



Regional Economic Development in NSW: The Role of Community Colleges

Dr Don Perlgut, CEO, Community Colleges Australia, Mullumbimby, 25 October 2017

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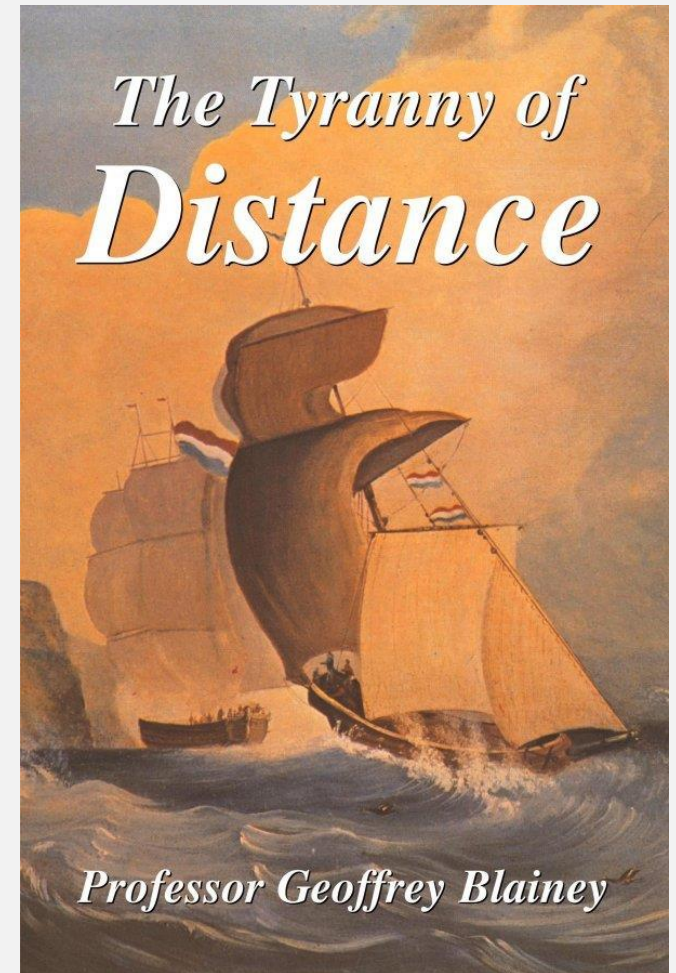


The Tyranny of Distance

Rural, regional and remote Australia faces major economic and social challenges based on the “tyranny of distance”: lack of access to services, including education, and resultant poorer economic outcomes.

The more “rural” and “remote” you get, the greater the economic and educational challenges you face.

Geoffrey Blainey, *The Tyranny of Distance*, Pan Macmillan, 1967,
<http://www.theaustralian.com.au/arts/review/the-tyranny-of-distance-geoffrey-blaineys-classic-turns-50-/news-story/30477685f87b58523e883f556b40e059>





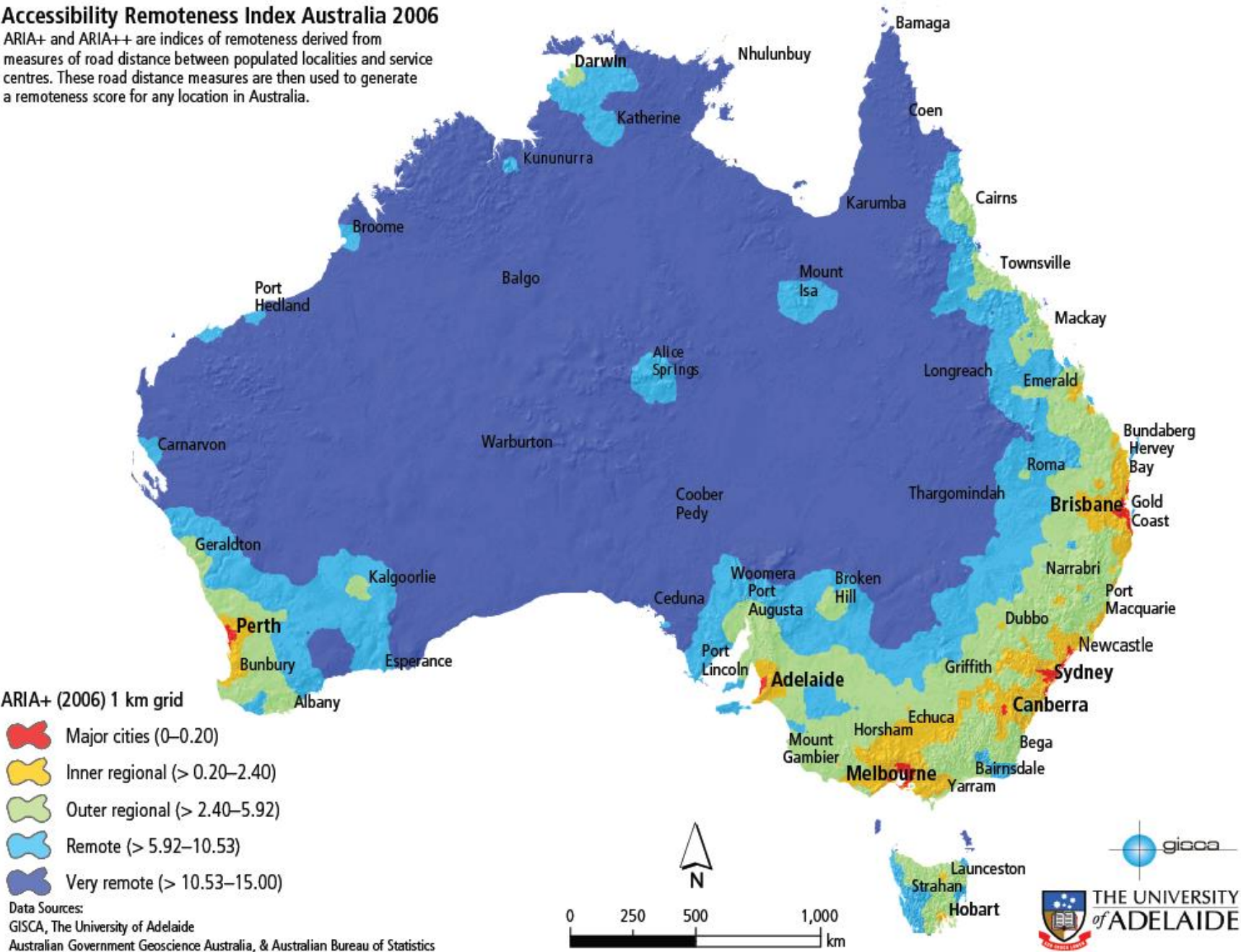
Rural Education and Young People

- ***Vocational education and training (VET) is an important pathway for regional and remote students. Nearly one-third of remote and outer regional students undertake an apprenticeship or traineeship, far greater than in metropolitan areas.***
- **Rural and remote students have reduced access to education services** compared to metropolitan students: attend school less frequently, less likely to go to university and more likely to drop out if they enrol.
- **Indigenous Australians participate in VET at twice the rate that non-Indigenous Australians do.** Remote communities are home to one-quarter of Australia's Indigenous population. As a consequence, the educational challenges faced in remote areas have a disproportionate impact on Indigenous Australians. <http://www.mitchellinstitute.org.au/fact-sheets/young-people-in-rural-and-remote-communities-frequently-missing-out/>



Accessibility Remoteness Index Australia 2006

ARIA+ and ARIA++ are indices of remoteness derived from measures of road distance between populated localities and service centres. These road distance measures are then used to generate a remoteness score for any location in Australia.



ARIA+ (2006) 1 km grid

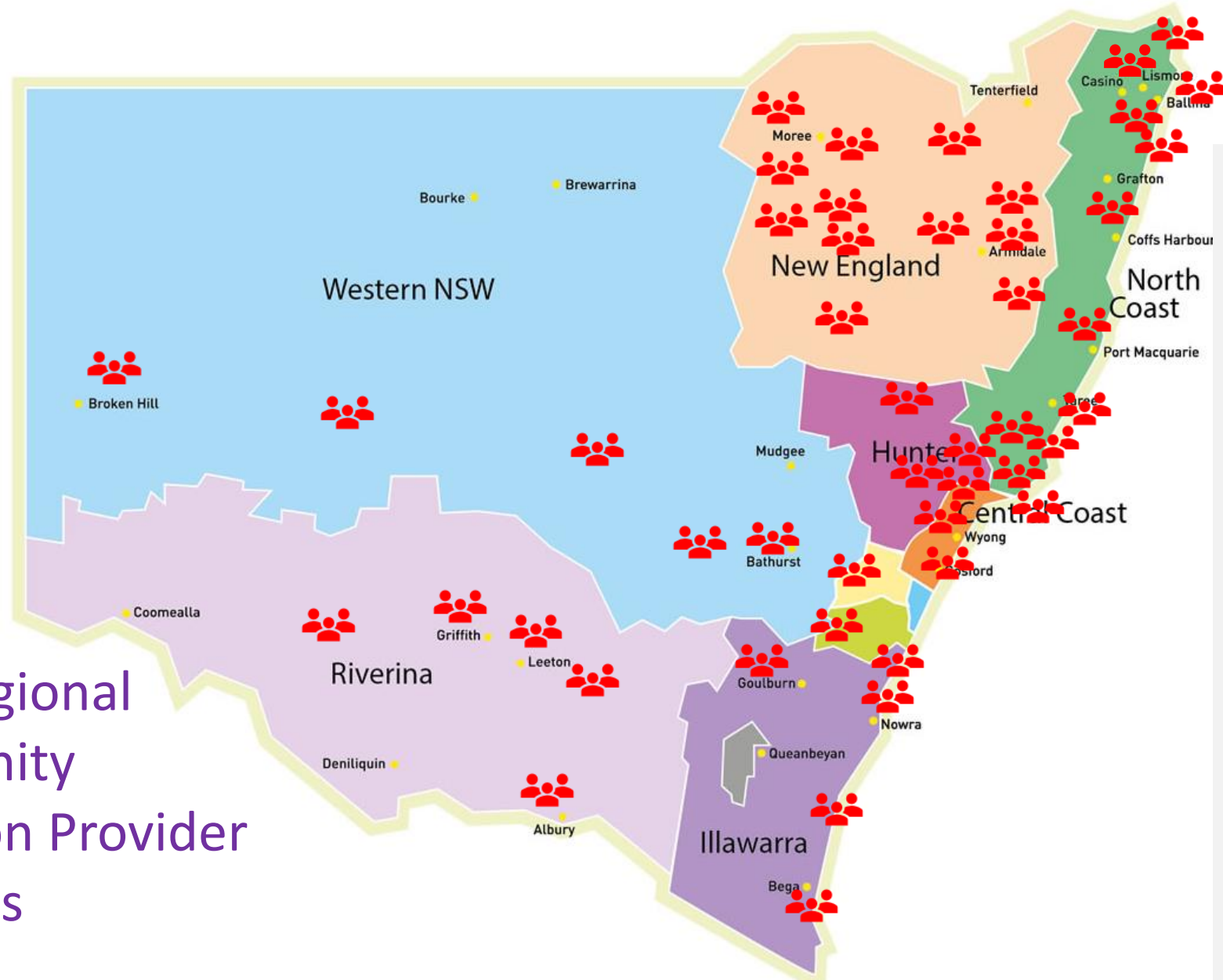
- Major cities (0–0.20)
- Inner regional (> 0.20–2.40)
- Outer regional (> 2.40–5.92)
- Remote (> 5.92–10.53)
- Very remote (> 10.53–15.00)

Data Sources:
GISCA, The University of Adelaide
Australian Government Geoscience Australia, & Australian Bureau of Statistics





NSW Regional Community Education Provider Locations



Map adapted from https://www.training.nsw.gov.au/about_us/sts_contacts.html



NSW Government-Funded VET Students

Student percentages by ARIA accessibility category 2016

Location	TAFE %	Private %	Community %
Major cities	63.0	65.3	27.0
Inner regional	25.7	23.9	46.7
Outer regional	9.2	7.6	24.2
Remote	1.5	1.0	1.5

Percentage Indigenous Students
2016

TAFE %	Private %	Community %
8.4	6.3	12.0

Student percentage age breakdown 2016

Age	TAFE %	Private %	Community %
14 to 24	40.1	57.2	30.6
25 to 44	39.0	27.4	34.2
45 and over	20.9	15.3	34.8

Data source: <https://www.ncver.edu.au/publications/publications/all-publications/government-funded-students-and-courses-2016>



VET and School Participation by Location

Indicator	Metro %	Inner regional %	Outer regional %	Remote %	Very remote %
Participation in VET	7.4	10.7	11.2	11.9	10.4
Secondary School participation age 16	81.2	77.0	73.9	65.6	52.3
Higher ed participation of school leavers	36.7	20.1	16.1	13.1	4.3
Left school year 10 or below	30.8	41.5	42.3	41.2	50.3

<http://phidu.torrens.edu.au/current/graphs/sha-aust/remoteness/aust/education.html>

Source: Compiled by PHIDU based on data from the NCVER and the ABS Estimated Resident Population, 30 June 2012.



VET Participation by State/Territory

Indicator	Metro %	Inner regional %	Outer regional %	Remote %	Very remote %
NSW	6.3	11.9	14.6	15.4	18.5
VIC	10.3	13.9	16.6	19.8	-
QLD	5.9	7.8	7.9	8.4	10.4
SA	8.2	10.8	12.5	13.5	12.9
WA	6.1	7.5	10.8	12.1	9.6
TAS	-	8.6	10.6	13.4	14.6
NT	-	-	8.6	13.2	9.9
Australia	7.4	10.7	11.2	11.9	10.4

2012 (released October 2014) Source: <http://phidu.torrens.edu.au/current/graphs/sha-aust/remoteness/aust/education.html>



Regional and Rural VET Challenges

1. “Thin markets” and unproductive competition.
2. Impact of “contestable” funding models in regional areas with very few providers.
3. Resourcing and costs: lack of managerial attention from centralised state governments, arbitrary funding models that do not account for regional and rural needs.
4. Quality and availability of trainers and assessors.
5. Lack of placement opportunities (including quality providers in certain sectors) for students whose studies require work placements.
6. Poor telecommunications and unreliable internet connections – both providers and students.
7. Online study often not suitable for VET, with requirements for “hands on” activities, and for potentially disengaged learners.
8. Access by students to learning locations: poor public transport.
9. Competition from universities, with secondary schools and other institutions favouring university over VET for school leavers.
10. Issues in border locations (NSW-VIC, SA-VIC, NSW-QLD) of employer registration and approvals.
11. Culture of second and third generation unemployment in certain disadvantaged communities.
12. Aboriginal and Torres Strait Islander communities have special cultural needs not always catered for.





Principles for Innovative Rural and Regional VET Programs: Sample Approaches

- Building on local and regional strengths and points of difference
- Developing and sustaining partnerships between government, not-for-profit community and businesses
- Co-location, such as TAFE-community-high school-university, including sharing facilities and classrooms: TAFE SA & community sector good example of efficient VET partnering
- Because funding for training is usually based on “demonstrable” local needs, find ways to create that need
- Seek funding from non-local sources
- Focus on entrepreneurship, creating a culture of entrepreneurship and risk-taking
- Overcome the distances involved in regional, rural and remote Australia



Contact:

Dr Don Perlmut, CEO Community Colleges Australia

don.perlmutter@cca.edu.au

tel (02) 9233 3634