



2008-09 Women's Leadership and Development Program Grants

FINAL REPORT

- 15th September 2010 -

**Ulkumantjuta Ukarratjuta Together for Learning:
Waltja and WAVE women Learning and Talking about Training**

**A Collaborative Project between
WOMEN IN ADULT AND VOCATIONAL EDUCATION (WAVE)**

and

WALTJA TJUTANGKU PALYA ABORIGINAL CORPORATION (Waltja)

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1. OUTLINE OF PROJECT

This Project is entitled "Ulkumantjuta Ukarratjuta* Together for Learning: Waltja and WAVE women learning and talking up about training" (*Pintupi-Luritja language, meaning 'adult women and young women'). It was a collaboration between a national Women's NGO Women in Adult and Vocational Education (WAVE) and a Central Australian Aboriginal Women's organisation Waltja Tjutangku Palyapayi (Ref Att. 13 MoU).

This design of this Project aimed to meet both the focus and the specified outcomes for the 2008-9 WLDP Grants through mutual engagement and mentoring, to strengthen the capacity of both WAVE as a national women's NGO and that of Waltja to 'represent, advocate and improve service delivery' – to the diversity of Australian women and especially Aboriginal women living in remote communities in Central Australia.

The policy area of specific interest here is that of adult learning, and Vocational Education and Training (VET), including the enhancement of potential for employment outcomes. Given the nature of this area, while DEEWR is the major policy area, the Project also crosses policy 'sectoral boundaries' (e.g. FaHCSIA), given its location. It was anticipated that outcomes should enhance the capacity of both WAVE and WAVE members, and especially of Waltja and Waltja Project participants, to engage in policy and delivery debates and associated advocacy work. Further more, the Project aimed to contribute to the building of strong and resilient communities, through its mutual mentoring focus and educative activities.

The aim of this collaborative Project was to enhance the engagement between WAVE and Aboriginal women in remote communities in Central Australia, a severely marginalised group of Australian women in regard to access and equity within vocational education and training.

This Project sought to support Aboriginal participants to:

- consult within their own communities on training issues and needs, to workshop that information with other Aboriginal women from across the Central Australian region, and to present that information to regional service providers
- mentor young women from their communities to participate in this consultation and in regional forums, and to gain experience and new skills in multimedia and community development work.
- identify and/or assist in the development of nationally accredited training relevant to Indigenous women's leadership and mentoring
- partner with WAVE in direct advocacy to government about vocational education and training for remote indigenous communities.

The Project sought to support Indigenous women's leadership at several levels: the interpersonal level of mentoring relationship between senior and young women, the community level where participants investigate and map training needs/issues, the regional workshops and sharing of information with other Waltja women leaders, the regional training forums where Indigenous women were able to present their

identified issues/needs to local service providers and government, and the advocacy to government at the end of this Project. At all stages the participants were supported by WAVE and Waltja Project Management Committee members and staff.

The Project Plan included activities that sought to:

- enhance engagement and interaction between a national women's NGO (WAVE) and women who are not engaged in current policy debates, in this case Aboriginal women from remote communities in Central Australia, along with collaboration with Waltja; and
- build the capacity of a national women's NGO (WAVE), working with Waltja in its service provision role, to enhance the capacity for policy advocacy in VET, and so enhance provision of services for women who are not engaged in current policy debates.

2 PROJECT PARTNERS

The Project was a collaborative venture between Women in Adult and Vocational Education (WAVE) and Waltja Tjutangku Palyapayi (Waltja).

WAVE (www.wave.org.au) has undertaken past investigations into access and equity for Aboriginal women in vocational education and training (VET), and has collaborated with Waltja in a compilation of past and current research into training and education issues for Aboriginal women in Central Australia. It is also the only national women's NGO that informs debate and advocates for women and girls in the policy area of VET.

Waltja is a Central Australian women's non-government organisation governed by senior Aboriginal women. Waltja's constitutional objectives encompass advocacy for self-determination of communities and individuals, a whole-of-family approach, and support and training for community employment and community-managed services. Waltja website www.waltja.org provides details on Waltja's governance, mission, organisational methodology, programs and publications. Waltja works in the Central Australian region, an area that encompasses three states and many language groups. Waltja's organisational goals and operational strategies focus upon the centrality of women to community capacity, the need for training and employment opportunities for Aboriginal people to enable them to work in and manage local services, and the value of partnership and communication between families, local services, and funding and regulatory bodies, within and between communities and across the region

WAVE was formed in 1987 and is the first and only National and autonomous organisation for Australian women in the Adult, Community, Vocational Education and Training and work-related learning sector/s. Managed through a national executive with state/territory representation, WAVE acts as a National Network for women who work and study in Adult and Vocational Education and work-related education and training.

WAVE's principal aims are:

- to provide a National network for women who work and study in Adult and Vocational Education and Training.
- to provide advice and advocacy on behalf of members to decision makers in relation to the Adult and Vocational Education sectors, including policy advice, and advice relating to access and equity.
- to promote social justice and equity in and through Adult and Vocational Education and Training.
- to strengthen links and build areas of mutual co-operation with other organisations, including but not limited to, women's adult and vocational organisations.
- to undertake research that will advance the interests and needs of girls and women in relation to Adult and Vocational Education and Training, including VET in schools.

3. REPORT AGAINST PROGRAM AIMS AND OBJECTIVES

The Project activities as summarized in the funding agreement have been numbered as follows for this report:

- 1 Collaborate with Waltja Tjutangku Palyapayi (an Aboriginal women's NGO in Central Australia)
- 2 Support Indigenous women leaders in 12 remote communities in Central Australia to identify local training needs and engage with adult and vocational education service providers and policy structures.
- 3 Support Indigenous women to consult with their communities on training issues and needs
- 4 Support Indigenous women to mentor young women from their communities to participate in the consultation and gain experience in community development work
- 5 Support Indigenous women to identify and assist in the development of nationally accredited training relevant to Indigenous women's leadership and mentoring;
- 6 Support Indigenous women in direct advocacy to government about vocational education and training for remote Indigenous communities through a regional forum

3.1. WAVE collaboration with Waltja Tjutangku Palyapayi

This Project built on previous collaborations between Waltja and WAVE:

- Minmaku Palyantja Palya: WAVE/Waltja Women Leaders' Project (Value Women's Good Work) 2008-09
- Waltja/WAVE/S4W research into training needs for Aboriginal women and their communities: Helping people to help themselves (<http://www.waltja.org.au/default/training.html>) 2004-05

This Project built on an existing organisational relationship between WAVE and Waltja and prior personal relationships developed between Waltja and WAVE members. Six WAVE members participated in the Project workshops in February and May 2010, travelling from South Australia, ACT, Queensland, Victoria and New South Wales. In addition, Elaine Butler from WAVE worked alongside the Waltja Project coordinator Kate Lawrence to develop Project documentation during three visits to Alice Springs in November 09, February and June 2010.

Project planning and administration required extensive and continuous communication by email and phone between key people: Elaine Butler WAVE and Kate Lawrence Waltja, between and during Project Management Committee meetings.

The learning, challenges and breakthroughs in regard to collaboration between Waltja and WAVE are documented in Section 5 of this report.

WAVE members attended community workshops:

1. Feb 2010 at Santa Teresa and
2. May 2010 at Laramba, as well as
3. the Regional Training Forum in Alice Springs May 2010.

This report has been prepared collaboratively by WAVE and Waltja and is endorsed by Waltja management..

3.2 Support Indigenous women leaders in 12 remote communities in Central Australia to identify local training needs and engage with adult and vocational education service providers and policy structures.

Thirty Aboriginal women from 12 communities participated in the October 2009, February and May 2010 workshops and community research: Atitjere, Laramba, Engawala, Yuendumu, Papunya, Nyirpi, Ti Tree, Areyonga, Kintore, Ikuntji, Willowra, and Santa Teresa (See Attachment 1).

These participants worked together with Waltja staff and with WAVE to plan the research and evaluation activities, develop the research instruments, conduct the research on their own communities and review the research data. Local training needs were identified through interviews with local Aboriginal women, and supplemented by interviews with community employers (see Attachments 2 (a) & (b); 3 (a) & (b)).

Engagement with regional Central Australian adult and vocational education service providers and policy structures, based on the research findings from this Project, occurred at the Regional Training Forum conducted in Alice Springs on May 14th (see Attachment 1 for Participants; Attachment 8 – Précis Report & Agenda; Attachment 10 for Family News Article re RTF).

It was noted by several forum participants that this research is innovative and has generated valid and relevant community based data that can inform and guide decision-makers in communities, government and in Registered Training Organisations (Ref. Section 5)

3.3 Support Indigenous women to consult with their communities on training issues and needs.

Waltja participants interviewed 30 women from 12 communities between the Santa Teresa workshop in February and the Laramba workshop in May 2010.

The research kit was developed jointly by Waltja and WAVE workshop participants at the Santa Teresa workshop in February 2010. The research kit included: Interview sheet; Information Sheet; Luritja and Warlpiri translations of the Interview questions; Community Guide for Researchers (see Attachments 2 (a) & (b); 3 (a) & (b); 9).

Waltja staff provided support and further training to research participants through community visits to five communities: Atitjere, Yuendumu, Willowra, Laramba and Santa Teresa. One Yuendumu-based Waltja researcher Enid Gallagher who had received training travelled with her husband to the even more remote community of Nyirripi to support a less confident community researcher. This was identified at the Laramba workshop as a particularly successful mentoring strategy which Waltja intends to apply in future research.

Reflection on the research process by Waltja participants at the Laramba workshop in May 2010 identified the positives, the challenges, and ideas for improvement for this community-based research. In particular, participants noted the need for community promotion, and personal and institutional support within their own communities to enable them to confidently engage in community research.

3.4 Support Indigenous women to mentor young women from their communities to participate in the consultation and gain experience in community development work.

While Waltja participants were generally enthusiastic about the intention to include and mentor young women, this proved difficult to put into effect in practice. Only two young women attended the Atitjere and Santa Teresa workshops with senior women from their communities, and one of these young women assisted her mentor with interviews in her home community.

The main reason for this as discussed in the Laramba workshop was that Waltja researchers were only confident/willing to take up mentor relationships with young women with whom they had a close and appropriate family relationship: if these young women were not available or willing to work with them, no others were approached.

In addition, it is the opinion of the Project Management Committee that the Waltja researchers needed to be more confident themselves about their researcher role and capacity before they were willing to enlist and mentor anyone else.

While the focus at the Project submission stage was on the mentoring of young women on remote communities, this aspect of the Project was not fulfilled.

3.5 Support Indigenous women to identify and assist in the development of nationally accredited training relevant to Indigenous women's leadership and mentoring

Waltja and WAVE jointly developed resources on Aboriginal women's leadership in the previous collaborative OfW/ WLDP Project (2007-2008), viz: *Minmaku Palyantja: Waltja Women Leaders' Project (Value Women's Good Work*, that provided a foundation for this project, enhanced by the ongoing mentoring work in leadership for indigenous women that is the centre of Waltja's work.

Throughout this Project information has been collected in regard to nationally accredited training, and other training initiatives related to leadership and mentoring (see Attachments 4, 5, 6).

3.6 Support Indigenous women in direct advocacy to government about vocational education and training for remote Indigenous communities through a regional forum

The first formal advocacy activity in this Project was the Regional Training Forum held in Alice Springs in May 2010 (see Attachments 7, 8) in which an overview of the project, the research processes and research outcomes were presented to representatives of NT and federal government, Registered Training Organisations and other organisations concerned with training issues in Central Australia (see Attachments 4,5, 6).

Further advocacy activities continue to be taken by Waltja and WAVE, including advocacy based on the outcomes documented in this report in due course, through:

- circulation of the Project report, and
- representation to relevant federal and NT ministers and departments.

4. PROJECT ACTIVITIES MAPPED TO AGREED MILESTONES

The Ulkumantjuta Ukarratjuta Project has progressed towards and or completed the activities outlined in the Activity Milestones Plan in accordance with the Project Budget.

This fulfils the requirements for Criterion 4 in the Project application: demonstration of the ability to plan, manage, monitor and evaluate the Project.

Details are as hereunder:

Waltja and WAVE Collaborative Project 2009-10		
Ulkumantjuta Ukarratjuta Together for learning: Waltja and WAVE women learning and talking about training		
PROJECT ACTIVITIES RUNNING SHEET		
<i>Milestone</i>	<i>Achieved?</i>	<i>Actions and comments</i>
Establish Project Governance by 30 July 09		
WAVE Project manager and Waltja Executive Committee approve contract.	√	WAVE approved contract in June 09 in consultation with Waltja. Project Management Committee is: WAVE National Convenors Elaine Butler and Robyn Woolley, plus Waltja manager Sharijn King and Waltja Project coordinator Kate Lawrence. MoU signed (See Att 13)
WAVE Project manager and Waltja Executive Committee develop and endorse continuous Project evaluation strategies.	√	Waltja Executive Director April Martin undertook to work on Project evaluation with WAVE evaluators Therese Nolan and Dr. Jill Sanguinetti. Draft evaluation methodology developed in April 2010, Therese Nolan conducted Project evaluation with Waltja members at Laramba workshop in May 2010. Waltja Executive provided evaluative feedback on Project at Executive meeting 23 rd June 2010.
Waltja Executive Committee member is nominated as mentor for the Project and	√	April Martin Chairperson of Waltja was appointed as Executive mentor/point of contact for Project evaluation, activity planning was delegated by

as member of Project Management Committee (PMC)		Waltja Executive to Manager with Project coordinator.
WAVE mentoring strategies are agreed	√	WAVE members provided face-to-face training and mentoring at the Santa Teresa workshop in February 2010. Elaine Butler WAVE national co-convenor provided mentoring support through three visits to Alice Springs throughout the Project.
First meeting of Project Management Committee is held.	√	First meeting: 24 th July 09 KL, EB, endorsed by Waltja Manager Sharijn King. Other phone/skype or face-to-face meetings: 28 th August 2009; 15 th Dec 2009; 27 th January 2010; 12 th February 2010; 19 th March; 16 th April; 28 th May; 11th June, 25 th -28 th June.
Allocate Staffing and Resources		

WAVE financial and administration positions allocated, Project files established.	√	Project contractual management is jointly between national convenors Elaine Butler and Robyn Woolley. Robyn provided contractual/compliance oversight; Elaine undertook the management of Project activities and reporting. Financial management: WAVE treasurer Annette Bonnici Waltja Project administration: Kate Lawrence Waltja financial management: Waltja book-keeper Belinda Langcake Memorandum of Agreement between WAVE and Waltja is attached to this report
Identify WAVE members to participate in the Project as VET mentors	√	Decision made at first PMC meeting that all WAVE Exec members to be invited to be mentors. Actual WAVE participants: Elaine Butler, Cecilia Blackwell, Dr. Jill Sanguinetti, Therese Nolan, Sue Salthouse, Dr. Sue Shore. <i>NOTE: As the Project was a research Project more than a training initiative, the WAVE participants in the workshops were not required to act as VET mentors, but rather as research</i>

		<i>advisors/supporters with a range of individual experience & expertise in VET and research. In future, to acknowledge and support local women's leadership in research, we should identify Waltja mentors who are experienced in research or Nintiringtjaku work, and position them early as Project leaders.</i>
Project worker position staffed with workstation and administrative support in Waltja office.	√	Main Project worker Kate Lawrence at Waltja. Computer upgrade and laptop provided by Waltja. Additional administration and event coordination support staff was provided as needed (e.g. 5 staff Santa Teresa plus drivers, 5 staff Laramba plus additional driver, 3 staff at Regional Training Forum plus 2 drivers and facilitator).
Waltja Executive Committee mentor administrative needs are identified and planned for (eg communication, travel, reimbursement of expenses)	√	Atitjere October 2009: Waltja Directors Meeting and Project workshop: Project endorsed by Committee and initial commitment of Directors to support community research. February 2010 at Santa Teresa: Waltja Directors provided feedback on the Waltja/WAVE workshop. June Executive meeting: Project evaluation feedback provided through Waltja manager

Promote Project		
Information posted on WAVE website	√	Actioned Sept. 09
Information distributed through WAVE eNews	√	Actioned Sept 09, June 2010
Information posted on Waltja website	√	Actioned Jan 2010 http://www.waltja.org.au/default/Waltjanwave.html
Article in Waltja Family News magazine	√	FN Issue 49 FN Issue 50
Plan and Conduct Initial Waltja Workshop		
Promotion, staffing, transport, catering and other logistical organisation of workshop.	√	Workshop 1: Atitjere community October 2009 - Initial promotion at Waltja AGM 12th Aug 2009; Promotion via Family News Issue 49. Waltja managed staffing, transport, catering and other logistical organisation of workshop.

		<p>Workshop 2: Santa Teresa Community February 2010: promotion via direct invitation to Waltja Directors and community notices at Santa Teresa, Waltja managed staffing, transport, catering and other logistical organisation, WAVE managed travel arrangements to/from Alice Springs incl. Alice Springs accommodation for WAVE participants.</p> <p>Workshop 3: Laramba community. Promotion via direct invitation to Waltja Directors, and community notices at Laramba, Waltja managed staffing, transport, catering and other logistical organisation, WAVE managed travel arrangements to/from Alice Springs incl. Alice Springs accommodation for WAVE participants.</p> <p>Regional Training Forum Desert People's Centre Alice Springs 14th May 2010 Promotion through email and fax invitations to</p> <ul style="list-style-type: none"> • invited participants from Commonwealth, NT and local governments, Registered Training Organisations and other NGO and Aboriginal organisations • through Central Australian Education and Training Network (CAETN), • through NT Council of Social Services Central Australian email network
<p>Workshop conducted with Waltja participants from minimum of 8 remote communities.</p>	<p>√</p>	<p>Workshop 1: Oct 26th to 28th 2009 at Atitjere Participants from 10 communities: Atitjere, Laramba, Engawala, Yuendumu, Papunya, Nyirрпи, Ti Tree, Kintore, Ikuntji, Willowra, with additional visitors from Atitjere the host community. Number of Waltja research participants (excluding staff): 17.</p> <p>Workshop 2: February 16th-17th 2009 at Santa Teresa Participants from 8 communities: Willowra, Nyirрпи, Laramba, Engawala, Papunya, Kintore, Mbwelarre, Santa Teresa. Number of Waltja participants (excluding staff: 15)</p> <p>Workshop 3: 10-12th May 2010 Participants from 7 communities: Willowra, Ti Tree, Yuendumu, Nyirрпи, Laramba, Santa</p>

		<p>Teresa, Papunya. Number of participants (excluding staff): 12.</p> <p>Regional Training Forum: 14th May 2010 4 Waltja research participant spokespersons from Willowra and Santa Teresa</p>
Project information and resources for community consultation provided to participants.	√	<p>It is important to note that Project resources were developed by participants in collaboration with Waltja staff and WAVE Project mentors, rather than being externally developed and provided to participants.</p> <p>Research resources include:</p> <ul style="list-style-type: none"> • community and employer survey forms • translations of interview questions into Warlpiri and Luritja • research data summarised and prioritised • research data with input from Regional Training Forum participants
Participants agree to conduct mapping and consultation in their own communities regarding training provision and training needs.	√	<p>Santa Teresa Workshop Feb 2010. Agreements for Willowra, Nyirрпи, Laramba, Engawala, Papunya, Kintore, Mbelarre, Santa Teresa. Yuendumu and Atitjere representatives were absent, Kate followed up with community visits to support 4 volunteer researchers in Yuendumu and Atitjere.</p>
Participants agree to mentor young woman from their community throughout this Project.	√	<p>Agreed in principle at Atitjere and Santa Teresa workshops.</p> <p>Laramba workshop revealed that no Waltja researchers had been able to sustain a mentor relationship with young women. See Section 3.4 of this report.</p>
Protocols established for mentoring.	√	<p>Santa Teresa workshop. Protocols agreed and included in Instructions sheet for researchers.</p>
Project Management Committee Meeting		
Project Management Committee meeting reviews and endorses progress and Project documentation.	√	<p>Waltja Directors Meeting Feb 18th 2010. Feedback to manager that Waltja WAVE 'Together for Learning' workshop on previous day had been good training.</p> <p>Project Management Committee meetings 19th March; 16th April; 28th May.</p>
PMC plans Waltja/WAVE		<p>There were some significant Project delays</p>

regional training forum.	√	<p>because:</p> <ul style="list-style-type: none"> the October workshop at Atitjere was cut short due to sad news; floods in Central Australia in April meant that Workshop 3 and Regional Training Forum were deferred from April to May 2010, and the venue for Workshop 3 was changed from Areyonga community to Laramba community. <p>At the Laramba workshop May 11-13th Waltja research participants reviewed the data and the research process, prioritised identified training needs/issues and developed an agreed presentation of the data.</p> <p>Regional Training Forum with other Registered Training Organisations, government and sector organizations. Held at Desert Knowledge Precinct May 15th</p>
Progress Report to OfW/FaHCSIA		
Progress Report to OfW/FaHCSIA	√	Progress report provided to Office for Women May 2010
Waltja and WAVE Training Issues Workshop		
<p>Promotion, staffing, transport, catering and other logistical organisation of workshop.</p> <p>Workshop conducted with Waltja participants from minimum of 8 remote communities: senior women and young women.</p> <p>Guest participants: inspiring Aboriginal women leaders to talk about learning and leadership.</p> <p>Presentation by Waltja participants on the outcomes of their community consultations.</p> <p>Presentation by WAVE</p>	√	<p>3 Community Workshops were held:</p> <p>Workshop 1: Oct 26th to 28th 2009 at Atitjere Participants from 10 communities: Atitjere, Laramba, Engawala, Yuendumu, Papunya, Nyirрпи, Ti Tree, Kintore, Ikuntji, Willowra, with additional visitors from Atitjere the host community. Number of Waltja research participants (excluding staff): 17.</p> <p>At this workshop:</p> <ul style="list-style-type: none"> Waltja Directors agreed to participate in this training Community research process endorsed Community training issues initial discussion <p>The Atitjere workshop agenda was not completed given the early wind-up after sad</p>

<p>participants about their work in training and VET policy with a focus on women and girls.</p> <p>Review by Waltja and WAVE participants of existing mentoring qualifications and recommendations for appropriate qualification for cultural mentoring work.</p> <p>Documentation of workshop presentations and activities through video, photos, written records.</p> <p>Young women receive training in multimedia documentation.</p>		<p>news. Waltja therefore organized a second Project start-up workshop prior to the Waltja Directors' meeting in February 2010 at Santa Teresa.</p> <p>Workshop 2: February 16th-17th 2009 at Santa Teresa</p> <p>Participants from 8 communities: Willowra, Nyirripi, Laramba, Engawala, Papunya, Kintore, Mbwelarre, Santa Teresa. Number of Waltja participants (excluding staff: 15). WAVE participants: 3</p> <p>At this workshop Waltja and WAVE participants jointly developed all research tools, practiced conducting interviews, discussed research ethics and protocols, identified key employers on their communities to approach for employer interviews, and research kits were provided to all participants.</p> <p>Workshop 3: 10-12th May 2010 at Laramba</p> <p>Participants from 7 communities: Willowra, Ti Tree, Yuendumu, Nyirripi, Laramba, Santa Teresa, Papunya. Number of participants (excluding staff): 12. WAVE participants: 2</p> <p>At this workshop:</p> <ul style="list-style-type: none"> • Research findings were presented disaggregated by community, and grouped into domains • Research findings were reviewed by participants and domains further developed and endorsed by Waltja Directors • Training issues were prioritized, and providers and strategies to access training were identified • Discussion about key issues and needs across the region, and how to present this information to government, RTOs and service providers • Developed strategies on how to report and advocate about specific training needs/issues for specific communities
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		<p>Regional Training Forum: 14th May 2010 at Desert Knowledge Precinct 4 Waltja research participant spokespersons from Willowra and Santa Teresa</p> <p>Guest 'inspiring speaker' participants were not invited to the community workshops, as the focus was upon research practice (rather upon than encouraging greater participation in vocational education and training – this was already a stated priority for Waltja members). WAVE presentations provided by Elaine Butler, Cecilia Blackwell and Jill Sanguinetti at Santa Teresa workshop, and by Therese Nolan with Cecilia Blackwell at Laramba workshop.</p> <p>Mentoring and young women – see Section 3.4 of this report</p> <p>Documentation of workshops: see attachments to this report</p>
Project Management Committee meeting		
<p>Evaluation of workshop and Project progress</p> <p>Review documentation from workshop.</p> <p>Develop workshop records for WAVE and Waltja websites</p> <p>Plan Regional training forum</p> <p>Develop guest list, protocol and timelines</p>	√	<p>PMC 15th Dec 2009, 19th March; 16th April; 28th May; 11th June, 25th-28th June.</p>
WAVE Ongoing Project Work		
<p>WAVE participants and delegated Project Management Committee members develop recommendations and strategy for accreditation and customisation of mentoring qualifications appropriate for Aboriginal women in remote Aboriginal community contexts</p>		<p>See section 3.4: this program was not successful in enabling the Waltja researchers to engage young women in mentor relationships. Further work on development, accreditation and customisation of mentoring strategies will remain a priority for both Waltja and WAVE but could not be successfully undertaken during this Project.</p>

2010 Plan and Conduct Regional Training Forum		
<p>Promotion, staffing, transport, catering and other logistical organisation of workshop.</p> <p>Senior women and young women from minimum of 8 remote communities attend the workshop.</p> <p>Representation from WAVE.</p> <p>Participation by Central Australian Indigenous organisations, training and employment service providers.</p> <p>Representation by FaHCSIA, DEEWR and NT DEET.</p> <p>Workshop activities to include:</p> <ul style="list-style-type: none"> - Presentation of documentation on training issues/needs for remote communities from 09 WAVE / Waltja workshop; - presentation of resources developed through Minmaku Women's Leadership Project 08-09; presentation of Project findings on mentoring accreditation; - presentation of multimedia records of Waltja WAVE workshops - opportunity for small group discussions and information-sharing between participants. - presentation of accreditation statements to the Waltja mentors and young women, and certificates of appreciation to the WAVE mentors. 	<p>√</p> <p>√</p> <p>√</p>	<p>The Laramba workshop participants delegated four Waltja members to represent Waltja at the Regional Training Forum: Waltja Chairperson April Martin, Director Barbara Williams, Director Josie Palmer-Golder and Waltja Association member Mary Ann Ryder.</p> <p>WAVE participants at the forum were: Therese Nolan (Qld), Sue Shore (SA), Sue Salthouse (ACT)</p> <p>The Regional Training Forum was well attended (see attached document Regional Training Forum participant list) and included representatives from DEEWR and NT Department of Education and Training.</p> <p>The Regional Training Forum provided the opportunity for local organisations and WAVE to provide and share information about their own programs and activities. Promotional material was provided by Desert Peoples Centre, Centre for Appropriate Technology, Department of Education and Training, Waltja, WAVE, Charles Darwin University.</p> <p>See attached Invitation to Regional Training Forum (Att7) and attached report on Regional Training Forum (Att. 8)</p>

Review and report		
PMC meets, reviews Project activities and outcomes to date, confirms advocacy action plan, collates all documentation for final report.	√	PMC review of data and outcomes, preparation of draft report to OfW June 25 th to 28 th 2010
PMC receives evaluation report, addresses issues raised in eval report in final report		Evaluation being undertaken separately, as arranged with OfW. Report due: Sept/Oct 2010
Create draft report, incorporate Project documents and financial records to OfW/FaHCSIA. Evaluation report provided by WAVE, Waltja to OfW/FaHCSIA.	√	See above
Advocacy re VET policy		
Waltja and WAVE delegation to meet with national VET Ministerial representatives, senior departmental representatives et al to: (a) discuss vocational education and training needs/issues for Aboriginal women and girls in remote community contexts (b) present recommendations for cross sectoral & cross industry accreditation strategies for gender sensitive indigenous cultural mentoring and cross cultural facilitation		for advocacy in 2010 - 2011 after Regional Training Forum and documentation of outcomes
Final acquittal		
Financial acquittal to OfW/FaHCSIA		by 15 August 2010
Final report to OfW/FaHCSIA		By 15 Sept 2010

SECTION 5 HIGHLIGHTS, BREAKTHROUGHS AND CHALLENGES

Overview

This section provides an opportunity to reflect on the Project as a whole, as well as presenting an account of significant 'moments' within the Project. These in turn will contribute to and be explicated further in Key Learnings (Section 7)

This Project was ambitious on many levels. It is the third collaboration between two quite different NGOs (WAVE & Waltja), the former a dispersed and predominantly urban/regional based national network of women and the other an established remote indigenous women's organisation located in Central Australia and based in Alice Springs. The life and work experiences of women from and within each of the partners differ and so offer challenges and rewards for the work of relationship building, between individuals as well as the organisations.

Despite differences, both NGOs are united by shared values and also common foci on improving educational outcomes (economic, social, cultural) for women and girls, and on provision of learning opportunities - adult and community based, as well as accredited learning in the vocational education and training sector leading to employment outcomes as well as individual and community capacity building. While each Project has built on the one previous to it, the scoping for this Project was ambitious, given the potential and also the needs.

Challenges

The majority of the challenges associated with this Project are inter-related, and not necessarily 'new', given the knowledge base from which the Project operates. Never the less, ongoing un/predicable challenges continue to test those involved (time, cost, distance/locations, complexity) & arise anew (weather, cultural events, unforeseen personal events), demanding flexibility, patience, persistence, trust, understanding and goodwill. All these are central elements of ongoing personal and organisational learning that fosters creativity and innovation – highlights and breakthroughs. Similarly, they are realities of everyday life in service delivery and community development in Central Australia. In this section, we consider three areas of ongoing ever-present challenge, viz.: time and time management, communications and growing the knowledge base.

Time and timelines

There are two aspects of the very real challenge of time in this Project; the inherent demands of short term 'one off' funded Projects, and so, linked with this, the challenges associated with time management for a broad reaching, ambitious short term Project that seeks both to move forward on existing building blocks, and seeks positive change in practical and policy matters.

The challenge of time and timelines is also closely inter-related with that of location. This is further implicated with challenges of complex logistical planning and implementation requirements; the cost and time needed for travel - the distances for travel between Project participants located in remote communities; for meetings on their communities; for travel between Alice Springs and the communities and for bringing people together for workshops in a manner that best utilises Project resources, with the limited resources and far reaching demands upon Waltja.

Some specific examples of time related challenges include the following: -
The first workshop in October 2009 at Atitjere NT was cut short due to sad news, and rescheduled for February 2010.

This workshop was held at Santa Teresa NT in February 2010, thus involving extra resources, cost, logistical planning and time management.

The next follow-up workshop scheduled during April 2010 at Areyonga NT was deferred at very short notice due to severe rainstorms and flooding in Central Australia.

This was rescheduled and held at Laramba NT in May 2010, again incurring extra resources and time.

Each of these shifts 'compacts' and squeezes the time available to undertake core Project activities, the time to reflect between events, and so manage the data outcomes for best possible explication, documentation, sharing and consolidating into action plans.

While the funding of this Project is very much appreciated and has resulted in valuable outcomes, longer term funding for similar Projects would mediate challenges associated with time and place.

Communications

Good communications are vital to Projects such as this, as they are to building enduring relationships. The levels and complexity of communications inherent in the Project required time, professionalism, diligence and appropriate management. Experience in and a willingness to learn and/or increase proficiency in a wide range of literacies were central to this Project. Some examples include:

Cross cultural communications – written, verbal & non-verbal.

Communications within/between members of the Project management group- usually by telelink and email, between Alice Springs, Adelaide and Sydney, and in turn with the funding body in Canberra;

Communications necessary within each organisation, to conduct the Project within existing core demands and competing work schedules;

Communications between those involved from each organisation, both electronic and also face-to-face, for a variety of reasons from coordinating, planning, management, providing ongoing updates and seeking input and advice, to evaluating;

Communications between participants within each organisation (for example, in WAVE, individuals at various times in the Project came from Brisbane,

Melbourne, Armidale, Sydney, Melbourne and Adelaide. For Waltja, participants came from twelve remote communities, as well as staff from Alice Springs). Waltja members in remote communities do not have access to personal computers or email or in most cases home phones, so communication relies upon faxes to Shire offices or community services, or a 3-5 day postal delivery.

The bringing together of a sizeable and diverse group of women from very different backgrounds, language groups, each expert in their own right, to work together including communicating about and for the Project as individuals, members of one of the two organisations and also together through and for the Project;

Communications within workshops and then in communities that cross not only languages but also different 'professional' genres (training talk; research talk and so on);

Balancing literacies and literacy requirements within the Project- oral, visual, written and so on, both to communicate as well as documenting findings and obtaining approval for same prior to proceeding or publication;

Communicating results, both to 'share and also to 'grow', in wider forums and with other 'stakeholders'.

While good communications were central to achieving outcomes in this Project, there were challenges from time to time, some of which were brought about through mobility of key persons in the Project. Such mobility is an ongoing part of working (and personal) lives in contemporary Australia, and so needs practical strategies to 'back up' moments when swift responses might be required.

While very costly in terms of time, planning, logistics and resources, the bringing together of women (both Waltja from their many communities, and WAVE from urban/regional locations) in the Project for the workshops, the RTF, and for planning is a key enabler for productive and educative communications essential for Project aims and so outcomes to be achieved.

There is always room for improving capacity and competence in this broad and highly significant area of communications, including the willingness to listen, to accommodate a variety of perspectives and world-views and communication styles, to reflect on challenges and learn together and personally in the journey to mutually beneficial inclusive outcomes for all.

Growing the knowledge base

This Project is both about education and training (in its broad sense), and inherently about educating through its conduct. Both NGOs involved have a core value of sharing knowledge and growing capacity for the betterment of women and girls and so their communities and broader society, as well as working to enhance gender and culture sensitive knowledge and practices within education and training arenas. Knowledge is grown and disseminated through relationship building and participation, as much as it is through 'data'

that arises from the Project, and dissemination of findings. Further, Projects such as this have an afterlife, so there is potential for knowledges to continue to evolve.

Some specific challenges worthy of note revolve around the notion of 'research' or information gathering, that took place through the Project. The expectation that Waltja research participants would undertake information collection in each of their own communities was both critical to the Project, and a 'big ask' for many. Some of the individual challenges for the latter group included low levels of English literacy, limited prior research experience and local factors with their respective communities.

At the stage of Project planning, it was anticipated that it would possible (and viable) to collect the information needed from community-based employers through 'paper' collection (e.g. email; fax). However, this proved not to be the case, and was only successful when the inquiry was conducted during or following face-to-face meetings between Waltja staff and employers. The main reason for this difficulty, from discussion with the interviewed employers, was the stress of multiple conflicting demands upon managers/coordinators of community services, and their lack of delegated authority to speak on behalf of their organisation (e.g. Shire, Education department, Health service, etc).

A major (continuing) challenge for this Project is that of what comprises 'adequate' or 'proper' research for stakeholders, funding bodies and systems to take seriously, and more importantly, act upon. What is 'enough' research, when the same issues keep arising over time, and time and time again?

It was noted by several participants in the Regional Training Forum that this research is valuable and valued. Moreover, that this research was the first research conducted from a 'community viewpoint' since the *Growing the Desert* report on Aboriginal training needs and challenges in the Central Desert region (Young et al, 2007¹) that was researched and written in 2005 and published in 2007.

Forum participants noted that research into training needs conducted by government or training organisations in the Central Australian region is limited by a framework in which "VET is the starting point and the research is always about how to fit people into VET courses". This *Ulkumantjuta Ukarratjuta* research Project was perceived as valuable because it generated data about what types of learning and training are valued by community respondents, and the potential linkages between cultural training, training for community health, well-being and safety, and training for employment or professional development.

¹ Young, Metta; Guenther John & Boyle, Alicia, 2007, *Growing the desert: Educational pathways for remote Indigenous people*. NCVET Adelaide December 2007

Concerns were raised at the Regional Training Forum about the 'intransigence' of the VET system, of its regulatory frameworks and requirements that are underpinned by a competitive funding model and short-termism, both of which are detrimental to the learning needs and capacity enhancement of remote communities and those who live and work there, as well as those seeking to work in and with these communities.

Challenges: In summary

It is often through challenges that some of the most productive and valuable learning takes place, including balancing needs and wants against what is achievable in practical, financial and personal terms, and within set timelines and budgets. Similarly, it is through ongoing practice, relationship building and personal/organisational challenges that communication networks can grow in resilience and expertise. Such challenges can be subject to reflection, and result in positive and productive change. Others contribute directly to highlights and breakthroughs, often realised in retrospect. What is more difficult are the challenges confronted through institutional requirements and policy change, most often beyond the scope of small (albeit significant) Projects such as this one.

While there is a viable and growing knowledge base around what is needed and what comprises good practice models for education, learning and training for remote Australians and their communities, the many (onerous) levels of governance and continually shifting 'goal posts' further impact on implementation. What is required urgently is flexible funding models that enable and support the provision of collaborative models of training provision that are place/culture/gender sensitive, to grow (and accredit) knowledge and skills for and between 'learners' and 'providers-educators' – those living on &/or from communities, those who visit the communities, and those who work in the interests of communities from other places.

Highlights

There are a multitude of personal and organisational highlights that have occurred throughout the Project: re-establishing contacts and friendships between WAVE and Waltja members; growing personal and organisational understandings about collaborative work; of working across differences; of testing and reforming understandings of how national systems we think we 'know' play out and impact for better or worse in different locations; of enhancing personal and professional pedagogies and educative strategies, to name but a few. While these are all important, and contribute towards dispersed ways of working and educating that will continue on in various places and over time, for us noteworthy highlights are now apparent near this closing phase of the Project and are directly connected with the intent of the Project, and the outcomes we sought – the local naming and activation of community based learning needs. Having said that, these will also continue to

evolve post Project, in various ways, places and times- of that we are sure. That understanding is in itself also a highlight.

This section now focuses on specific highlights selected from activities associated with a core aim of the Project – for Waltja members to consult with their respective communities to identify local training needs, and engage with adult and vocational education service providers to discuss findings. This generation of information about community based training needs by Waltja members positioned them simultaneously as researchers and Project participants, roles that had also to be balanced with the responsibilities and dynamics of being members of their respective communities as well as Waltja directors.

Establishing the capacity for the ‘data collection’ that has been achieved rests on thoughtful preparation and ongoing support by Waltja of those involved, informed and sustained by Waltja’s value framework and ways of working. Throughout this journey, from (before) Project commencement to its winding up stages, the following are worthy of mention: -

- The use of the locally produced Aboriginal Knowledge and Intellectual Property Protocols Community Guide² as a relevant and sound resource for *doing* (compared with talking about) research while at the same time reinforcing and making ‘real’ the work invested in the guide by Waltja women.
- The mentoring process instigated by Waltja staff with two of the Waltja research participants in their data collection activities (Refer Section 3.3: ‘Support indigenous women.’ in this report).
- This process has been endorsed by Waltja Directors as a good practice mentoring model for future research activities.
- The educative experiences gained by a Waltja Aboriginal trainee worker through her involvement in the Project workshops, and also in undertaking data entry.
- The engagement by the Waltja research participants with the data at the Laramba workshop (May 2010), including discussions about the ~~data~~ research findings, clustering and prioritising of training needs, identifying issues and potential providers – this enabled Aboriginal women to engage in complex analysis and understandings of services and issues (from which they are generally excluded and their perspective unvalued) and to gain confidence and pride in their own contribution to the VET sector.
- Establishing agreement about clustering of training needs and issues, through a collaborative process of further collating and framing findings by WAVE and Waltja,
- The Regional Training Forum (RTF) is worthy of special mention. It was a great success. This Forum brought together Waltja and WAVE participants with representatives of local, NT and Commonwealth Governments, training providers from RTOS and NGOs, and other local stakeholders and interested individuals. As well as an opportunity for advocacy, the RTF provided a

² Orr M, Kenny P, Gorey IN, Mir A, Cox E, Wilson J. 2009. *Desert Knowledge Cooperative Research Centre Aboriginal Knowledge and Intellectual Property Protocol: Community Guide*. Desert Knowledge Cooperative Research Centre, Alice Springs.

professional space for rich discussion and active engagement that resulted in high level participation, and frank and fearless discussion that was very productive. Participant enthusiasm for the value and significance of the research findings at the RTF provides a sound basis on which to claim validity of Project findings.

- Moreover, the Forum provided an opportunity for collaborative interaction and networking between those involved in education and training who often work in 'silos', given the competitive funding model on which they rely. The willingness of CAETN³ to assist in publishing the event and encouraging members to attend also assisted in the distribution and so sharing of Project findings for further take up. This event illustrated the potential for productive sharing and knowledge creation towards new understandings and ways of working can be generated in a unifying and collaborative environment.

Highlights: In summary

While the above highlights might well be read as documenting a progression of planned work activities associated with this Project, they represent much more, individually and collectively. All rest on collective experience and knowledge practices that have been established over time, including some by trial and error. Moreover, we believe that these selected highlights also indicate ways forward for future ventures, and demonstrate the potential of collaboration and work that is inclusive in the best sense of this often overused word.

Breakthroughs

The breakthroughs resulting from this Project can be traced in the above discussions about challenges and highlights. In turn, they are explicated further in the Key Learnings for the Project.

The following encapsulate Project breakthroughs from a joint perspective of both Waltja and WAVE: -

- Aboriginal women conducted community based research and together generated useful data for a national Project.
- The collaborative development of research tools through the Project.
- The identification, prioritisation & endorsement of community training issues and needs for remote Central Australian communities.
- The emergence of new ideas for relevant and appropriate processes for supporting Aboriginal community researchers and also engaging community based employers in research.
- DET statement at the Regional Training Forum, of the value and applicability of the Project findings in relation to community training priorities and assessment of application for funding for remote training.

³ Central Australian Education & Training Network

- Development of an emergent model for community training priorities that encompasses intergenerational transmission of culture as well as spanning community education, pre vocational training and vocational training.

Summary

This section goes some way towards encapsulating significant moments in what we always knew would be a complex, challenging and ambitious Project. We are proud of the participants and more than pleased with what has been achieved. On reflection, and while acknowledging there is always more to be done, that both ongoing and new issues and needs will require urgent informed attention, and, as ever, there will be much more learning to be undertaken, we agree with RTF participants that this research is valued and valuable and provides a timely reminder that for VET training in remote Aboriginal communities to be effective it needs to be developed and provided through respect for culture and for community aspirations.

6 EVALUATION

Following the original contract, a separate evaluation process similar to that utilised by the previous WAVE-Waltja collaborative OfW/WLDP Project was put in place for this Project. Report will be sent under separate cover direct to OfW.

*See Attachment 12: Evaluation Strategy: Ulkumantjuta Ukarratjuta Together for learning Waltja & WAVE women learning & talking about training 2010

Evaluators

Dr Jill Sanguinetti, Senior Lecturer in Educational Research (Adjunct) Victoria University

Mrs Therese Nolan, Researcher, Australian Catholic University

Ms April Martin, Director- Waltja Tjutangku Palyapayi Aboriginal Corporation for & with Waltja Board members

An over view of the approved Evaluation Strategy that included both formative and summative information is provided hereunder: -

The formative (action research) aspect consists of on-going feedback, reflection, discussion and critical analysis at all stages of the Project by all Waltja and WAVE participants. The informal, on-going evaluation has helped to shape the progress of the Project as it unfolds. This formative aspect of the evaluation is intended to help Waltja and WAVE to learn from their work with Indigenous women and Indigenous communities in order to improve future practice at the sensitive interface between the two cultures, as well as learning more about their collaborative work together as two organisations.

The summative evaluation will be based on feedback from Waltja members, Waltja workers, WAVE participants, RTO participants and regional forum participants in order to gauge the extent to which the stated aims have been achieved.

It is beyond the scope of this Project to measure the longer-term impact in terms of underlying aims such as whether any of the recommended training is actually provided and or participant empowerment.

Stakeholders & Audience

The principal stakeholders in this Project

- Indigenous women leaders in the twelve communities who are Waltja members, and their communities
- Waltja and Waltja workers

- WAVE & Waltja as organisations seeking to work collaboratively
- WAVE members who will use their skills to guide the process for the WALTJA members in gaining the stated outcomes (secondary stakeholders)
- Federal Office for Women who will have added to the depth and breadth of training in these 12 remote communities through their funding
- Registered Training Organisations, trainers and community educators who will benefit from the collated data and presentation so they can better service this profile of the population in their territories
- Department of Education and Training officers in Alice Springs who are also attempting to improve access to adult education and training in remote communities

Evaluation Methodology

There are a number of constraints to be taken into account in preparing the methodology for this evaluation:

- English language and educational levels of some of the Waltja member participants tend to be basic
- The interviews in remote communities were carried out in three Aboriginal languages as well as in English and evaluations questions may also need to be translated
- Opportunities to engage participants in evaluation interviews/surveys are limited due to the great distances involved and therefore the necessity to do the evaluation 'on the spot' at the workshops and at the regional training forum
- Cultural norms in many of the remote communities are for a collective rather than individual evaluation to be made, and a tendency to avoid criticism when it might appear to be individually based
- The Waltja member participants are also Waltja directors, which may also mitigate against giving feedback that appears to be critical
- WAVE participants (including the evaluators) are in the main unfamiliar with local cultures and ways of communicating

7 KEY LEARNINGS

The key learnings from this Project are outlined here in relation to the Project objectives of:

- collaboration between WAVE and Waltja
- support for research conducted by Aboriginal women
- the generation of valid and valued research data about training issues for remote communities
- the mentoring of younger Aboriginal women through research practice, and accreditation of mentors
- WAVE advocacy on issues raised through this research Project.

Learning re collaboration between WAVE and Waltja:

This Project was ambitious, in breadth and complexity. A key learning relates to the need to design Projects at an appropriate scale for the capacity of partner organizations and participants, in relation to funding, staff, depth versus spread of participants, especially given the added uncertainties around weather, time, people's availability and other demands on their time. It may well be more productive to focus on a relatively small group rather than to aim for a large spread of participants, and to plan for limited and specific outcomes with potential to exceed expectations rather than having more expectations than can be met.

The Project contributed to further building of relationships between WAVE and Waltja members: continuity is valued (e.g. Elaine over the two WLDP Projects and prior, Therese, Jill, Sue and Celia in 2009 and 2010 workshops). Waltja Directors value the ongoing relationship with WAVE and WAVE members.

Each organization has specific skills and knowledge to contribute to the partnership to enhance their own and others' capacity.

WAVEs unique contribution is for overview, analysis, advocacy, interpreting policy, and expertise from a variety of setting in relation to VET, macro and micro- from program design, development and management; knowledge of training packages and assessment, including industry specifics; teaching and evaluation, to research. The collective wisdom of WAVE is from members' direct experience in the training and community education sectors, and in policy advocacy. A significant focus for WAVE has been the capacity of this Project to generate nationally relevant insights into the accessibility, relevance and capacity-building potential of the vocational education and training for remote Aboriginal communities.

Waltja draws together the collective wisdom of senior Aboriginal women across several language groups in Central Australia. Waltja's Directors both lead and support the organization, by providing effective hands-on governance of the organization and also by facilitating Waltja programs and the work of Waltja staff in

their own communities. The primary focus of Waltja Directors and staff in this Project has been upon the development of Waltja's members experience and capacity as researchers, and upon Waltja's organisational capacity to generate valued research data to inform local/regional providers, funders and decision-makers. This is particularly significant for Waltja given that English is not the first language for any of Waltja's members, they are not yet confident or experienced in Western research practices, and, given the constantly changing governance and policy structures in Central Australia they rarely have the opportunity to represent their own views and issues, while they are continually subject to external research, analysis and interventions.

Both WAVE and Waltja are working toward greater equity and accessibility of the vocational education and training system. Both have demonstrated a willingness to learn through working together. WAVE and Waltja members have given up time and travelled long distances to participate in workshops. Members of both organisations value the relationship.

There have however been challenges and tensions for both partner organisations in building and maintaining a truly collaborative partnership.

Some factors influencing this have been:

- * Communication between Waltja and WAVE – needed to be continuous and complex given the methodology of partnership in all planning and running of events. WAVE communication with Waltja was through the Project worker Kate Lawrence. However she was regularly out of Alice Springs for this or other Waltja Projects, so communication could rarely be immediate. It may have been more productive for WAVE to have a broader relationship with more Waltja staff: this would however have required a less elaborate Project plan.

- * The limited time available to both WAVE and Waltja members to leave their workplaces and families to travel to workshops meant that in both the Santa Teresa and the Laramba workshops the participants only had two days to meet together to exchange views and develop friendships, while also fitting into a complex workshop agenda and working across language barriers.

- * The venues had a significant impact on participation and interaction: for example, the Laramba workshop venue was outdoor camping with most workshop activities in a creek bed, and community members free to join in. This workshop was characterised by relaxed conversations over time between Waltja and WAVE participants and vigorous engagement by participants in the review of data and prioritising of identified issues. The Santa Teresa workshop accommodation was indoors, as was the workshop, and both WAVE and Waltja members noted that aspects of both indoor venues tended to limit opportunities for communication across the two groups.

Support for research conducted by Aboriginal women

Waltja participants have reviewed their own research processes and made significant recommendations for supporting community-based Aboriginal researchers in the future. Waltja and WAVE will put the recommendations into practice in future Projects.

Waltja researchers agreed that their capacity to conduct one-to-one interviews would have been improved had a public meeting first been conducted in their home communities to raise awareness of the research issues and to encourage participation in the interviews. This required a greater concentration of funds and staff for this stage of the Project, which would be better served with a reduced number of communities, while increasing the depth of research participants within the selected communities.

Waltja Directors also agreed that it is daunting, especially for a new researcher, to walk around looking for possible interviewees, and that they would achieve greater success if they had a negotiated arrangement with a local venue (e.g. Women's Centre, Art Centre) for researchers to sit and to conduct interviews.

Waltja members appreciated the opportunity to conduct research and to contribute new knowledge to the VET sector. Waltja is committed to continuing to provide opportunities for Aboriginal people to engage in research, and to access professional development as researchers.

The generation of valid and valued research data about training issues for remote communities

The community-based research conducted by Waltja members generated data that Regional Training Forum participants described as valid, significant, fresh Both the value of and the need for such community research and advocacy as demonstrated by this Project were reiterated by several representatives of RTOs⁴ and government at the Regional Training Forum in Alice Springs.

Given the above, a significant learning from this Project is the value and rarity of research data that is generated and informed by potential Aboriginal clients of vocational training. One RTO representative at the Regional Training Forum noted that consultation by RTOs about remote communities training needs tend to be driven by the RTOs' scope of delivery and funding imperatives, and that the Waltja and WAVE research process and data represented a genuine client-based model.

The data provides new insights into the value of and provision of training for remote Aboriginal communities. Vocational education and accredited training is positioned within a complex pattern of lifelong learning, in which cultural training is a foundation and reinforcement for training in leadership, health and safety, Western systems and

⁴ Registered Training Organisations

technologies, home care and enterprise. Inter-generational training in cultural knowledge, practices and protocols reinforces the learning culture fundamental to traditional Aboriginal society and critical to the successful engagement of Aboriginal people with training and employment.

The data has also generated discussion about the possibilities for linking cultural and vocational training and leadership and community capacity-building in remote communities. Importantly, it suggests new ways to support improved delivery by training organisations and increased participation by Aboriginal people in remote communities.

The mentoring of younger Aboriginal women through research practice, and accreditation of mentors

The Project generated significant learning but limited outcomes in this area.

It was not possible for any of the Waltja researchers to sustain a mentor relationship with a young woman from their respective community throughout their involvement in the Project.

It had been intended that Waltja researchers would invite and encourage young women to accompany them while they conducted the research, and bring them with them to the workshops. In at least three communities young women were involved in the interviews, but only two were able to accompany their mentors, one to the October 2009 Atitjere workshop and one to the February 2010 workshop at Santa Teresa. The reasons for this were discussed at the Laramba final workshop, where the main lesson noted was that the researchers needed to be confident themselves before they were willing to mentor others. Researchers struggling with how to authoritatively position themselves so as to invite community participation in an unfamiliar text-driven process were not willing or able to take on additional challenges.

However, mentoring did happen between more and less confident adult researchers. This form of mentoring was a participant initiative, with a Yuendumu-based researcher travelling to the neighbouring (2 hours distant) community of Nyirrpi to encourage and support the Waltja researcher there. This form of mentoring was unanimously endorsed as good practice at the Laramba workshop.

Future Waltja research Projects will build in the training of and support for a core group of the more experienced and confident Aboriginal researchers who, as well as doing research in their own communities, will also travel to neighbouring communities to mentor other women researchers.

Advocacy on issues raised through this research Project.

Through past experience in many different forums and situations by both WAVE and Waltja, we know that advocacy happens (and is required) at many levels:

local/regional; state & national; by industry sectors and with governments and their associated bureaucracies (Shires, NT and Commonwealth).

Advocacy was evident at the regional level through the Regional Training Forum, where representatives (local, state/territory and national) from RTOs, other training and research organisations and government were familiarized with and commented on the Project, its processes, and especially its outcomes relating to training needs in remote communities. The issues of Family News published by Waltja that contain articles about the Project act as vehicles of and for advocacy. Similarly, this report also has the capacity to act as a source of information to inform advocacy.

WAVE will continue its advocacy and representation for and about training in remote indigenous communities to national policy makers in government and VET sector, especially as such issues impact on and relate to women, their families and their communities.

8 LIST OF ATTACHMENTS

- Attachment 1: Project Participants
- Attachment 2: (a) Information Sheet For Researchers
(b) Information Sheet For Employers
- Attachment 3: Interview Questions:
(a) Training needs for your community (for researchers)
(b) Training needs for your organisation (Employers)
- Attachment 4: Research Data Summary: Community Participants
- Attachment 5: Research Data Summary: Employers
- Attachment 6: Prioritised Issues (As Presented To The Regional Training Forum)
- Attachment 7: Invitation To Regional Training Forum Participants
- Attachment 8: Cover Note To Mail out To Regional Training Forum Participants
- Attachment 9: Community Guide To Aboriginal Knowledge And Intellectual Property Protocol (Orr M, Kenny P, Gorey IN, Mir A, Cox E, Wilson J. 2009. *Desert Knowledge Cooperative Research Centre Aboriginal Knowledge and Intellectual Property Protocol: Community Guide*. Desert Knowledge Cooperative Research Centre, Alice Springs)
- Attachment 10: Family News Article On Laramba Workshop And Regional Training Forum
- Attachment 11: Photographs Of Project Activities⁵
- Attachment 12: Evaluation Strategy: Ulkumantjuta Ukarratjuta Together For Learning Waltja & Wave Women Learning & Talking About Training 2010
- Attachment 13: WAVE/Waltja MoU

⁵ This attachment will be forwarded by mail on a CD Rom, due to size.