

COMMUNITY EDUCATION AND TRAINING PLAN FOR KANGAROO ISLAND

DISCUSSION PAPER

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Prepared for Kangaroo Island Development Board

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ABBREVIATIONS

ABS	Australian Bureau of Statistics
AQF	Australian Qualifications Framework
AQTF	Australian Qualifications Training Framework
ANTA	Australian National Training Authority
CIBM	Centre for Innovation, Business and Manufacturing, a business unit of the Dept of Industry and Trade/Office of Economic Development
CMU	Change Management Unit, a section of Dept of Education, Training and Employment, SA Government
DETE	Department of Education, Training and Employment, SA Government
DIT	Department of Industry and Trade, SA Government
EVE	Enterprise Education Employment
HPEC	High Performance Enterprising Communities
KI	Kangaroo Island
KIDB	Kangaroo Island Regional Development Board
KIEETN	Kangaroo Island Education, Employment and Training Network.
OED	OFFICE OF economic Development , replacing DIT
OEY	Office of Employment and Youth, a section of Dept of Education, Training and Employment, SA Government
OVET	Office of Vocational Education and Training, a section of Dept of Education, Training and Employment, SA Government
R-10, R-12	Reception to Year 10, Reception to Year 12
RTO	Registered Training Organisation
SA	South Australia
SATC	South Australian Tourism Commission
TOMM	Tourism Optimisation Management Model
VET	Vocational Education and Training

* At the time of finalising this discussion paper, many of the Departments had not officially changed names, and the names of current usage on August 1, 2023 have been used in all cases.

EXECUTIVE SUMMARY

Kangaroo Island, a small Island with a relatively small population, enjoys considerable international reputation for its natural environment and relaxed lifestyle. Secondary and post secondary education and training is a growing contributor to the Island economy and vocational and enterprise education and training are inherent enablers of the industry development agenda for both the traditional and emerging industries. Education and training as an industry is the 4th largest employer on the Island

The discussion paper is for presentation to the Kangaroo Island Education, Employment and Training (KIEET) Network of education and training industry stakeholders on Kangaroo Island (KI). It describes the context and strategic framework for the development of a Community Education Plan. The paper includes descriptions of the global and State policy contexts in which the strategic plan is being developed and will need to be implemented and details the local geographic and physical conditions, institutional arrangements, current vocational and enterprise education and training services being delivered, and current education and training services and gaps.

Consultations, interviews and workshops were conducted, resulting in issues affecting the development and implementation of the Community Education Plan being identified, and opportunities acknowledged. A strategic vision, goals and strategies will be developed and documented elsewhere.

The following issues and gaps for vocational and enterprise education and training on KI were identified:

1. Need for a coordinated 'whole of Island' approach
2. Limitations to the integration of service delivery between Schools, TAFE and RTOs
3. Factors affecting sustainability of training provision in a thin and dispersed market, involving high cost of delivery
4. Difficulties in incorporating flexible delivery methods and access in training delivery in isolated communities
5. Locational limitations to the capacity to create employment pathways
6. Factors influencing integration and utilisation of learning resource centres to achieve coordination, access and equity
7. Factors influencing the matching of vocational interests and training provision, including the solo paradigm prevailing in government funding

A set of opportunities to development vocational and enterprise education and training on KI were recognised, including:

1. Education Island
2. Communication and profiling
3. An Island wide skills audit and training needs analysis
4. Integrated curricula across senior secondary and post secondary enterprise education – regional approach
5. Integrated and improved campuses/local learning centres
6. Co-location
7. New guidelines for training delivery in isolated communities

A strategic framework for the development of a Community Education Plan is proposed which envisages an integrated service delivery model, based on the ICT hubs in the three key Island locations and the adoption of co-location and coordination as guiding principles in all service planning.

INTRODUCTION TO THE DISCUSSION PAPER

The discussion paper was prepared for presentation to the Kangaroo Island Education, Employment and Training (KIEET) Network of education and training industry stakeholders on Kangaroo Island (KI) on 1st August, 2002.

The purpose of this discussion paper is to describe the context and strategic framework for the development of a Community Education Plan. The objectives of this plan are to maintain the high level and quality of integrated enterprise education and training to meet the needs of KI business, industry and community, encompassing critical enterprise (technical and managerial) competencies and life skills of problems solving, communication, teamwork etc. Building community capacity underpins the goals and aspirations discussed.

The paper reports on the result of consultations with key industry stakeholders and considers this in the light of both policy trends and the economic and social fabric on the Island. As required in the brief from the Kangaroo Island Development Board (KIDB) for this project, the discussion paper addresses the vision for a more integrated and coordinated delivery of relevant training to meet the needs of residents and employers, developing enhanced partnership arrangements between stakeholders. The paper is generated from synthesising a range of inputs made available during the project.

This discussion paper arises from a project commissioned by the Kangaroo Island Development Board Inc following the identification by the Kangaroo Island Education Strategy Workshop in July 2000 of the need to identify opportunities, issues and strategic approaches for the coordination of a total package for education, training and employment on Kangaroo Island. It was recognised that the development of a Community Education Plan for KI would identify how this coordination and integration of education and training could occur.

A strategic framework for the Community Education Plan is described, in similar terms to the High Performance Enterprise Communities (HPEC)¹ model. This discussion paper forms the basis of further consultations to develop goals and strategies which will guide the development of education and training on the Island over the next 5 or so years.

COMMUNITY EDUCATION PLAN

The key objective of the generation of a Community Education Plan was to engage stakeholders in reviewing and clarifying a vision, and set Island-wide goals, strategies and actions to guide activity over the next 5 years. Implementation of the plan was intended to increase participation

¹ Department of Education, Training and Employment (DETE) Regional Networks : Partnership in Practice, Draft Consultation Document Prepared by the Enterprise and Vocational Education , 11/05/01

in training and education through an improved range and quality of services offered on KI. The process to develop the Community Education Plan was intended to:

- engage key stakeholders from across the island and service providers active on the island
- provide a situation analysis of current learning, education and training on KI, identifying gaps, issues and challenges
- assess education and training industry environments in the context of local State and Federal policy and program initiatives
- describe a business model, developed by and agreed by the stakeholders, having given consideration to incorporation of NAC/group training/Casual Labour Agency
- generate and document agreed vision, goals/targets and strategies, and actions to meet these goals and targets
- identify required (and available) resources
- set timelines, KPIs and budgets to match the targets and strategies

The beneficiaries of such an initiative would be members of the Kangaroo Island community and those organisations and individuals participating in the sector by more strategic application of resources.

The focus of the Community Education Plan was clearly education and training for working and accredited training. That is, it was not the intention of the plan to address school education, except in relation to the role of secondary schools in vocational and enterprise education and training.

The development of the Community Education Plan recognised broader contexts, which include broad global trends in education and training for working, the policies and programs of the State government, and the current Ministerial Reviews into Schools on KI. Issues of Context and discussed in the following section. Attention was paid to a number of previous reports (listed in Appendix D) with implications for the development of the plan and references to them are made throughout this paper.

Consultations were conducted through KIEET meetings, stakeholder interviews and three workshops, 2 of which were conducted on KI, and the other with representatives of key government agencies in Adelaide.

This discussion paper reports on the findings of this research and consultation process and provides a synthesis of views. In relation to a Community Education Plan, it

- provides a situational analysis,
- identifies options for change, and
- describes the vision for delivery of training and education on the Island.

THE CONTEXT

In Australia, key impacts on education and training policy include the global shift to the 'knowledge based' economy, as well as the emergence of new technologies which are transforming the options for design and delivery of education and training services worldwide. Other key trends include the casualisation of work, and emerging issues of access and equity, especially around the digital divide, which has meant the development of increasingly flexible ways of delivering training and education – online, by correspondence, on the job, off the job, use of mentoring and coaching approaches as well as small group teaching etc.

To quote from the Centre for Lifelong Learning² “This new era is underpinned by the continuous production, application, dispersion and management of explicit and tacit knowledge. It is being driven by the forces of globalisation, deregulation of financial and commodity markets, the information and communications revolution and the increasing pace of technological change. (Houghton and Sheehan, 2000). It is an era where risk, constant uncertainty, and constant change are the rule rather than the exception, and where the keys to job creation and higher standards of living are innovative ideas and technologies embraced and embedded in the provision of services and the manufacture of products.”

Government funding at all levels is strongly oriented to increasing the number and proportion of employed adults, and to supporting enterprise development and innovation through education and training, and more recently, an emergence of program support for regional economic growth and regional community capacity building.

South Australia, a relatively small economy with limited growth, has a very high proportion of small to medium enterprises. Nationally, the State has the lowest unmet need for higher education. Between 1999 and 2021, numbers of 15-19 year olds, 20-24 year olds and 25-29 year olds in the State are predicted to fall by 14.9%, 7.5% and 10.3% respectively, reflecting a demographic pattern replicated on Kangaroo Island³.

EDUCATION AND TRAINING POLICY AGENDAS IN SA

South Australia has a relatively new government which is currently reviewing the delivery of policy and programs in regional development, delivery of enterprise support services and vocational education and training areas.

State government policy statements indicate a strong commitment to vocational and enterprise education at both secondary school and post secondary levels and also to the support growth and innovation in the small business sector. The administration of government programs for

² Ralph, Prof D, 'Creating a State of Learning: the South Australian Strategy', Presentation to the Adult Learning Australia Conference, Sept 2000

³ Phillips Curran P/L (April 2001) Strategy Review of the South Australia Higher Education Sector for SA Business Vision 2010, Bryon Bay

vocational, enterprise education and small business development, while it appear that regional affairs will be separately administered are now part of the same department, but the implications for the changes in program delivery mechanisms are not yet clear.

The large number of reviews instituted after a recent change of government means that the local resourcing implications are quite uncertain, reducing the capacity to plan for development.

What is clear is that the State and Federal governments have a focus on development of regional areas. Training and education programs promoted by the State or federally will continue to be constructed within a context of accredited industry specific training based on the Australian Qualifications Framework (AQF) and the competencies described in the Australian Qualifications Training Framework (AQTF).

Enterprise education at senior secondary school level will continue to have a strong profile in South Australian schools, already demonstrated by dramatic growth in Vocational Education and Training (VET) program participation rates including increasing numbers of senior secondary school students undertaking structured workplace as well as school based learning. Development of regional VET strategies by schools aimed at enhancing business and community partnerships for more targeted delivery will use the HPEC framework to provide a strategic approach and youth focus. The SA government budget papers⁴ articulate the strategic direction of “a VET system that supports innovation and economic development, and a TAFE system that provides leadership to the sector”, within the framework of a “State Training Plan which is responsive to the needs of South Australian industry and is linked to the economic well being and social development of the State”.

Business development programs and training are linked in State policy at the regional level through the existing structural mechanism of the Regional Development Boards, responsible for delivery of both government supported business development programs and employment generating training services aiming at “contributing to economic outcomes through two key areas, facilitating the establishment and maintenance of foundation infrastructures and developing world-class industry capability and capacity”⁵.

KANGAROO ISLAND PROFILE

Kangaroo Island, Australia’s third largest Island, is 16 kms south of the South Australian mainland, and approximately 4,350 sq kilometres in size. The island’s European history dates from early whalers’ settlements, and for most of the 20th century, the Island economy was based on agriculture - predominantly sheep grazing and wool production. The contemporary economy is still supported by agriculture (wool, prime lambs, broad acre cropping, beef, forestry, fishing, aquaculture, honey, olives, grapes in order of contribution) but has diversified to include tourism,

⁴ Budget Papers (July 11, 2002) Portfolio – Education, Training and Employment, Vol 2, SA Government, Adelaide pp7.3

⁵ Budget Papers (July 11, 2002) Portfolio – Industry and Trade, Vol 1, SA Government, Adelaide pp3.3

especially eco-tourism, with the supporting service industries such as retail, community services, business services and education.⁶

The population of 4,384 (3555 born in Australia)⁷ is concentrated on the Eastern end of the Island (35% of the population live in Kingscote)⁸ while the Western end is dominated by wilderness areas and National Parks, and has the greatest proportion of uncleared farmland. This uncleared bush is a significant factor in the reputation enjoyed by the Island among international tourists.

It is estimated that there are 138,000 visitors to the Island each year (TOMM data), mainly concentrated in the summer months. On Census night in winter 2001, 145 overseas visitors were resident on the Island.

Education and training “market” size

Like many regional areas, the population profile is characterised by small numbers in the 17-35 age group, reflecting the tendency to source education, training and employment opportunities off the Island.

In 2001, there were 2,847 people between 15 and 64 years of age on KI, the maximum size of the vocational education and training market.⁹ In fact, the market for vocational and enterprise education and training can be more realistically set at 2,000.

Working from latest available figures in 1998, there were 573 business locations on the Island, of which 99% were employing less than 20 people. There were 1465 households counted in 1996¹⁰, shown to have similar income patterns and range as the rest of the State.

The TOMM Resident Surveys found that over 75% of residents had not lived on the Island all their life¹¹ and that people moved from the Island temporarily or permanently largely for employment or career purposes but education as a reason to move away rated below travel and freight costs or health services availability. They reported that people moved to the Island largely for lifestyle purposes, relying less on business activity as their main source of income, and reported higher levels of educational attainment in comparison to those who had lived on the Island all their life.

The following table shows industries ranked by the number of people they employ.¹² Significantly, the education and training sector is the 4th largest employer on the Island.

⁶ ABS Census of Population and Housing 1996

⁷ ABS Census of Population and Housing 2001, Kangaroo Island (SSD 41010)

⁸ KIDB `2002 Regional Training Proposal, unpublished

⁹ ABS Census of Population and Housing, 2001

¹⁰ ABS Census of Population and Housing, 1996

¹¹ Market Equity (Nov 2000) Market research report: Kangaroo Island Resident Survey, A Report for TOMM, Adelaide pp4

¹² ABS Census of Population and Housing, 1991 & 1996

Industry	1991 people	% Change	1996 people	2001 people (N/a until Aug 2002)	% Change
Agriculture, forestry and fishing	482	-1.2	476		
Retail trade	191	+11.0	212		
Accommodation, cafes and restaurants	113	+38.1	156		
Education	102	+29.4	132		
Transport and storage	88	+31.8	116		
Health and community services	86	+10.5	95		
Construction	53	+24.5	66		
Government administration & defence	50	+28.0	64		
Manufacturing	21	+157.1	54		
Wholesale trade	50	+4.0	52		
Property and business services	31	+67.7	52		
Cultural and recreation services	22	+118.2	48		
Personal and other services	40	-5.0	38		
Communication services	40	+5.0	38		
Finance and insurance	37	-48.6	19		
Mining	10	-10.0	9		
Electricity, water and gas supply	13	-30.8	9		
Non classifiable	6	+16.7	7		
Not stated	180	-58.9	74		
Total people employed, aged 15 yrs+	1595		1700		

The Federal Department of Employment and Workplace Relations Small Area Labour Market estimated a total labour force of **2,349** on Kangaroo Island in 2002.¹³

The TOMM Resident Survey¹⁴ confirmed KIDB figures that about a third of the Island are in full time employment, and about a third not in the labour force (student and retired people) and the

¹³ DEWR (March 2002) Small Area Labour Markets – Australia, Canberra, accessed on <http://www.workplace.gov.au/Workplace/WPDisplay/0.1251.a3%253D475%2526a0%253D0%2526a1%253D517%2526a2%253D533.00.html>

remaining employed part time, seasonally or casually. Two thirds of the population is about 2890 people. The most recent Census figures relating to total number of persons employed (by industry) are not available until late August 2002. Realistically, the total labour market maybe considered to be about 2000 people.

Commonly stated occupations were managers, professionals and administrators (including farm managers), or intermediate clerical, sales and service workers, and labourers and related workers and employment patterns demonstrate strong seasonal characteristics according to all reports¹⁵.

The school principals report that the school population overall is growing reflecting the marginal growth in the total Island population.

Continuous change in industry and business practices means that employees and business owner/managers require new skills and knowledge development. The diversity of industry in a small area means that groups of participants with like needs will always be small, except for large scale industry changes requiring skills acquisition in a short time frame (the introduction of the GST is one example). Training providers report frequent occurrences of cohorts of 2 or 3 around courses offered making delivery of questionable viability.

From several discussions and from reading materials in reports a sense emerges that stakeholders think that many locals are unconvinced of the benefits of continuous learning contributing to the low participation rates.

The size of the Island population means that cohorts of participants with similar needs will always be difficult to construct, and more inventive ways of compensating for the isolation and high transport costs from Adelaide need to be developed to ensure access.

Training need areas

The most recent KIDB Training Needs Analysis with employers¹⁶ showed current requirements for training and development in computing, marketing, business planning/expansion, record keeping and budgeting and people management issues. It identified a number of business owners wanting management development programs aimed at behaviour changes around topic areas like time management, communication and teamwork.

The Tan Research Resident Surveys identified that 41% of Islanders surveyed derived some or all of their income from agriculture, compared with 29% who derived all or some of their income from tourism.¹⁷ In that same survey, respondents rated post secondary education (TAFE) as one of the barely adequate areas on the Island (along with mobile communications, roads, reticulated

¹⁴ Market Equity (November 2000) Market research report: Kangaroo Island Resident Survey, A Report for TOMM, Adelaide p7

¹⁵ KIDB Kangaroo Island Profile, date unknown

¹⁶ KIDB Training Needs Analysis, 2002

¹⁷ Tan Research Pty Ltd, (March 1999) Kangaroo Island Resident Surveys, Adelaide

water and effluent disposal) whereas secondary school education was considered more or less adequate.

- > The KIDB Training Needs Analysis identifies the key areas for post secondary training in the AQTF terms as:
 - cleaning and asset maintenance
 - assessment and workplace training
 - frontline management
 - small business management
 - community services/aged care
 - business/office administration
 - tourism operations management.
- > The FarmBiz Officer and State Manager report that training needs for agri-business cluster around managerial and administrative topics,
- > TAFE work with employers to identify knowledge and technical based competencies required for supporting business requirements.

It is important to note that each program that funds vocational and enterprise education and training on KI conducts its own separate training needs analyses. This includes TAFE, KIDB, PIRSA etc, as well as schools.

While school leavers who want to pursue further education frequently undertake tertiary education off the Island, those locals choosing to work and live on the Island after leaving school have limited capacity to undertake training especially in the area of apprenticeships or traineeships. This has considerably improved with the commencement of vocational education during school years, providing pathways to further studies in credentialed programs, but the problem of the small groups (as small as one employer of a particular industry type with one apprentice) persists as a resourcing issue.

On the basis of the consultations conducted within this project, it can be reported that there is no consensus about the efficacy or desirability of young people staying on the Island post secondary schooling. While there are developmental advantages for young people to leave the Island to work in a state, national or international arena, opportunities for those who want to stay will always need to be maintained, though the capacity for variety will always be limited by the size of cohorts, until more flexible delivery processes are adopted. It is notable that it is easier to undertake a range of undergraduate or post graduate university education programs on the Island through existing distance and online programs than it is to achieve vocational traineeships and apprenticeships.

Measurement of Education and Training Outcomes

Currently there is no available data on measured outcomes from education and training on KI, and no system for the benchmarking of training which would enable comparison of KI educational inputs and outcomes with other regions across the State.

KI'S EDUCATION AND TRAINING INDUSTRY SECTOR

Education and training was the 4th largest industry sector by employer on the Island in 1996.¹⁸ More recent data are not yet available for comparison.

Segmented market for education and training

The total 'market' for education and training is grouped into the following 6 segments. For the purposes of this paper, the vocational and enterprise training and education services 'market' is represented in groups 2,3 4 & 5 in the table below.

While preschool, primary and retired-age segments are important for 'cradle to the grave' learning development, the focus of this paper is vocational and enterprise education markets.

¹⁸ KIDB Kangaroo Island Profile, date unknown

Segment	Description	Approx size
1. School students	> students to the end of middle school in year 9	600 people
2. Senior secondary students	> from year 10 to 12	2,000 – 2,800 people
3. School leavers	> young adults undertaking tertiary education or training to ready them for the world of work	
4. Employed vocational and professional adult learners	> adults up-skilling, re-skilling or maintaining credentials for employed adults, and their employers	
5. Unemployed people	> Adult vocational learners	
6. Lifelong learners	> adults and young people undertaking leadership development, pleasure and leisure learning activities	500 – 1,000
7. Educational tourists	> Island visitors with an expressly educational purposes	?

Industry map

A map in Appendix A provides a diagrammatic view of the small cluster of educational and training and related organisations on the Island. This diagram show the interrelatedness of markets, industries and providers and funders.

KI education and training resources/ capabilities

The following listing describes the education and training resources on the Island, or servicing the Island.

In terms of education and training resources, KI is relatively well supplied for the population size, though the large area of the Island means that many residents are considerable distances from educational and training facilities. Appendix B displays geographic location of educational resources. Stakeholders describe local perception that the Island is not well served, when, in fact, the Island receives service allocation disproportionately higher than its population base would suggest (reported by various sections of DECS, DETFE and OED).

Secondary Educational Facilities

Schools	<p>Kingscote Area School R-12, 510 enrolments in 2002</p> <p>Parndana Area School R-12, 196 enrolments in 2002</p> <p>Penneshaw Area School R-10, 70 enrolments in 2002</p> <p>Each school is on relatively spacious grounds, but they have facilities in varying conditions, many needing refurbishment.</p>
School camps	<p>Karratta</p> <p>An un-staffed Earth Educational Camp on the south of the Island, managed by Parndana Area School.</p> <p>College School Camps</p>
Skills Training Centre (proposed)	<p>Parndana Skills Training Centre</p> <p>Proposed for Parndana Area School, funded by ANTA and focusing on agri-business industries.</p>
Outdoor education centre	<p>Vivonne Bay Outdoor Education Centre</p> <p>Non-accredited outdoor education centre focusing on experiential learning in natural resource management, privately owned. Has links with Rocky River/Flinders-Baudin University researchers.</p>

Local post secondary tertiary facilities

TAFE	<p>KI Learning Centre, Onkaparinga TAFE</p> <p>This Learning Centre is part of the Onkaparinga TAFE, and managed from the Victor Harbor Campus. It employs a coordinator 18 hours per week, and hourly paid instructors to deliver courses. It has capacity for online delivery through its computer suite, and to incorporate students into larger mainland classes via the video conferencing equipment, though this facility is under-utilised. The facility design limits the capacity for multiple activities as it has only one main learning and teaching space which doubles as a meeting room, and is not separate from the reception and office function. There is a separate small tutorial room for the mobile video conferencing facility, and a small office/tutorial room. The computers are in the main teaching space.</p> <p>Its location on the Kingscote Area School campus provides few opportunities for collaboration other than shared bathrooms, as the</p>
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	school facilities are overstretched and overcrowded.
University	<p>University of Adelaide Flinders-Baudin Research Centre (formerly Adelaide University Field Station)</p> <p>Research students from the University of Adelaide's Department of Biological Sciences and the natural resource management programs of the Flinders University of South Australia and the University of South Australia use this research centre extensively. It is currently a run down prefabricated building mostly offering accommodation to visiting natural environment scientist, but currently undergoing rebuilding and refurbishment under a grant generated from the Flinders-Baudin commemoration celebrations.</p> <p>It has established partnerships with NPWS and Earthwatch.</p>
Motels/Resorts/Hotels	Provide a variety of adequate training rooms for off-the-job group training

Adult Community Education Not Specifically Work-Related

	<p>Library</p> <p>Clubs and societies</p> <ul style="list-style-type: none"> > National Trust, KI Gallery etc <p>TAFE Learning Centre</p> <ul style="list-style-type: none"> > Computer courses > Volunteer Training <ul style="list-style-type: none"> > SES > CFS > Ambulance/St Johns > Scouts
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Educational Support Services

Secondary School	<p>Visiting DETE services</p> <ul style="list-style-type: none"> > Counselling, disability services etc > Links with local health services and youth worker
Post Secondary	<p>CentreLink</p> <p>Job Network Providers/Brokers</p> <ul style="list-style-type: none"> > Workskil, FWS Employment, SA Career Consultants, Employment Options, Business SA (both visiting services and part time offices on Island)

Training Brokers/funders

Government funders, brokers and facilitators	<p>Kangaroo Island Development Board</p> <ul style="list-style-type: none"> > Enterprise and industry focus, coordination role > Broker of funds & resources from DIT – CIBM; DETE – OEY & OVET (Regional Training Fund) & CMU; Business SA <p>DETE, Office of Employment & Youth, Office of Vocational Education and Training,</p> <ul style="list-style-type: none"> > Located as part of the functions of the KIDB > Enterprise and industry focus, driven by employment outcomes, must be nationally accredited, contract RTOs for delivery. <p>FEVER</p> <ul style="list-style-type: none"> > Funds from ANTA to facilitate vocational education initiatives for young people through schools. Supported by DECS Change Management Unit. <p>FarmBiz (PIRSA)</p> <ul style="list-style-type: none"> > Farm management focus. > Delivered through trainers registered with an RTO, Certificate 4+. <p>Young Achievers</p> <ul style="list-style-type: none"> > Provides youth leadership development program for school delivery. <p>SA Tourism Commission</p> <ul style="list-style-type: none"> > Focused on needs of tourism operators <p>Premiers/Office Regional Affairs</p> <ul style="list-style-type: none"> > Community Builders Program delivery
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Enterprise and Vocational Development Training Providers

<p>Visiting Training Providers (government)</p>	<p>SA Tourism Commission</p> <ul style="list-style-type: none"> > 'How to' workshops for the tourism industry uses contract trainers, non accredited <p>Spencer College of TAFE</p> <ul style="list-style-type: none"> > Maritime industries training for businesses
<p>Visiting Private RTOs</p>	<p>BJ Networking Consulting</p> <p>Adelaide Hospitality/Gateway</p> <p>Port Adelaide Fishing Academy</p> <p>Statewide (Murray Bridge)</p>
<p>KI Independent trainers, supporting visiting RTOs as on Island contractors</p>	<p>Sabina Douglas-Hill</p> <p>Peggy Reismuller</p> <p>Anne Connelly</p> <p>John Heyward</p> <p>Heather Schultze</p> <p>Terry Pierce, Etc</p>

Learning Resources

<p>Library/Internet Access</p>	<p>Library (District Council of Kangaroo Island)</p> <p>The principal council Library location in Kingscote is in outdated and crowded facilities with no space for anything but the collection and information noticeboards. The staff provide a service to learners and recreational readers in very challenging conditions. It has 3 computers with internet connection, which are heavily booked. The proposed new Kingscote library space would offer meeting and internet café capacity like other libraries as well as study spaces for all age students of formal and informal education programs.</p> <p>Penneshaw Community Business Centre</p> <p>This new service includes a satellite library service, from the District Council Library, and some internet access facilities.</p> <p>Shop 6</p> <p>Provides low-cost internet access by arrangement</p>
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ISSUES, GAPS FOR EDUCATION & TRAINING ON KI

Process

Issues, gaps and challenges in training and education were identified by observation, reading reports and from interviews and discussions with stakeholders. The issues identification considered the question of what gaps and issues are there for enterprise education and training on the Island, and also looked at what issues would need to be addressed in order to improve delivery of services on KI.

All the issues were tabled at a workshop and discussed in a preliminary report where they were assembled into groups of similar themes. The opportunities arose from the same discussions. The full (unedited) listing is available on Appendix C. A list of reports consulted is summarised in Appendix D, and the list of stakeholders interviewed is available in Appendix E.

Groups of Issues

1. *Need for a coordinated 'whole of Island' approach*

This group of issues relates to the uncertainty surrounding the delivery of the State government's VET and EVE agenda, and the lack of understanding of which, if any, of the organizations located on the Island may have the legitimacy to coordinate the training needs analysis and drive education and training integration. Concern exists about the extent and flexibility of future resourcing of the Island, and to what extent funding arrangements will support collaborative delivery - both across agency target markets, and across a range of age groups, from senior secondary students, to young adults, mature working adults and lifelong non working adults. The review of school education on the Island has made for further uncertainty, but the schools are recognized for their future focus and increasing relationships with industry on the Island.

Issues of apparently constructing policy guidelines across departments and programs seem largely absent in the silo approach with eligibility criteria different for each program. The KIBD has a role in both allocating some program resources, but also a role to develop education and training as a whole which sometimes results in perceived conflicts of interest.

A "whole of community solution" is needed which links young people; adult learners and especially lifelong learners so that needs are met and cohorts can be bigger. While education and training supports industry development on the Island, it is itself a significant employer and generator of economic activity, and the attractive lifestyle of KI is attracting more professional early retirees with enterprise capacity building skills, some of whom commute or telecommute part of their time.

2. *Limitations to the integration of service delivery between Schools, TAFE and RTOs*

The need to link schools and the Learning Centre curricula is critical, as cohorts for courses constructed in the present system are mostly too small to support viability. School facilities are outdated, especially in Kingscote and the facilities of the Learning Centre are both limited and limiting. This means they are unable to provide facilities for the VET program or for visiting RTOs.

TAFE and RTOs have a highly cooperative approach to availability of contracts and work in partnership wherever possible. There is a perceived lack of transparency of government funding and allocation decisions which are irresolvable when governments adhere to competition policies.

The reluctance to mix school 10-12 students with adult learners by funding bodies (FarmBiz, SATC, OEY etc) means that less subscribed programs do not go ahead, some other programs for young people only remain disconnected from industry, as business. While organizational, departmental and in particular program boundaries reduce the capacity of training providers to work together, executive departmental staff support increased integration of service offerings of, in particular, all 3 schools and TAFE, as well as other providers.

The ongoing Ministerial review of the KI schools produces uncertainty about the future of the school management and primary and secondary school curricula delivery is interrupting planning for greater coordination. Each school has different operational cultures and some different industrial arrangements, discouraging increased integration and coordination.

3. *Factors affecting sustainability of training provision in a thin and dispersed market, involving high cost of delivery*

Employers are predominately very small and dispersed, limiting the options for company based training. Small cohorts of vocational interest provide problems for training providers affecting viability, as group sizes often do not meet the requirements of funding guidelines of subsidies. However, a number of training providers are attracted to visit and deliver services, often using local subcontractors.

Support services for secondary and post secondary market are relatively well supplied on the Island.

Efficiency and efficacy are critical performance indicators that need to be compared with the outcomes across the State, to provide benchmarks for service levels for the Island. It is difficult to judge when training provision has reached capacity in the context of the population base.

4. *Difficulties in incorporating flexible delivery methods and access in training delivery in isolated communities*

The cost of training delivery is higher when numbers are low, and transport costs are high, pointing the way to increased use of online flexible delivery options to reduce traveling time and costs for isolated residents. Very little online learning is used currently. However, lack of IT and communications (and power) infrastructure and capability and lack of awareness and equipment in learners' homes limits the capacity for flexible delivery, especially for those people at the Western end. There is currently no passenger transport for residents. However a limited community passenger transport service is being piloted in 2002 through the Community Health Service.

5. *Locational limitations to the capacity to create employment pathways*

Career pathways are very limited on the Island, requiring a combined approach across the schools and other education and training services. Government funding is oriented to enterprise education, and is not geared to life long learning activity for residents.

Senior secondary education needs to accommodate both:

- a focus on the skills need for local industry,
- development of generic skills and knowledge for a working life and/or future study, whether that be on KI or elsewhere.

Training and education agenda also need to accommodate and support Adult Community Education programs, meaning that training courses need to balance personal development and technical skills acquisition.

6. *Factors influencing integration and utilisation of learning resource centres to achieve coordination, access and equity*

School facilities are limited in use to school hours and terms that does not allow integration of adult education. The slower than expected development of the Parndana Skills Training Centre is a concern and TAFE Learning Centre is restricted operationally and physically in its current location and facility, and has focused on technical training, rather than using the computer network as an enabler for other subject areas.

The Learning Centre has capacity for only limited use by local and visiting RTOs, and government departments tend to organize training off Island. The schools do not use the Learning Centre. The facilities are limited and considerable amount of resources put into the video conferencing capacity that is hardly used. There is concern that the development of the integrated campus at Victor Harbor will draw attention and energy away from the Learning Centre.

7. *Factors influencing the matching of vocational interests and training provision*

The Island appears to be over-serviced in number of training places, but because of small interest groups, many in fact miss out on the topics they want/need, at the time they need it and in a way they can access it. Islanders' perception of training is not always positive and it is considered that employers lack awareness of the training on offer. Multiple delivery auspices and the silo approach of government program support means that duplication is generated.

Many consider that low participation rates means that government funds will be in jeopardy. Government is very focused on accredited training courses which may not reflect the requirements or interests of participants and employers in particular modules, and there has been some resistance to online learning by schools/TAFE. Islanders hold a view that they don't get their share of resources, despite evidence to the contrary.

OPPORTUNITIES AND RECOMMENDATIONS

As a result of considering the issues raised, opportunities were identified for increasing the integration of service delivery on the Island, and vastly improving coordination.

> **Education Island**

Harnessing the capability for the Island education industry base to support development of a greater number of education activities on the island – especially around topic areas of sustainability, environmental management, tourism, outdoor education and agri-business management has potential to provide a strong focus for development.

An opportunity lies in edu-tourism whereby people travel to the Island for specific learning experiences and events, and this could be extended to include development of corporate retreat services.

Furthermore, the further use of school facilities to support education opportunities for kids on the mainland could be beneficial, and non-Islanders could be offered places in training programs offered on KI.

> **Communication and profiling**

Increase the use of the statewide and local media to promote educational and training opportunities as well as achievements of (particularly) young people in the community. The smallness of the Island will ensure a high level of communication locally, to provide a strong message about the development of educational focus and the development of learning events for edu-tourists.

> **An Island wide skills audit and training needs analysis**

There is an opportunity for officers undertaking training needs analysis to combine data collection, analysis and results into a common Island wide framework. This training needs analysis could also include the needs of senior secondary students in a process which covers the needs of 15 to 64 year olds in business, government and self employment.

This would also encompass sharing information gained from employer visits, as duplication is prevalent in a small location.

> **Integrated curricula across senior secondary and post secondary enterprise education – regional approach**

Amalgamating interest groups so cohorts may be made up of senior secondary students, enterprise based vocational trainees, unemployed people and adult learners will enhance learning environments for all concerned. Where possible, consolidate partnership between school, business and government departments to look at flexible ways of providing services to all segments of the markets in any one program. Pooling of VET budgets between school and TAFE is supported by TAFE and the DETE Change Management Unit and Regional Office.

> **Integrated and improved campuses/local learning centres**

Building on the achievements of the integrated school approach to VET, integrating campuses of the schools, TAFE, Library, Community Business Centre and the Skills Training Centre to provide single information and coordination of VET in each of the 3 population centres would enhance flexible options for delivery – using

- Penneshaw school campus and Community Business Centre,
- Parndana STC and school campus,
- Kingscote school campus, Council Library and TAFE Learning Centre

as the 3 focal ICT hubs with central information points and tutors available to assist with a range of training programs.

Renovating and refurbishing education and training facilities to make them more accessible more of the time, incorporating the latest in learning infrastructure – including exploring the possibility of a school/community library.

> **Co-location** location - and balancing contestability issues and collaboration approaches between providers

Planning of redevelopment of facilities should be guided by principles of coordination, collocation and conciliation. Reviews of State government policies and programs in the areas of education, vocational training, employment, small business, regional services, primary industries and environment may mean the opportunity for reconsidering the locations of various services to the Island. A joint location for various part time and visiting services with a locally based organization may mean that a variety of meeting and teaching rooms can be incorporated to provide state of the art learning environments for off-the-job components. In Pardana, the Skills Training Centre may be a suitable facility for training and development activity, in Penneshaw the Community Business Centre, and the situation in Kingscote needs to be considered in the light of the proposals to redevelop both the school and library. Other government departments with an interest in training are also able to be incorporated.

> **New guidelines for training delivery in isolated communities**

An opportunity is presented to work with government departments to develop special guidelines for resource agreements for isolated communities, to build on the relationships between current training providers who exhibit a high level of cooperation around competing for contracts.

VISION FOR THE FUTURE OF EDUCATION AND TRAINING ON THE ISLAND

The vision is for an 'whole of Island' approach to ensure relevance as well as efficiency and efficacy in the process of satisfying enterprise and vocational training and education needs of senior secondary students and adults on the Island.

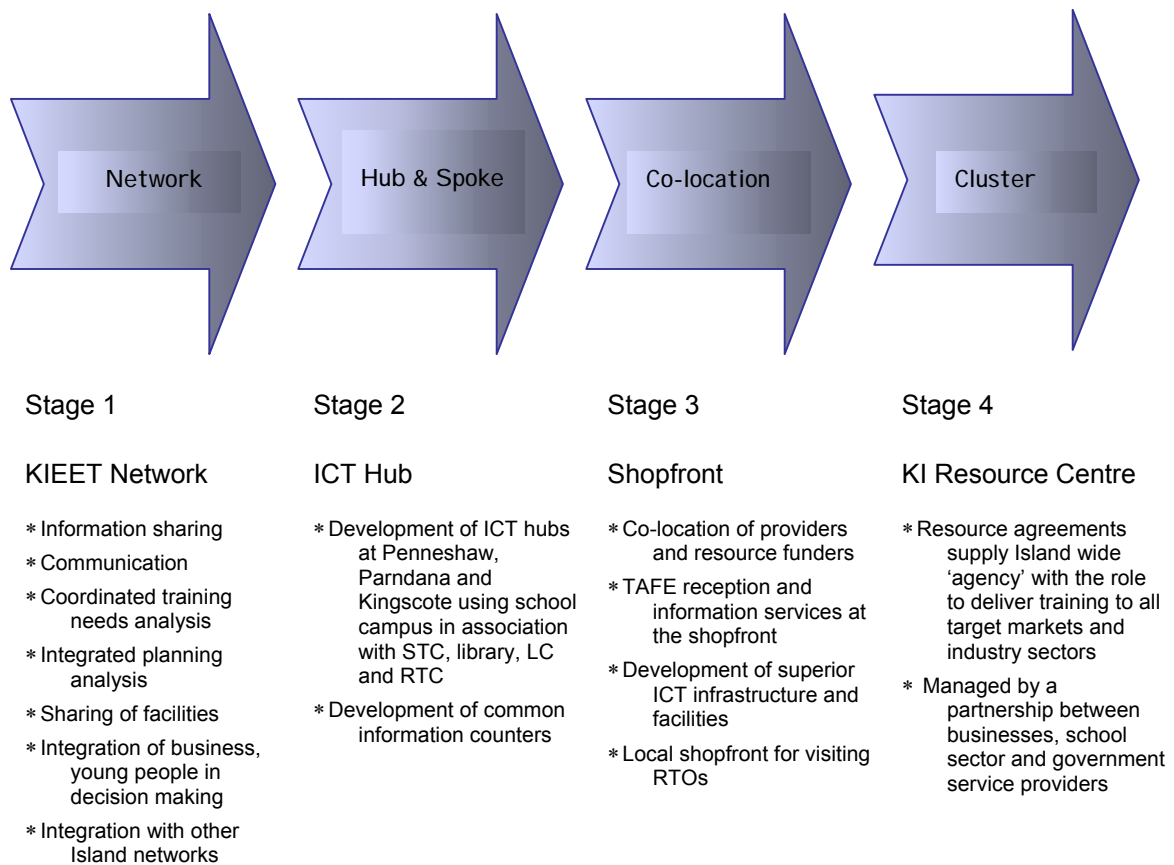
Kangaroo Island is envisaged to become a centre for lifelong learning and in particular strengthen its capacity for training, especially in specialized areas of tourism, eco-tourism, sustainable development, marine industries, aquaculture and environmental and natural resource management, and related industries – Education Island.

In the future, the development of a KI Education shopfront would assist the coordination and integration of service delivery for both young people and adults, by developing stronger partnerships between business, government and schools. These alliances will respect the principles of contestability and commercial competition while working towards increased collaboration in provision for the enduser. The Island could become a centre of educational excellence for isolated areas using flexible delivery options underpinned with supportive services to accommodate the diversity of the local population's needs and situations, to build community capacity and build sustainable enterprises - in short, to be High Performing Education/Enterprising Community.

BUSINESS MODEL – INCREASED INTEGRATION OF SERVICE DELIVERY

Facilities and organisations on the island are subject to continual rejuvenation and refurbishment. Each time an opportunity arises from planning changes to education and training facilities on the island, it is hoped that the principles of coordination, consultation and colocation can guide development.

The business model below promotes a staged approach to the development of greater integration of education and training services on the Island, providing local solutions to local problems.



Each phase of integration leads onto a future phase of integrated service delivery. No phase is really clearly delineated from the previous, but rather each will emerge from the previous.

Phase 1 KIEET Network

Current KIEET Network provides considerable opportunity for information sharing and enhancing communication between parties. However, the use of the face-to-face meeting convention as the only format is expensive for regional and speciality service and resource providers not located on the Island. This could be offset by more creative use of meeting times and formats, incorporating more extensive consideration of issues beyond information sharing.

Executive services for the network could be managed and undertaken by KIDB. Its charter for regional economic development includes enhancing the education and training sector itself, and also to increase the impact of education and training services on enterprise and employment development on the Island.

The benefits of the network are considerable in allowing for discussion of issues, identifying gaps and duplication and coordination of planning, as well as offering all stakeholders and representatives of target markets to participate in decision-making.

The network would need no formal structure but could meet quarterly to explore issue and develop projects to develop opportunities to achieve the overall vision, which could to be managed and undertaken by one participating agencies or organisations. The agenda for action should remain cognisant of the plans of other integrating mechanisms on the Island – TOMM, Meeting of Chief Executives and producer networks.

Phase 2 Hub and Spoke

IN the second phase, the hub and spoke model would develop further. Using the Learning Centre/Area School as the central organisation responsible for coordinating training needs analysis, and the delivery of education and training delivery on the Island, ensuring delivery of relevant and efficient programs at a range of Island locations. This would include a greater emphasis on flexible delivery and the use of educational technologies to support remote learning and training activity.

The TAFE and Area Schools integration would be working in partnership, and providing leadership in vocational and enterprise education for the Island.

Phase 3 Co-location

In this phase, education and training services are co-located in a main street shopfront in Kingscote to enable greater coordination between providers and funders, but more importantly, pooling of resources to provide superior training facilities and equipment for off the job training, otherwise beyond the reach of any single organisation.

The development of facilities would include superior ICT capacity, able to be used by visiting RTOs, both private and government and also agencies for internal training (NPWS, DETE, Hospital, DHS). The TAFE reception desk and information centre would be central to this facility, and provide a service to the centres in Parndana and Penneshaw.

The Centres at Parndana and Penneshaw could be further developed, and linked into the Rocky River headquarters/Karratta for options to provide services to the Western End.

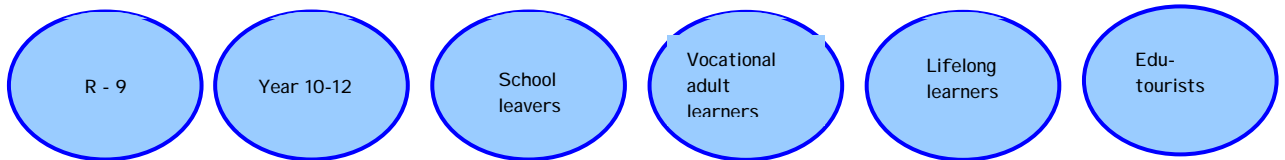
Phase 4 Cluster (or Virtual Education Provider)

This phase includes the development of commercial relationship between different providers and funders. It is most likely that a central agency or organisation, some sort of Island Resource Centre would emerge as a partnership between different parties. It would be responsible for coordinating training needs analyses, management and delivery of education and training delivery and coordinating a dispersed set of programs, facilities and projects across the Island. This partnership organisation could be responsible for the management of the ICT channels which will play a significant role in the education and training agenda.

APPENDIX A

KANGAROO ISLAND EDUCATION & TRAINING INDUSTRY MAP

Markets



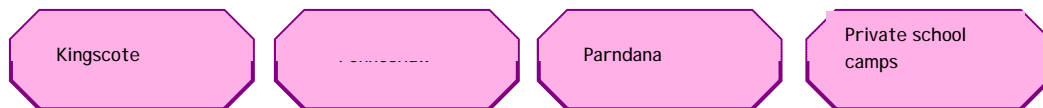
RTOs



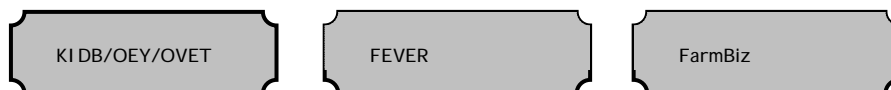
Job Network Brokers



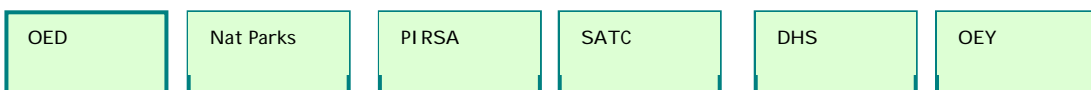
Schools



Supporting organizations – policy & funds



Agencies



Learning /Resource /Support Centres



Industries



APPENDIX B

ISSUES RAISED DURING CONSULTATIONS

Issues were collated from a range of reports, discussion, consultations and workshop during the course of the planning project. They are listed here largely unedited (except for changes of spelling), but arranged into groups. Those groups were formed during a workshop where participants sorted issues into to groups of similar meaning, and developed summary statements describing the nature of the issues in each group.

1. Whole of Island approach with all stakeholders aiming for integration of training agenda, undertaking integrated post secondary training needs analyses as a group

- > Cohesion of TAFE /School policies for VET education is yet unclear with the change of govt
- > Uncertainty around government policy agendas
- > Who will drive the agenda?
- > Who to coordinate education and training provision on the island?
- > Where is local council?
- > Unclear government VET agenda (?Size of ongoing EVE budget)
- > Ownership of action plan
- > Organisational policies of Education Dept and TAFE are inflexible and restrictive
- > Training needs analysis and post secondary training plans need to be integrated for whole of Island by all agencies involved
- > Key stakeholders need to be involved and own all processes
- > Parochialism on Island means hard to match resources with need
- > Importance of life style education/education for life
- > Training delivery programs are in silos
- > Timetabling across organisational boundaries
- > Each funding agency undertakes training needs analysis
- > Great flexibility of delivery is needed
- > Lack of knowledge of needs

- > Whole of Island training agenda - How to coordinate and link schools, VET, industry
- > What are training outcomes are we looking for/benchmarks
- > KI cannot support link between e-world and bandwidth speed
- > Lack of mandate resources to coordinate training and education delivery
- > Commitment of government to school based employment readiness/development programs
- > Combine school and adult learners
- > Lack of coordination between resources, students and opportunity
- > How to pool eve, VET, TAFE funds for training
- > Diversity of population and businesses
- > Coordination of training services with needs
- > VET in schools and industry training need to be linked
- > Organisational boundaries reduce capacity for working together
- > Need to have industry better linked with VET programs
- > Needs to be “whole of community solution”
- > Linking of training agendas between sectors is needed

2. Schools, TAFE and RTOs to work collaboratively

- > Need to link school and learning centre curriculum to the school curriculum
- > Supply side = cohorts of 20 demand side = cohorts of 1
- > Educated KI...Educating KI
- > Literary and numeracy are still a problem
- > Will there be a new school and what will it look like?
- > Industrial issues around integration of school campuses and programs
- > Population growing (marginally)
- > Agencies lack capacity for collaboration over training resources
- > Differing industrial conditions among schools
- > Kingscote school campus rundown – needing refurbishment
- > Ministerial review of island schooling
- > Location of learning centre in school grounds

- > Reluctance to mix school 10-12 students with adult learners by funding bodies
- > FarmBiz trainers must be or auspiced by an RTO to attract funds
- > How to integrate senior school students and adult learners in cohorts
- > Internal cultures of 3 schools means difficult to integrate programs
- > School based education disconnected from industry
- >

3. Sustainability of training providers and training provision in thin markets

- > How to make it sustainable making a \$ out of being a training provider
- > Balance open competition between RTOs – because gaps appear
- > Thin markets for TAFE on KI
- > Small target base
- > Small cohorts of vocational interest
- > Small business is predominant
- > Limited target group for enterprise education
- > Alternative delivery strategies eg contractual learning
- > Viability of training delivery
- > How to service single apprentices?
- > Good access to educational support services such as counselling, study materials
- > Small cohorts not meeting funding guidelines
- > Shortage of trainers on the Island in agri-bus
- > Large numbers of training providers attracted to the Island

4. Training delivery in isolated community - finding new delivery and access ways

- > Cost of training delivery for Islanders because of transport
- > Limited bus services on Island
- > Flexibility of delivery
- > Delivery needs to be online

- > Brokers and providers fly in on demand
- > Lack of flexibility in training delivery
- > Long travelling times for students and participants
- > Lack of child care support
- > Lack of centrally located facilities on the Island
- > Gap in adult lifelong learning options
- > Expense of people travelling to Island for coordination activity
- > Lack of transport
- > Local options lacking for apprenticeships
- > Difficulty attracting teachers to schools
- > Isolation of some residents
- > Transport and transport costs
- > Improving Island infrastructure will enhance options for different delivery
- > Limitations of Telco infrastructure
- > Insufficient ICT infrastructure on Island, up Western end
- > Social justice issues at either end of Island
- > Lack of it capability, awareness and equipment in learners homes
- > Slow growth in permanent residents at the Western End
- > Demographic age gaps

5. Create employment pathways

- > Dogs breakfast
- > Focus of funding is on enterprise education
- > Participants need to see pathways
- > Pathways for senior school kids needed

6. More integration and utilization of learning resource centres – coordination access and equity

- > DETE restricts school opening hours, limiting use of facilities
- > Will Parndana skills training centre go ahead?

- > Under use of video conferencing facility
- > No linkage between learning resources and centres
- > Video conferencing equipment is under used
- > Development of skills training centre is stalled
- > Depts/Agencies arrange training off Island
- > Parndana Skills Centre under costed
- > TAFE Learning centre location restricts expansion – physically and operationally
- > TAFE learning centre as Island training coordinator? Broker? Deliverer?

7. Vocational interests and training provision are not matched

- > Islander's perception of training is not always positive and don't know what is on offer.
- > Employers don't know what a trainer is and lack awareness of the training on offer.
- > Island has specific employment and industry characteristics - Small business, seasonal
- > Participation rates – people often cancel out
- > Insularity of Island perceptions of issues
- > Participation rates low jeopardising ongoing government funds
- > People often just want a module not a whole course
- > Low interest in training in population more interested in sport
- > Resistance to online learning by schools/TAFE on KI
- > Government very focused on accredited training courses
- > Seasonal employment affects availability and interest
- > Employment is seasonal
- > Lack of promotion and publicity
- > Too much training, not the right training
- > Employers are not future focused
- > Limited range of delivery from learning centre
- > No mentoring services provided through training programs
- > KI internal view that it does not get share of resources
- > Not much sense of TAFE vision for Island – How is it building capacity?
- > Training needs do not fit government programs and offerings

- > Many locals have previous negative training experiences
- > Islanders are trained to death
- > Over-servicing
- > Disconnection between small business needs and training offer small business not seeking training
- > Employers not demanding training
- > Development of Victor Harbor facility will divert resources from other sites
- > Timetabling of training in relation to travel times on KI
- > Lack of employer and employee awareness of value of training
- > Scattered target groups
- > Training agendas on KI are largely reactive
- > Small class sizes
- > Costs of training
- > Overlaps in course offerings

APPENDIX D

REPORTS CONSIDERED

The following reports, both published and unpublished were referred to in the development of the Community Education Plan.

Collins, Fleur (February 2002) Raising the Participation Rate Report and Recommendations, Kangaroo Island Learning Centre

Department of Education, Training and Employment (DETE) Regional Networks: Partnership in Practice, Draft Consultation Document prepared by the Enterprise and Vocational Education section, 11/05/01

DETE Putting Foundations for the Future into Action, Strategic Plan 1998 – 2001, Adelaide

DEWR (March 2002) Small Area Labour Markets – Australia, Canberra, accessed on <http://www.workplace.gov.au/Workplace/WPDisplay/0,1251,a3%253D475%2526a0%253D0%2526a1%253D517%2526a2%253D533,00.html>

Employment and Education Forum Tour Report, May 2000

FTEPP Regional Strategic Plan 2000 - 2002

K & V Training Group (November 1998) Kangaroo Island Major Employers Training Needs Survey prepared for the KIDB

K & V Training Group (November 1998) Kangaroo Island Training Resources Audit, prepared for the KIDB

KIDB Kangaroo Island Development Board Strategic Plan, adopted 24 September 2001

KIDB Kangaroo Island Profile (no date known)

KIDB Training Needs Analysis, 2002, unpublished

KIDB 2002 Regional Training Proposal, unpublished

KI TOMM, Business Plan 1999/2000 – 2001/2002

Market Equity (November 2000) Market Research Report: Kangaroo Island Resident Survey, A Report for TOMM, Adelaide.

Onkaparinga TAFE (July 1998) Feasibility Study – Ongoing development and delivery of training programs to Kangaroo Island, prepared by Kerry Smith

Phillips Curran P/L (April 2001) Strategy Review of the South Australia Higher Education Sector for SA Business Vision 2010, Bryon Bay

QED Pty Ltd (2000) Kangaroo Island Action Plan (January 2002), prepared for Planning SA, Adelaide

Ralph, Prof D, 'Creating a State of Learning: the South Australian Strategy', Presentation to the Adult Learning Australia Conference, Sept 2000

SA Government Budget Papers, released 11 July 2002, accessed at <http://www.statebudget.sa.gov.au/> on 12/07/02, Vol 1 & 2, SA Government, Adelaide

South Central Regional Network Strategic Regional Plan 2001-2004, September 2001, Adelaide

Tan Research Pty Ltd (March 1999) Kangaroo Island Residents Surveys, Adelaide

Victor Harbor Education Centre/TAFE/Senior School Facility Draft Education Brief, March 2002, An analysis of the current and future senior secondary and tertiary education, vocational education and training requirements.

APPENDIX E

STAKEHOLDER LIST (in alpha order)

Organisation	Contact people	Interests
BJ Network consulting	Jan Hunter, Director Leonie Bald, KI trainer Mark Custance, Marketing Mgr	RTO undertakes contracts with both KIDB and SATC in hospitality, business mgt, clerical, tourism and retail sector
Dept Education Training & Employment	Mike Hudson, Regional Superintendent, Southern District Regional Office Paul Willis, Change Mgt Unit, DETE	Delivery of primary and secondary education services on the Island
Dept Industry & Trade	Jan Foy, Regional Development Manager	Support and funding for the KIDB
District Council of Kangaroo Island	Bob Rattray, CEO	Owner and developer of the Council Library, proposed for new location, not connected with other educational or training facilities
FarmBiz	Troy Wegener, Regional FarmBiz Coordinator Kym Blenkiron FarmBiz Officer (maternity leave) Ian Pickett, State Director, FarmBiz	Funds delivery of farm based business training on Island
FEVER Willunga High School	Linda Symons, Regional Manager	Regional organisation for enterprise education, funded by DETE/ ECEF (ANTA)
FWS Employment Services	Elizabeth Johnswood	Employment service for people with disabilities
Gateway/Adelaide Hospitality & Tourism School	Graham Bell	Visiting RTO undertakes contracts with both KIDB and SATC in hospitality and tourism areas

KI Development Board, Kingscote	David Furniss, CEO Carron Wickens, Project Manager	Regional economic development organisation linked to Department of Industry & Trade
Kingscote Area School	Gael Little, Principal, Chair ISE Scott Johnson, VET Teacher Ants Harris, Governing Council Chair	P21 school, R to 12 Area school, coordinated VET program with FEVER, Band 2
Office of Hon Dean Brown, MP	Penny Wheaton, Electoral Assistant	Member for Finniss, South Australian parliament
Onkaparinga TAFE Noarlunga, V.Harbor	Steven Conway, Director Tim Goldsmith, VH Campus Education Manager Shane Case, Education Mgr, Noarlunga Campus	Regional TAFE - delivery of vocational courses, accredited
Parndana Area School	Judy Hill, Principal Peter Philp, VET Teacher Robert Ellis, Governing Council Chair	P21 school, R to 12, Band 2 Includes Karatta education camp Building a Skills Training Centre focusing on aquaculture
Penneshaw Area School	John Grant, Principal	P21 school, R to 10, Band 2
Penneshaw Community Business Centre	Lynn Wright	Newly opened centre funded as a rural transaction centre – library satellite, council information counter, post office etc
Shop 6	Jeanette Gellard	Co-located job network, community and employment support services
South Central Area Consultative Committee	Richard Puplett immediately past chair of KIEETN Peter Boulton, Small Business Advisor	Liaison body for Federal govt funding
TAFE Learning Centre, Kingscote	Fleur Collins, Coordinator KI Learning Centre	Managed by/for Onkaparinga TAFE
Uni of Adelaide	David Paton, Dept of Biological	

Flinders-Baudin Centre	Sciences	
Vivonne Bay Outdoor Centre	Graham Rees, Director	Privately owned, maybe due for sale