



THE FUTURE OF ADULT COMMUNITY EDUCATION IN VICTORIA 2020–25

MINISTERIAL STATEMENT

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MINISTER'S FOREWORD



The Victorian Government is making Victoria the Education State by building an education system that delivers excellence and reduces the impact of disadvantage. Adult community education plays an essential role within this system. It engages adult learners who are seeking to attain the core skills they need for work, further study, or to enable them to participate fully as members of the community.

Engaging in adult community education and obtaining these skills changes people's lives. It builds confidence and aspiration. It develops skills for life and opens the way to greater social engagement. It breaks cycles of disadvantage. And it is a crucial step towards further training, securing meaningful employment, and to full economic and social participation.

In visiting adult community education providers and meeting adult learners throughout Victoria, I have been moved to hear first-hand many individual stories. I have seen the importance in people's lives of the transformative power of adult community education, and I believe it is essential that we extend and strengthen its impact.

The *Ministerial Statement on the Future of Adult Community Education in Victoria 2020–25* is the culmination of significant work with the sector since 2018 to give adult community education the recognition and strategic direction it deserves.

In 2018, the Future Opportunities for Adult Learners in Victoria project was an important first step towards understanding whether the adult community education sector is adequately equipped to support at-risk Victorians into social and economic participation.

This project highlighted the importance of rallying the sector around a Ministerial Statement that articulated its purpose and value. To achieve this, a framework to inform development of the Ministerial Statement was co-designed with the Adult, Community and Further Education Board and adult community education sector representatives.

The voices and views of learners and learner diversity representatives were gained, and extensive consultation was undertaken with the adult community education sector, TAFEs, employers, unions, and other sector partners.

Informed by this consultation, on 7 August 2019 I convened an Adult Community Education Summit with the goals of:

- uniting the sector with a focus on learners;
- building recognition of the distinct and invaluable role the sector plays;
- identifying ways in which the sector needs to adapt; and
- fostering collaboration across the sector and the broader post-secondary education system.

The summit brought together principal voices in adult community education in Victoria, and I extend my thanks for their valuable contribution.

The outcomes of the summit and consultations are reflected in this statement, setting a clear and shared vision for the future of adult community education. The Victorian Government is committed to supporting and strengthening the sector, and I invite everybody in adult community education to join hand-in-hand with the Victorian Government to implement this vision. Together we can ensure adult community education best meets the needs of learners and communities.

Hon Gayle Tierney
Minister for Training and Skills
Minister for Higher Education

Underpinning values

- Education is crucial to enabling people to participate fairly and equitably in society.
- Inclusion and universal access to core education and training are fundamental rights.
- The learner is at the centre of adult community education.
- Adult community education plays an essential role within the broader post-secondary education system.

INTRODUCTION

The importance and impact of adult community education

Internationally, adult education is a core priority for social and economic prosperity, and literacy is recognised as a fundamental human right.

UNESCO's Recommendation on Adult Learning and Education¹ draws on the concept of lifelong learning and underlines the overarching aim of adult learning in offering education measures that empower people to engage fully as members of the community and in the world of work. Adult education plays an important role in bringing about a fair and equitable society.

Civic participation includes an ability to engage in democratic processes and with a wide range of social issues. Adult education also supports people's ability to undertake the activities of day-to-day living, such as voting, reading public transport timetables, filling in forms, and achieving tasks online.

Internationally recognised

According to UNESCO, *"The aim of adult learning and education is to equip people with the necessary capabilities to exercise and realize their rights and take control of their destinies. It promotes personal and professional development, thereby supporting more active engagement by adults with their societies, communities and environments. It fosters sustainable and inclusive economic growth and decent work prospects for individuals."*²

UNESCO identifies literacy as *"a fundamental human right and the foundation for lifelong learning – essential to social and human development in its ability to transform lives."*³

In Australia, adult community education has a history of delivering significant benefits for individuals and communities.

The National Centre for Vocational Education Research (NCVER), in its 2003 report *Exploring the Social and Economic Impacts of Adult and Community Education*,⁴ found that more than half of learners undertaking adult community education for vocational reasons had gone on to undertake additional adult community education, to TAFE, or to university. Learners cited satisfaction and confidence as the most notable benefits of adult community education.

Adult community education participants identified the most relevant non-market benefits as including improved personal health and wellbeing, increased social capital, efficient household management, higher rates of giving and volunteerism for the community, decreased crime, and intergenerational benefits.⁵

Community-based learning provides 'bridging social capital'; that is, engagement with people socially, culturally and economically.⁶

Social and non-market benefits of adult community education study are estimated to be equal to or larger than the market benefits of adult community education study.⁷

Adult community education provides a safe and welcoming environment for different cohorts in the community. For example, Koorie learners saw adult community education organisations as a place for the community to meet, share experiences and learn, as well as fostering harmony with the local non-Koorie population.⁸ A 2019 expert review found 'that Koorie learners are more successful when they are taught by local trainers and are able to engage in their learning on country and in their own language.'⁹

1 Recommendation on Adult Learning and Education, UNESCO 2015

2 Ibid, Paragraph 8

3 UNESCO, on the occasion of International Literacy Day 8 September 2015

4 *Exploring the Social and Economic Impacts of Adult Community Education*, NCVER, 2003

5 *The Economic Benefit of Investment in Adult Community Education in Victoria: Report to the Department of Planning and Community Development and the Adult, Community and Further Education Board*, Allen Consulting, 2008

6 *Expert Review of Australia's Vocational Education and Training System ('Joyce Review')*, Steven Joyce, 2019

7 *The Economic Benefit of Investment in Adult Community Education in Victoria*: op cit

8 *Exploring the Social and Economic Impacts of Adult Community Education*, op cit

9 Joyce Review, op cit

The adult community education sector in Victoria is important, diverse and changing

Victoria leads Australia in adult community education provision, having been recognised as having the largest, most diverse adult community education sector in Australia, well-funded over many years.¹⁰

The adult community education sector – one of the most diverse tiers of the vocational education system in Victoria – has been essential to helping the broadest section of the community develop skills and confidence to pursue further education and employment goals, with a focus on adults who have low prior educational achievement.

Adult community education had its origins in the Mechanics Institutes established in the 1840s. The growth of university education altered the role of adult education to focus on the development of individuals as citizens. Over time, the adult community education sector became driven by a vision of community development through education, responsive to local needs. This included a move away from solely providing education based on cultural and social content to a greater focus on foundation skills such as literacy and numeracy.¹¹

In 2011, 'Learn Local' was created with the aim of developing a cohesive identity to unify the sector. Since then, the value proposition of the sector has evolved in response to changing needs in the community and in industry. In recent years the narrative and key messages have shifted to focus on promoting the sector's uniqueness in being able to address challenges associated with getting thousands of Victorians back into employment to meet Victoria's growing skills needs and opportunities.

Today, adult community education providers are governed by voluntary committees of management whose members are drawn from the local community. They may be small organisations with a focus on a specific aspect of education, such as basic literacy; or larger, more complex organisations offering programs ranging from basic education to diploma-level qualifications, as well as a range of non-educational community services.

Adult community education sector snapshot



28,000

adult community education learners each year



2.2 million

hours of adult community education learner training delivered by adult community education providers in 2018



272

adult community education providers registered and funded by the Victorian Government through the Adult, Community and Further Education Board in 2019

The Adult, Community and Further Education Board

The Adult, Community and Further Education Board is a statutory authority under the *Education and Training Reform Act 2006*.

Under the Education and Training Reform Act, the Board has the crucial role of planning and providing for the delivery of adult community education in Victoria. Through the Board, the Victorian Government provides funding to adult community education providers for delivery of education and training programs to a broad range of Victorians above compulsory school age.

The Adult, Community and Further Education Board is also legislated to lead adult community education in Victoria, with responsibility for public promotion of the sector, undertaking research, and providing advice to the responsible Minister.

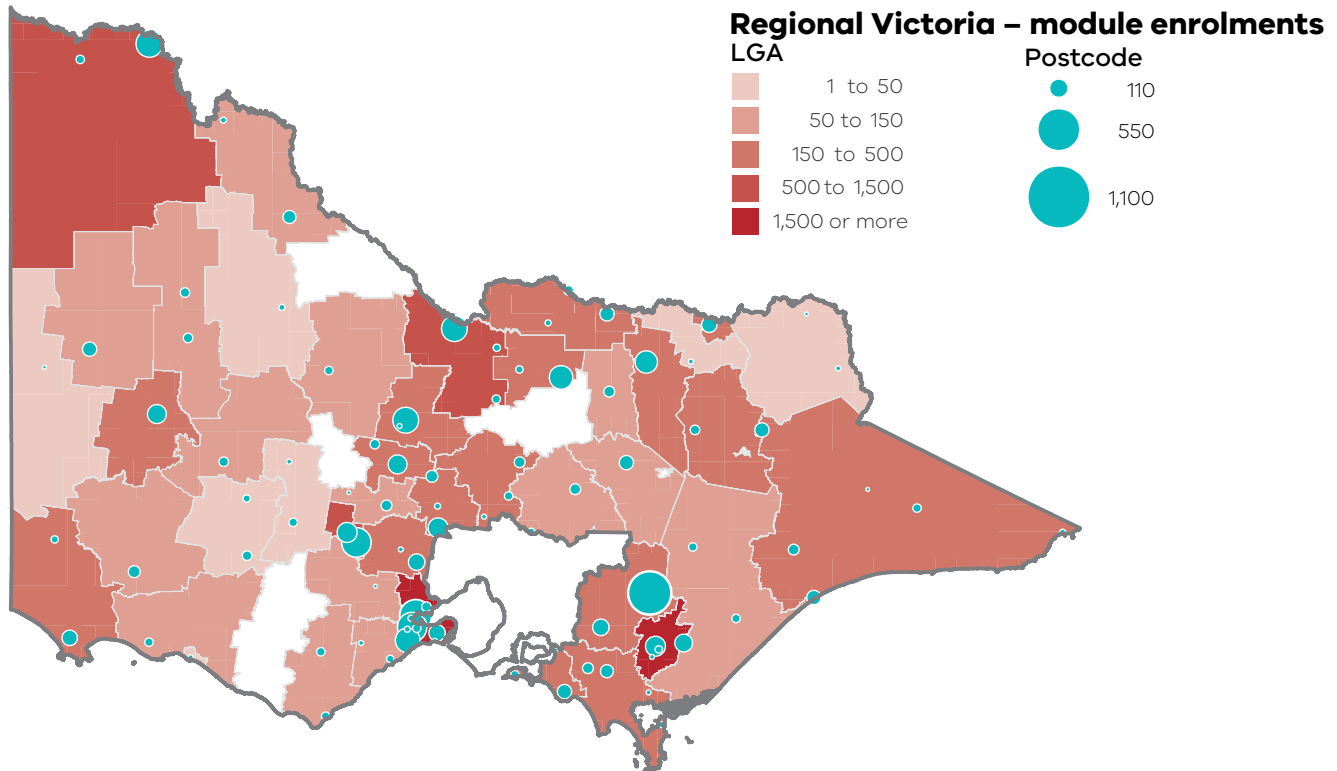
¹⁰ *Australian ACE Environmental Scan 2017 Update*, Adult Learning Australia, 2017

¹¹ *Useful Knowledge: a Brief History of Adult, Community and Further Education in Victoria*, Adult Education in the Community, 1994

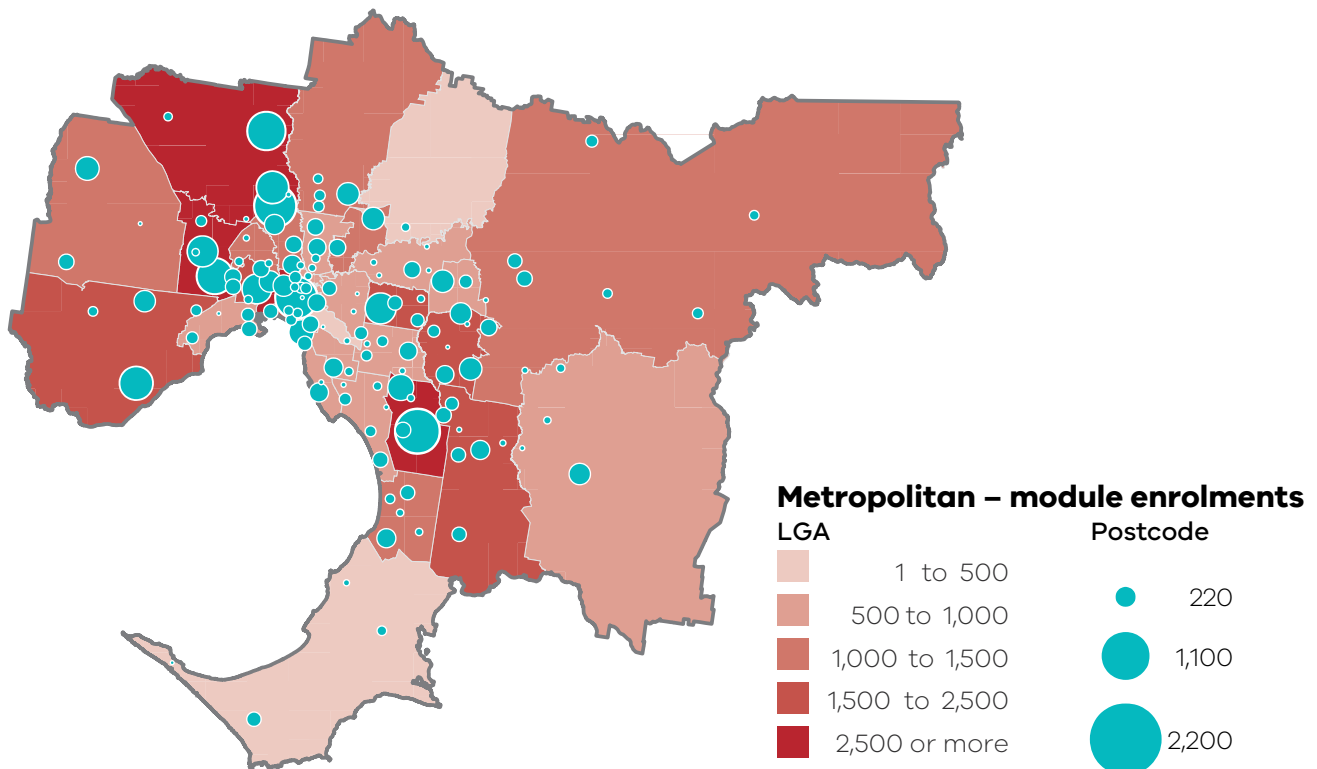
Adult community education provision

The adult community education sector has an extensive network across Victoria, with provision in almost every postcode and local government area. The depth of shading indicates the number of enrolments within each local government area and the size of the circles indicates the number of enrolments in each postcode.

Regional Victoria



Metropolitan Melbourne



Source: Skills Victoria Training System, 2018. Low demand in Gannawarra, Corangamite and Strathbogie in 2018 meant contracted training hours were delivered in adjacent areas. In Central Goldfields, the training that was delivered in 2018 was not reported due to provider technical issues.

Victoria's adult community education sector has a strong record of achievement

The adult community education sector has a strong record in engaging adults with low prior education and helping them progress to further education, training, and direct entry-level jobs.

The community basis and diversity of the organisations that comprise it is one of the great strengths of the adult community education sector. There are 272 registered adult community education providers across Victoria which are often the only access point to learning for adults in their area. This is particularly the case in rural and regional communities, which gain significantly by the presence of adult community education. Their strong connections to local communities ensures training responds to the unique characteristics of each location, including both learners' and local employers' needs, and the employment and further education opportunities available. Volunteers are very much the backbone of the adult community education sector and make an outstanding contribution to education and training.

A 2017 report by Deloitte Access Economics analysing Adult, Community and Further Education Board-funded adult community education training data in Victoria found that, on average:

- 57 per cent of learners engage in further training;¹² and
- of those who undertake pre-accredited training and transition to accredited training, 78 per cent complete and attain their accredited qualification.¹³

Pre-accredited Learner Survey respondents reported:

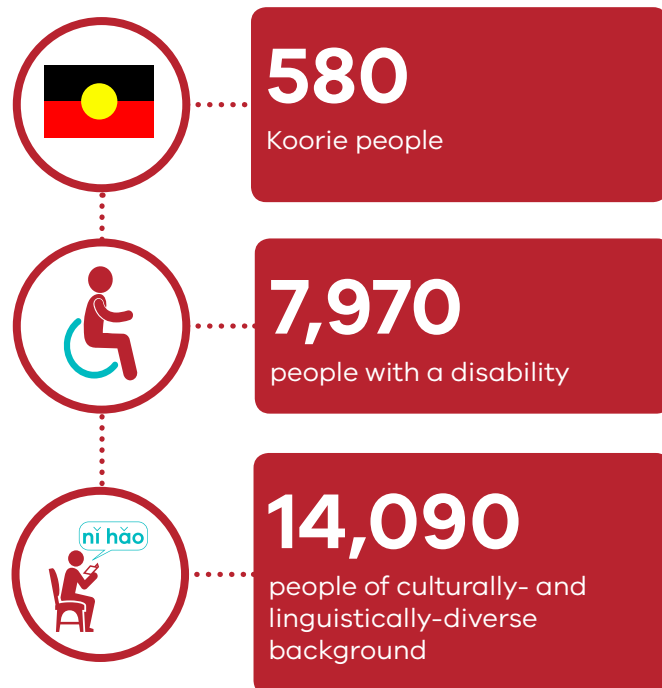
- a significant uplift in employment after training – from 37 per cent to 48 per cent – among learners who undertook training for a work-related reason;¹⁴ and
- 80 per cent of learners in 2017 achieved their main reason for training.¹⁵

This Ministerial Statement seeks to build on the notable strengths of the adult community education sector while uniting the sector in core areas of focus to deliver meaningful education and training for those who need it most.

In 2018, Victorian Government-funded adult community education training engaged people who otherwise could be excluded from the education system:



It also engaged people from diverse cohorts:



¹² Pre-accredited Learner Journey: Participation, Training Outcomes and Patterns in the Victorian Pre-accredited Sector, October 2017, page 2

¹³ Ibid

¹⁴ Pre-accredited Learner Survey 2018

¹⁵ Ibid

ROLES OF THE ADULT COMMUNITY EDUCATION SECTOR IN VICTORIA

This Ministerial Statement aims to clearly articulate the unique roles adult community education plays within the broader post-secondary education system. In doing so, it also aims to directly address the need to differentiate adult community education from TAFE in particular, and to better articulate its value to employers and communities.

Adult community education providers currently do incredible work, but lack clear definition of their core purpose. This Ministerial Statement sets out three key roles for the sector in delivering adult education and training for Victorians.

The specification of core roles makes it clear that, while the adult community education sector cannot do everything, it can play a vital role in transforming the lives of Victorians who need to develop their core foundation skills; and it can strengthen its interconnections with organisations that play a role in addressing the myriad non-educational needs individuals and communities may have.

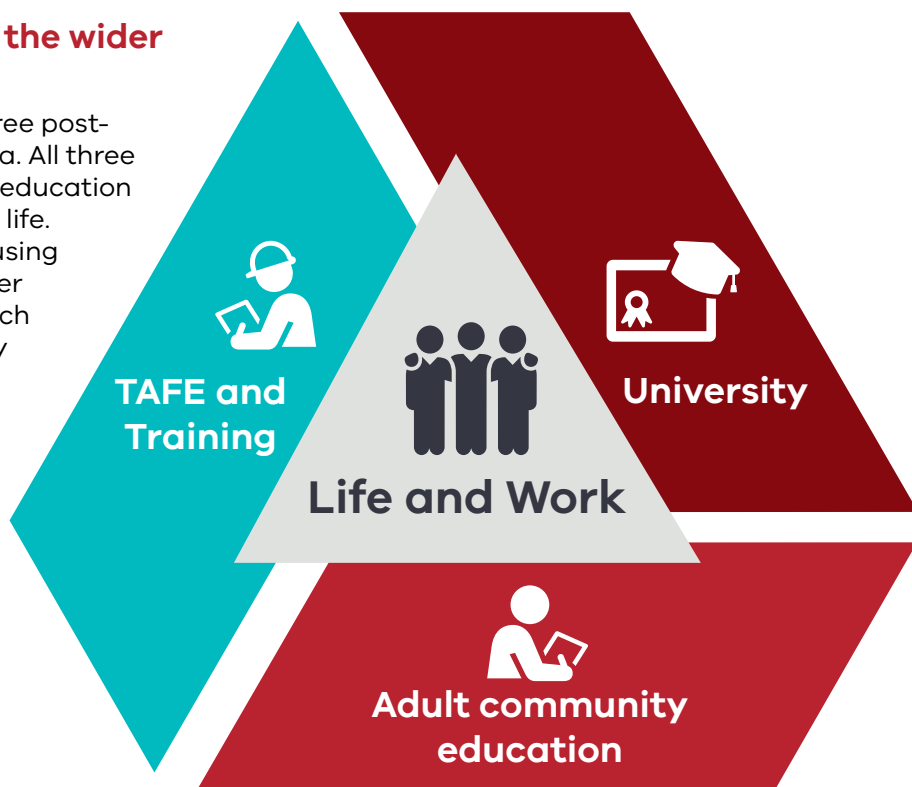
Adult community education has three core roles

1. To engage and support adult learners who need to develop their core foundation skills for work, further study, and to participate in society as valued citizens.
2. To play a lead role in adult literacy, numeracy, employability and digital skills education and training for Victorians.
3. To support workers who may be vulnerable to becoming unemployed to develop the skills necessary to remain and thrive in employment as work changes.

This does not mean that each adult community education provider will deliver all three of the key roles. Some will focus their education and training provision on one or two of the core roles but across the sector all three roles will be delivered.

Adult community education in the wider post-secondary system

Adult community education is one of three post-compulsory education sectors in Victoria. All three offer Victorians the opportunity to gain education and skills for work, further study and for life. All three play complementary roles, focusing on different aspects of further and higher education. Victorians may engage in each sector at different points in their journey of lifelong learning, and not necessarily sequentially. They may also engage in more than one sector at once, such as with the adult community education sector to support their successful attainment in TAFE and training.



PRIORITIES FOR ADULT COMMUNITY EDUCATION

The adult community education sector's successes are due to its unique strengths. We need to retain these and build on them to achieve the Victorian Government's goals for learners. Both the Adult, Community and Further Education Board and the adult community education sector will need to evolve to meet this challenge.

What features of the adult community education sector do we need to preserve, protect and extend?

We need to retain the **flexibility** of the sector and adult community education providers

To meet the needs of learners in diverse, tailored and innovative ways

Adult community education providers offer **welcoming** environments that engage learners and **build confidence**

The adult community education sector helps people shine by building their confidence and providing them with flexible entry points to study and work

At the most fundamental level, adult community education is **place-based around the learner** and **builds social cohesion**

Providers are accessible, easy to get to, and reflective of the needs of learners, employers, and communities in specific towns, precincts and localities throughout Victoria

Place-based learning means involving adult community education providers, employers, community services, job services, TAFEs, and communities in providing cohesive and interconnected education, training and employment pathways that are based on the social, economic, and other characteristics specific and local to a particular town, precinct, or geographical area.

A new era for the Adult, Community and Further Education Board

The Adult, Community and Further Education Board is expected to play the leading role in implementing the Ministerial Statement and in adult community education in Victoria.

To lead adult community education in Victoria	The Adult, Community and Further Education Board leads implementation of the Victorian Government's aspirations and goals for adult community education
To drive implementation of this Ministerial Statement	Through the Board's strategy, this Ministerial Statement's goals will be achieved

In order to achieve the responsibilities of the Adult, Community and Further Education Board, it will need to prioritise the Ministerial Statement in its core work. The Board's capacity will also need to be strengthened to ensure it is able to achieve this statement's ambitions for the sector. The work of the Board will be underpinned by quality and effective support from the department.

“ I am strongly committed to delivering on this Ministerial Statement for the benefit of learners and the wider Victorian community through the leadership of the Board working in partnership with the adult community education sector. **”**

— Maria Peters, Chairperson, Adult, Community and Further Education Board

What can be achieved when the core roles of the sector are fulfilled?

Case studies of current best practice by the adult community education sector demonstrate what can be achieved for learners when the three core roles of the sector as set out on page 6 are fulfilled.

Developing core foundation skills for work, further study, and civic participation; and literacy, numeracy and employability skills

Disability is no barrier to Rory Madden's eagerness to learn – so much so that he has commenced a Certificate I in Transition Education at Swinburne TAFE and looks forward to future studies.

Rory completed short adult community education courses designed to give participants a 'taste' of the horticulture and carpentry industries at Kew Neighbourhood Learning Centre in 2018.

He developed knowledge of every aspect of the work environment from planning and sequencing tasks to equipment maintenance to health and safety assessments.

During community work for the horticulture program Rory provided gardening services for local elderly people.

As a result, Rory's confidence, interpersonal skills, verbal communication, public speaking, and reading, writing and numeracy have flourished, preparing him to enter accredited training.

Rory enjoys the satisfaction of successfully achieving a task, and impressed his tutors with his work ethic, leading to his 2019 Learn Local Young Pre-accredited Learner Award.

Developing core foundation skills for work, further study, and civic participation; and English literacy, employability, and digital literacy

Migrants' ability to participate as members of the Victorian community is being strengthened through combined English language and digital literacy training at Djerriwarrh Community and Education Services in Melton, an example of the power of lifelong learning.

Nyakier Angok, who is from Sudan, is thrilled with how much easier it has made things now she is able to use online forms to submit her child's absences from school and make Medicare claims.

Kit Chun Newlove, who is from Hong Kong, started the class because she didn't know much English and had no computer skills. Now she knows how to send emails and correct typing mistakes, and her speaking and pronunciation is much better.

Pia Baker, who is from Thailand, said that the class has helped with her spelling, reading and computer skills. She can speak more English now, and wants to keep learning.

Learners from a variety of cultural backgrounds are undertaking adult community education in English for Computers, and have already significantly improved their reading, writing and digital skills.

Supporting workers vulnerable to unemployment develop skills to remain and thrive in employment as work changes

New pathways to further training and employment were opened for automotive supply chain workers in Melbourne's north, south-east and west who had become vulnerable to unemployment with the closure of automotive manufacturing.

Adult community education courses at Banksia Gardens Community Centre, Springvale Learning and Activities Centre, and Wyndham Community and Education Centre improved their literacy, numeracy and digital literacy, strengthening their readiness for accredited training and employment.

Partnerships between adult community education providers, TAFEs, and local automotive Skills and Jobs Centres engaged with industry and unions to facilitate pathways to training for these workers.

Wyndham Community Education Centre, for example, developed a collaborative relationship with Toyota Boshoku to design and deliver flexible pre-accredited training programs at the worksite.

The strong relationship ensured high program retention among workers and unanimous positive feedback. Participants reported that the program increased their confidence and skills in preparing for a new job, with one participant saying, *"This course helped me to improve my English. I feel more confidence and I can use the internet to contact the people and find jobs."*

What does it mean to have an integrated post-secondary system?

<p>A stronger relationship between adult community education providers and TAFE and university</p>	<p>Taking a systemic view of learners' needs and where they are heading</p>	<p>Adult community education is a proven way to help people enter and complete education and training</p>
<p>This includes simplified and coordinated pathways, more collaboration, stronger linkages, as well as coordinated training by adult community education providers to support students' success in TAFE and university</p>	<p>Supporting learners in all their training and career aspirations, including entry into TAFE, university, or a job, and upskilling and reskilling employed people who have low skills</p>	<p>TAFE completion rates are much higher for learners who completed adult community education, demonstrating the role of adult community education in supporting learners to successfully complete accredited training</p>

What aspects of the adult community education sector do we need to refocus and build to achieve the sector's core purposes?

In order to deliver on the ambitions of this Ministerial Statement, clear aspirations and goals are set out. These centre around three areas of priority focus.

Priority focus	
<p>Capability building</p>	<p>Building literacy, numeracy, digital and employability skills provision capability</p>
	<p>Quality teaching</p>
	<p>Building the capacity of the Adult, Community and Further Education Board to deliver the priorities in this Ministerial Statement</p>
<p>Preparing learners for work, study and full participation in society</p>	<p>Partnerships with local employers</p>
	<p>Partnerships across the post-secondary education system</p>
	<p>Connections across Victorian Government</p>
<p>Inclusion and engagement</p>	<p>Access and inclusion</p>
	<p>Promoting the adult community education sector</p>

Aspirations and goals

For each of the aspirations and goals for the three priority focus areas of capability building; preparing learners for work, study and full participation in society; and inclusion and engagement, baselines and measures will be established.

Priority focus	Imperative	Aspirations and goals	Baseline	Measures ¹⁶	
Capability building	Building literacy, numeracy, digital and employability skills provision capability	<p>There are 650,000 adult Victorians at the lowest levels of literacy¹⁷, 970,500 with low levels of numeracy,¹⁸ and 265,000 workers with low educational attainment in low-skill jobs.¹⁹</p> <p>Literacy and numeracy training is highly-specialised and there are insufficient specialists to meet demand.</p> <p>There is inconsistency of courses across Victoria.</p> <p>Adult community educators want more support so they can focus on teaching.</p>	<p>Aspiration: all adult community educators have the capacity to deliver literacy, numeracy, employability or digital education and training.</p> <p>Goals:</p> <ul style="list-style-type: none"> The adult community education sector is recognised by industry, community and the vocational education and training sector as playing the lead role in adult literacy, numeracy, employability and digital skills development. All adult community education courses embed developing literacy, numeracy, employability or digital skills. 	<p>A sector value proposition recognition baseline will be determined.</p> <p>This activity is not currently measured.</p>	<p>Sector value proposition strategy developed by 2020.</p> <p>Proportion of adult community education courses that embed developing literacy, numeracy, employability or digital skills.</p>

¹⁶ Most measures are drawn from the Pre-accredited Learner Survey, which collects information on the experience of people undertaking Adult Community and Further Education Board-funded training with Learn Local providers. Learners are surveyed in the year following their participation in adult community education. In 2019, 22,968 learners participated in the survey.

¹⁷ The Programme for the International Assessment of Adult Competencies survey

¹⁸ Ibid

¹⁹ Census 2016, Australian Bureau of Statistics

Priority focus		Imperative	Aspirations and goals	Baseline	Measures ¹⁶
	<p>Quality teaching</p>	<p>Adult community educators have arguably one of the most challenging teaching tasks across the entire field of education. Quality teaching is the greatest influence on learner success.</p> <p>We need to recognise the already highly-skilled adult community education workforce and invest in ongoing enhancement of their capabilities.</p>	<p>Aspiration: adult community education providers consistently deliver high quality education and training that is valued by learners and the community.</p> <p>Goals:</p> <ul style="list-style-type: none"> • All adult community education providers have access to free, high-quality professional development. • All adult community education providers have access to high-quality teaching resources. • Positive learner perception of teaching consistently exceeds 85 per cent. 	<p>These goals are assessed across a range of indicators in the Pre-accredited Learner Survey, which found that in 2018:</p> <ul style="list-style-type: none"> • 85 per cent of learners reported a positive perception of teaching • 89 per cent of learners reported trainers understood their learning needs • 91 per cent of learners reported trainers clearly taught the subject • 92 per cent of learners reported trainers were very knowledgeable of the course content • 91 per cent of learners reported satisfaction with the support from the trainer • 87 per cent of learners reported satisfaction with course materials. • 87 per cent of learners reported satisfaction with facilities and equipment. 	<ul style="list-style-type: none"> • Proportion of learners reporting positive perceptions of teaching • Proportion of learners reporting trainers understood their learning needs • Proportion of learners reporting trainers clearly taught the subject • Proportion of learners reporting trainers were very knowledgeable of the course content • Proportion of learners reporting satisfaction with the support from the trainer • Proportion of learners reporting satisfaction with course materials • Proportion of learners reporting satisfaction with facilities and equipment.

Priority focus		Imperative	Aspirations and goals	Baseline	Measures ¹⁶
	<p>Building the capacity of the Adult, Community and Further Education Board to deliver the priorities in this Ministerial Statement</p>	<p>Delivering this Ministerial Statement will require the united focus of both the Adult, Community and Further Education Board and the adult community education sector.</p>	<p>Aspiration: the Adult, Community and Further Education Board is recognised by the post-compulsory education and training sector and key stakeholders as the leader of adult community education in Victoria.</p> <p>Goals:</p> <ul style="list-style-type: none"> • The Adult, Community and Further Education Board legislation will be contemporary and fit-for-purpose, ensuring that the Board can best lead the adult community education sector. • The Adult, Community and Further Education Board has the capacity and resources to ensure it can deliver the aspirations of the Ministerial Statement. • The Adult, Community and Further Education Board fosters relevant strategic partnerships with industry and other key stakeholders. 	<p>This baseline will be set in the 2020 Statement of Expectations of Adult, Community and Further Education Board.</p> <p>This Ministerial Statement establishes the baseline against which future Adult, Community and Further Education Board funding decisions will be determined.</p>	<p>Adult, Community and Further Education Board achievement of 100 per cent of the goals set for it through this Ministerial Statement.</p> <p>100 per cent of Adult, Community and Further Education Board funding contributes to delivering this Ministerial Statement.</p>

Priority focus	Imperative	Aspirations and goals	Baseline	Measures ¹⁶	
<p>Preparing learners for work, study and full participation in society</p>	<p>Partnerships with local employers</p>	<p>Best-practice adult community education providers work with employers to identify skills needs, engage learners to teach them those skills, and support direct pathways to work experience and employment.</p>	<p>Aspiration: the adult community education sector has established strong partnerships with local employers that leads to increased employment outcomes for learners.</p> <p>Goals:</p> <ul style="list-style-type: none"> • A portion of training provision will be delivered in partnership with employers, with direct pathways to real employment opportunities. • Consistently, more than 80 per cent of learners who undertake adult community education as a pathway to employment will achieve their main reason for training. • A new approach to on-the-job training and work experience will be developed and rolled out. 	<p>This activity is not currently measured.</p> <p>The Pre-accredited Learner Survey found that in 2018 72 per cent of learners studying for employment reasons achieved their reason for study.</p> <p>This activity is not currently measured.</p>	<p>New measure will be developed.</p> <p>Proportion of learners studying for employment reasons who achieved their reason for study.</p> <p>New measure will be developed.</p>

Priority focus	Imperative	Aspirations and goals	Baseline	Measures ¹⁶
	<p>Partnerships across the post-secondary education system</p> <p>A cohesive and interconnected education system provides simplified and defined pathways for learners to transition between sectors. Learners who undertake adult community education are more likely to successfully complete accredited training than those who do not.</p>	<p>Aspiration: learners have a seamless journey through the post-secondary system with adult community education serving as a valuable pathway.</p> <p>Goals:</p> <ul style="list-style-type: none"> • Specific training provision will be directed to courses established in partnership with TAFEs with direct pathways to specific accredited training courses. • All TAFEs and dual sector universities will establish pathways with local adult community education providers which scaffold transitioning adult community education learners. • Consistently, more than 80 per cent of learners who undertake adult community education as a pathway to employment or further education achieve their main reason for training. • All dual sector universities will work cooperatively with the adult community education sector to raise learner aspirations and remove barriers to pathways to university education. 	<p>This activity is not currently measured.</p> <p>This activity is not currently measured.</p> <p>The Pre-accredited Learner Survey found that in 2018:</p> <ul style="list-style-type: none"> • 80 per cent of learners achieved their main reason for training. • 76 per cent of learners achieved a job-related benefit from their training. <p>This activity is not currently measured.</p>	<p>New measure will be developed.</p> <p>New measure will be developed.</p> <p>Proportion of learners who achieved their main reason for training.</p> <p>Proportion of learners achieving job-related benefits from training.</p> <p>New measure will be developed.</p>

Priority focus		Imperative	Aspirations and goals	Baseline	Measures ¹⁶
	Connections across Victorian Government	Adult community education learners have complex and multiple needs across the health, community services, and justice fields, and addressing them is essential before learning can take place.	<p>Aspiration: all government departments understand the value of adult community education and work collaboratively with the sector.</p> <p>Goals:</p> <ul style="list-style-type: none"> • All adult community education providers are provided with training and resources to successfully refer learners to appropriate services. • Adult community education is considered part of the response to government priorities, and formal partnerships and funding are in place. 	<p>This activity is not currently measured.</p> <p>This activity is not currently measured.</p>	<p>New measure will be developed.</p> <p>The establishment of formal partnerships and joint initiatives between DET and the Departments of:</p> <ul style="list-style-type: none"> • Health and Human Services, • Justice and Community Safety, and • Jobs, Precincts and Regions <p>by December 2020.</p> <p>Monitoring, reporting, and strengthening inter-agency partnerships and joint initiatives from 2021 to 2025.</p>

Priority focus		Imperative	Aspirations and goals	Baseline	Measures ¹⁶
Inclusion and engagement	Access and inclusion	<p>Inclusion and universal access to core education and training are fundamental rights. Education is crucial to enabling people to participate fairly and equitably in society.</p>	<p>Aspiration: Victorians have reasonable access to adult community education that is welcoming and inclusive, on the basis of need.</p> <p>Goals:</p> <ul style="list-style-type: none"> • There will be adult community education provision in every local government area in Victoria, with a strong connection with local communities. • Consistently, more than 90 per cent of learners will be satisfied with the convenience of the training location. • 100 per cent of Adult, Community and Further Education Board-funded training will be provided to learners identified on the basis of need. • Adult community education providers are recognised in the community for their safe and welcoming learning environment that recognises and values learner need. • All adult community education courses across Victoria will embed supporting people to develop the knowledge and skills to participate in society. 	<p>This activity is not currently measured according to this measurement methodology.</p> <p>The Pre-accredited Learner Survey found that in 2018 more than 90 per cent of learners reported satisfaction with the convenience of the training location.</p> <p>This activity is not currently measured according to this measurement methodology.</p> <p>This activity is not currently measured.</p> <p>This activity is not currently measured.</p>	<p>Proportion of local government areas with training demand where training is provided.</p> <p>Proportion of learners reporting satisfaction with the convenience of the training location.</p> <p>Proportion of learners in adult community education who have an identified need to participate in training.</p> <p>Learners report a safe, welcoming and culturally-appropriate learning environment that factors in the diversity of learners.</p> <p>Proportion of adult community education courses that embed supporting people to develop the knowledge and skills to participate in society.</p>

Priority focus		Imperative	Aspirations and goals	Baseline	Measures ¹⁶
	Promoting the adult community education sector	<p>While no training places are left unfilled by learners, the adult community education sector seeks greater recognition for the economic and social roles it plays.</p> <p>The adult community education sector should be recognised for its essential role in post-compulsory education and as holding equal status to the TAFE and training sector.</p>	<p>Aspiration: adult community education providers and the sector more broadly is well recognised and understood within local communities.</p> <p>Goals:</p> <ul style="list-style-type: none"> • There will be a 50 per cent prompted brand recognition of adult community education provision and purpose amongst potential learners, small to medium-sized businesses in relevant industries, and TAFEs. • Adult community education will be recognised by the sector and its stakeholders as a crucial element of the post-secondary system. 	<p>A Learn Local brand recognition baseline will be determined.</p> <p>This activity is not currently measured.</p>	<p>Sector communications strategy developed by 2020.</p> <p>Communications strategy rolled out from 2021.</p>

MEASURING PROGRESS

Measures of progress, and reporting against them, will be established through the annual work plan of the Adult, Community and Further Education Board.

