Developing Tomorrow’s Skills and Building Community:
Innovations from Australia’s adult and community education providers
Dr Don Perlgut & Evelyn Goodwin, Community Colleges Australia, 16 August 2018
Australian Community Education

**History:** NFP community-based learning going back >100 years

**Branding:** Often confused with TAFE and private for-profit providers

**Business:** Public perception of non-accredited adult education

**Focus:** Increasingly on vulnerable and disadvantaged, foundation skills

**Numbers:** 450 providers serving 380,000 VET students, 9% of Australia’s 4.2 million learners (NCVER, 2017)
Strategic Influence of Australian Community Education Providers

1. Flexible, agile and quick, employing a wide range of tools and freedom to take risks
2. Not bound by government structures like TAFEs
3. Complement state & national programs to develop job skills, encourage economic development & enable citizen participation
4. Collaborations with government, NFPs & businesses
5. Not beholden to private shareholders to make profit like for-profit providers
6. Invest in local communities, building human, social & economic capital
7. Small class sizes, personal support, learner-centred
Producng results

COMMUNITY COLLEGES AUSTRALIA

CONTRIBUTION

- Have access to all levels of community, meeting local needs
- Facilitates powerful learning
- Provides career pathways and meaningful outcomes for learners
- Has developed trust with Indigenous communities

CHALLENGES

- Being considered by local decision makers
- Financial and infrastructure constraints
- Accessing funds held back from other Registered Training Organisations
- Linking to new networks, collaboration opportunities with business, universities, TAFEs, RTOs
- Maintaining energy levels

KEY RECOMMENDATIONS

- Macro strategic view required
- Leverage collective impact and collaboration
- Pursue new non-traditional partnerships
- Measure social impact and communicate

TO REGIONAL COMMUNITIES
65.6% of students are the most socially and economically disadvantaged (bottom two SEIFA quintiles), compared to 55.2% of TAFE and 56.2% of private for-profit providers.

(NSW 2017 data, NCVER July 2018)
Highest percentage of VET students with disabilities

19.7% of community students have a disability, compared to 12.1% of TAFE and 8.9% of private providers.
35.8% of VET students are aged 45 or over, compared to 19.0% of TAFE and 14.7% of private providers. Community providers reach older workers best.
Community education students are Indigenous

13.4% of Govt-funded VET students are Indigenous, compared to TAFE with 9.6% and 7.0% of private providers.

Photo: Graduating Indigenous land management trainees at Port Macquarie, courtesy of Port Macquarie Community College and Birpai Aboriginal Land Council, June 2018.
Regional and rural focus

63.8% of our students are regional and rural, compared to 36.6% of TAFE and 32.6% of private providers.
NSW regional sector coverage
INNOVATION

WHAT’S NEXT FOR COMMUNITY EDUCATION?

“The best way to predict the future is to invent it.”

ALAN KAY
Aboriginal driver training
Licensed and on the Road

https://www.acecolleges.edu.au/community/aboriginal-driver-education-program/
Youth Employment & Skills Development

NextGEN Digital Development Program

Do you (or someone you know) love social media, web & graphic design, writing, marketing or IT?

This program offers 3 hours per week of paid employment doing real digital work for real clients, a Certificate II in skills for Work & Vocational Pathways FSK20113 with a focus on digital media and invaluable work experience.

Commences:
Wollongong: Tuesday 6 February, then every Tuesday & Wednesday for 15 weeks
Kiama: Thursday 8 February, then every Thursday & Friday for 15 weeks

Note: applicants must be aged 15-24 and meet other eligibility criteria.

NextGEN Digital Development is funded by the Australian Government Department of Employment as part of the Empowering YOUTH Initiatives.

Kiama Community College Inc. RTO ID 90087 W: kcc.nsw.edu.au P: 02 4232 1050 E: info@kcc.nsw.edu.au
Sustainability and Permaculture

The main campus building is a retrofit of an old electricity depot and has been designed to be both energy efficient and innovative. The design is based on passive solar principles to maximise natural light, fresh air flow, summer coolness and winter warmth.

There are 199 solar panels which generate 30 kW of power to feed back into the grid. You can see the 6 x 5 kW inverters in the small exhibition space and a display of power generated on the screen. This saves on coal fired electricity and generates income for the complex.

The landscaping includes a local native garden and hosta tea garden in Barrington Street. Mews and sheds provide refreshing drinks that are down on packaging and food miles.

The college endeavours to improve our environmental behaviours and policies. All rooms have recycling bins, paper reuse containers, mugs and tea pots for brewing tea from the garden. We are committed to using recycled photocopy paper. Green cleaning products are used on the building.

To find out more, look for the environmental ‘e’ features signs throughout the building.

Seven Principles of Education for Sustainability

Transformation and change... equip people with the skills, capacity and motivation to plan and manage change towards sustainability within an organisation, industry or community.

Education for all and lifelong learning... is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and takes place within all possible learning spaces.

Systems thinking... equip people to understand connections between environmental, economic, social and political systems.

Envisioning a better future... engage people in developing a shared vision for a sustainable future.

Critical thinking and reflection... value the capacity of individuals and groups to reflect on personal experiences and worldviews, and to challenge accepted ways of interpreting and engaging with the world.

Participation... at all levels is critical for engaging groups and individuals in sustainability.

Partnerships for change... make use of genuine partnerships to build networks and relationships, and improve communication between different sectors of society.

www.cca.edu.au

https://www.byroncollege.org.au/Sustainability

www.cca.edu.au
Business Incubators

Sourdough Business Pathways

https://sbp.org.au/

http://www.businessgrowthcentre.org.au/
Social Enterprises

Regional Innovation

Proudly Presenting

ULLADULLIRIOUS
MILTON ULLADULLA
COMEDY FESTIVAL

Get Set: Enhancing Wellbeing Amongst Rural Women
Aims to help rural women thrive in their communities. Workshops across six rural communities included mental health, economic wellbeing and internet/computer skills. Celebrated rural women with local female heroes speaking at each workshop.

https://youtu.be/X3DeXVovbog
https://www.riverinacc.edu.au/aussiefarmers
Special Assistance Secondary Schools
Special Assistance Secondary Schools

MTC Australia
Warakirri College

Albury Wodonga Community College

Indie School

Skillset Senior College

www.cca.edu.au
ACE is a force in special assistance schools

Special Assistance School by type

- Community based
- Faith based

Includes: NSW, VIC, WA QLD
Special Assistance School Approaches

- Put the young person at the centre
- Address personal wellbeing first
- Provide wrap around services
- Learning relevant and meaningful to individual
- Are holistic and lateral rather than linear
- Require highly skilled and resilient staff and support – teachers, youth workers, psych services and support etc
- Focus on educational outcomes
- Networked in their communities
Why innovation works at community education providers

- Build on local and regional strengths
- Develop and sustain partnerships between government, not-for-profit community and businesses
- Collaborate with others in ACE sector, leveraging collective strengths
- Quality lateral “just in time” solutions adapt as needs change
- Funding from non-local sources, leveraging to assist local community and economic development
- Culture of entrepreneurship and “can do”
Taking the Lead: Building Community

Community Colleges Australia Annual Conference

Sydney, 13-15 November 2018

Community Colleges Australia
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