2019 National Regional, Rural and Remote Education Strategy Framing Paper

KEY QUESTIONS

The Regional Education Expert Advisory Group is seeking responses to the following key questions. Specifically, we are looking for practical steps to overcome the five challenges facing students from RRR backgrounds.

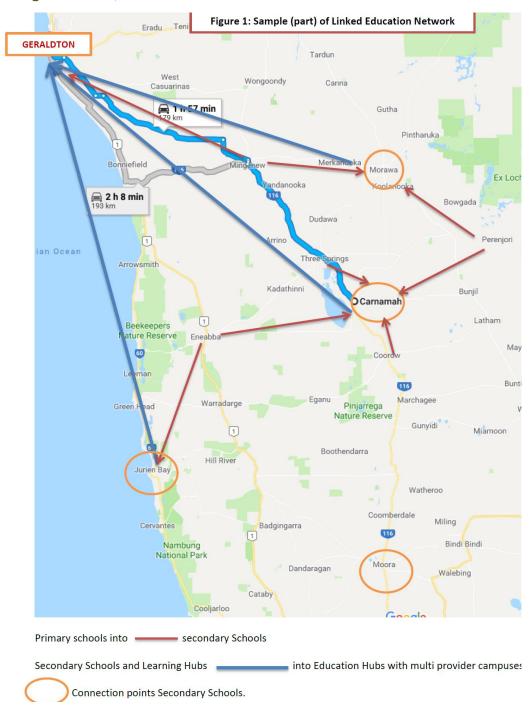**Challenge A: There are fewer study options available in RRR areas**

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1. **What opportunities exist to expand options for further study in RRR areas?**

A. Provide low cost high speed internet and funding to the regions, so towns without public transport, can have learning hubs, community art studios and virtual classrooms, established in their underutilised town site buildings / empty houses for micro residential facilities if needed. Then with post-secondary and Tertiary education providers delivering services to these facilities, Students can access virtual teachers and lectures, and still have a physical Registered Training Provider / NFP's on site to assist them. This would create "micro- campuses" enabling RRR students to physically attend, but in their home community with members of their community. This would also create economic benefits and future employment for graduates.

B. Create connected educational flows into regional hubs with physical campuses that provide services from numerous education providers at the one location: For Example – hypothetically;

o **Geraldton WA** becomes the **Education Hub**: They could provide VET & Tertiary level: Health, Agricultural, Trades, Tourism, Environmental, Marine, Government Policy, Teaching, Community, Arts, Science & Astronomy: *Topics that complement the space industry, agricultural sector, Tourism and service industries in the region.* This could be linked to **Feeder Schools** as well as the learning hubs discussed in the above point.**1A**:

For Example – hypothetically;

- Morawa District High School,/WA College of Agriculture: with an existing residential facility: could specialise in – *Agricultural & Trades* and provide core Maths & English & IT subjects to yr.12

- Jurien Bay District High School, adding a small residential facility (e.g: 2 x 4 bed house): could specialise in – *Health, Trades, Tourism, Environmental, Marine, Arts, Sciences*: and provide core Maths & English & IT subjects to yr.12 *(see point 1C).*

- Carnamah District High School, adding a small residential facility (e.g: 2 x 4 bed house): could specialise in – *Health, Tourism, Community, Arts, Sciences & Astronomy* and provide core Maths & English & IT subjects to yr.12 *(see point 1C).*

○ *Carnamah District High School – could then also be the connection point to the next **Education Hub**: being the existing Moora Residential College & Moora Secondary School also specialising in Sciences & Astronomy, feeding Midland Senior High School on the edge of the metro area.*

<u>Figure one</u> is a model of how this might look. This model could easily be applied across the Nation using the existing network of primary schools, secondary schools and the regional hubs;

Figure 1: Sample (part) of Linked Education Network

Primary schools into ——— secondary Schools

Secondary Schools and Learning Hubs ——— into Education Hubs with multi provider campuses

◯ Connection points Secondary Schools.

C. Change Funding Models in WA (and rest of the Nation as applicable) - Allow Secondary students studying <u>ATAR subjects through distance education</u> to attend the secondary school campus – and instead of deducting funds from the school for each subject the student is enrolled in by distance - give the school extra funding to provide a physical Registered Training Provider on site to assist them / as well as take them to the learning hub(s) as point **1A.**

2. What potential is there for universities, vocational training providers and other service providers to better work together in RRR areas, including opportunities to expand service offerings and better support articulation between VET and higher education?

    A. As outlined above form regional centre "Education Hubs" where there are services from numerous education providers at the one location as point **1B**.
    B. The numerous education providers at the one location then service the outer "learning hubs" virtually / through off campus provision etc. as point **1A.**
    C. Nationally to get funding <u>ALL</u> education providers must comply with a standard agreed pathway from High school to VET / College to Tertiary for those not completing yr.12 & / or ATAR.

> **Challenge B: Relocating RRR students face significant financial, emotional and social challenges**

3. What financial supports work best for students from RRR backgrounds, including those who choose to relocate?
    A. Subsided rent or funded (free) accommodation on campus/ residential facilities.
    B. Free public transport and medical.
    C. Reduced / NIL - VET fees and / or HECS.
    D. Increased Austudy and able to work more to subside this.
    E. Financial support <u>**not**</u> means tested on family income once they are 16 years old.

Lack of access to own income and/or financial support is why many RRR students look for work instead of finishing their education - Especially for those from low income households.

4. What forms of support might be useful in helping students from RRR backgrounds to continue with their tertiary study?
    A. Financial Support as point **3 A to E**.
    B. Access to local facilities and educational support as points **1A 1B & 1C.**
    C. Free online outcomes based courses to assist with filling educational 'gaps'.
    D. Allocated mentors based in the regions who can visit and assist locally / and in universities specialising in assisting RRR students for those who do relocate.

5. How can universities assist RRR students to feel like they belong on their campus?

    A. Buddy system joining new RRR's together with a metro student.
    B. Specifically focused orientation process/ day for RRR students.
    C. Free campus based outcomes based courses to assist with filling educational 'gaps'.
    D. Allocated mentors based in universities specialising in assisting RRR students for those who do relocate.
    E. Universities form links with regional schools and interact before students finish secondary school.

Challenge C: Raising aspirations for tertiary education

6. What actions would help to raise aspirations and support informed career choices for students from RRR backgrounds?

    A. Financial Support as point **3 A to E**.
    B. Access to local facilities and educational support as points **1 A to C**.
    C. Support as points **4 A to D**, and **5 A to D.**
    D. Clear standard pathways as point **2 C.**
    E. Most importantly an expansion of government agencies and professional services in regionals centres: de-centralisation - so there are professional careers available in the regions the community members can clearly see are available to them.

Challenge D: RRR often experience multiple forms of disadvantage

7. What practical steps can be taken to support RRR students who experience multiple forms of disadvantage?

All of the above – as well as increased recognition and accommodating different ways of knowing, learning styles and ways of demonstrating applied learning: Especially at the start of their academic journey so they can adjust to the demands of VET and Tertiary Education.

8. How can we better support Indigenous people from RRR areas to access and succeed in tertiary education?

All of the above – as well as increased recognition and accommodating different ways of knowing, learning styles and ways of demonstrating applied learning: Especially at the start of their academic journey so they can adjust to the demands of VET and Tertiary Education.

In Addition to each education service provider post-secondary school have regionally based Indigenous support advisors / mentors who can visit and assist locally / and in universities specialising in assisting RRR Indigenous students.

Challenge E: Attracting people and jobs to RRR areas

9. How can tertiary education providers further stimulate economic growth in RRR areas?

    A. Delivering services to learning hubs **1A**
    B. Delivering services to Education hubs **1B**
    C. Supporting the delivery of regionally based support roles **1A, 4D, 6E, 8**
    D. Funding residential facilities in the regions **1B, 3A**

10. What actions would further strengthen and increase the attractiveness of regional universities?

- Creating regional Education hubs & Learning hubs in local communities & regions with *numerous education providers at the one location* 1A, 1B, 1C, as well as offering subjects that complement the region and offering research specialisations in them in partnership / internships local regional industry sectors.

11. What policies would attract more metropolitan and international students to study at RRR areas, including regional universities and campuses?

- Offering subjects that complement the region and offering research specialisations in them in partnership / internships local regional industry sectors.
- Creating "sister city" type partnerships with o/s communities and the regional education hubs – that also link to economic opportunity in the regions industry sectors.

Challenge F: Implementing and monitoring a national strategy

12. Would there be value in establishing a National Regional Education Commissioner to oversee the Strategy and, if so, what should their role be?

Yes and there role should be to achieve all of the above in every State with offices IN the regions.

13. How should success be measured? What goals and targets, including for tertiary education attainment, should be considered both at a national and individual community level?

To be a wealth prosperous nation we must have an educated population – a great target would be to increase educational participation post year 10 in VET & / or tertiary for all community sectors by 2%pa. until all of the population has attained some level of recognised post-secondary /VET education.

Prepared by -

**Karen Oborn
Chief Executive Officer
Shire of Carnamah**