Having worked as a teacher, college and university lecturer, VET trainer, Board Member of Adult Learning Australia, Community College senior manager and board member, Special Assistance High School Wellbeing Coordinator and board member, and a journalist specialising in the field of education, I have spent over 50 years watching all these sectors get worse and worse. The total embrace of neoliberalism and economic rationalism by universities has been a disaster. In governance terms they have done nothing but chase money and cut costs - mainly reducing the most precious and essential part of all teaching and learning, Face to Face interaction between students and their learning facilitators. And that dumb dollar-driven decision has led to the self-interested tribes of academics who are “in the club” controlling all the funding grants, and perpetuating a mates’ club of parasites. They are at the core of the toxic selfishness that has overwhelmed a sector that used to be about serving the community and their students. So, to reverse out of this cul de sac of mediocrity, we need to adopt new approaches to: (1) Knowledge and Skills Needs - Reduce current courses, assessments and accreditation regimes by half; introduce mandatory Learner-centred and Community & Cultural Context-driven course design in a Co-Design and Co-Delivery approach, making learning reside in today’s world, informed by the rich heritage of wisdom that educators should be able to refer to whenever relevant; Make all Courses answer to overseeing committees with Lived Experience representatives and relevant Industry and Community representatives having equal say alongside academics; (2) Access and Opportunity - Return to Free Tertiary Education for All, and wipe all HECS Debts in one step; (3) Investment and Affordability - Do not allow cliques of self interested wankers to control universities, TAFE colleges or RTOs; make their governance reflect Affirmative Action to increase minorities and people from diverse and vulnerable communities; (4) Governance, Accountability and Community - Sack all board members who have been there longer then five years; ensure equal numbers of community, special interest groups and business as there are academics; run mandatory Feedback and Evaluation annually in every institution and publish the results publicly, with evidence of what the directors propose to do in response; (5) Connection between VET and Higher Education - Remove the artificial and fake barriers that prevent VET students progressing to universities, and allow Open Entry with a Review after the first two semesters, and Learning Support for those who may need it; Scrap the ridiculous Taylorist monkey-see, monkey-do VET Accreditation model, and allow much more local discretion about course design, content and delivery, to be responsive to changing community and business conditions; (6) Quality and Sustainability - Return to Mandatory 60% Face to Face teaching, and remove 60% of the BS Red Tape that was only ever a neoliberal distraction to “keep them all busy on the treadmill,” and had nothing to do with quality assurance; Ensure Students and Community have input in every Course Design and Assessment Committee; (7) Delivering New Knowledge, Innovation and Capability - Bring all ages, stages, culture and beliefs together regularly to inform the post-school sector of their Lived Experiences, and make it Mandatory for every institution to publish annually how it will respond to the Input and Feedback it has had from Students,,Staff, Community and Business. I am very happy to speak more about all these issues, and I definitely hope you do NOT “leave it to the experts.” They are the main reason this disaster has occurred. Sincerely, Dr Robbie Lloyd .