How Australia's adult and community education providers can support growth of a quality trained aged care workforce

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# **This Presentation**





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# **Key Messages**



## **Adult and Community Education Providers (ACE)**

- Constitute important part of the nation's aged care training infrastructure.
- 8,435 students studied aged care with ACE (2019).
- ACE training models used are place-based, student-centred and inclusive, perfect for aged care training.
- ACE providers are agile, innovative, able to recruit trainees and students who 'fit' and grow to meet the needs of clients and employers.

### **Aged Care Worker Shortage**

- Must be met through effective connections with quality training organisations, local communities, local service providers, and outreach to potential and existing workers.



## **Australia's ACE Sector**



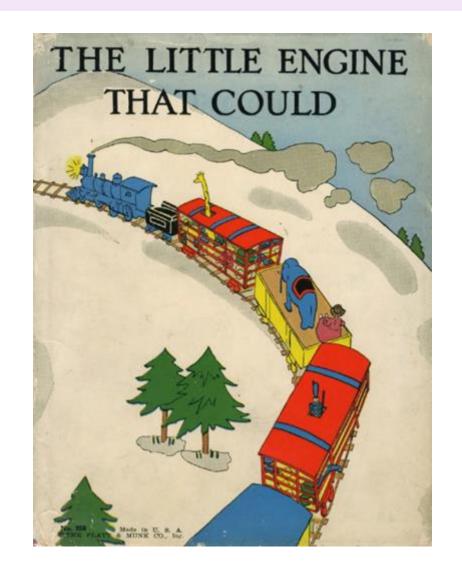
**History:** NFP community-based learning going back >100 years.

**Focus:** Community development, life-long learning, vulnerable and disadvantaged people and communities.

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

**Business:** Public perception is of non-accredited education, but increasing focus on pre-accredited and accredited VET.

**Numbers:** 400+ community providers serve 400,000 VET students yearly (10% of national total) plus at least that number of non-accredited.



#### **ACE SNAPSHOT**

Government Funded VET in New South Wales 2019



#### **ACE OUTCOMES**

Government Funded VET in New South Wales 2019





#### REGIONAL



64.5%

of students live in rural, regional and remote areas

#### DISABILITY



19.2%

of students identify as having a disability

#### **SEIFA**



**55.7**%

of students are socioeconomically disadvantaged

#### INDIGENOUS



**13.1**%

of students are indigenous

#### 50 PLUS



**27.8**%

of students are 50 or older

#### FEMALE



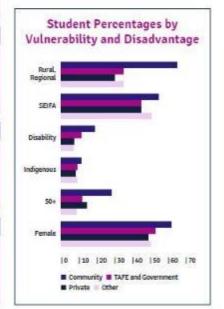
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### Reaching Vulnerable and Disadvantaged Learners

NSW adult and community education (ACE) VET providers disproportionately cater for students from the state's most disadvantaged groups and regions.

ACE providers overperform compared to TAFE, private for-profit and other VET providers, on almost all tracked measures of vulnerability and disadvantage.

These achievements result from the NSW Government's "ACE Program" and Smart and Skilled funding.



#### POST TRAINING



of students employed or in further training

#### IN EMPLOYMENT



42.7%

of students moved from unemployment to employment after training

#### **JOB STATUS**



62.3%

of students had a better job after training

#### REASON FOR TRAINING



83.4%

of students achieved major purpose for training

#### SATISFACTION WITH TRAINING



90.9%

of students were satisfied with the overall quality of training

### Delivering Employment and Training Outcomes

NSW ACE providers proportionately engage more vulnerable and disadvantaged learners than any other type of provider and deliver similar or better training and employment outcomes.

Highly skilled in reaching disadvantaged groups, the innovative approaches of community providers have strong impacts on regional economic development and social cohesion.

Embedded in their communities, NSW ACE providers deliver local solutions for local people through targeted "place-based" training.

NSW ACE providers support the Premier's policy priorities to: provide high quality education, break the cycle of disadvantage and contribute to a strong economy.

#### Community Colleges Australia

Community Colleges Australia (CCA) is the peak national body that represents community-owned not-for-profit education and training providers. Our vision is for dynamic and vibrant communities informed and empowered through learning. Our members provide flexible and dynamic education and training opportunities to individuals, groups and businesses. These activities help build self esteem, re-engage "missing" learners and create and sustain social and community networks, all of which help reinforce and sustain their communities.

How ACE providers engage vulnerable and disadvantaged learners – an example from NSW.

# **Aged Care Workforce Training: The National Need**



Aged Care Royal Commission recommends major expansion of the aged care and disability workforce.

May 2021 Commonwealth Budget promises a \$652 million workforce strategy, with upskilling existing workforce, and subsidised training for **33,800 new aged care workers** at Certificate III level, through expanded JobTrainer.

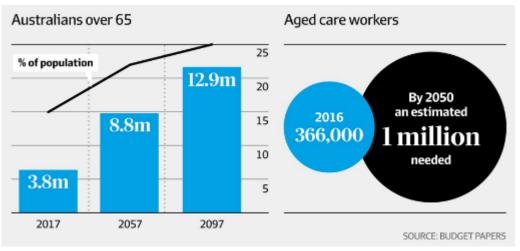
The home care workforce to expand by **18,000 new workers**, funded by extra \$91.8 million.

In 2016, 37.1% of Australia's 295,324 front-line care workers were born overseas, higher now. Almost 90% were women.

### **Questions:**

- What happens when our migration has slowed to almost zero?
- Where will this workforce expansion come from in the next few years?
- Who will train the domestically recruited workers?





# **ACE Aged Care Workforce Training: The Numbers**



Certificate III (Individual Support) and Cert IV (Ageing) government-funded students, ACE trains:

- 23% in NSW
- 19% in VIC
- 13% nationally
- 8,435 students in 2019 (NCVER 2020)
- More than one-third of ACE students enrolled in Cert III Individual Support.
- Almost every CCA member delivers Cert III.

Q: Is this speciality the result of national or state policies to support aged care workforce?



Isaac Wood, Community College Northern Inland, Bingara NSW Certificate III Aged Care Student

## **Trainer Recruitment**



## **The Challenge – Aged Care Trainers**

- Skilled aged care trainers are in critical short supply.
- Need greatest in regional areas.
- Existing workers are often reluctant to move into the training.
- TAE Certificate IV qualification seen as an obstacle.
- Negative press around the quality of care & qualifications of staff compounds challenges.

## **CCA Proposal**

- ACE TAE scholarship program for aged care trainers.
- Complementary mentoring support program that pairs potential trainers with experienced VET and/or industry professionals, to assist new trainers to engage with VET.





# **Aged Care Learner Literacy Support**



### The Challenge

- High Language Literacy Numeracy (LLN) & Digital Literacy (DL) concerns in both prospective and existing aged care workforce need upskilling.
- Limited funding available.
- Training providers must apply literacy proficiency at enrolment/graduation.
- Literacy for Certificate III Individual Support a barrier to new students CALD background and low literacy level native English speakers.

### **The Opportunity**

- Contextualised LLN & DL for aged care workers and students/trainees.
- ACE providers work with service providers to implement embedded LLN support which are learner cohort specific, i.e. CALD and native English speakers.





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