Summarising: Schwab (2006), *Options for Education and Training*
Responsibility for the preparation of this research summary rests with the authors of the MCEETYA report *Education, Training and Indigenous Futures: CAEPR Policy Research 1990–2007* and not the original author(s) of the summarised material.

Title of Research:
Options for Education and Training

Research Publication:
Final Report to the Warlpiri Education and Training Trust Advisory Committee 2006

Name of Researcher(s):
R.G. Schwab

Time period:
2006

Geographic location:
Remote regions of the Northern Territory under the responsibility of the Central Lands Council (NT).

Methodology:
This research is based on reviewing national and international literature and Commonwealth and State and Territory policies and programs relevant to Indigenous education, and information from consultations with Warlpiri communities, including education and training providers in those communities as well as Indigenous community members.

Aims:
The report is intended to provide clear models of Aboriginal education and training approaches and structures and identify some broad options for support under the Warlpiri Education and Training Trust (WETT), which receives royalties from mining activity in the Tanami region (NT).

Central Land Council as the agency administering the Warlpiri Education and Training Trust (WETT) commissioned this report into Aboriginal education and training options for remote Australia.

Selected findings and insights:
This research identified four major priorities for the development of education and training interventions in remote Australia
- child development, school readiness and parenting skills
- youth and media
- enterprise development and training
- a Warlpiri learning community

Against each of these priorities, the report examined the current state of research from national and international literature, identified examples of 'best practice' and proposed five targeted activities for the Warlpiri Indigenous people either immediately or in the near future.

The Warlpiri Early Childhood Centre which would provide early childhood courses and child health and other services. It would also be a preschool facility and day care centre operated by Warlpiri staff, affiliated with a University with Warlpiri people directing a program of teaching and research focused on culturally
appropriate early childhood development, school readiness and parent support. It would build expertise in the region and would be a model for research, development and best practice. The report proposes:

- targeted scholarships and study grants for students who are at the secondary level and want to develop a career in this field; and
- trust funds to be used to develop, train and support a cohort of early education workers.

The Warlpiri Parent Education and Parent Support Program, educating parents about antenatal health, nutrition and child development. In addition, parents would benefit from knowledge of child rearing strategies, early literacy and discipline. Such a program would require funding from the Trust to:

- develop community courses based upon culturally appropriate curriculum for parent education and possibly joint funding with the government for a parent and community development officer who could serve all four Warlpiri communities.

Warlpiri Youth New Media Project, to address the disaffection and disengagement of Indigenous young people in the communities. The engagement of Indigenous youth in local media projects has been shown through research to generate confidence, self-discipline and skills that are transferable to other areas of life and work.

- Warlpiri Trust funding would be required for the purchase of computers, printers, sound and video recording devices, internet access and production spaces in each of the Warlpiri communities. Funding from some source would be required for trainers to develop the technical and media skills required for building such an enterprise.

Warlpiri Training through Enterprise Program, building a set of community assets based on the Good Food Kitchen concept in each of the four Warlpiri communities. This requires workers trained in construction, food preparation and service, office management (ordering, storing and stocking products and ingredients) and small business operation. A program like this couples a business opportunity with training so that training is based on demand not supply. Another option canvassed in a community owned motel on the Tanami track. The report concludes that there could be:

- strong opportunities for leveraging a project like this with an Australian business, perhaps one that supports healthy foods, and with government as a nutritional health initiative.

A Warlpiri Learning Community, linking people with services, information and resources and taking shape according to whatever the community needs and through whatever physical resources are available. A hub for the learning community, possibly the local school, or a library, or existing community centre in the largest community, would be a place where community and adult education courses and activities could be offered, a place where information (print and electronic) can be collected, digitised, and stored.

- Early childhood and parent training could be offered if classroom space was built into the facility; a childcare facility could be attached or located next door; a youth new media project could be housed in the same building or precinct.

Educational implications:
The importance of this paper for remote community education is that it promotes a 'holistic' strategy for addressing the disadvantage experienced by the Warlpiri communities rather than identifying a range of unconnected solutions to highly complex and related set of educational, economic and social issues. In so doing, it recognises that the effective delivery of remote community education is a joint and coordinated
venture between Indigenous organisations such as the Warlpiri Education and Training Trust Advisory Committee, on behalf of the Central lands Council, and government (and possibly non-government) agencies.

[partnerships]

Relevance:

Domain 1: Early Childhood Education

Culturally appropriate provision

Domain 2: School and Community Educational Partnerships

Use and negotiation of educational partnership agreements between schools and communities

Domain 5: Pathways to training, employment and higher education

Pathways and strategies for remote locations

Education and training content in native title, Indigenous land use and heritage agreements

Related papers:

