



# Hornsby Ku-ring-gai Open Day

Update from Dr Don Perlmut, CEO, Community Colleges Australia, 29 June 2018



# Australian Community Colleges

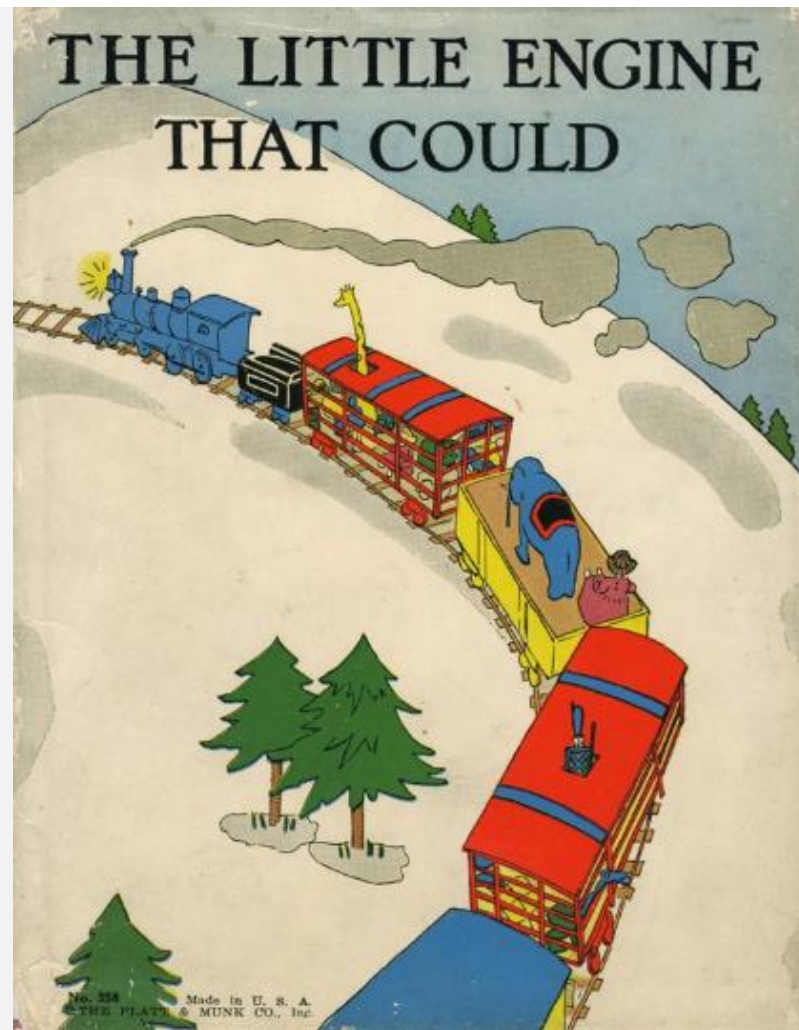
**The history:** NFP community-based learning going back >100 years.

**The branding:** Often confused with TAFE – and increasingly with private for-profit providers.

**The business:** Much of the public perception is of non-accredited adult education, but for many providers that has lessened; the rest is accredited VET.

**The focus:** Increasingly on vulnerable and disadvantaged => CSO.

**The numbers:** 450 providers serving 380,000 VET students, 9% of Australia's 4.2 million learners (NCVER, 2017).





# Community Providers

1. Strategic in flexibility to employ a wide range of tools
2. Not bound by government structures in the way that TAFEs
3. Complement state and national programs that develop job skills, encourage economic development, enable citizen participation and increase human capital
4. Not beholden to private shareholders to make profit in the way of for-profit providers
5. Freedom to take considered risks

## **Strategic influence because of historic commitment to:**

- investing in communities, building their social and economic capital
- responding to the needs of vulnerable and disadvantaged Australians, including a commitment to foundation skills
- small class sizes, focussing on personal support, creating connections to and collaboration with local councils, social services agencies and employers





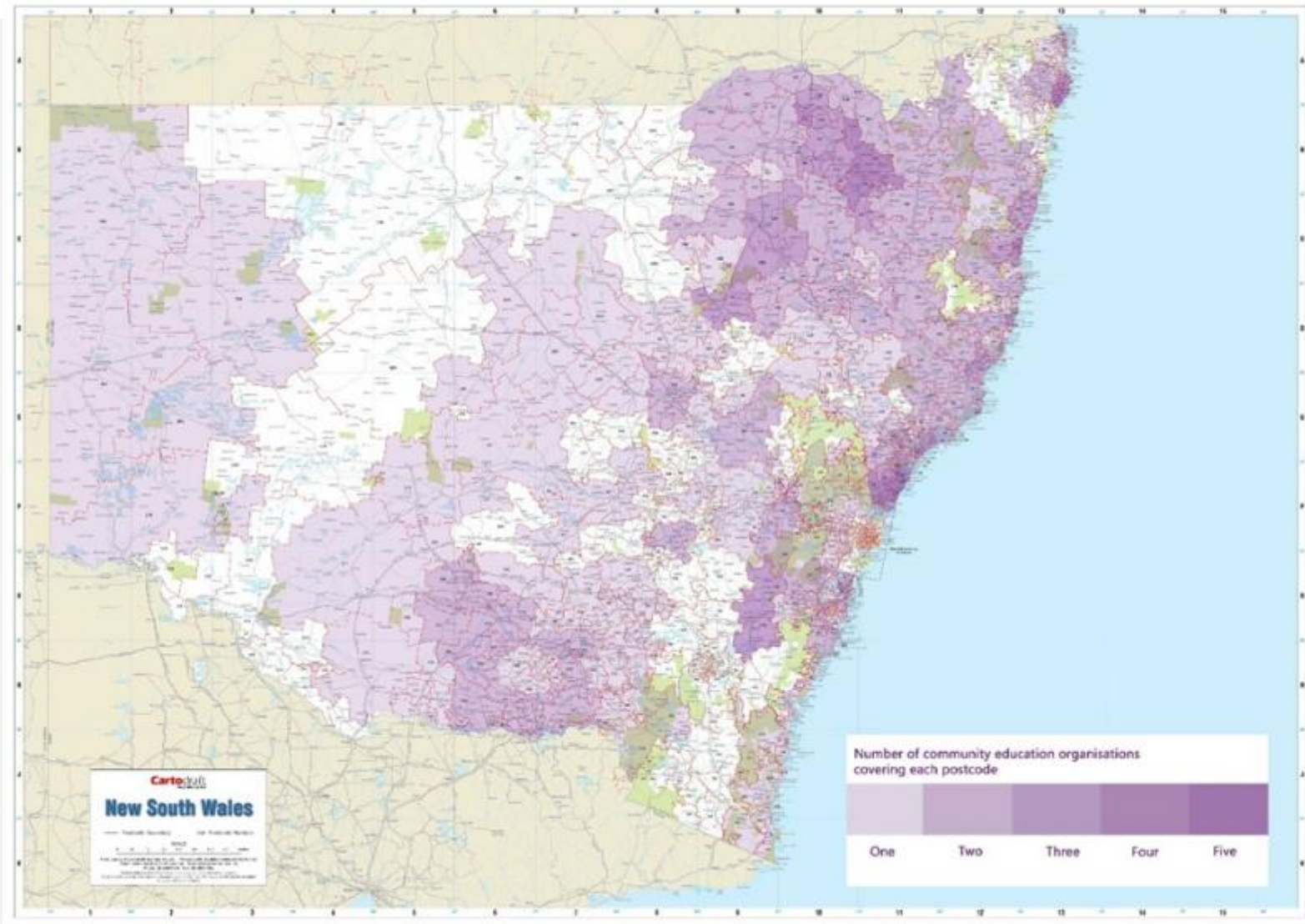


# We produce results





# NSW Regional Sector Coverage





# Principles for Australia's Community Education Providers

- We build on local and regional strengths and points of difference.
- We develop and sustain partnerships between government, not-for-profit community organisations and businesses.
- We collaborate with others in our sector, leveraging our collective strength.
- We seek funding from non-local sources, leveraging those resources to assist local community and economic development.
- We create a culture of entrepreneurship and “can do”.
- We overcome the distances involved in both regional areas and large metropolitan areas through our “place-based” learning.





# Our VET students include the most disadvantaged

- 69.1% of our students are the most socially and economically disadvantaged (bottom two SEIFA quintiles), compared to 53.7% of TAFE and 55.3% of private for-profit providers





# Our VET students include the most with disabilities because we care

- 15.6% of our students have a disability, compared to 11.1% of TAFE and 5.3% of private for-profit providers







## Our VET students are older

- 34.8% of our students are aged 45 or over, compared to 20.9% of TAFE and 15.3% of private for-profit providers
- Community providers reach older workers best.





## Our VET students are Indigenous

- 12% of our VET students are Indigenous, compared to 8.4% of TAFE and 6.3% of private for-profit providers



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





# Our VET students live in regional and rural Australia

- 70.9% of our students are regional and rural, compared to 34.9% of TAFE and 31.5% of private for-profit providers







Community Colleges Australia

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