



# Tasmanian Communities Online

# Network Business Plan

# 2005 - 08

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## Introduction

The Tasmanian Communities Online (TCO) Program comprises a network of 66 strategically located Online Access Centres (OACs) in rural and regional Tasmania. Online Access Centres are community-based facilities providing access to modern computers and the Internet in a flexible, supportive and non-threatening environment. Centres have a strong focus on equitable access particularly for disadvantaged members of the community. The network is a key element in the implementation of a number of State Government strategic policies including *Tasmania Together*, *Learning Together* and *Tasmania: A State of Learning*.

The State Government has a strong commitment to the network and provides substantial and ongoing financial and in-kind support. A total of \$1.9 million was allocated for Centre grants and central support in the 2004-05 State Budget with a further \$2.5 million in 2005-06. The in-kind contribution from the State Government exceeds \$1 million each year, and communities contribute in excess of \$620,000 from user fees and local fundraising.

All Centres are co-located with a host organisation that can provide rent-free premises and assist with meeting telecommunications costs. Fifty two Centres are co-located with a Department of Education school or library. The remaining 14 are co-located with community-owned facilities. Centres co-located with a Department enjoy rent-free premises and shared access to an Internet connection at no cost to the community.

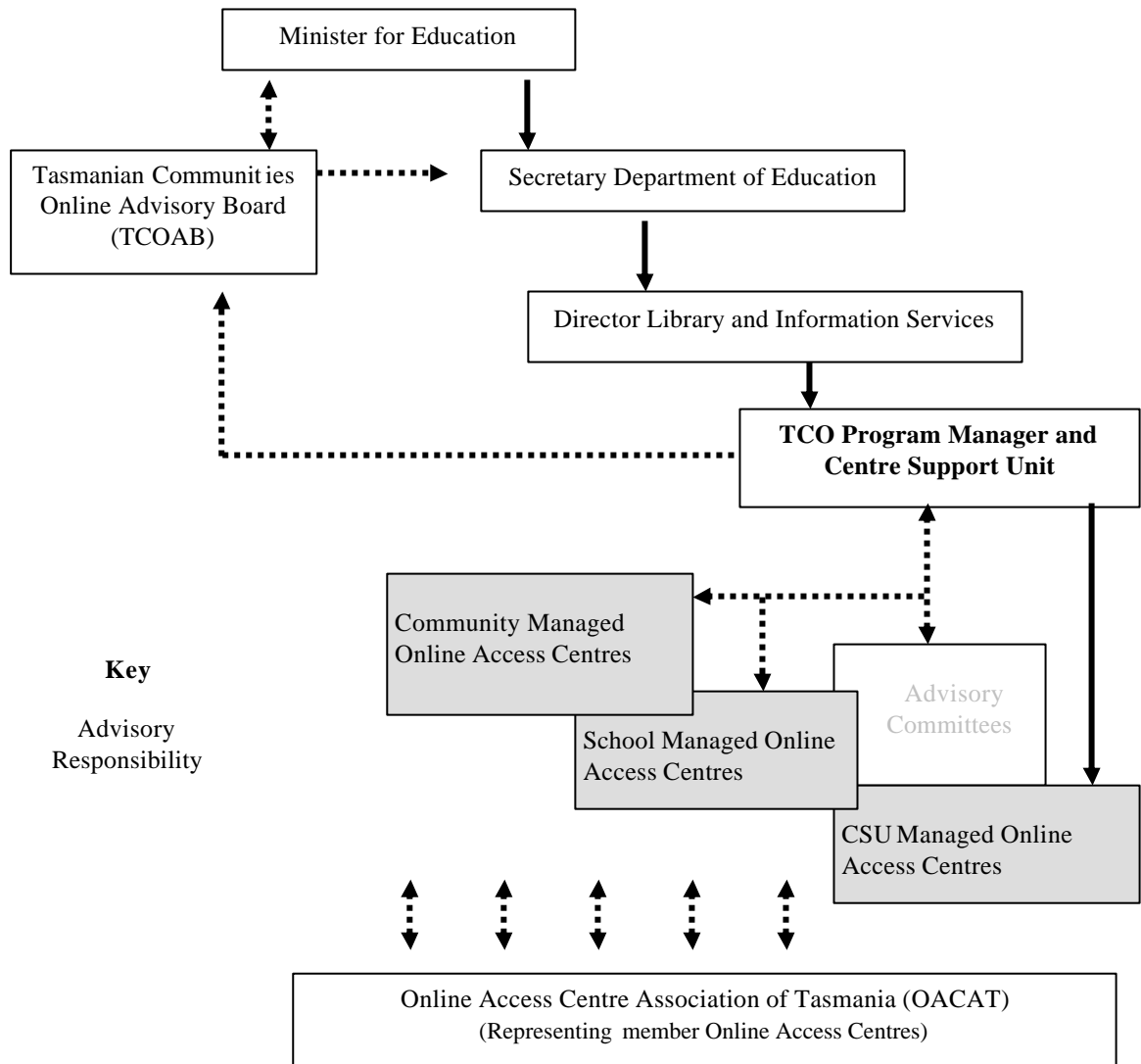
After more than eight years, the 64 Online Access Centres initially established continue to operate successfully. The evaluation report “*Local Access - Global Reach*”, published in 2003, confirmed the success of the network and confirmed the Online Access Centres key role as learning centres and social hubs supporting lifelong education, access to online government services as well as assisting with community development initiatives. A further two Centres, Glenorchy and Clarence Plains (Rokeby and Clarendon Vale) are to be established in 2005. These communities were identified as being significantly disadvantaged and were ineligible for the Australian Government funding utilised to set up the original 64 Centres.

Over the years, a number of different management models have emerged. In several regions, individual committees have amalgamated to form a single regional administering body. A further 26 communities have opted to have the Department of Education assume the financial and employment administration of their OAC whilst retaining a strong strategic and oversight role through an advisory group.

In 2004, a new funding model recognising both the differentials in service levels required by different sized communities as well as by their relative economic and social disadvantage was endorsed by the Tasmanian Communities Online Advisory Board. They also endorsed a revised Mission Goals and service delivery framework.

This Business Plan endeavours to capture the collective experiences, expertise and culture of the TCO network and outline specific strategies Centres and the Centre Support Unit can undertake to meet the Mission and Goals of the TCO Program. The plan also examines the future direction of the TCO Program in the context of shifting community demographics, constant technological change, trends in volunteerism and other strategic factors.

# TCO Program Governance, Management and Oversight



## TCO Advisory Board

The eleven member Tasmanian Communities Online Advisory Board was established by the Minister for Education, Paula Wriedt, MHA in November 2003 to provide advice on network strategic direction and policy as well as Online Access Centre service delivery. This 11 member voluntary Board has three representatives from Online Access Centre Committees, three from the general community, two from the education and training sector and one each from local government. The Department of Education is represented by the Director, Library and Information Services with the Manager (TCO) providing executive support. The Board meets at least three times per year.

## Centre Management and Advisory Committees

Initially, each Online Access Centre was managed by an incorporated non-profit community association. In most cases, a new association was formed for this purpose. However, in some instances the centres were managed by a sub-committee of an existing community development association, neighbourhood house or other broadly representative organisation. Management

Committees (or sub-committees) operate each Centre in accordance with a contractual agreement with the Department of Education including TCO Program policies, procedures and guidelines.

In recognising the significant administrative burden which is placed upon an often limited (and frequently declining) number of volunteers, the Department of Education has offered communities the option of negotiating to have the Department undertake the financial and employment administration of the Centre. The strategic interests of the community are represented through an Advisory Committee.

## TCO Centre Support Unit (CSU)

The TCO Program is managed through the State Library by the TCO Centre Support Unit (CSU). The CSU administers State Government and other grant funds to Centres and provides them with financial and administrative support. To ensure consistency and service quality across the network, the CSU is responsible for liaison with key stakeholders, promoting the network, brokering partnerships and for developing and coordinating Centre management committee, coordinator, and volunteer professional development and training opportunities. Three field officers work directly with the communities providing support and policy guidance to Centre committees and staff.

## Online Access Centre Association of Tasmania (OACAT)

The Online Access Centre Association of Tasmania Inc. (OACAT) was formed in 2000. Whilst OACAT's does not represent all 66 Online Access Centres, as an independent body it has a charter to advocate on behalf of its members and lobby government and other stakeholders. It has been agreed with the Department of Education that a key role should be the organisation of an annual conference.

## Service Agreements

After some nine months of extensive consultations with the Centre committees, in August 2004 the Tasmanian Communities Online Advisory Board endorsed a new multi-year Services Agreement to replace the previous annual Grant Agreement.

The new agreement gives effect to the new funding model and revised service delivery framework. This framework is based on the activities most Online Access Centres have been doing for the past six years and as outlined in the research report, *Local Access - Global Reach*.

Under the Agreement, Centres are required to provide an annual operational plan and projected annual budget. Committees wishing to undertake initiatives beyond the agreed framework are required to seek approval through a simple business case that demonstrates need and the funding strategy.

These new arrangements enable centres to innovate and be entrepreneurial whilst having a proper process to minimise service duplication, unproductive competition and taxpayers' financial liability for unsuccessful ventures.

## Business Case Review Committee

The Business Case Review Committee comprises of two senior officers of the Department of Education and the Chairperson of the Tasmanian Communities Online Advisory Board. The committee reviews submissions by centres for services they wish to deliver that fall outside of the scope of the TCO program to ensure that services are affordable and do not create longer-term unfunded liabilities.

## Background and Strategic Context

A number of external factors will continue to have significant influence over the future direction of the TCO network and must be considered when establishing objectives and outcomes:

### 1. Constant Technological Change

Given the well-established tendency for people to underestimate the extent and rate of technological change, it seems reasonable to suggest that the extent to which the Internet created economic and social upheaval in the past ten years is likely to pale into insignificance by comparison with the changes occurring in the next decade<sup>1</sup>.

As the number and variety of online services expands and evolves, it is critical to clearly define the role of Online Access Centres and focus services on those Tasmanians who are most vulnerable to falling behind. In a related issue, it should be noted that the “digital divide” of past years is now splitting into three - those who have broadband access, those who have only dial-up access and those who have no access at all (whether that is the result of financial limitations or lack of skills).

### 2. Shifting Community Demographics<sup>2</sup>

Probably the single most important demographic shift for Online Access Centres is the ageing population, which affects the entire age structure of Tasmania’s population. By June 2051, there will be a much greater proportion of people aged 65 years and over, and a much lower proportion of people aged under 15 years than in 2002. Actual population is less predictable<sup>3</sup>.

At all levels of education, there has been a steady increase over the last 10 years; however 70% of Tasmanians do not have a qualification (or did not state a qualification or stated a qualification outside of the scope of the standard classification in the last census). Computer and Internet use is increasing but remains below the national average (37.6% for computer use at home in Tasmania and 42% nationally).

Literacy remains a critical issue for Online Access Centres. The digital divide is in part a reflection of the lack of basic literacy skills in a large section of the community -- computers are useful, but nothing will enable a community to bridge the digital divide until basic literacy issues are addressed. Tasmania’s literacy levels remain lower than the rest of Australia, except for the Northern Territory<sup>4</sup>.

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<sup>1</sup> “*Fifth Generation Distance Education*”, Professor James Taylor, Deputy Vice-Chancellor (Global Learning Services), University of Southern Queensland, Toowoomba, Queensland, Australia 4350

<sup>2</sup> “*Demography, Tasmania*” (3311.6.55.001), Australian Bureau of Statistics, Published 22-Feb-2005.

<sup>3</sup> At the moment, more people are migrating to Tasmania from overseas than are leaving the state with an intention of living overseas. Net overseas migration added 1,000 persons to the Tasmanian population during 2002-03, a significant increase over previous years. Tasmania also gained population from each state and territory with one exception, Queensland. However, forward projections are extremely difficult and while it is obvious the population is ageing, it is less clear whether the actual numbers of people will increase or decrease. With 472,000 residents in 2003, the population estimates for Tasmania range between 438,000 and 520,000 in 2021 and 307,000 and 552,000 by 2051. Tasmania’s birth rate is currently slightly lower than its death rate, so increases of population must come from interstate or overseas migration.

<sup>4</sup> “*National Report on Schooling in Australia 2000*” Chapter 6 – Literacy Student Outcomes (see [http://cms.curriculum.edu.au/anr2000/index.asp?pg=ch6\\_intro.htm](http://cms.curriculum.edu.au/anr2000/index.asp?pg=ch6_intro.htm)) Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

### 3. Evolving Community Needs

Community need is a slippery concept open to widely varied interpretation. Perhaps it is best described as the required improvements in economic, health, education, social and cultural life relative to other similar communities, taking into account the community's capacity to respond. As technologies advance and demographics change, and as government, business and the community itself implement programs and services to meet local needs, the needs themselves evolve. Constant vigilance is required to ensure the TCO program is meeting community needs as they evolve and Centres deliver services in an efficient, effective and equitable manner across the state.

### 4. Continuous Improvement in Service Delivery

Consistent with State Government strategic policies including Tasmania *Together*, Learning Together and Tasmania: A State of Learning, the TCO program must work to explore options for improved efficiency and to eliminate duplication of effort and resources. The coming years will likely see further integration of community and school libraries, increased community use of schools, and tighter integration with other adult learning services including Adult Education and TAFE Tasmania. Online Access Centres will have to evolve as the education infrastructure in each community evolves.

### 5. Developments in Adult Learning

Perhaps the biggest change that will face the TCO network over the next five years will be the anticipated explosive growth in IT-enabled learning. Rather than learning to use computers and the Internet, users of Online Access Centres will be using computers and the Internet to learn about almost anything imaginable. Users will become more and more self-directed, self-confident and independent in their learning, rather than being dependent on structured routines or guidelines. Online Access Centre staff will need to become "learning facilitators" rather than "IT teachers", be flexible and able to assist even when their subject knowledge is limited or non-existent, and able to adapt to constant change.

### 6. Trends in Volunteerism

- There is an increased demand for volunteer services. Organizations are trying to do more with less, resulting in greater competition for volunteers. Marketing to and recruitment of volunteers is becoming more and more sophisticated. People are more aware of the options and are often attracted to the cause or mission.
- The voluntary sector is responding to the changing environment and the growing importance of risk management by adopting corporate and public sector management practices. However, people tend to shy away from large bureaucratic structures. People are looking for places where their efforts can make a difference. They are often looking for the personal interaction or personal touch.
- The changing volunteer environment is redefining volunteer commitment as a negotiated and mutually beneficial arrangement rather than a one-way sacrifice of time by the volunteer. Volunteers are looking for meaningful, challenging, interesting work and are no longer interested in doing mailings or routine tasks. They are looking for flexibility, professionalism, the opportunity to develop new skills, and the opportunity to be a part of the decision making process.
- Volunteers come from a much broader cross-section of our society with growing numbers of professionals, young people and clients. For an increasing number, English is a second language and while volunteerism is a new concept it is a great way to develop work experience and to practice language skills. More persons with disabilities view volunteering as a meaningful way to participate in community life.

- Changing demographics mean there will be higher numbers of retired people and "senior citizens" as volunteers. Today's seniors are younger, healthier and more active. They are seeking flexibility and short term opportunities. They are travelling more or engaging in a wider variety of activities and now have less time available for volunteering.
- The majority of today's volunteers are working people. Approximately 58% of persons who work full time volunteer up to 4 hours per week. 61% of persons who work part time volunteer. With two parents working, there is an increased interest in having volunteer opportunities that can include/involve the entire family.
- More young people are volunteering to gain work-related skills, with resulting high turnover as they gain employment. The "twentysomething" volunteers are looking for opportunities to meet people and have fun.
- Mandatory volunteer programs such as Centrelink's mutual obligation requirements, court-ordered Community Service and school mandated community work have created a new category of volunteers sometimes called "voluntolds."

## **7. Evolving Skill Set Requirements**

As service delivery changes and Online Access Centres evolve to meet new trends and community needs, a plethora of governance, accountability, industrial, community relations and volunteer management issues will emerge. The responsibilities and duties of Centre committees, staff and volunteers will change requiring flexible opportunities for training and professional development to meet the latest service delivery needs. In recruiting, Centres will be looking for new skill sets to match with these new responsibilities.

## TCO Mission, Goals and Service Delivery Guidelines

The mission of Tasmanian Communities Online (TCO) is to be *a community-focussed network of public computing facilities providing equitable supported access to online services, information and lifelong learning in accordance with State Government strategic directions and local needs.* Underpinning the program's mission statement are five goals that guide the network's business activities toward achieving the Mission:

1. Maintain and promote TCO as a cohesive and responsive network operating under a common set of standards, policies and procedures
2. Contribute to local initiatives that strengthen community capacity.
3. Facilitate local access to IT-enabled education and training opportunities that enhance lifelong learning.
4. Promote and support access to government, business and other online services.
5. Provide equitable and supported access to computers and the Internet.

The fifth goal, providing equitable access to computers and the Internet underpins each of the four previous goals, and defines the limits of the network's activity to activities that are related to or delivered through information and communication technologies.

### Target Groups

While providing access to computers and the internet and one-to-one assistance continue to be fundamental to Online Access Centre operations, strategic and annual planning by centres should now focus on developing and delivering services that address deficits in ICT literacy in members of the local community particularly those who are most vulnerable to the so-called 'digital divide'. Specific programs and initiatives to assist members of vulnerable groups is in keeping with the TCO mission and its equity focus.

Target groups include:

- Adults with limited education and/or basic literacy problems
- Long-term unemployed
- Single parents
- At-risk youth
- Recent immigrants and/or ethnic groups where English is their second language
- Indigenous groups
- Low income retirees
- Welfare recipients
- People with disabilities
- Specific age-gender groups where ICT skills are weakest

### Service Delivery Guidelines

Under the Service Delivery Guidelines (see Appendix 1), activities undertaken by Online Access Centres are either:

- a) Core Network Services which are to be provided by all Online Access Centres; or
- b) Additional Individual Centre Services that may be undertaken by individual Centres provided that there is no detriment to Network Services; or
- c) Services Requiring Business Case which are activities deemed to fall outside the Mission, Goals and Scope of the TCO Program.

The Service Delivery Guidelines are reviewed periodically by the Board.

## Department of Education Annual Report

The TCO Program is managed by the Department of Education through the State Library of Tasmania and as such is required to contribute to the Department's Annual Report to Parliament.

Consistent with the Department's reporting structures, this Business Plan includes strategies and tasks organised in four key groups:

1. Innovation, improvement and strategic development
2. Community involvement and satisfaction
3. Efficiency and resource management
4. High performing, motivated and supported workforce.

Wherever possible, strategies and tasks for each of Tasmanian Communities Online's goals have been developed within the framework of these four areas.

## Summary of TCO Strategies (2005-2008)

1. QUALITY & CONSISTENCY		2. COMMUNITY CAPACITY BUILDING		3. IT-ENABLED EDUCATION AND TRAINING		4. ACCESS TO ONLINE SERVICES	
<b>Strategy 1.1</b> Ensure and support an appropriate governance structure for the TCO network.		<b>Strategy 2.1</b> Manage a community website which showcases each community's heritage, cultural life and services.		<b>Strategy 3.1</b> Provide informal and formal learning opportunities that provide the basic competencies necessary to make effective use of computers and the Internet.		<b>Strategy 4.1</b> Actively promote the use of government, business and other online services within the community, especially to those disadvantaged, unfamiliar or uncomfortable with using computers and the Internet.	
<b>Strategy 1.2</b> Market and promote the TCO network and provide information to key stakeholders with regard to developments, strategic directions, and progress.		<b>Strategy 2.2</b> Support community and economic development initiatives.		<b>Strategy 3.2</b> Promote and support access to a broad range of IT-enabled informal and formal lifelong learning programs (including TAFE, university, private-sector and other third-party courses)		<b>Strategy 4.2</b> Encourage online enquiries and transactions and educate patrons on appropriate Internet security issues including fraud avoidance, virus prevention and secure e-commerce.	
<b>Strategy 1.3</b> Provide on-going field support to ensure consistency in service delivery, high quality business operational standards and equity of access.		<b>Strategy 2.3</b> Recognise and value volunteers and provide opportunities for personal development and to acquire additional skills.					
		<b>Strategy 2.4</b> Maintain a flexible governance structure that provides appropriate opportunities for local strategic input and which ensures that each Online Access Centre operates in accordance with community needs.					
5. ACCESS TO COMPUTERS AND THE INTERNET							
<b>Strategy 5.1</b> Provide public access to up-to-date Internet enabled computers in a friendly, supportive and non-threatening environment in accordance with community need		<b>Strategy 5.2</b> Encourage participation in and acceptance of computers and the Internet by Tasmanians who would otherwise lack the means or skills to benefit from information technology					

**Note:** The five TCO Program Goals provide the above organising categories for the strategies above. Each strategy is derived from an element of the Program Scope (See the TCO Mission and Goals on the Centre Support Unit website [www.education.tas.gov.au/tco](http://www.education.tas.gov.au/tco) or Schedule 1 of the Services Agreement.).

## Key Tasks (2005-2008)

### Goal 1 - Maintain **quality and consistency** in service delivery.

	<b>Innovation, Improvement &amp; Strategic Development</b>	<b>Community Involvement in and Satisfaction with TCO</b>	<b>Efficiency &amp; Resource Management</b>	<b>High Performing Motivated &amp; Supported Workforce</b>
<b>Strategy 1.1</b> Ensure and support an appropriate governance structure for the TCO network.	<b>Task 1.1.1</b> Review TCO Mission, Goals and Program Scope in consultation with communities.  CSU (2007-08)	<b>Task 1.1.3</b> Review the Centre Support Unit service delivery and implement appropriate strategies for continuous improvement.  CSU (2005-06)	<b>Task 1.1.5</b> Review the Tasmania Together partnership goals and contribute to the 5-year review  CSU (2005-06)	<b>Task 1.1.7</b> Work with other agencies to provide committees & senior staff with training in governance, management and leadership skills  CSU (2006-07)
	<b>Task 1.1.2</b> Develop a "values statement" for the TCO network.  CSU (2005-06)	<b>Task 1.1.4</b> Develop a "plain English" version of the Services Agreement.  CSU (2005-06)	<b>Task 1.1.6</b> Review current network performance measures and implement appropriate quantitative and qualitative measures. CSU (2005-06)	<b>Task 1.1.8</b> Investigate options for providing parity in wages and conditions across the TCO network.  CSU (2005-06)
<b>Strategy 1.2</b> Market and promote the TCO network and provide information to key stakeholders ...	<b>Task 1.2.1</b> Develop a marketing plan for the TCO network with appropriate marketing and promotion strategies to reach TCO target groups CSU (2005-06)		<b>Task 1.2.2</b> Collect and distribute OAC management and service delivery best practice examples to encourage continuous improvement CSU (2006-07)	<b>Task 1.2.3</b> Develop and provide training in strategies for local promotion of OAC services  CSU and OACs (2006-07)
<b>Strategy 1.3</b> Provide on-going field and other support to ensure consistency, quality and equity of access.	<b>Task 1.3.1</b> Explore options for adopting a quality accreditation system for OACs  CSU (2007-08)	<b>Task 1.3.3</b> Develop and implement a recommended schedule of OAC fees & charges  CSU (2005-06)	<b>Task 1.3.4</b> Review and update the TCO Operations Manual and explore more effective dissemination strategies CSU (2005-06)	<b>Task 1.3.6</b> Develop an annual program of professional development and training opportunities for OAC staff and volunteers CSU and OACs (2006-07)
	<b>Task 1.3.2</b> Review current online communication and support strategies including listserv and helpdesk services CSU (2006-07)		<b>Task 1.3.5</b> Work with SLT to implement network-wide bookings software to streamline OAC management and administration CSU (2005-06)	<b>Task 1.3.7</b> Review the effectiveness and resourcing of current networking opportunities (eg conference, regional meetings etc.) CSU (2005-06)

**Note:** Each task is mapped against the appropriate strategy and an element of the Department of Education's "Report Card". The Report Card is based on the widely used strategic planning and reporting framework known as the Balanced Score Card.

**Goal 2 - Contribute to local initiatives that strengthen community capacity.**

	<b>Innovation, Improvement &amp; Strategic Development</b>	<b>Community Involvement in and Satisfaction with TCO</b>	<b>Efficiency &amp; Resource Management</b>	<b>High Performing Motivated &amp; Supported Workforce</b>
<p><b>Strategy 2.1</b> Manage a community website which showcases each community's heritage, cultural life and services.</p>	<p><b>Task 2.1.1</b> Review the need for a major look-and-feel upgrade for the TCO website and explore the potential of RSS feeds and other emerging technologies.  CSU (2006-07)</p>	<p><b>Task 2.1.2</b> Investigate options to better promote and utilise the distributed publishing features of the Autopublish software to encourage greater community contribution to Centre websites.  CSU and OACs (2005-06)</p>	<p><b>Task 2.1.3</b> Review registration and reminder processes underpinning Tasmania's CommunityNet and further promote the service to non profit organisations.  CSU and OACs (2006-07)</p>	
<p><b>Strategy 2.2</b> Support community and economic development initiatives.</p>	<p><b>Task 2.2.1</b> Where opportunities exist and with community support, explore options to integrate services and enhance OAC facilities as 'social spaces'.  CSU and OACs (2005-06)</p>	<p><b>Task 2.2.2</b> Facilitate increased regional collaboration between OACs and other local stakeholders in providing ICT support for community initiatives. CSU and OACs (2006-07)</p>		<p><b>Task 2.2.3</b> Investigate opportunities to build closer links with staff and committees of like organisations.  OACs (2005-06)</p>
<p><b>Strategy 2.3</b> Recognise and value volunteers and provide opportunities for personal development and to acquire additional skills.</p>	<p><b>Task 2.3.1</b> Explore strategies to attract non-traditional volunteers into governance and OAC operational roles.  OACs (2006-07)</p>	<p><b>Task 2.3.2</b> Examine options for broadening the range of volunteer roles in OACs and encouraging diversity in recruitment.  OACs (2006-07)</p>	<p><b>Task 2.3.3</b> Review volunteer recruitment, training, management and support materials to align these with national standards.  CSU and OACs (2005-06)</p>	<p><b>Task 2.3.4</b> Investigate and develop strategies for regular and systematic recognition of the contribution volunteers make to the network and their achievements.  CSU and OACs (2005-06)</p>
<p><b>Strategy 2.4</b> Maintain a flexible governance structure that provides opportunities for local input and ensures that each OAC operates in accordance with community needs</p>	<p><b>Task 2.4.1</b> Develop reliable measures of OAC usage and consider options to ensure appropriate resourcing to identify &amp; meet community need and changing demographics. CSU (2006-07)</p>	<p><b>Task 2.4.2</b> Develop and implement strategies for greater community input to OAC service delivery and annual planning.  CSU and OACs (2005-06)</p> <p><b>Task 2.4.3</b> Develop and promote strategies for increasing the participation of members of target group(s) in centre governance committees  CSU and OACs (2006-07)</p>		<p><b>Task 2.4.4</b> Establish mechanisms for the exchange of information and ideas between OACs and similar groups nationally and overseas.  CSU (2006-07)</p>



**Goal 3 - Enhance local access to IT-enabled education and training.**

	<b>Innovation, Improvement &amp; Strategic Development</b>	<b>Community Involvement in and Satisfaction with TCO</b>	<b>Efficiency &amp; Resource Management</b>	<b>High Performing Motivated &amp; Supported Workforce</b>
<b>Strategy 3.1</b> Provide informal and formal learning opportunities that provide the basic competencies necessary to make effective use of computers and the Internet.	<b>Task 3.1.1</b> Explore and implement new partnership that provide second chance education and training and adult literacy opportunities for the most disadvantaged target groups .  <b>CSU and OACs (2006-07)</b>	<b>Task 3.1.2</b> In accordance with local needs and interests, raise awareness of new, evolving and alternative technologies.  <b>OACs (2005-06)</b>	<b>Task 3.1.3</b> Develop implement and promote a suite of TCO basic non-accredited ICT skill development programs aligned with national competencies  <b>CSU (2006-07)</b>  <b>Task 3.1.4</b> Implement a network-wide training calendar of basic courses.  <b>CSU and OACs (2006-07)</b>	<b>Task 3.1.5</b> Investigate and implement flexible delivery options for professional development in training, assessment and other learner support.  <b>CSU (2005-06)</b>
	<b>Strategy 3.2</b> Promote and support access to a broad range of IT-enabled informal and formal lifelong learning programs (including TAFE, university, private-sector and other third-party courses).	<b>Task 3.2.1</b> Work with OPCET, TAFE and other stakeholders to develop and promote appropriate learning pathways  <b>CSU (2006-07)</b>	<b>Task 3.2.2</b> Investigate, implement & promote new methodologies and technologies for local learner support  <b>CSU (2005-06)</b>	<b>Task 3.2.3</b> Develop a register of preferred training providers for the network  <b>CSU (2006-07)</b>



**Goal 4 - Promote and support access to online services.**

	<b>Innovation, Improvement &amp; Strategic Development</b>	<b>Community Involvement in and Satisfaction with TCO</b>	<b>Efficiency &amp; Resource Management</b>	<b>High Performing Motivated &amp; Supported Workforce</b>
<p><b>Strategy 4.1</b> Actively promote the use of government, business and other online services within the community, especially to those disadvantaged, unfamiliar or uncomfortable with using computers and the Internet.</p>	<p><b>Task 4.1.1</b> Investigate, develop and implement appropriate technological strategies for minimising online security and privacy risks.  CSU (2005-06)</p>	<p><b>Task 4.1.2</b> Develop and implement awareness raising programs for OAC patrons in online security and strategies for minimising risks.  OACs (2005-06)</p>	<p><b>Task 4.1.3</b> Investigate options for maintaining, enhancing and replacing a suite of assistive technology equipment for clients with disabilities  CSU (2006-07)</p>	<p><b>Task 4.1.4</b> Provide appropriate training to OAC staff and volunteers in appropriate security and privacy risk minimisation strategies  CSU (2005-06)</p>
<p><b>Strategy 4.2</b> Work with all levels of government to facilitate the exchange of shared data.</p>	<p><b>Task 4.2.1</b> Liaise with regional event coordinators and community organisations to promote Tourism Tasmania as the definitive source of event data in Tasmania  CSU (2006-07)</p>	<p><b>Task 4.2.2</b> Promote TCN and BizTas to the public, community organisations and business  OACs (2005-06)</p>	<p><b>Task 4.2.3</b> Implement strategies to ensure that TCN data is current and encourage appropriate third parties to accept data feeds  CSU and OACs (2005-06)</p>	<p><b>Task 4.2.4</b> Provide appropriate training for staff and volunteers in TCN, events and BizTas so that they can train end-users to maintain their own data  CSU (2005-06)</p>

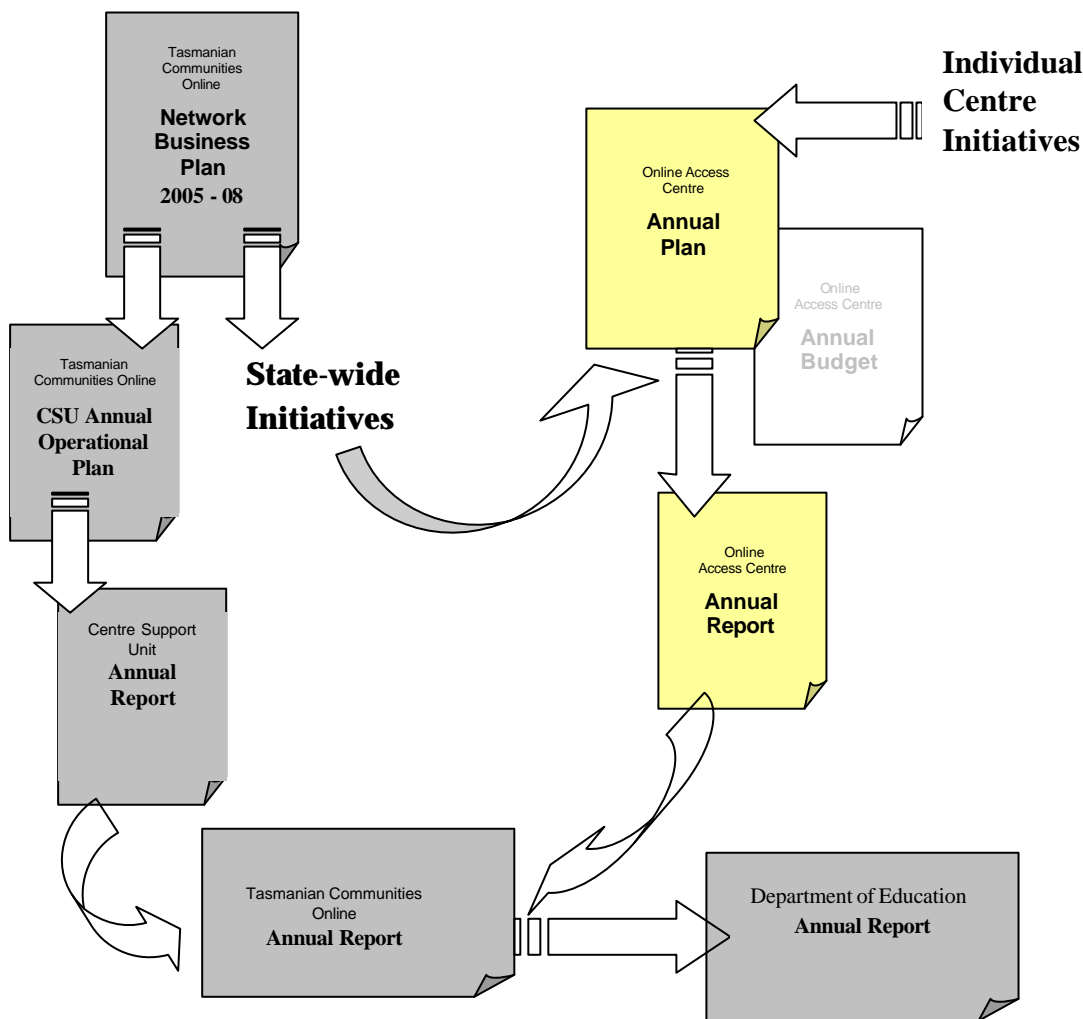
**Goal 5 - Provide equitable and supported access to computers and the Internet.**

	<b>Innovation, Improvement &amp; Strategic Development</b>	<b>Community Involvement in and Satisfaction with TCO</b>	<b>Efficiency &amp; Resource Management</b>	<b>High Performing Motivated &amp; Supported Workforce</b>
<p><b>Strategy 5.1</b> Encourage participation in and acceptance of computers and the Internet by Tasmanians who would otherwise lack the means or skills to benefit from information technology</p>	<p><b>Task 5.1.1</b> Investigate and implement strategies to focus basic ICT skills development initiatives on the most disadvantaged target group(s) in each community.  CSU and OACs (2005-06)</p>		<p><b>Task 5.1.2</b> Review appropriateness of ICT equipment and software for meeting OAC needs into the future  CSU and OACs (2007-08)</p>	<p><b>Task 5.1.3</b> Explore and implement appropriate training to enable staff and volunteers to better assist people with low literacy skills and from other target groups.  CSU and OACs (2006-07)</p>

## Reporting

tasks . Online Access Centres Annual Reports will outline individual Centre initiatives and activities undertaken in support of the Plan. This material along with the Centre Support Unit Annual report will form the TCO Annual Report, a report on progress against the TCO 2005-08 Business Plan strategies that will be presented to the TCO Advisory Board within three months of the end of each financial year. A copy of this TCO Annual Report will also be provided to each Online Access Centre.

The TCO Annual Report will form the basis of the network’s contribution to the Department of Education’s Annual Report to Parliament.



## Review

The TCO 2005-08 Business Plan strategies, tasks and priorities will be reviewed annually at the first Tasmanian Communities Online Advisory Board meeting in each calendar year. Centres will be provided with an opportunity to contribute to this review.



## SERVICE DELIVERY GUIDELINES

Goal	Core Network Services	Individual Centre Services	Services Requiring Business Case
<b>Provide equitable and supported access to computers and the Internet.</b>	Internet enabled, multimedia PCs, basic peripherals such as printers, scanners, MS Office suite and basic graphics applications, web browsing, e-mail.	Online Chat, Fax service, tourist email., home-based and micro business software applications (eg MYOB), web development and more <b>Advanced Graphics Applications</b> assistive technology suite, additional peripherals (eg digital camera, photocopier) for use in the Centre or <b>short-term loan or hire</b> , connection of coordinator laptop to the Department of Education's <b>WAN</b> <sup>5</sup>	Videoconferencing, webcams, <b>Advanced or Specialised Applications</b> , applications for <b>Small Medium and Large Businesses</b> , the hire, loan or lease of computers to individuals or other organisations <sup>6</sup> .
<b>Facilitate local access to IT-enabled education and training opportunities that enhance lifelong learning.</b>	1:1 assistance, basic ICT training, support for entry-level, online and distance education and training courses	<b>Short Courses</b> offering introductory ICT training for home-based and micro business.	Regional or state-wide meetings for training, professional development and information exchange for staff, volunteers and committee members. Forming partnerships with third-parties. Advanced or specialised courses that duplicate or are in competition with other providers or are not <b>Short Courses</b> .
<b>Promote &amp; support access to government, business and other online services.</b>	Local promotion of and support access to government online services and information. Local promotion of online banking, purchasing and other ICT enabled services. Assist patrons with access to other online services.	On-selling of third party products (eg home internet accounts, phone cards, office products)	Regional or state-wide promotion of government and other online services Over the counter services (eg payment of bills, advisory services etc)
<b>Contribute to local initiatives that strengthen community capacity.</b>	Maintain a community website	Community newspapers, bulletins, tourist and heritage information, library services. IT support to community development projects. ICT services to small and home-based business. Labour market programs (eg Work for the Dole). Additional support programs for youth, children, the aged and people with disabilities (eg PC Clubs and Seniors Online, <b>organised online games</b> .	Internet cafés, network games across the WAN. Network games that are not part of organised activity

<sup>5</sup> Centres may connect the Coordinator's laptop to the Department of Education's WAN without submitting a business case provided that the:

- Current version of Symantec anti virus software is installed and running on the machine and all current updates are loaded.
- Current version of Windows Service Pack is installed and running and regular Windows updates are loaded to ensure all current patches and fixes are installed.
- Laptop's network name is providing to the CSU with for forwarding to the Department's Information Management Branch.

<sup>6</sup> At its meeting of 31 October 2005, the TCO Advisory Board determined that the provision of computers and other equipment to community groups and individuals on long-term hire, loan or through reselling schemes are outside the agreed Online Access Centre services framework. This service is offered by a number of other agencies.

## Definitions

**“Advanced or Specialised Graphics Applications”** means and includes but is not limited to Photoshop, Flash, Dreamweaver and Frontpage.

**“Advanced or Specialised Software”** means alternative operating systems, such as Linux, 3D rendering and computer aided drafting applications, server-client software such as Windows 2000 Server or email clients, IIS or Apache or other web server software, and content management systems.

**“Agreement”** means in the case of community-managed centres the Services Agreement including its schedules and attachments, and in the case of Department-managed centres the Policy on Department Management of Online Access Centres.

**“Business Case”** means a written submission with supporting evidence and of sufficient detail for the Business Case Review Committee to make an informed decision as to the viability of a proposed action, service or technology infrastructure provision.

**“Centre Support Unit”** or **“CSU”** means the business unit of the State Library of Tasmania responsible for management and administration of the TCO Program, advance and acquittal of government funding, liaison with Service Providers and field support of Centres.

**“Committee”** means in the case of community-managed centres the Committee of Management defined under the Associations Incorporation Act (1964) as having responsibility for management of the affairs of the centre’s incorporated body and which is a party to the Services Agreement, and in the case of Department-managed centres the Advisory Committee appointed by the Crown to assist the managing authority with strategic issues relating to the centre.

**“Coordinator”** means an employee of the Service Provider employed in accordance with the Coordinator Position Description attached to a centre’s Services Agreement.

**“CSU Website”** means the Internet website at <http://www.education.tas.gov.au/tco> and all web pages and information and documents made available for download therein.

**“Individual Centre Services”** means activities and services listed as such in Schedule 1 of the Services Agreement or Policy on Department Management of Online Access Centres and which are optional and may be delivered by the Service Provider at or through the Centre at its sole discretion.

**“Network Services”** means activities and services listed as such in Schedule 1 of the Services Agreement or Policy on Department Management of Online Access Centres and which are required to be delivered by all Service Providers at or through each Centre at mutually acceptable levels.

**“Operations Manual”** means the information provided under the heading “Operations Manual” as published on the CSU Website, including any adjustments made by the CSU from time to time.

**“Organised Online Games”** means specific timetabled online gaming sessions conducted over the Centre’s Local Area Network (LAN).

**“Service Delivery Review”** means the on-site review of programs, services and operational matters pertaining to this Agreement conducted by field officers of the TCO Centre Support Unit from time to time.

**“Services Requiring Business Case”** means activities or services that fall outside the defined scope of the TCO Program or its Mission and Goals and which may not be delivered at or through the Centre unless provided for in the approved Annual Plan.



**“Short Course”** means a course class or structured program of study of less than nine hours duration with no one session more than three hours duration.

**“Short-term Loan or Hire”** means loan or hire for a period of up to 48 hours or over a weekend.

**“Small Medium or Large Business”** means any business with more than 6 full time equivalent (FTE) employees.

**“Volunteer”** means a Online Access Centre Committee member or unpaid staff member assisting with the day-to-day operations of the Centre.