed by:

- An increase in attendance, an increase in learner completion and transition to further education and training.
- Formalised partnership and pathways between Learn Locals and other organisations within the community to support learners to transition to further education and or training.
- Baseline data should be collected at the start of the project to track the individual project against the key outcomes listed below. This information will ensure that it is possible to assess participant engagement retention and progress.

## How Long Can a Project Run?

In determining the timeframe of your project you need to take into account the following contract requirements:

- Projects funded in 2018 are eligible to apply for funding for one additional year.
- New project proposals must not exceed a two-year duration. All project proposals should include a sustainability framework beyond the end of this funding cycle.
- You will be required to complete a PROJECT PLAN as part of the project which will assist you in estimating the length of time it will take to achieve your project objectives

## What Funding is Available?

- Providers who had an FLP project funded in 2018 can apply for an additional **\$35,000 (ex GST)** to cover the costs of project delivery for one additional year.
- New FLP projects will be funded to a maximum of **\$35,000 per annum (ex GST)** for two years.
- The funding is designed to cover the costs of project delivery and establishing partnerships. Many sites have also sought funds from partners and other organisations to assist with their continued sustainability.
  - Provide an indicative budget for all projects with a final acquittal of funds to be provided with the final report at the end of the project cycle.
  - The project must demonstrate broad application across the sector, or make a substantial contribution to supporting vulnerable families.
- Providers can use 10% of the fund provided for FLP to support family learning and educational attainment of parents by subsidising the cost of childcare services under the following circumstances:
  - To assist learners to access childcare during class time to enable their participation in Government subsidised training and proposed programs or related education programs.
  - For childcare or playgroup amenities that align with Government-subsidised training.
  - To subsidise or purchase registered or approved child care services, and not to employ additional staff such as babysitters or to buy additional equipment.

## WHAT WILL NOT BE FUNDED

FLP funding is not available for:

- Equipment or materials not directly linked to the achievement of project outcomes or which exceed 10% of the ACFE Board grant. Expressions of Interest that request funds for the purchase of equipment and materials must demonstrate that the purchases are directly linked to the strategic

objectives of proposed projects, with a rationale for the use of the equipment clearly outlined in the Expression of Interest.

- Business-as-usual operations e.g. salaries, rent, consumables, training delivery. If your project has a training component you must clearly indicate where that funding will be sourced from and not include training salaries in the budget.
- Projects where the main focus is professional development, capital works or ongoing accommodation.

## WHAT ARE THE FUNDING CONDITIONS

Only projects that are ready to start upon acceptance of the service plan in SAMs 2 by both parties will be considered. Recipients must agree to the following conditions:

- Only use project funds to implement the project named on your FLP project proposal and contracted in the approved Service Plan in SAMs2.
- Deliver the identified project outcomes within agreed timelines.
- Advise the Department immediately if any changes are required to the project including timeframe and changes to the agreed milestones.
- Comply with all data collection and reporting requirements including documenting of project outcomes and best practice models for sharing across the Learn Local sector.
- Agree to contribute to the development of case studies and/or promotional material on project achievements.
- Agree to participate in discussions and forums with Learn Local providers leading ACFE Board funded projects as required.
- Agree to share any products developed with FLP funding with other Learn Local providers and the Department on request.

## REPORTING REQUIREMENTS

There are three main reporting requirements for all successful projects: Note: milestone payments will only be released once key milestones have been satisfactorily met.

- **PROGRESS REPORTS** Participating providers will be asked to provide six monthly progress reports on project delivery. This will allow for tracking of project outputs and management of issues during the project life cycle.
- **FINAL REPORTS** should include any outputs and acquittals of project funds including resources developed during the life of the project. Once the final report is approved the final payment will be made at the next available payment cycle.
- **PROJECT SUMMARY REPORT** - As part of the Final Report providers are required to submit a one page summary of their projects outcomes and outputs for the ACFE Board. All project summaries will be published on the DET website for the purpose of sharing projects across the sector.

# APPLICATION PROCESS



Expressions of Interest for the 2020 round of the Family Learning Partnerships program will **open Thursday 14 November 2019** and will **close COB Thursday 5 December 2019**. All documentation will be made available on the DET website at [Family Learning Partnerships](#).

1. Download and read the **FLP Guidelines**
2. Download and complete the **FLP EOI**
  - a. Please do not PDF the EOI form.
  - b. New Programs - If you are working with other organisations in the development and delivery of your project, you need to identify these organisations on the Expression of Interest (EOI) form and obtain a signed Letter of Commitment to the project signed by all partners.
  - c. Programs seeking an extension of funding for an additional year – please identify your partners on the EOI and ensure you have continued support and commitment from you partners. There is no need for you to seek letters of commitment.
3. Submit your EOI and any related documentation to [training.participation@edumail.vic.gov.au](mailto:training.participation@edumail.vic.gov.au) no later than **COB Thursday 5 December**. **Late project proposal forms will not be accepted.**

**Please Note:** All Expressions of Interest will be acknowledged on receipt by Department staff. If you have not received a response within 5 working days, please contact your regional office to confirm your project proposal has been received.

Please check your SPAM filters in case emails from the Department go astray.

## What happens next

1. The FLP assessment panel will consider your expression of interest in-line with the FLP Guidelines. Your regional office will liaise with you if any issues are identified or further clarification is required by **mid-December 2019**.
2. **Advice of outcomes** will be emailed to you by your regional office **late December 2019**. Successful providers will be required to provide a detailed **project implementation plan** against the key outcomes over the life of the project.
3. **A Service Agreement Variation - Service Plan** will be sent to your organisations' signatory via SAMs 2. Providers should check and ensure that your organisations' signatory is up to date in SAMs 2.
4. As a first milestone, complete the **FLP Budget, Project Implementation Plan and Risk Mitigation Templates** for discussion at an induction meeting with your regional office. This is one document with 3 worksheets.

**Please note:** Your signatory will have a five day window to review and accept the Service Plan after which SAMs 2 will automatically accept on behalf of your signatory.

# APPLICATION ASSESSMENT CRITERIA

Projects will be assessed by the Selection Panel against the criteria outlined below:

- All Expressions of Interest will be subject to the Value for Money criteria.
- Assessment Criteria 1 and 2 have not been weighted as failure to meet these criteria will automatically nullify your project proposal.
- A weighting has been applied to Assessment Criteria 3-10 to reflect their relative importance in the assessment of expressions of interest.

| No. | ASSESSMENT CRITERIA  | WEIGHTING    |
|-----|--|--------------|
| 1   | Does not duplicate any current (pre 2018) or completed FLP projects and declares any other contributory funding to the project.  | Not weighted |
| 2   | That the provider has the capability and experience to deliver the projects, which is demonstrated by a good track record for delivering projects on time and meeting project milestones.  | Not weighted |
| 3   | The project clearly describes what it is trying to achieve and how it aligns with one or more of the FLP aims and will develop resources that can be shared across the sector.   | 5            |
| 4   | The project demonstrates improved delivery of education and training programs for learners by addressing barriers for parents experiencing educational disadvantage  | 5            |
| 5   | The project uses formal and informal learning activities to help parents experiencing disadvantage to start a pathway to further education and employment, by growing collaborative partnerships between participating LLPs, community-based services and other educational organisations. | 4            |
| 6   | The project has well developed outcomes, outputs, measures and timelines and demonstrates an indicative budget that represents value for money.  | 3            |
| 7   | Partnerships are identified and demonstrates the capability and capacity of the partnerships to be actively involved in project delivery.  | 3            |
| 8   | Demonstrates formalised governance structures with partners to contribute to the project.  | 3            |
| 9   | The benefits of the project have potential to be sustained beyond the end of the project   | 3            |

# SAMS 2— SERVICE AGREEMENT

The current ACFE Board Service Agreement cycle is aligned to the Department of Education and Training's cycle which commenced 1 January 2017 and ends 30 December 2019. All existing Service Agreements will be rolled-over to the new service agreement templates late December 2019.

Providers offered Family Learning Partnerships grants enter into an agreement with the ACFE Board. This agreement between the provider and the ACFE Board will be made via a Service Agreement in the SAMS 2 system.

The Service Agreement:

- Outlines the general terms and conditions on which it is made. For more information, see: [Terms and Conditions of the Service Agreement](#).
- Establishes the principles guiding the relationship between the ACFE Board and the provider.
- Obtains the provider's commitment to support government policies that have a bearing on the provision of adult, community and further education to Victorians.

## Service Plan

Service plans listed in Schedule 1–3 of the Service Agreement, group together like service activities specific to a program area, and identify the department/region/division/group providing funding and as negotiated annually on behalf of the ACFE Board.

Where a variation to a provider's Delivery Plan is approved, should the variation include a change in total student contact hours, or to the distribution of hours by LGA, a Variation Agreement with a revised Service Plan will be issued through SAMs 2.

## Service Plan Variations

Providers proposing to vary their contracted Delivery Plans must obtain prior approval by the Department before making any changes and commencing delivery.

Please ensure that the Chairperson (or approved delegate) of your organisation approves any variation prior to submitting a request. An email to the regional office from your approved delegate is sufficient.

## How will payments be made

- The first payment will be made on acceptance of the project Service Plan in SAMs 2 by your approved organisation signatory and the Department at the commencement of the project.
- Any additional payments determined as part of the funding agreement will be made based on the achievement of agreed project milestones outlined in the Service Agreement Schedule.
- The payment dates indicated in SAMs 2 (start/end dates against each commitment) is the earliest the commitment will be released for payment once the milestone/deliverable has been met by the provider and approved by the Department.

# WHO DO I CONTACT FOR ASSISTANCE

Regional Engagement staff will be available to assist in developing project ideas and providing advice, local priorities and policy contexts. Please email all enquiries to [training.participation@edumail.vic.gov.au](mailto:training.participation@edumail.vic.gov.au)

The day-to-day management and delivery of each project is the responsibility of the participating LLP and their partner organisations. Any problems, issues or risks can be discussed with the DET Project Manager as required.

## South Western Victoria Region (SWV) Barwon South Western & Grampians Regional Council Areas

|                                      |           |  |
|--------------------------------------|-----------|--|
| Georgina Ryder, Manager SWV          | 5215 5204 | <a href="mailto:ryder.georgina.se@edumail.vic.gov.au">ryder.georgina.se@edumail.vic.gov.au</a> |
| Ruth Barnes, Senior Project Officer  | 5215 5205 | <a href="mailto:barnes.ruth.e@edumail.vic.gov.au">barnes.ruth.e@edumail.vic.gov.au</a>         |
| David Harris, Senior Project Officer | 5215 5203 | <a href="mailto:harris.david.d1@edumail.vic.gov.au">harris.david.d1@edumail.vic.gov.au</a>     |
| Peter McNabb, Project Officer        | 5215 5202 | <a href="mailto:mcnabb.peter.p@edumail.vic.gov.au">mcnabb.peter.p@edumail.vic.gov.au</a>       |

## South Eastern Victoria Region (SEV) Southern Metropolitan & Gippsland Regional Council Areas

|  |           |  |
|--|-----------|--|
| Robyn Downie, Manager SEV                    | 8765 5701 | <a href="mailto:downie.robyn.m@edumail.vic.gov.au">downie.robyn.m@edumail.vic.gov.au</a>           |
| Jeremy Brewer, Senior Project Officer        | 8765 5703 | <a href="mailto:brewer.jeremy.d@edumail.vic.gov.au">brewer.jeremy.d@edumail.vic.gov.au</a>         |
| Val Macgregor, Senior Project Officer        | 8765 5700 | <a href="mailto:macgregor.valerie.j@edumail.vic.gov.au">macgregor.valerie.j@edumail.vic.gov.au</a> |
| Marcia Thomas, Senior Project Officer (Gipp) | 8768 5700 | <a href="mailto:thomas.marcia.j@edumail.vic.gov.au">thomas.marcia.j@edumail.vic.gov.au</a>         |
| Irene Desiatov, Project Officer              | 8765 5754 | <a href="mailto:desiatov.irene.l@edumail.vic.gov.au">desiatov.irene.l@edumail.vic.gov.au</a>       |

## North Western Victoria Region (NWX) Loddon-Mallee & North Western Metropolitan Regional Council Areas

|   |           |  |
|---|-----------|--|
| Kaye Callaghan, Manager NWV                     | 4433 7582 | <a href="mailto:callaghan.kaye.k@edumail.vic.gov.au">callaghan.kaye.k@edumail.vic.gov.au</a>   |
| Larry Price, Senior Project Officer             | 4433 0638 | <a href="mailto:price.lawrence.l@edumail.vic.gov.au">price.lawrence.l@edumail.vic.gov.au</a>   |
| Simon Flood, Senior Project Officer             | 4433 7603 | <a href="mailto:Flood.Simon.P@edumail.vic.gov.au">Flood.Simon.P@edumail.vic.gov.au</a>         |
| Ashwini Prasad/Holly Pettigrew, Project Officer | 4433 7671 | <a href="mailto:Pettigrew.Holly.G@edumail.vic.gov.au">Pettigrew.Holly.G@edumail.vic.gov.au</a> |

## North Eastern Victoria Region (NEV) Eastern Metropolitan & Hume Regional Council Areas

|                                      |           |  |
|--------------------------------------|-----------|--|
| Julie Hebert, Manager NEV            | 7022 1802 | <a href="mailto:hebert.julie.a@edumail.vic.gov.au">hebert.julie.a@edumail.vic.gov.au</a>     |
| Iwona Jonasz, Senior Project Officer | 7022 1804 | <a href="mailto:jonasz.iwona.i@edumail.vic.gov.au">jonasz.iwona.i@edumail.vic.gov.au</a>     |
| Sue O'Brien, Senior Project Officer  | 7022 1805 | <a href="mailto:obrien.susanne.e@edumail.vic.gov.au">obrien.susanne.e@edumail.vic.gov.au</a> |
| Janine Summers, Project Officer      | 7022 1806 | <a href="mailto:summers.janine.j@edumail.vic.gov.au">summers.janine.j@edumail.vic.gov.au</a> |